

Staff Attitudes
in an African University
by

A P Cavendish

T S Nordenstam

D J Shaw

The Institute of Development Studies
at The University of Sussex

STAFF ATTITUDES IN AN AFRICAN UNIVERSITY

by

A.P. Cavendish (Department of Philosophy,
University of Khartoum)

T.S. Nordenstam (Department of Sociology,
University of Umeå; formerly
of the Department of Philosophy,
University of Khartoum)

D.J. Shaw (Institute of Development
Studies at the University of
Sussex; formerly of the
Department of Rural Economy,
University of Khartoum)

The Institute of Development Studies
at The University of Sussex

January 1967.

Contents:

	Page
1. Introduction	1
2. The University of Khartoum	2
3. Aims of the study	5
4. Method	5
5. Results	6
5.1. Teaching and research	7
5.1.1. Teaching-research ratios	7
5.1.2. The students	7
5.1.3. The examination system	8
5.1.4. Training students for Sudan's needs	9
5.1.5. Lectures, seminars, practicals	9
5.1.6. Post-graduate training	9
5.1.7. Research	10
5.1.8. Working conditions	10
5.1.9. Job satisfaction	10
5.2. Organisation and administration	11
5.2.1. Department	11
5.2.2. Faculty	11
5.2.3. Administration	11
5.2.4. University	11
5.3. Other questions	11
5.3.1. Functions of the University	11
5.3.2. External relations	12
5.3.3. A second university	12
5.3.4. Sudanisation	13
5.3.5. Arabicisation	14
5.3.6. Impatriate - expatriate relations	15
5.3.7. Functions of expatriates	15
5.3.8. Foreign aid	15
5.3.9. Lessons from other universities	16
5.4. Job motivation	16
5.5. Comments by heads of departments	16
6. Conclusion	17

Appendix:

- I. The questionnaire
- II. Appendix tables

Tables:

1. Nationality of staff by faculty and level of appointment
2. Staff - student ratios by faculty
3. Sudanisation by faculty
4. Sudanisation by level of appointment

Appendix Tables:

1. Estimated time spent on teaching and research: session 1965/66
2. Student academic strong points
3. Student academic deficiencies
4. Suggestions for improving student academic performance
5. Views on student activities outside the class-room
- 6(a). Views on staff-student relations
- 6(b). Suggestions for improvement of staff-student relations
- 7(a). Views on the existing examination system
- 7(b). Suggestions for improving the examination system
- 8(a). Adequacy of student training for Sudan's needs
- 8(b). Suggestions for improving student training for Sudan's needs
9. Views on amount of instruction given to students
10. Views on the role of seminars and tutorials
11. Suggestions for student activities in university vacations
12. Views on post-graduate training in the University of Khartoum
13. Research during session 1965/66
14. Planned research for long vacation 1966
- 15A(a). Research difficulties within the university session 1965/66
- 15A(b). Research difficulties outside the university in the Sudan: session 1965/66
- 15B. Suggestions for improving research facilities
- 16(a). Views on working conditions in the university
- 16(b). Suggestions for improvement of working conditions in the university
17. Attitudes towards work in the university: session 1965/66
- 18(a). Attitudes towards organisation and administration of department
- 18(b). Suggestions for improving organisation and administration of department
- 19(a). Attitudes towards organisation and administration of faculty
- 19(b). Suggestions for improving organisation and administration of faculty

- 20(a). Views on the university administration
- 20(b). Suggestions for improvements of the university administration
- 21(a). Views on the organisation and administration of the university
- 21(b). Suggestions for improving the organisation and administration of the university
- 22. Views on the functions of the university in the Sudan
- 23(a). Views on whether the university is fulfilling its functions
- 23(b). Comments on the extent to which the university is fulfilling its functions
- 24. Views on relationships between university and other bodies in the Sudan
- 25. Views on the establishment of a second university in the Sudan
- 26. Main lessons of the university for the establishment of a second university in the Sudan
- 27(a). Views on Sudanisation of staff
- 27(b). Main problems of Sudanisation
- 28(a). Views on teaching in Arabic
- 28(b). Main problems of teaching in Arabic
- 29. Views on impatriate-expatriate relations in the university
- 30(a). Views on the function of expatriates in the university
- 30(b). Views on whether expatriates are fulfilling their function
- 31(a). Views on current utilisation of foreign aid available to universities
- 31(b). Suggestions for improved use of foreign aid
- 32. Recommendations for adopting features from other universities
- 33. Number of departments responding
- 34. Respondents by faculty
- 35. Respondents by nationality
- 36. Level of appointment
- 37. Committee and society membership
- 38. Reasons for taking up appointment in the University of Khartoum
- 39. Additional comments on various aspects of the questionnaire

STAFF ATTITUDES IN AN AFRICAN UNIVERSITY

1. Introduction

Changes that have occurred in Africa in the recent past, and are still going on, are having a major impact on the roles of universities in countries on that continent. Political independence and planned economic development have led to the construction of new concepts of universities as developmental instruments. This has involved the modification of universities which have their origins in the colonial past. Syllabuses are being reshaped and research reorientated towards tackling the problems of the countries concerned. Staff is being Africanised, and at the same time drawn from a wider and more international area. In certain countries attempts are being made to introduce national languages as the medium of instruction. There is a general attempt to sever old ties with the former colonial powers and construct new ones through bilateral, multilateral and United Nations aid programmes. Moreover, Pan-Africanism has brought with it attempts to establish cooperation between the universities on the African continent.⁽¹⁾ All these forces are changing the traditional position and role of universities from that which was conceived by the colonial creators and there is now a general awareness of the need to adapt higher education to meet the needs of the developing countries. Some of the more recently established universities have been consciously fashioned to meet the needs and requirements of development (e.g. the universities of Zambia, Malawi and Mauritius, and outside Africa the planned university of the South Pacific on the island of Fiji.)⁽²⁾ Those universities whose foundations were laid in the colonial era are now facing the necessity of adapting to the new conditions which have emerged with independence.

-
- (1) Charter of the Organisation of African Unity, Article II, 2 C.
(2) Colin Leys, The Development of a University College of Mauritius, Sessional Paper, No. 4 of 1964, Mauritius Legislative Assembly, Govt. Printer, Mauritius, May 1964; Report on the Higher Education Mission to the South Pacific, n.d., s.l.; Report on the Development of a University in Northern Rhodesia, 1963, Lusaka, 1964.

The authors wish to express their gratitude to the Vice-Chancellor and the staff of the University of Khartoum who cooperated in this research, to the Research Committee at the University of Khartoum and the Kempe Foundation at the University of Umeå for financial aid, and the Institute of Development Studies at the University of Sussex for providing facilities for producing this report.

Little systematic study has so far been carried out on these processes of adaptation and modification. Such studies would throw light on processes of culture transfer as well as providing essential information for planning the future development of the more well-established institutions of higher education in Africa. In this report, it is suggested that a study of staff attitudes in African universities might provide insight into the problems currently facing African universities as well as suggestions for solutions.

2. The University of Khartoum

The University of Khartoum provides an instructive case-study of the problems of adapting an established institution to meet the needs of a developing country. The University of Khartoum was established as an independent university when the Sudan attained political sovereignty in 1956. Its history, however, goes back to the founding of the Gordon Memorial College in 1899 to serve as the focus of higher education in the Sudan for all time.⁽¹⁾ A school of Medicine was started in 1924, and a school of Law in 1936. In 1937, the De La Warr Commission proposed the establishment of a university college with the view of eventually setting up a full university.⁽²⁾ Between 1938 and 1940, schools of Administration and Police, Agriculture, Arts, Engineering, Science, and Veterinary Science were founded. The Asquith Commission (1943 - 1945)⁽³⁾ reiterated the suggestion for creating a university college, and in 1945 the existing schools were incorporated into a reorganised Gordon Memorial College, which became a university college in 1951 with links with the University of London.

This history gave to the institution a strongly British character. Syllabuses, administration and university organisation were based on the pattern on British provincial universities of that time, and the staff was with few exceptions British. The Asquith Commission provided a blueprint for university development in the Sudan, which has proceeded since 1945 with few major deviations from that plan. In spite of the fact that its political, economic, social and cultural setting has changed considerably with independence, the University of Khartoum is still essentially an Asquith university.

(1) Lord Kitchener, speech at the opening of the Gordon Memorial College, November 1902.

(2) Report of Lord De La Warr's Educational Commission, McCorquodale & Co., Khartoum 1937.

(3) Report of the Commission on Higher Education in the Colonies, Cmd. 6647, H.M.S.O., London 1945.

The type of institution envisaged by the Asquith Commission was designed to produce "men and women with the standards of public service and capacity for leadership which self-rule requires and an increasing number of men with professional qualifications".⁽¹⁾ The faculties of Arts and Science were seen as the core of the university with professional faculties grouped round them. The emphasis was on teaching at the undergraduate level with post-graduate studies normally taking place in Britain. The Commission encouraged research of a "fundamental" nature, confining applied research to separate research institutes outside the university. The overall aim was to ensure that the new universities overseas would attain standards equal to those of British universities. In short, the Asquith Commission worked within a colonial framework, assuming slow progress towards ultimate self-rule and using the British pattern of universities as their point of reference.

The main developments within the University of Khartoum since independence may be summarised as follows: consolidation of the Asquith pattern; the addition of faculties of Economics and Pharmacy and some new departments; gradual but slow adaptation of syllabuses to meet Sudan's needs; sudanisation and a more international recruitment of staff. There is a programme for the sudanisation of the academic staff as rapidly as is feasible. Except for the recently established faculty of Pharmacy, all deanships are now held by impatriates, and there is a policy of sudanising the headships of all departments. The Administration of the University was fully sudanised within two years of independence.

In several important respects, the University of Khartoum is a few steps ahead of other universities in Africa, which are likely to follow similar trends. Studies of the University of Khartoum, may, therefore, be of interest to other universities in Africa which are facing similar problems of adapting institutions inherited from the colonial past to local needs, and may also prove of value to countries and institutions engaged in supplying aid for the development of higher education in Africa.

(1) Op. cit., pp. 10-11.

Table 1. Nationality of staff by faculty and level of appointment (a)

Nationality	Agriculture L S/L P	Arts L S/L P	Economics L S/L P	Engineering L S/L P	Law L S/L P	Medicine L S/L P	Pharmacy L S/L P	Science L S/L P	Vet. Science L S/L P	Total University L S/L P	Total Staff
Sudanese	20 2 1	10 4 1	7 1 1	7 3 1	6 1 -	13 2 1	1 1 -	7 3 -	4 1 1	75 19 6	100
Expatriates	2 4 -	20 5 3	14 3 5	9 6 6	4 - 1	9 6 6	2 2 2	23 10 9	8 6 2	91 42 34	166
Middle East	- - -	2 4 1	2 - 1	- - -	- - -	4 3 -	2 1 1	3 4 3	4 1 -	17 13 6	36
British	2 2 -	12 - 2	5 1 1	3 - 3	1 - -	2 1 6	- - 1	10 3 4	- 1 -	35 8 17	60
Other European	- 1 -	2 - -	1 - -	1 6 3	- - -	1 2 -	- - -	7 1 -	2 4 1	14 14 4	32
American (USA)	- - -	2 - -	1 1 2	2 - -	- - 1	- - -	- - -	- - 1	- - -	5 1 4	10
Asian	- 1 -	2 - -	5 1 1	3 - -	3 - -	2 - -	- 1 -	3 2 -	2 - 1	20 5 2	27
Others	- - -	- 1 -	- - -	- - -	- - -	- - -	- - -	- - 1	- - -	- 1 1	2
TOTAL	22 6 1	30 9 4	21 4 6	16 9 7	10 1 1	22 8 7	3 3 2	30 13 9	12 7 3	165 61 40	266

(a) Includes staff of the level of lecturer and above including visiting staff.

L = Lecturer; S/L = Senior Lecturer, Reader and Associate Professor; P = Professor.

Nationality of staff by faculty and level of appointment (a)

Faculty	Agriculture L S/L P	Arts L S/L P	Economics L S/L P	Engineering L S/L P	Law L S/L P	Medicine L S/L P	Pharmacy L S/L P	Science L S/L P	Vet. Science L S/L P	Total University L S/L P	Total Staff	% of Total
	20 2 1	10 4 1	7 1 1	7 3 1	6 1 -	13 2 1	1 1 -	7 3 -	4 1 1	75 19 6	100	37
Business	2 4 -	20 5 3	14 3 5	9 6 6	4 - 1	9 6 6	2 2 2	23 10 9	8 6 2	91 42 34	166	63
Education	- - -	2 4 1	2 - 1	- - -	- - -	4 3 -	2 1 1	3 4 3	4 1 -	17 13 6	36	16
Health	2 2 -	12 - 2	5 1 1	3 - 3	1 - -	2 1 6	- - 1	10 3 4	- 1 -	35 8 17	60	22
Physical Education	- 1 -	2 - -	1 - -	1 6 3	- - -	1 2 -	- - -	7 1 -	2 4 1	14 14 4	32	12
Recreation	- - -	2 - -	1 1 2	2 - -	- - 1	- - -	- - -	- - 1	- - -	5 1 4	10	3
Student Services	- 1 -	2 - -	5 1 1	3 - -	3 - -	2 - -	- 1 -	3 2 -	2 - 1	20 5 2	27	10
Teacher Education	- - -	- 1 -	- - -	- - -	- - -	- - -	- - -	- - 1	- - -	- 1 1	2	1
Total	22 6 1	30 9 4	21 4 6	16 9 7	10 1 1	22 8 7	3 3 2	30 13 9	12 7 3	165 61 40	266	100

(a) Includes staff of the level of lecturer and above including visiting staff.

L = Lecturer; S/L = Senior Lecturer, Reader and Associate Professor; P = Professor.

3. Aims of the study

The two main aims of this study were: (i) to make a first probe into staff attitudes in an African university; (ii) to stimulate thought about a range of aspects of university development with particular reference to the University of Khartoum.

The academic staff at the University of Khartoum is drawn from a wide range of nationalities and academic backgrounds. The total number of academic staff (lecturers and above) actually on the campus in February 1966 was 266 ⁽¹⁾ of which 100 were Sudanese (37%), 60 British (22%), 32 other European (Czechoslovakian, Dutch, French, Hungarian, Maltese, Polish, Swedish, West German, Yugoslav) (12%), 27 Asian (Ceylonese, Indian, Pakistani) (10%) 36 Middle Eastern (Egyptian, Iraqi, Lebanese) (16%), 10 American (United States) (3%), and 2 of other nationalities (1%). They teach in 56 departments, which are grouped into 9 faculties (Table 1.)

Considering this wide range of nationalities and academic backgrounds, our hypothesis was that a wide range of views and attitudes on the University would exist. ⁽²⁾

4. Method

In the absence of previous studies in this field, an open-ended questionnaire was constructed (Appendix 1). Most of the questions were broadly formulated to give as much freedom as possible to the respondent to express his own views. The questionnaire was divided into four sections: (1) teaching and research, (2) organisation and administration, (3) a general section on the role of the university and various aspects of its development, (4) personal information. A fifth section for heads of departments and deans only included questions on their functions and difficulties in the university. Both descriptive and normative questions were included, and suggestions for improvements were solicited in a number of cases. The questions were formulated on the basis of a series of interviews with leading university staff members, impatriate as well as expatriate.

(1) Including lecturers, senior lecturers, readers, associate professors, professors, and visiting staff of these categories, but excluding demonstrators and tutors.

(2) This study forms part of a larger analysis of the University of Khartoum including studies of the student population, university policy in the Sudan and the role of the University in the national economy. See T.S. Nordenstam & D.J. Shaw, The Student Community in an African university, stencilled report, The Institute of Development Studies at the University of Sussex, January 1967.

The questionnaires, accompanied by a cover note, were circulated to all lecturers and above ⁽¹⁾ in the interval between the end of teaching and the beginning of examinations in February 1966. Two reminders were sent out at two week intervals (Appendix 1). The timing proved inconvenient for some staff members, and may have affected the response rate, but was necessitated by the fact that some of the questions were designed to cover staff experience during the preceding session. It was stressed that all information given would be treated strictly confidentially.

The analysis of returns was performed exclusively by the authors. The returns were analysed manually, and categories were constructed on the basis of the answers rather than superimposing ~~them upon the~~ returns in order to reveal the full spectrum of staff attitudes. Tables were then constructed by faculty and nationality of staff to see to what extent these variables correlated with attitudes towards the university. It was held to be of particular interest to compare impatriate and expatriate views.

It must be emphasised that this is an exploratory study, intended primarily to provide a basis for further work in this field.

5. Results

25% of the staff included in the sample returned the questionnaire. It is known that university staff attitudes are generally difficult to solicit. In view of this we regard the response rate as satisfactory, especially since this is a pilot study. Although the respondents cannot be regarded as a representative sample of the total staff population, they are well distributed over nationalities, faculties, departments, levels of appointment and committees and societies both within the university and elsewhere in the Sudan (Appendix Tables No. 33-37). In the University of Khartoum, the faculties of Agriculture, Medicine, Pharmacy, and Veterinary Science are geographically remote from the main university campus. This is reflected in the relatively low response rate from these faculties. The Sudanese nationals are also under-represented. We have been impressed by the serious and conscientious manner in which the questions were answered.

The following are the main results of the analysis briefly stated.

(1) I.e., the 266 staff members referred to above (see Table 1).

5.1. Teaching and research

5.1.1. Teaching - research ratios (Appendix Table No. 1)

From the replies received it appears that staff members spend an average of 30 hours per week on teaching and research, two thirds of which is spent on teaching (including preparations, etc.). Teaching-research ratios vary considerably between faculties, but do not seem to be related to staff-student ratios, (Table 2.)

Table 2. Staff-Student Ratios by Faculty

Faculty	Number of staff ^(a)	Number of ^(b) Undergraduates	Staff-student ratio
Agriculture	29	136	1:4.7
Arts	43	463	1:11.0
Economics	31	447	1:13.9
Engineering	32	220	1:6.6
Law	12	148	1:12.3
Medicine	37	243	1:6.6
Pharmacy	8	37	1:4.6
Science	52	620	1:11.9
Veterinary Science	22	58	1:2.6
Total University	266	2372	1:8.9

(a) Equivalent to survey sample (Table 1).

(b) According to students' admission forms.

Like all self-assessments these figures probably reflect the level of aspiration as well as the level of attainment. They also reflect the emphasis placed on teaching, one of the main characteristics of an Asquith university.

5.1.2. The students (Appendix Tables No. 2 - 6, 11)

Staff were asked to list the strong and weak points of the students from the academic point of view. The respondents listed more deficiencies than attributes. The strong point most frequently mentioned was general interest in academic work (keenness, enthusiasm, etc.) Good memory and intelligence also came high on the list, but were referred to only by expatriates. There is a strong tendency for Sudanese students to learn by rote, as has been frequently pointed out in commission and external examiners' reports. The De La Warr Commission, for example, commented in 1937 on the tendency in the Sudanese schools to memorise without understanding

which resulted in failure to "produce qualities of initiative, foresight, judgment and adaptation to circumstances" ⁽¹⁾. An uncritical attitude was also the academic deficiency most frequently referred to in this survey. Other prominent deficiencies included insufficient work, poor English, lack of interest, poor academic background and poor study techniques. The respondents did not complain much of lack of academic ability but rather of underutilisation of ability.

Over 50% of the respondents suggested that improved teaching methods, e.g. stopping the dictation of notes in lectures, less spoon-feeding and more independent student work, would improve student academic performance. Improved English was mentioned by a number of expatriates, particularly in the faculties of Arts and Economics.

Comments on student activities outside the classroom were largely unfavourable. Interest in politics was stated to be commendable by some staff members, although others felt that there was too much of it. Students were regarded as generally wasting their time and engaging in too little organised activities. As for vacation activities, the main suggestions were for students to take up employment, go on trips and tours and engage in field-work and research.

In view of the largely critical attitude of the staff towards the students, it is not surprising to find that almost 50% of the respondents (including most of the Sudanese) regard staff-student relations as bad. A survey of the students of the University ^{in 1962-63} tends to confirm that there is little contact between staff and students. Replies from 907 students from the faculties of Arts, Economics and Social Studies, Engineering and Architecture, Law and Science revealed that 77% of the respondents had never visited a staff member's house and 68% had never invited a staff member to the Student Union or hostels. The main recommendation for improving relations, especially from the Sudanese staff, was that there should be more social contact.

5.1.3. The examination system (Appendix Table 7)

The examination system in the University of Khartoum is of the British pattern with examinations at the end of the academic year. 47% of the respondents (including a majority of the British staff) found the existing system satisfactory or fairly satisfactory, while 42% (largely non-British)

(1) Op. cit., p. 8.

found it unsatisfactory. A move towards the American system of more frequent examinations and tests with more weight given to class work was the principal recommendation for improvement. A modification of the examination system was also suggested as a means of improving student academic performance and stimulating them to work more. (Cf. Appendix Tables 3-4.)

5.1.4. Training students for Sudan's needs (Appendix Table 8) ⁽¹⁾

47% of the respondents (slightly weighted towards the expatriate staff) regarded the training of undergraduates in the university as adequate or fairly adequate, and 35% as inadequate. The main suggestions for improvements were that more emphasis should be placed on local conditions. Some expatriates stressed the need for studies of Sudan's requirements and for more practical and applied work.

5.1.5. Lectures, seminars, practicals (Appendix Tables 9-10)

There is a heavy reliance on lectures in the University of Khartoum, especially in the faculty of Agriculture and, less surprisingly, in the faculty of Arts (Appendix Table 1). Whereas very few respondents considered that there was too few lectures, 50% suggested that there should be more seminars and tutorials, and 37% that there should be more practicals and field-work (cf. Appendix Table 8). The Sudanese respondents were particularly critical of the stress put on lecturing, and amongst the expatriates, a divergence of views appeared between British and American staff on all types of instruction. The British, like the Sudanese, tended to regard seminars and tutorials as more useful than the Americans did.

5.1.6. Post-graduate training (Appendix Table 12)

In the University of Khartoum the emphasis is on under-graduate teaching, and as yet most students are sent abroad for higher studies. 39% of the respondents (including 50% of the Sudanese) thought that more post-graduate training in the University of Khartoum would be desirable. Only some British and American respondents considered that all post-graduate training should take place abroad.

(1) Cf. sections 5.3.1 - 5.3.2 below.

5.1.7. Research (Appendix Tables 13-15)

Some three-quarters of the respondents, both impatriate and expatriate, stated that they undertook research during the 1965-1966 session. Of these, two-thirds stated that their researches were related to the Sudan. Two-thirds of the respondents (including most of the Sudanese) planned to undertake research during the long vacation in 1966, of which slightly more than half was stated to be related to the Sudan. The official view that research should be Sudan-orientated thus seems to be widely accepted by the staff.

The research difficulties within the University mentioned by the respondents are of a kind that might be expected in a teaching-oriented institution: a heavy teaching load, shortage of research assistants, lack of apparatus, materials and research literature. Outside the university, the respondents seem to have encountered far fewer difficulties. Only 17 difficulties outside the university were specifically referred to compared with 79 within the university and whereas 18 respondents stated that they had met with no difficulties in carrying out research in the Sudan outside the university, only 9 said they had met with no difficulties within the university.

Most of the suggestions for improving the research situation referred to the difficulties already mentioned.

5.1.8. Working conditions (Appendix Table 16)

54% of the respondents deemed their working conditions in the university to be inadequate. Suggestions for improvement included better academic facilities such as an improved library, better office equipment, more support staff, improved administration, better accommodation and better transport.

5.1.9. Job satisfaction (Appendix Table 17)

Over 50% of the respondents expressed positive attitudes towards their work in the university during the preceding session, the answers ranging from Good, Fair, and Satisfying to Very Interesting, Exciting and Challenging. Around 25% expressed negative attitudes such as Dull, Frustrating, Exhausting and Worrying.

5.2. Organisation and administration

5.2.1. Department (Appendix Tables 18, 33)

There are 56 departments in the University with an average size of 4.8 staff (lecturers and above actually on the campus in February 1966), ranging from 1 to 13 staff members. Response was obtained from 27 of the departments. More than half of the respondents expressed a positive attitude towards the administration and organisation of their departments, although half of these did so with reservations. Slightly more than 25% expressed negative attitudes. The departments in the faculties of Agriculture, Economics and Veterinary Science were looked upon more favourably than the rest. Suggestions for improvement reflected the shortcomings mentioned by the staff: more and better support staff (secretaries, research assistants, technicians), better planning, better leadership, and more democratic control.

5.2.2. Faculty (Appendix Table 19)

A similar picture emerged from the replies concerning faculty administration and organisation. More democratic control was the principal suggestion for improvement.

5.2.3. Administration (Appendix Table 20)

Impatriate as well as expatriate views on the university administration were equally divided between positive and negative. Suggestions for improvements stressed the need for decentralisation, better and more efficient administrative staff and simplification of **routine** procedures.

5.2.4. University (Appendix Table 21)

Few respondents expressed a positive view of the organisation and administration of the university as a whole. 38% expressed negative views and some 40% expressed no opinion. Suggestions for improvement included reforming the faculty system by removing departmental and faculty barriers and setting up schools of studies. Decentralisation and overhaul of the Administration were also frequently mentioned.

5.3. Other questions

5.3.1. Functions of the university (Appendix Tables 22-23)

The main functions of the university, according to the respondents, were (in descending order):

- (1) production of graduates;
- (2) research;
- (3) serving the development of the country;
- (4) intellectual and cultural centre for the country;
- (5) production of future leaders;
- (6) advisory function;
- (7) extension services;
- (8) character and intellect training.

In contrast to the functions stressed by the Asquith Commission, the idea of the university as a developmental instrument seems to have gained fairly general acceptance, while the emphasis on production of leaders and character training seems to have assumed less significance. The role of the university as a national cultural and intellectual centre was particularly stressed by the Sudanese and British respondents.

Respondents were fairly equally divided on whether the University was fulfilling its functions. More respondents from the faculties of Economics, Veterinary Science, and to some extent Science stated that the university was fulfilling its functions than those from the other faculties. The American respondents were particularly critical. Comments referred to the isolation of the university from the rest of the country, low educational standards, lack of planning based on estimates of manpower requirements, and inadequate research.

5.3.2. External relations (Appendix Table 24)

About 50% of the respondents (most whom were expatriates) either did not know anything about or expressed no view on the university's relations with outside bodies. Of those who evaluated the situation, over half (particularly the expatriate staff) felt that relationships were bad.

5.3.3. A second university (Appendix Tables 25-26)

Sudan's Ten Year Plan for the period 1961 - 1971 foresaw an increase of the university student population to 3,000 by 1970/71. ⁽¹⁾ It has since been suggested that third-level manpower demands will require an increase of the student population in the University of Khartoum to 5,000 by 1970 and the establishment of another university. ⁽²⁾

(1) The Ten Year Plan of Economic and Social Development 1961/2 - 1970/1, Government Printing Press, Khartoum, n.d.

(2) M.O. Beshir, "Financing University Education in the Sudan", in Education in the Sudan, Philosophical Society of the Sudan, Khartoum 1963, p. 46; M.A. Nour, "Problems of Agricultural Education in the Sudan", in D.J. Shaw, ed., Agricultural Development in the Sudan, Khartoum 1966, p. D.41

Twenty-three of the respondents thought that the establishments of a second university in the Sudan was desirable, twelve regarded it as premature, and five were against the idea. Respondents suggested a very wide range of lessons to be noted from the University of Khartoum for the establishment of a second university in the Sudan. Besides the points referred to above (5.2), respondents drew attention to recruitment difficulties and recommended gradual development, slower sudanisation (mentioned by expatriate staff only) and more emphasis on applied research.

5.3.4. Sudanisation (Appendix Table 27)

37% of the staff (lecturers and above) actually present on the campus in February 1966 were Sudanese. There were considerable inter-faculty variations:

Table 3. Sudanisation by faculty ⁽¹⁾

Faculty	Total number of staff	Number of sudanese staff	% Sudanese staff	Number of Sudanese studying abroad ⁽²⁾
Agriculture	29	23	79	13
Arts	43	15	36	18
Economics	31	9	28	20
Engineering	32	11	33	25
Law	12	7	58	6
Medicine	37	16	43	32
Pharmacy	8	2	25	1
Science	52	10	19	24
Veterinary Science	22	7	31	13
Total	266	100	37	152

Sudanisation by level of appointment had reached the following figures by February 1966:

(1) Including visiting staff.

(2) Senior scholars and fellows expected to have returned by 1970/71.

Source: University of Khartoum Administration.

Table 4. Sudanisation by level of appointment ⁽¹⁾

Level of appointment	Total	Sudanese	%
Lecturer	165	75	45
Senior lecturer ⁽²⁾	61	19	32
Professor	40	6	15
Total	266	100	37

(Cf. Table 1 and Appendix Tables 35 - 36.)

In 1966, 152 Sudanese senior scholars and fellows were studying abroad. They were expected to return to the Sudan by 1970/71 (Table 3).

44% of the respondents (58% of the Sudanese and 35% of the expatriates) expressed positive views towards sudanisation, 21% regarded it as premature, 14% as inevitable. No negative views were expressed. 20% expressed no view. There appears to be a positive correlation between degree of sudanisation and positive attitude towards sudanisation in the various faculties.

Lack of qualified Sudanese and maintenance of standards were seen as the main problems of sudanisation, and were referred to by 42% and 35% of the respondents respectively. 17% expressed concern that the university might become academically isolated, and 10% (all expatriates) pointed to the risk of creating bottlenecks which would hinder the appointments as well as the promotion of more qualified Sudanese staff in the future.

5.3.5. Arabicisation (Appendix Table 28)

Instruction in government schools in the Sudan is being arabicised, and within two years the intake into the university will have had no experience of English as the medium of instruction. With few exceptions, English is the language of instruction in the university. The solution would seem to be either to bring about rapid arabicisation or else to introduce remedial English. Only four respondents (two impatriates and two expatriates) gave unqualified support to teaching in Arabic. 20% of the respondents (42% of the Sudanese respondents) felt that arabicisation was premature. 15% of the expatriates felt that it was inevitable. The main problems of arabicisation referred to were the lack of literature in Arabic, staffing difficulties, and the risk of academic isolation which was mentioned particularly by the expatriate staff.

(1) Including visiting staff

(2) Including senior lecturers, readers and associate professors.

5.3.6. Impatriate - expatriate relations(Appendix Table 29)

In five of the faculties, the majority of respondents considered impatriate - expatriate relations to be fair, good or very good.

56% of the respondents considered impatriate - expatriate relations to be fair, good or very good, and 30% considered them to be bad or very bad.

The proportions of Sudanese and expatriates who expressed favourable and unfavourable opinions on these relations were the same (56% favourable, 33% unfavourable).

5.3.7. Functions of expatriates (Appendix Table 30)

As sudanisation proceeds in the University, the role of the expatriate may change. 36% of the respondents regarded the main function of expatriates to be that of providing academic stimulation (setting up traditions of learning, establishing, etc.). 33% mentioned teaching as one of the functions of expatriates, 19% mentioned research, 19% assistance in the sudanisation programme. Stimulation was mentioned more frequently by expatriate respondents. Teaching was the most prominent among the Sudanese replies. 50% of the Sudanese expressed no view.

The majority of respondents were reluctant to express any overall view on whether the expatriates in the university were fulfilling their function. Of the 39% who did so, 65% thought that the expatriates were fulfilling their function including 25% of the Sudanese respondents.

5.3.8. Foreign aid (Appendix Table 31)

There is a wide range of types of capital and technical aid available to Universities in developing countries, although the machinery existing in the receiving countries is often inadequate both for drawing fully upon this aid and for making maximum use of it once obtained. The University of Khartoum receives capital and technical aid mainly from British and American sources and to an increasing extent from Eastern European countries.

59% of the respondents (including the majority of expatriate respondents) either did not know whether the university was making full use of the foreign aid available to universities or else expressed no view on this matter. 36% (including the majority of Sudanese respondents) felt that the university was not making full use of available aid. Only 3% felt that the full use was being made.

Over half of the respondents (expatriates as well as impatriates) made no suggestions for the improved use of foreign aid. Suggestions made covered better planning, better exploration of acquired aid, and more information to staff concerning aid possibilities.

5.3.9. Lessons from other universities (Appendix Table 32)

The recommendations for adopting features from other universities indicate that the major areas of concern of the staff are teaching and student affairs and to a lesser extent staff affairs and administration, as is also borne out by the response rates to the battery of questions contained in the questionnaire. 14 explicit references were made to other university systems, half of which were recommendations for adopting features from American universities. Respondents generally looked to universities in the developed countries for guidance, only one explicit reference being made to Arab universities and one to other universities in the developing world.

5.4. Job motivation (Appendix Table 38)

The main reasons given by the respondents for taking up an appointment in the University of Khartoum were (in order of frequency): research (32%), as sense of vocation (29%), terms of service (27%), other academic motives such as the reputation of the university and the attraction of university work (25%), interest in Africa (13%), the opportunity to travel (10%), the opportunity to teach in a university (6%), personal contacts (6%), and the reputation of the head of department (4%).

Expatriates were attracted to the university mainly out of a sense of vocation or an account of favourable terms of service and research possibilities, the British and other Europeans being motivated more by a sense of vocation than the other expatriate groups. The Sudanese respondents, on the other hand, emphasised research interests and tended to evaluate an academic career in relation to careers in the Civil Service.

5.5. Comments by heads of departments

Eight heads of departments from at least four faculties answered the questions concerning their functions and difficulties as heads of departments. Functions mentioned included planning and co-ordination, teaching, and inspiring research.

The main difficulty referred to was weaknesses in the Administration. Five of the eight heads reported difficulties in the recruitment and retention of staff, including finding staff with the right type of experience, delays in advertising and rapid turnover. Suggestions for improvement included advertising sufficiently in advance, improvements in salaries and housing, and more use of secondment possibilities.

6. Conclusion

In this report, we have tried to locate the broad categories of attitudes of staff drawn from widely different backgrounds towards various aspects of an African university. The tables which have been constructed should be viewed as devices for generating hypotheses and detecting trends as well as generally stimulating thought on the various problems confronting African universities.

The response rates to the different questions in the questionnaire were high concerning matters of teaching and student affairs and low for suggestions and questions on general university matters, which can be taken as an indicator of areas of staff interest. The overall impression gained from this study is that although there is sometimes a wide spread of attitudes, they tend to fall into relatively few and well-defined categories. In most cases no clear differences in attitudes emerged between staff in different faculties and of different nationalities. Impatriate and expatriate views coincided to a large extent. The results suggest that impatriate views have been strongly influenced by exposure to British and American university systems.

In this exploratory study, attitudes have been categorised and correlated with faculty and nationality variables. Correlations with other variables such as level of appointment, age, place of undergraduate and postgraduate education, subject and impatriate-expatriate ratios in faculties and departments, as well as personal variables, remain to be investigated.

This study should provide a basis for further investigations of staff attitudes in African universities with the use of closed-question schedules. It is suggested that studies of attitudes in academic communities in Africa, under the impact of rapid political and economic change, would be illuminating both for the planners of higher education and for the aid-givers.

STAFF ATTITUDES IN AN AFRICAN UNIVERSITY

APPENDIX

I. The Questionnaire

II. Tables.

DEPARTMENT OF PHILOSOPHY

UNIVERSITY OF KHARTOUM

STUDY OF THE UNIVERSITY OF KHARTOUM - ACADEMIC STAFF
QUESTIONNAIRE - SESSION 1965/66

Please find enclosed a questionnaire which is being circulated to all members of the Academic Staff of the University of Khartoum.

This questionnaire forms an essential part of a study of the University of Khartoum which is currently being undertaken by the Department of Philosophy in co-operation with other Departments. The study has the support of the Vice-Chancellor and has been financed by the University Research Committee.

Your co-operation in completing and returning this questionnaire as soon as possible would be highly appreciated. I should like to stress that all information given will be treated as strictly confidential.

No information about particular individual questionnaires will be divulged to persons not immediately engaged in the research.

Do not write your name on the questionnaire.

Please answer as many of the questions as you can. Write on the back of the page if you need more space for your answer.

It is not expected that respondents will have fixed opinions on all the subjects dealt with in this questionnaire. If you don't have any fixed views on any of the questions, just write 'No Comment'.

I should sincerely appreciate that if you decide to co-operate in this research, you would kindly return the completed questionnaire to me not later than the end of March 1966.

(Sgd.) A. P. Cavendish.

22nd February 1966

Head, Department of
Philosophy.

UNIVERSITY OF KHARTOUM
FACULTY OF ARTS

Department of Philosophy:

Dear

The response of the questionnaire which was circulated to all members of staff some weeks ago was very encouraging and the information we have received is going to be most valuable for our study of the University of Khartoum. In an institution as big and differentiated as this University, view-points, attitudes and problems are bound to vary considerably from faculty to faculty and from department to department. It is therefore important for our research to get the co-operation of as many staff members as possible from all faculties and departments, not least from the 'technical faculties' which in many ways differ from the other faculties in the University.

Your contribution would therefore be of particular value for our research and we should greatly appreciate it if you could find time to complete and return your copy of the questionnaire.

Yours sincerely,

(Sgd.) A. P. Cavendish.

Head, Dept. of Philosophy

/ 19th March, 1966 /

DEPARTMENT OF PHILOSOPHY

UNIVERSITY OF KHARTOUM

STUDY OF THE UNIVERSITY OF KHARTOUM - ACADEMIC STAFF

QUESTIONNAIRE - SESSION 1965/66

To all Deans
Heads of Departments,
Professors, Readers, Senior Lecturers and Lecturers.

Some days ago you received a questionnaire asking for your views on various aspects of the University of Khartoum. Some people have objected to some of the questions on the grounds that they could serve to identify the respondents. I should therefore like to take this opportunity to emphasise that partial answers will be of value, and that if anyone wishes to omit personal information his attitude will be understood.

I need hardly say that in any case it is not the purpose of the research to identify the views of particular individuals, and the researchers involved would not attempt this. All original documents will be destroyed after processing.

I should like to stress that your co-operation in this research would be highly valued, and that all questionnaires will be treated strictly confidentially.

Please let me know if you have not received your copy of the questionnaire.

Thanking you in anticipation for your co-operation in our research.

I remain,

yours sincerely,

(Sgd.) A. P. Cavendish

7th. March, 1966

Head, Department of Philosophy.

DEPARTMENT OF PHILOSOPHY

UNIVERSITY OF KHARTOUM

STUDY OF THE UNIVERSITY OF KHARTOUM - ACADEMIC STAFF

QUESTIONNAIRE - SESSION 1965/66

Please return this slip separately to the Head, Department of
Philosophy, so that we need not bother you again with reminders.

I have completed and returned the Academic Staff Questionnaire.

Name:.....

Department:

Faculty:

Date: / , 1966

DEPARTMENT OF PHILOSOPHY

UNIVERSITY OF KHARTOUM

STUDY OF THE UNIVERSITY OF KHARTOUM - ACADEMIC STAFF

QUESTIONNAIRE - SESSION 1965/66

I. Teaching and Research

1. Approximately how many hours per week did you spend on the following during the session 1965/66?

	<u>Undergraduate</u>	<u>Postgraduate</u>
(a) Lectures	hrs.	hrs.
(b) Seminars, tutorials		
.....	hrs.	hrs.
(c) Practicals.....	hrs.	hrs.
(d) Supervision of theses, essays, lab. reports, etc. ; preparation of lectures, seminars, practicals, etc. ; marking exercises, essays, lab. reports, etc. ; counselling (personal and academic) ; other assistance (student societies, sport, etc.):	hrs.	hrs.
(e) Research.....	hrs.	hrs.

2. What do you consider are the strongest points of your students from the academic point of view (in order of importance)?
3. What do you consider are the main academic deficiencies of your students (in order of seriousness)?
4. Any suggestions for improving the students' academic performance in the University?
5. What are your views on the student's activities outside the class-room?
6. (a) What are your views on the staff-student relations in the University?
(b) Any suggestions for improvement of the staff-student relations?
7. (a) Do you think that the examination system in the University is satisfactory at the present?
(b) Any suggestions for improvement?

8. (a) Do you consider that the training the students receive in your faculty adequately meets the needs and requirements of the Sudan?
(b) Any suggestions for improvement?
9. Do you consider that the students are given too many, too few, or the right amount of:
- (a) lectures?
 - (b) seminars and tutorials?
 - (c) practicals and field work?
10. What are your views on the role of seminars and tutorials in the University?
11. What are your suggestions for student activities in the University vacation?
12. What are your views on training post-graduates in the University of Khartoum?
13. What researches did you undertake during the session 1965/66? Give details.
14. Do you plan to carry out any research during the coming long vacation? Give details.
15. What difficulties have you experienced during this session in carrying out research?
- (a) within the University?
 - (b) outside the University in the Sudan?
- Any suggestions for improvement?
16. Are your working conditions in the University adequate? Any suggestions for improvement?
17. Was your work in the University of Khartoum during this session generally exciting, dull, etc, ?

II. Organization and Administration

18. (a) Do you think that your Department is well run and organized?
(b) Any suggestions for improvement?
19. (a) Do you think that your Faculty is well run and organized?
(b) Any suggestions for improvement?

20. (a) What has been your experience in dealing with the University Administration?
- (b) Any suggestions for improvement?
21. (a) What are your views on the organization and administration of the University as a whole (organization of Departments and Faculties, etc.)?
- (b) Any suggestions for improvement?

III. General

22. What do you consider the roles and functions of the University should be in the Sudan?
23. Do you feel that the University fulfils its functions at the present?
Comment.
24. What are your views on the relationships between the University and Governmental and other bodies of the Sudan?
25. What are your views on the possibility of setting up a second University in the Sudan?
26. What do you consider are the main lessons to be noted from this University in setting up a second University in the Sudan?
27. What are your views on the Sudanization of the University Staff?
What do you consider are the main problems involved?
28. What are your views on the use of Arabic as the medium of instruction in the University of Khartoum? What do you consider are the main problems involved?
29. What are your views on the relation between the Sudanese and the Expatriates in the University?
30. What do you think that the functions of the expatriates in the University should be? Do you think that the expatriates are fulfilling that function now?
31. Do you think that the University of Khartoum is making full use of the foreign aid available to universities?
- (b) Any suggestions for improvement?

32. What features of other universities do you feel could be usefully applied to the University of Khartoum?

IV. Personal

33. Your Department
34. Your faculty
35. Your nationality
36. Level of appointment (lecturer, senior lecturer, reader, professor)
37. Give the name of and your position on committees, societies, boards, etc.
- (a) in the University
 - (b) outside the University
38. What attracted you to take an appointment in the University of Khartoum.
39. Any additional comments you may wish to make will be welcomed

Question No. 1.

ESTIMATED TIME SPENT ON TEACHING AND RESEARCH: 1965/66 SESSION
(Average Number of Hours Per Week)

Undergraduate										
Faculty	Number of Respondents	Lectures	Seminars Tutorials	Practicals	Super- vision & Prep- paration	Total (3)-(6)	Post- graduate Level Total	Total Teaching (7)-(8)	Research	Overall Total per week (9)-(10)
No Faculty Stated	5	3.0	1.8	2.8	8.1	15.7	4.0	19.7	9.7	29.4
Agriculture	4	4.8	1.3	1.0	4.5	11.5	2.9	14.4	16.5	30.9
Arts	15	5.1	2.2	0.5	12.3	20.2	1.2	21.4	8.9	30.3
Economic and Social Studies	12	4.2	5.3	0.2	5.4	15.1	0.5	16.6	5.3	21.9
Engineering and Architecture	8	5.4	5.5	2.9	12.6	26.4	0.0	26.4	5.8	32.3
Law	3	6.0	5.3	0.0	0.0	11.3	0.0	11.3	15.0	26.3
Medicine	3	1.7	1.0	9.0	29.0	40.7	1.0	41.7	0.0	41.7
Science	12	4.4	1.0	6.7	10.0	22.0	2.7	24.7	12.1	36.8
Vet. Science	4	3.3	1.0	3.8	9.3	17.2	3.5	20.7	11.3	32.0
Total	66	4.5	2.9	2.5	9.7	19.6	1.6	21.2	9.0	30.2

ESTIMATED TIME SPENT ON TEACHING AND RESEARCH: 1965/66 SESSION
(Average Number of Hours Per Week)

1.	<u>Undergraduate</u>								Overall Total per week (9)-(10)	Teaching/ Research Ratios
	Number of Respondents	Lectures	Seminars Tutorials	Practicals	Super- vision & Prep- paration	Total (3)-(6)	Post- graduate Level Total	Total Teaching (7)-(8)	Research	
es	5	3.0	1.8	2.8	8.1	15.7	4.0	19.7	9.7	2.0:1
	4	4.8	1.3	1.0	4.5	11.5	2.9	14.4	16.5	1:1.1
	15	5.1	2.2	0.5	12.3	20.2	1.2	21.4	8.9	2.4:1
	12	4.2	5.3	0.2	5.4	15.1	0.5	16.6	5.3	3.1:1
and	8	5.4	5.5	2.9	12.6	26.4	0.0	26.4	5.8	4.6:1
	3	6.0	5.3	0.0	0.0	11.3	0.0	11.3	15.0	1:1.3
	3	1.7	1.0	9.0	29.0	40.7	1.0	41.7	0.0	-
	12	4.4	1.0	6.7	10.0	22.0	2.7	24.7	12.1	2.0:1
	4	3.3	1.0	3.8	9.3	17.2	3.5	20.7	11.3	1.8:1
	66	4.5	2.9	2.5	9.7	19.6	1.6	21.2	9.0	2.4:1

Question No. 2.

STUDENT ACADEMIC STRONG POINTS

Faculty	Number of Respondents	General Interest	Good Memory	Intelligence	Ability to work hard	Good Discipline	Responsibility	Other Answers	No Answers
No Faculty Stated	5	1	-	-	2	1	-	3	-
Agriculture	4	1	-	-	-	1	-	2	1
Arts	15	9	4	3	2	1	1	4	1
Economics	12	2	-	2	2	1	1	4	5
Engineering	8	4	-	3	-	-	1	-	1
Law	3	2	1	1	-	-	-	-	-
Medicine	3	-	-	-	2	-	-	-	1
Science	12	3	5	-	-	-	-	6	3
Vet. Science	4	2	-	1	-	1	1	1	2
Total	66	24	10	10	8	5	4	20	14

Question No. 3

STUDENT ACADEMIC DEFICIENCIES

Faculty	No. of Respon- dents	Uncritical Attitude	Insuf- ficient Work	Poor English	Lack of Interest	Poor Academic Back- ground	Poor study Techniques	Lack of Academic Ability	Other Answers	No Answers
No Faculty Stated	5	3	2	1	2	-	1	-	1	-
Agriculture	4	-	1	-	1	-	-	2	1	-
Arts	15	10	10	3	2	2	2	1	-	1
Economics	12	5	4	8	2	2	7	-	-	-
Engineering	8	4	3	2	1	3	1	-	2	-
Law	3	3	2	2	1	-	-	-	-	-
Medicine	3	2	-	-	-	-	-	-	1	1
Science	12	7	6	5	7	2	-	4	1	-
Vet. Science	4	-	1	1	-	4	1	-	-	-
Total	66	34	29	22	16	13	12	7	6	2

SUGGESTIONS FOR IMPROVING STUDENT ACADEMIC PERFORMANCE

Question No. 4

Faculty	No. of Respondents	Improved Teaching Methods	Modification of the Exam. System	Improved English	Better Working Conditions	Prizes Grants and Other Incentives	Improved Study Techniques	More Staff	Improved Secondary School Education	Fewer Students	Creation of a Junior College	Arabization	Other suggestions
No Faculty Stated	5	4	-	-	-	1	-	-	-	-	-	1	1
Agriculture	4	3	1	-	-	-	-	-	1	-	-	-	-
Arts	15	7	2	3	5	1	1	1	1	-	1	1	3
Economics	12	6	2	1	3	1	1	1	1	-	1	-	2
Engineering	8	5	2	2	-	1	-	2	-	-	-	-	-
Law	3	1	1	-	-	1	-	-	-	-	-	-	1
Medicine	3	2	-	1	-	-	-	-	-	-	-	-	-
Science	12	7	3	3	1	2	1	1	1	4	1	-	4
Vet. Science	4	2	-	-	1	-	2	-	1	-	-	-	1
Total	66	37	11	10	10	7	5	5	5	4	3	2	12

SUGGESTIONS FOR IMPROVING STUDENT ACADEMIC PERFORMANCE

	No. of Respon- dents	Improved Teach- ing Methods	Modifi- cation of the Exam. System	Improved English	Better Work- ing Condi- tions	Prizes Grants and Other Incen- tives	Improved Study Tech- niques	More Staff	Improved Secun- dary School Educa- tion	Fewer Students	Creation of a Junior College	Arabic sation	Other sug- gest- ions	No Answer
Faculty	5	4	-	-	-	1	-	-	-	-	-	1	1	-
Culture	4	3	1	-	-	-	-	-	1	-	-	-	-	-
Physics	15	7	2	3	5	1	1	1	1	-	1	1	3	1
Chemistry	12	6	2	1	3	1	1	1	1	-	1	-	2	1
Mathematics	8	5	2	2	-	1	-	2	-	-	-	-	-	-
History	3	1	1	-	-	1	-	-	-	-	-	-	1	-
Language	3	2	-	1	-	-	-	-	-	-	-	-	-	-
Science	12	7	3	3	1	2	1	1	1	4	1	-	4	-
Art	4	2	-	-	1	-	2	-	1	-	-	-	1	-
	66	37	11	10	10	7	5	5	5	4	3	2	12	3

Question No.5

VIEWS ON STUDENT ACTIVITIES OUTSIDE THE CLASS-ROOM

Faculty	Number of Respon- dents	Favourable Comments		Unfavourable Comments					Other Comments	Don't Know	No Answer
		Commendable Interest in Politics	Poor	Too few Organized Activities	Too little Academic Work	Wasting Time	Too much Politics	Other unfavour- able Comments			
No Faculty Stated	5	1	-	-	-	-	-	-	4	-	1
Agriculture	4	1	1	-	1	1	-	2	-	-	-
Arts	15	2	3	2	3	2	4	-	-	2	3
Economics	12	-	3	1	2	2	1	-	-	2	4
Engineering	8	4	1	2	-	1	1	-	1	-	2
Law	3	1	-	1	1	-	1	-	-	-	-
Medicine	3	-	1	1	-	-	-	-	-	1	-
Science	12	-	1	-	3	2	1	-	-	-	2
Vet. Science	4	-	1	-	1	2	1	-	-	-	1
Total	66	4	12	11	11	10	9	2	5	5	13

Question No. 6 (a)

VIEWS ON STAFF-STUDENT RELATIONS

Faculty	No. of Respondents	Good	Fair	Bad	Other Comments	Don't Know	No Answer
No Faculty Stated	5	2	-	2	-	-	1
Agriculture	4	-	-	3	1	-	-
Arts	15	4	1	7	3	-	-
Economics	2	1	2	7	1	-	1
Engineering	8	2	1	3	1	-	1
Law	3	-	-	2	-	1	-
Medicine	3	-	-	-	2	-	1
Science	12	2	1	6	2	-	1
Vet. Science	4	1	-	1	-	1	1
Total	66	12	5	31	10	2	6

Question No. 6(b)

SUGGESTIONS FOR IMPROVEMENT OF STAFF-STUDENT RELATIONS

Faculty	No. of Respon- dents	More Social Contracts	Better Facilities For Contacts In Hostels	Better Tutorial System	More Joint Research	Other Comments	No Answer
no Faculty Stated	5	1	1	1	-	1	2
Agriculture	4	2	1	1	1	-	1
Arts	15	3	1	-	1	5	5
Economics	12	6	2	2	-	1	5
Engineering	8	2	-	1	-	2	3
Law	3	2	-	-	-	-	1
Medicine	3	1	-	-	-	-	2
Science	12	6	4	1	1	2	3
Vet. Science	4	1	-	-	-	-	2
TOTAL	65	24	9	6	3	12	24

Question No. 7 (a)

VIEWS ON THE EXISTING EXAMINATION SYSTEM

Faculty	Number of Respondents	Satisfactory	Fairly Satisfactory	Not Satisfactory	Other Answers	Don't Know	No Answer
No Faculty Stated	5	1	-	3	-	1	-
Agriculture	4	1	-	2	1	-	-
Arts	15	3	4	6	1	-	1
Economics	12	2	3	4	1	2	-
Engineering	8	2	2	4	-	-	-
Law	3	-	2	1	-	-	-
Medicine	3	-	-	-	-	-	-
Science	12	5	3	4	-	-	-
Vet. Science	4	2	-	2	-	-	-
Total	66	16	15	28	3	3	1

Question Number 7(b)

SUGGESTIONS FOR IMPROVING THE EXAMINATION SYSTEM

Faculty	Number of Respondents	More Frequent Examinations and Tests	More Weight to Term Work	Modification of Marking System	Changing the External Examiner System	More Oral Examinations	Other suggestions	No Answer
No Faculty Stated	5	1	1	1	-	1	1	1
Agriculture	4	2	1	-	-	-	-	1
Arts	15	3	2	3	-	-	2	8
Economics	12	4	3	1	-	-	-	6
Engineering	8	3	3	2	-	1	2	2
Law	3	2	1	-	1	-	1	-
Medicine	3	2	-	-	-	-	-	1
Science	12	4	3	2	3	1	3	3
Vet. Science	4	1	1	1	1	-	-	2
Total	66	22	15	10	5	3	9	24

Question Number 8(a)

ADEQUACY OF STUDENT TRAINING FOR SUDAN'S NEEDS

Faculty	Number of Respondents	Adequate	Fairly Adequate	Inadequate	Don't Know	No Answer
No Faculty Stated	5	2	-	2	-	1
Agriculture	4	-	2	2	-	-
Arts	15	2	4	7	1	1
Economics	12	3	4	2	1	2
Engineering	8	2	2	3	11	-
Law	3	1	1	1	-	-
Medicine	3	-	2	1	-	-
Science	12	3	1	4	2	2
Vet. Science	4	-	2	1	-	1
Total	66	13	18	23	5	7

Question No. 8(b)

SUGGESTIONS FOR IMPROVING STUDENT TRAINING FOR SUDAN'S NEEDS

Faculty	Number of Respondents	More Emphasis on Local Conditions	Modifications in Syllabuses	Changes in training based on studies of the needs of The Sudan	More Practical and Applied work	Better contact with outside bodies	More Independent Student work	Other Suggestions
No Faculty Stated	5	1	-	-	1	1	-	-
Agriculture	4	-	1	-	1	1	-	1
Arts	15	-	2	3	1	-	2	3
Economics	12	5	1	-	2	1	-	1
Engineering	8	-	1	2	1	1	1	2
Law	3	1	-	-	-	-	1	-
Medicine	3	-	1	-	1	-	-	-
Science	12	3	2	3	1	1	-	1
Vet. Science	4	-	1	-	-	-	1	1
Total	66	10	9	8	8	5	5	9

SUGGESTIONS FOR IMPROVING STUDENT TRAINING FOR SUDAN'S NEEDS

by	Number of Respondents	More Emphasis on Local Conditions	Modifications in Syllabuses	Changes in training based on studies of the needs of The Sudan	More Practical and Applied work	Better contact with outside bodies	More Independent Student work	Other Suggestions	No Answer
ulty	5	1	-	-	1	1	-	-	2
lture	4	-	1	-	1	1	-	1	-
ics	15	-	2	3	1	-	2	3	5
ering	12	5	1	-	2	1	-	1	5
	8	-	1	2	1	1	1	2	3
	3	1	-	-	-	-	1	-	1
ne	3	-	1	-	1	-	-	-	1
e	12	3	2	3	1	1	-	1	3
cience	4	-	1	-	-	-	1	1	1
	66	10	9	8	8	5	5	9	21

Question No. 9

VIEWS ON AMOUNT OF INSTRUCTION GIVEN TO STUDENTS

Faculty	Number of Respondents	Lectures					Seminars and/or Tutorials					Practicals and/or Field Work				
		A	B	C	D	E	A	B	C	D	E	A	B	C	D	
No Faculty Stated	5	2	2	-	-	1	1	1	2	-	1	-	2	-	-	
Agriculture	4	2	1	-	1	-	-	1	3	-	-	-	2	2	-	
Arts	15	10	4	1	-	-	-	3	11	-	1	-	3	4	-	
Economics	12	3	5	1	1	2	3	4	3	1	1	-	1	4	1	
Engineering	8	2	4	-	-	2	1	2	3	-	2	-	4	2	-	
Law	3	1	1	1	-	-	1	1	1	-	-	-	-	-	-	
Medicine	3	1	1	-	-	1	-	-	2	-	1	-	1	2	-	
Science	12	3	5	-	3	1	-	3	7	2	-	-	1	7	3	
Vet.Science	4	2	2	-	-	-	-	-	1	-	3	-	1	3	-	
Total	66	26	25	3	5	7	6	15	33	3	9	-	15	24	4	

A = Too Many

B = Right Amount

C = Too Few (little)

D = Other Answer

E = No Answer

Faculty	Number of Respondents	Lectures					Seminars and/or Tutorials					Practicals and/or Field Work				
		A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Faculty ated iculture s	5	2	2	-	-	1	1	1	2	-	1	-	2	-	-	3
	4	2	1	-	1	-	-	1	3	-	-	-	2	2	-	-
	15	10	4	1	-	-	-	3	11	-	1	-	3	4	-	8
conomics ineering y	12	3	5	1	1	2	3	4	3	1	1	-	1	4	1	6
	8	2	4	-	-	2	1	2	3	-	2	-	4	2	-	2
	3	1	1	1	-	-	1	1	1	-	-	-	-	-	-	3
icine ence Science	3	1	1	-	-	1	-	-	2	-	1	-	1	2	-	-
	12	3	5	-	3	1	-	3	7	2	-	-	1	7	3	1
	4	2	2	-	-	-	-	-	1	-	3	-	1	3	-	-
Total	66	26	25	3	5	7	6	15	33	3	9	-	15	24	4	23

A = Too Many
B = Right Amount
C = Too Few (little)
D = Other Answer
E = No Answer

Question No. 10.

VIEWS ON THE ROLE OF SEMINARS AND TUTORIALS

Faculty	Number of Respondents	Very Useful	Useful	Useless	Short-comings of Present System			Don't Know	No Answer
						Other Answers			
No Faculty Stated	5	2	-	1	-	1	-	1	1
Agriculture	4	3	1	-	2	-	-	-	-
Arts	15	6	6	-	2	1	1	-	-
Economics	12	-	2	3	4	3	-	2	2
Engineering	8	3	2	2	3	-	-	1	1
Law	3	-	3	-	-	-	-	-	-
Medicine	3	1	2	-	-	-	-	-	-
Science	12	4	1	-	5	3	-	2	2
Vet. Science	4	2	-	-	-	-	-	2	2
Total	66	21	17	6	16	8	1	8	8

Question No. 11.

SUGGESTIONS FOR STUDENT ACTIVITIES IN UNIVERSITY VACATIONS

Faculty	Number of Respondents	Vacation Employment	Trips and Tours	Field Work and Research	Other Academic work	Social Work	Other Suggest- ions	No Answer
No Faculty Stated	5	1	2	1	-	-	1	1
Agriculture	4	3	2	1	1	-	-	-
Arts	15	3	8	2	1	3	1	5
Economics	12	3	-	3	1	2	3	4
Engineering	8	7	-	2	-	-	-	-
Law	3	2	-	-	1	-	-	1
Medicine	3	1	1	1	-	2	-	1
Science	12	5	3	4	1	4	-	-
Vet. Science	4	1	2	-	-	1	1	1
Total	66	26	18	14	5	12	6	13

Question No. 12.

VIEWS ON POST-GRADUATE TRAINING IN THE UNIVERSITY OF KHARTOUM

Faculty	Number of Respondents	More Desirable	Part of Training should be abroad	Whole Training should be abroad	Present System Inadequate	Misgivings	Present System Adequate	Other Comments	Don't Know	No Answer
No faculty Stated	5	1	2	-	1	1	-	-	-	-
Agriculture	4	2	-	-	2	-	-	1	-	-
Arts	15	3	1	2	-	1	2	3	2	2
Economics	12	5	-	2	-	-	-	-	-	5
Engineering	8	5	-	-	1	-	-	1	-	1
Law	3	-	-	1	-	-	-	-	-	2
Medicine	3	1	-	-	1	-	-	-	1	-
Science	12	7	4	1	-	1	-	3	1	1
Vet. Science	4	2	1	-	-	1	-	-	-	1
Total	66	26	8	6	5	4	2	8	4	12

Faculty	Number of Respondents	Related to the Sudan	Not related to the Sudan	Not Specified	No Research	No Answer
No Faculty stated	5	4	-	1	-	1
Agriculture	4	4	-	-	-	-
Arts	15	2	5	4	2	2
Economics	12	6	1	1	1	2
Engineering	8	3	-	-	4	1
Law	3	2	-	-	1	-
Medicine	3	2	-	-	1	-
Science	12	11	1	-	-	-
Vet. Science	4	3	-	-	1	-
Total	66	37	7	6	10	6

Question No. 14

PLANNED RESEARCH FOR LONG VACATION 1966

Faculty	Number of Respondents	Related to the Sudan	Not Related to the Sudan	Not Specified	No Research	No Answer
No Faculty stated	5	2	-	1	1	2
Agriculture	4	4	-	-	-	-
Arts	15	2	-	3	8	2
Economics	12	2	6	3	1	-
Engineering	8	3	1	2	2	-
Law	3	1	-	-	2	-
Medicine	3	1	-	-	2	-
Science	12	11	1	-	-	-
Vet. Science	4	-	-	1	3	-
Total	66	26	8	10	19	4

RESEARCH DIFFICULTIES WITHIN THE UNIVERSITY : SESSION 1965/66

Question No. 15A(a)

Faculty	Number of Respondents	Heavy Teaching Load	Shortage of Research Assistants	Lack of Apparatus and Materials	Lack of Literature	Administrative Difficulties	Resistance from staff	Shortage of Money	Academic Isolation	No Answer
No Faculty Stated	5	1	2	1	1	-	-	-	-	-
Agriculture	4	2	3	1	-	2	-	-	-	-
Arts	15	3	1	2	4	1	3	3	2	4
Economics	12	3	2	1	3	-	1	-	3	3
Engineering	8	3	3	3	-	-	-	1	1	1
Law	3	1	-	-	1	-	-	-	1	-
Medicine	3	1	-	1	-	1	-	-	-	1
Science	12	5	5	2	2	2	1	-	1	-
Vet. Science	4	-	1	1	-	-	1	-	1	1
Total	66	19	17	12	11	6	6	4	4	10

Question No. 15A(b)

RESEARCH DIFFICULTIES OUTSIDE THE UNIVERSITY IN THE SUDAN : SESSION 1965/66

Faculty	Number of Respondents	No Difficulties	Poor Transport	Lack of Information	Lack of Financial Help	Lack of Co-operation	Inability to speak Arabic	Other Answer	No Answer
No Faculty Stated	5	2	1	1	-	-	-	-	1
Agriculture	4	3	1	-	-	-	-	-	-
Arts	15	1	-	1	2	2	-	3	9
Economics	12	4	-	-	-	-	2	-	6
Engineering	8	1	-	-	1	-	-	2	3
Law	3	1	-	-	-	-	-	-	1
Medicine	3	-	-	-	-	1	-	-	2
Science	12	5	2	1	-	-	-	-	4
Vet.Science	4	1	2	-	-	-	-	-	1
Total	66	18	6	3	3	3	2	5	27

Question 15B

SUGGESTIONS FOR IMPROVING RESEARCH FACILITIES

Faculty	Number of Respondents	More Support Staff	Reductions		Improved System for Research	More Research Money	Sabbatical Leave	Improve Library	Improved Transport Facilities	Other Answers	No Answer
			of Teaching Load	Better Accommodation and equipment							
No Faculty Stated	5	3	-	1	1	-	-	-	-	-	2
Agriculture	4	1	-	-	1	-	-	-	1	1	1
Arts	15	1	1	-	1	2	2	1	-	4	7
Economics	12	-	1	-	-	-	1	2	--	2	8
Engineering	8	2	3	2	1	-	-	-	-	-	2
Law	3	1	1	1	-	-	1	1	-	1	1
Medicine	3	-	-	-	-	-	-	-	-	-	2
Science	12	4	1	1	1	-	-	-	-	3	2
Vet. Science	4	-	1	1	-	1	-	-	1	1	1
Total	66	12	8	6	5	4	4	4	2	12	26

Question No. 16(a).

VIEWS ON WORKING CONDITIONS IN THE UNIVERSITY

Faculty	Number of Respondents	Adequate	Inadequate	No Answer
No. Faculty stated	5	4	1	-
Agriculture	4	1	3	-
Arts	15	6	7	2
Economics	12	4	7	1
Engineering	8	2	5	1
Law	3	1	2	-
Medicine	3	1	2	-
Science	12	5	6	1
Vet. Science	4	1	3	-
Total	66	25	36	5

Question Number 16(b)

SUGGESTIONS FOR IMPROVEMENT OF WORKING CONDITIONS IN THE UNIVERSITY

FACULTY	No. of Respon- dents	Improved Academic Facilities	Improved Accommo- dation	Improved Admini- stration	Improved Social Services	Other Sugges- tions	No Answer
No of Faculty Stated	5	1	1	2	-	-	2
Agriculture	4	4	2	1	-	-	-
Arts	15	6	5	3	-	1	5
Economics	12	2	2	3	1	1	3
Engineering	8	5	2	1	-	-	3
Law	3	2	2	1	-	-	1
Medicine	3	2	-	-	1	-	1
Science	12	2	3	1	1	-	6
Vet. Science	4	-	1	-	1	-	2
Total	66	24	16	12	4	2	23

Faculty	Number of Res- pondents	Positive	Neutral	Negative	No Answer
No. Faculty stated	5	3	2	-	-
Agriculture	4	-	-	3	1
Arts	15	9	2	2	-
Economics	12	7	1	2	2
Engineering	8	3	1	3	1
Law	3	1	1	1	-
Medicine	3	3	-	-	-
Science	12	4	1	6	1
Vet. Science	4	3	1	-	-
Total	66	35	9	17	5

Faculty	No. of Respondents	Positive	Positive with Reservations	Neutral	Negative	No. Answer
to Faculty stated	5	2	1	1	1	-
Agriculture	4	2	1	1	-	-
Arts	15	6	-	3	6	-
Economics	12	7	4	-	-	1
Engineering	8	-	2	-	4	2
Law	3	1	-	-	1	1
Medicine	3	-	-	-	1	2
Science	12	-	5	2	4	1
Met. Science	4	1	3	-	-	-
Total	66	19	16	7	17	7

Question Number 18(b)

SUGGESTIONS FOR IMPROVING ORGANISATION AND ADMINISTRATION OF DEPARTMENT

Faculty	No. of Respondents	Better Support Staff	Better Planning	Better Leadership	More Democratic Control	Better or More Staff	Better Accommodation & Equipment	Other	No Answer
No. Faculty stated	5	1	-	1	-	-	-	1	2
Agriculture	4	-	1	-	1	-	-	-	2
Arts	15	-	3	4	2	2	1	3	7
Economics	12	1	2	-	2	1	-	-	6
Engineering	8	2	1	1	-	2	1	-	3
Law	3	1	-	1	-	-	-	1	2
Medicine	3	1	-	-	1	-	-	-	1
Science	12	6	2	2	1	-	2	1	2
Vet. Science	4	-	-	-	-	-	-	2	2
Total	66	12	9	9	7	5	4	8	27

Question Number 19(a)

ATTITUDES TOWARDS ORGANISATION AND ADMINISTRATION OF FACULTY

Faculty	Number of Respon- dents	Positive	Positive with Res- ervations	Neutral	Negative	No Answer
No. Faculty stated	5	1	1	-	2	1
Agriculture	4	1	2	1	-	-
Arts	15	2	2	3	5	3
Economics	12	6	3	-	-	3
Engineering	8	-	3	2	3	-
Law	3	-	-	-	2	1
Medicine	3	-	1	-	1	1
Science	12	3	5	1	1	2
Vet. Science	4	1	-	2	1	-
Total	66	14	17	9	15	11

Question Number 19(b)

SUGGESTIONS FOR IMPROVING ORGANISATION AND ADMINISTRATION OF FACULTY

Faculty	Number of Respondents	More Democratic Control	Better Support Staff	Better Leadership	Better Planning	Better Accommodation & Equipment	Other	No Answer
No. Faculty stated	5	1	-	-	-	-	2	3
Agriculture	4	2	-	-	-	-	1	1
Arts	15	4	2	2	1	1	3	7
Economics	12	1	-	-	1	-	-	10
Engineering	8	1	1	2	-	-	3	3
Law	3	-	-	1	-	-	1	1
Medicine	3	1	-	-	-	-	-	2
Science	12	1	4	1	2	1	1	6
Vet. Science	4	1	-	-	-	-	1	2
Total	66	12	7	6	4	2	12	35

Question Number 20(a)

VIEWS ON THE UNIVERSITY ADMINISTRATION

Faculty	Number of Respon- dents	Good	Good with Reser- vations	Mixed	Bad	Other Answer	No Answ
No Faculty stated	5	1	1	1	-	-	2
Agriculture	4	-	2	-	2	-	-
Arts	15	1	6	2	4	1	1
Economics	12	1	4	1	3	1	2
Engineering	8	1	3	1	2	-	1
Law	3	1	2	-	-	-	-
Medicine	3	-	1	1	1	-	-
Science	12	1	1	1	8	1	-
Vet. Science	4	2	-	-	1	-	1
Total	66	8	20	7	21	3	7

Question Number 20(b)

SUGGESTIONS FOR IMPROVEMENTS OF THE UNIVERSITY ADMINISTRATION

Faculty	Number of Respondents	Decentrali- sation	Better Staff	Higher Effici- ency	Simpli- fication of routine procedures	Better Leader- ship	Other	No Answer
No Faculty stated	5	1	-	2	-	-	-	2
Agriculture	4	-	2	2	-	-	-	1
Arts	15	4	1	1	1	2	5	5
Economics	12	3	3	1	2	-	3	4
Engineering	8	-	1	-	1	-	1	6
Law	3	-	-	-	2	-	-	1
Medicine	3	1	-	-	-	-	2	-
Science	12	5	4	2	-	-	4	2
Vet. Science	4	2	-	-	1	-	-	1
Total	66	16	11	8	7	2	15	22

Question Number 21(a)

VIEWS ON THE ORGANISATION AND ADMINISTRATION OF THE UNIVERSITY

Faculty	Number of Respon- dents	Positive	Positive with Quali- fications	Mixed	Negative	Don't Know	No Answer
No. Faculty stated	5	-	-	-	3	1	1
Agriculture	4	1	1	-	2	-	-
Arts	15	2	-	1	7	-	5
Economics	12	-	1	-	3	1	7
Engineering	8	1	1	-	3	-	3
Law	3	-	-	-	2	-	1
Medicine	3	-	-	1	1	-	1
Science	12	-	1	-	4	-	7
Vet. Science	4	1	-	-	-	1	2
Total	66	5	4	2	25	3	27

Question Number 21(b)

SUGGESTIONS FOR IMPROVING THE ORGANISATION AND ADMINISTRATION OF THE UNIVERSITY

Faculty	Number of Respon- dents	Reform of Faculty System	Decentrali- sation of Adminis- tration	Re-organi- sation of Total Admin- istration	More Qualified Staff	More Demo- cratic control	Other Answers	No Answer
No Faculty stated	5	1	1	-	-	-	1	2
Agriculture	4	2	-	-	1	-	-	1
Arts	15	4	2	1	2	3	2	6
Economics	12	1	2	1	-	-	1	9
Engineering	8	2	-	1	1	-	1	5
Law	3	1	-	1	-	-	-	1
Medicine	3	-	1	-	-	1	-	1
Science	12	-	3	2	-	1	2	6
Vet. Science	4	-	-	-	1	-	-	3
Total	66	11	9	6	5	5	7	34

VIEWS ON THE FUNCTIONS OF THE UNIVERSITY
IN THE SUDAN

Faculty	Number of Respondents	Production of Graduates	Research	Serving the Development of the Country	Intellectual and Cultural Centre	Production of Leaders	Advisory Services	Same as other Universities	Extension Services	Other Answer
No Faculty Stated	5	1	1	3	2	-	1	-	-	-
Agriculture	4	2	3	3	1	3	2	-	-	-
Arts	15	6	4	4	5	2	1	4	-	6
Economics	12	3	4	4	3	-	1	1	2	1
Engineering	8	5	1	1	3	2	3	-	-	1
Law	3	3	-	-	1	-	-	-	-	-
Medicine	3	1	1	1	-	-	-	-	1	-
Science	12	8	7	4	5	3	-	1	-	3
Vet. Science	4	1	-	2	-	-	-	1	-	-
Total	66	30	21	22	20	10	8	7	3	11

VIEWS ON THE FUNCTIONS OF THE UNIVERSITY
IN THE SUDAN

Faculty	Number of Respondents	Production of Graduates	Research	Serving the Development of the Country	Intellectual and Cultural Centre	Production of Leaders	Advisory Services	Same as other Universities	Extension Services	Other Answers	No Answer
Faculty	5	1	1	3	2	-	1	-	-	-	1
Culture	4	2	3	3	1	3	2	-	-	-	-
Sciences	15	6	4	4	5	2	1	4	-	6	-
Engineering	12	3	4	4	3	-	1	1	2	1	4
	8	5	1	1	3	2	3	-	-	1	-
	3	3	-	-	1	-	-	-	-	-	-
Medicine	3	1	1	1	-	-	-	-	1	-	2
Education	12	8	7	4	5	3	-	1	-	3	1
Science	4	1	-	2	-	-	-	1	-	-	1
	66	30	21	22	20	10	8	7	3	11	7

VIEWS ON WHETHER THE UNIVERSITY IS
FULFILLING ITS FUNCTIONS

Question No. 23(a)

Faculty	Number of Respondents	Affirmative	Qualified Affirmative	Mixed	Negative	Other Answers	Don't Know
No Faculty Stated	5	-	3	-	-	-	1
Agriculture	4	1	-	-	3	-	-
Arts	15	1	1	1	7	-	2
Economics	12	2	2	2	1	-	-
Engineering	8	1	-	1	4	-	-
Law	3	-	-	1	1	-	-
Medicine	3	-	-	-	1	-	-
Science	12	1	2	3	3	1	1
Vol. Extension	4	-	2	1	-	-	-
Total	66	6	8	12	20	1	4

VIEWS ON WHETHER THE UNIVERSITY IS
FULFILLING ITS FUNCTIONS

ty	Number of Respondents	Affirmative	Qualified Affirmative	Mixed	Negative	Other Answers	Don't Know	No Answer
culty d	5	-	3	-	-	-	1	-
ulture	4	1	-	-	3	-	-	-
	15	1	1	1	7	-	2	3
mics	12	2	2	2	1	-	-	5
eeering	8	1	-	1	4	-	-	2
	3	-	-	1	1	-	-	1
ine	3	-	-	-	1	-	-	2
ce	12	1	2	3	3	1	1	1
Science	4	-	2	1	-	-	-	1
	66	6	8	12	20	1	4	15

Question No. 23(a)

VIEWS ON WHETHER THE UNIVERSITY IS
FULFILLING ITS FUNCTIONS

Faculty	Number of Respondents	Affirmative	Qualified Affirmative	Mixed	Negative	Other Answers	Don't Know
Sudanese	12	4	1	3	3	-	-
Expatriates	48	2	6	7	15	1	3
Middle East	4	1	-	1	1	1	-
British	24	1	2	3	7	-	3
Other European	7	-	2	-	2	-	-
American (USA)	6	-	1	1	4	-	-
Asian	7	-	1	2	1	-	-
Nationality not stated	6	-	1	2	2	-	1
Total	66	6	8	12	20	1	4

VIEWS ON WHETHER THE UNIVERSITY IS
FULFILLING ITS FUNCTIONS

Category	Number of Respondents	Affirmative	Qualified Affirmative	Mixed	Negative	Other Answers	Don't Know	No Answer
Chinese	12	4	1	3	3	-	-	1
Latin Americans	48	2	6	7	15	1	3	14
Europe East	14	1	-	1	1	1	-	-
British	24	1	2	3	7	-	3	8
Other European	7	-	2	-	2	-	-	3
American (USA)	6	-	1	1	4	-	-	-
Indian	7	-	1	2	1	-	-	3
Personality not defined	6	-	1	2	2	-	1	-
Total	66	6	8	12	20	1	4	15

VIEWS ON RELATIONSHIPS BETWEEN UNIVERSITY
AND OTHER BODIES IN THE SUDAN

Faculty	Number of Respondents	Very Good	Good	Fail	Bad	Very Bad	Other Answers	Don't Know
No Faculty Stated	5	1	-	-	1	1	-	2
Agriculture	4	-	1	-	3	-	-	-
Arts	15	-	1	1	4	-	-	3
Economics	12	-	-	1	2	-	-	4
Engineering	8	-	-	1	-	1	2	1
Law	3	-	-	-	-	-	3	-
Medicine	3	-	-	1	-	-	-	-
Science	12	-	3	1	4	-	1	-
Vet. Science	4	-	1	-	-	-	1	-
Total	66	1	6	5	14	2	7	10

VIEWS ON RELATIONSHIPS BETWEEN UNIVERSITY
AND OTHER BODIES IN THE SUDAN

Category	Number of Respondents	Very Good	Good	Fail	Bad	Very Bad	Other Answers	Don't Know	No Answer
Faculty	5	1	-	-	1	1	-	2	-
Administration	4	-	1	-	3	-	-	-	-
Culture	15	-	1	1	4	-	-	3	6
Economics	12	-	-	1	2	-	-	4	5
Engineering	8	-	-	1	-	1	2	1	3
Health	3	-	-	-	-	-	3	-	-
Law	3	-	-	1	-	-	-	-	2
Liberal Arts	12	-	3	1	4	-	1	-	4
Science	4	-	1	-	-	-	1	-	2
Total	66	1	6	5	14	2	7	10	22

VIEWS ON THE ESTABLISHMENT OF A
SECOND UNIVERSITY IN THE SUDAN

Faculty	Number of Respondents	Positive	Positive with Qualifications	Neutral	Premature	Negative	Other Answer	No Views	No Answer
No Faculty Stated	5	1	-	1	1	1	-	1	-
Agriculture	4	1	-	-	2	-	-	1	-
Arts	15	3	3	-	3	-	4	1	1
Economics	12	1	-	-	-	1	5	2	3
Engineering	8	3	1	-	2	-	2	-	-
Law	3	1	1	-	1	-	-	-	-
Medicine	3	1	1	-	1	-	-	-	-
Science	12	2	3	-	2	3	2	-	-
Soc. Science	4	-	1	-	-	-	3	-	-
Total	66	13	10	1	12	5	16	5	4

MAIN LESSONS OF THE UNIVERSITY FOR THE
ESTABLISHMENT OF A SECOND UNIVERSITY IN THE SUDAN

Faculty	Number of Replies	Better Planning	Staff Recruitment Problems	More Efficient Administration	Need to Relate to Country's Requirements	Slower Sudan-isation	Better Accommodation	Gradual Development	More Emphasis on Applied Subjects	Improve Student Quality	Avoid copying other universities	Other Answer	Don't Know	No Answer
Faculty of Agriculture	5	1	1	-	1	-	-	-	1	-	-	1	-	1
Faculty of Engineering	4	2	-	-	1	-	-	-	1	-	-	1	-	-
Faculty of Medicine	15	-	2	1	2	3	1	-	-	-	1	5	2	4
Faculty of Science	12	-	2	1	-	1	1	1	-	1	1	2	1	5
Faculty of Social Sciences	8	-	-	-	-	-	-	1	-	-	-	-	-	7
Faculty of Arts	3	-	-	-	-	-	-	-	-	-	-	2	-	1
Faculty of Education	2	1	-	-	-	-	1	-	-	-	-	-	-	1
Faculty of Law	12	2	1	4	1	1	2	2	1	2	-	3	-	4
Faculty of Commerce	4	-	-	-	-	-	-	-	-	-	-	-	-	3
Total	66	6	6	6	5	5	5	4	3	3	2	14	3	26

Question No. 27(a)

VIEWS ON SUDANISATION OF STAFF

Faculty	Number of Respondents	Positive	Positive with Qualifications	Inevitable	Premature	Other Answers	No Answer
No Faculty Stated	5	1	3	-	1	-	-
Agriculture	4	-	2	1	1	-	-
Arts	15	2	3	4	4	-	2
Economics	12	-	5	-	1	-	6
Engineering	8	-	4	-	2	-	2
Law	3	-	2	1	-	-	-
Medicine	3	-	1	1	-	-	1
Science	12	2	2	1	4	1	2
Vet. Science	4	1	1	-	1	1	-
Total	66	6	23	8	14	2	13

Question No. 27(b)

MAIN PROBLEMS OF SUDANISATION

Faculty	Number of Respondents	Lack of Qualified Sudanese	Lowering of Standards	Academic Isolation	Staff Appointment and Promotion Bottlenecks	Other	No Answer
No Faculty Hired	5	2	1	1	-	1	1
Agriculture	4	1	1	2	-	-	1
Arts	15	5	9	1	3	4	1
Economics	12	4	1	1	2	-	6
Engineering	8	5	3	-	-	2	-
Law	3	3	3	-	-	1	-
Medicine	3	-	1	1	-	-	1
Science	12	6	4	5	1	1	2
Vet. Science	4	2	-	-	1	-	2
Total	66	28	23	11	7	9	14

Question No. 28(a)

VIEWS ON TEACHING IN ARABIC

Faculty	Number of Respondents	Dissent	Premature	Inevitable	Assent	Possible for some subjects only	Other Answers
No Faculty Stated	5	1	1	-	-	2	-
Agriculture	-	-	1	2	1	-	-
Arts	15	3	2	4	3	1	-
Economics	12	-	2	-	1	-	3
Engineering	8	-	3	-	-	1	-
Law	3	2	-	-	-	-	1
Medicine	3	1	1	-	-	-	1
Science	12	7	2	1	-	-	-
Vet. Science	4	1	1	-	1	1	-
Total	66	15	13	7	6	5	5

Question No. 201(b)

MAIN PROBLEMS OF TEACHING IN ARABIC

Faculty	Number of Respondents	Lack of literature in Arabic	Staffing difficulties	Other Problems	Isolation	Lowering of Standards	N Ans
No Faculty Stated	5	2	-	-	-	-	3
Agriculture	4	4	1	1	2	1	-
Arts	15	9	4	2	4	2	3
Economics	12	5	2	1	2	-	7
Engineering	8	8	4	-	2	-	-
Law	3	1	2	-	2	1	-
Medicine	3	2	-	2	-	-	-
Science	12	5	3	2	5	1	1
Vet. Science	4	1	2	1	1	-	-
Total	66	37	18	9	18	5	14

Question No. 29.

VIEWS ON IMPATRIATE-EXPATRIATE RELATIONS IN THE UNIVERSITY

Faculty	Number of Respondents	Very good	Good	Fair	Bad	Very bad	Other Answers	No Answer
No Faculty Stated	5	1	1	-	1	-	1	1
Agriculture	4	-	1	-	3	-	-	-
Arts	15	-	3	2	4	4	-	2
Economics	12	2	-	6	-	1	1	2
Engineering	8	1	3	3	-	-	1	-
Law	3	-	-	1	2	-	-	-
Medicine	3	1	1	1	-	-	-	-
Science	12	1	4	3	4	-	-	-
Vet. Science	4	-	-	2	-	1	1	-
Total	66	6	13	18	14	6	4	5

Question No. 30(a).

VIEWS ON THE FUNCTION OF EXPATRIATES IN THE UNIVERSITY

Faculty	Number of Respondents	Academic Stimulation	Teaching	Research	Assistance in Sudanisation	Same function as other University staff	Other Comments	Don't know	No Answer
No Faculty stated	5	2	1	1	1	-	-	-	2
Agriculture	4	1	1	1	-	1	2	-	1
Arts	15	6	5	1	4	3	3	-	1
Economics	12	2	3	3	2	1	2	1	4
Engineering	8	3	2	1	1	1	-	-	3
Law	3	-	2	-	1	-	2	-	-
Medicine	3	1	1	1	1	-	-	-	1
Science	12	7	5	4	2	1	-	-	-
Vet. Science	4	2	2	1	1	1	-	-	-
Total	66	24	22	13	13	8	9	1	12

Question No. 30 (b)

VIEWS ON WHETHER EXPATRIATES ARE FULFILLING THEIR FUNCTION

Faculty	Number of Respondents	Affirmative	Qualified affirmative	Some do, some don't	Qualified negative	Negative	Other Answers	Don't know	No Answer
No Faculty Stated	5	1	2	-	-	1	1	-	-
Agriculture	4	-	-	-	-	-	-	-	4
Arts	15	4	-	2	3	2	1	-	3
Economics	12	3	-	2	-	-	-	1	6
Engineering	8	-	2	3	-	-	1	-	2
Law	3	-	-	-	-	-	-	-	3
Medicine	3	-	1	-	-	1	-	-	1
Science	12	-	3	4	-	1	-	-	4
Vet. Science	4	-	1	-	1	-	-	-	2
Total	66	8	9	11	4	5	3	1	25

Question No. 31 (a)

VIEWS ON CURRENT UTILISATION OF FOREIGN AID AVAILABLE TO UNIVERSITIES

Faculty	Number of Respondents	Full use	Not full use	Other answers	Don't know	No Answer
No Faculty stated	5	1	2	-	2	-
Agriculture	4	-	4	-	-	-
Arts	15	1	5	-	3	1
Economics	12	-	1	-	4	7
Engineering	8	-	3	1	2	2
Law	3	-	2	-	-	1
Medicine	3	-	1	-	-	2
Science	12	-	4	-	4	4
Vet. Science	4	-	2	-	-	2
Total	66	2	24	1	20	19

Question No. 31 (b)

SUGGESTIONS FOR IMPROVED USE OF FOREIGN AID

Faculty	Number of Respondents	Better planning	Better exploration and contacts	Better execution of approved plans	More information on availability of aid	Other Answers	No Answer
No Faculty Stated	5	1	-	-	-	-	4
Agriculture	4	-	2	1	-	1	-
Arts	15	5	2	2	3	3	6
Economics	12	-	2	-	-	3	9
Engineering	8	-	-	-	-	-	6
Law	3	1	-	1	-	-	1
Medicine	3	-	-	-	-	1	2
Science	12	2	1	2	-	1	6
Vet. Science	4	-	1	-	-	1	2
Total	66	9	8	6	3	10	36

RECOMMENDATIONS FOR ADOPTING FEATURES

FROM OTHER UNIVERSITIES

Question No. 32

Faculty	Number of Respondents	Student Affairs	Teaching	Staff Affairs	Administration	Extension Services	Research	Other	No Answer
No. Faculty Stated	5	-	-	-	1	-	-	1	2
Agriculture	4	1	-	-	1	2	2	3	-
Arts	15	3	2	2	2	-	-	4	7
Economics	12	3	5	1	-	-	-	1	5
Engineering	8	-	1	-	-	1	-	1	6
Law	3	-	-	-	-	-	-	1	2
Medicine	3	-	-	1	-	-	-	-	2
Science	12	5	2	2	1	-	-	1	4
Vet. Science	4	-	1	1	-	-	-	2	1
Total	66	12	11	7	5	3	2	14	29

Question No. 33.

NUMBER OF DEPARTMENTS RESPONDING

Faculty	Number of Respondents	Responding Departments	Total number of Departments
No Faculty Stated	5		
Agriculture	4	3	8
Arts	15	4	7
Economics	12	4	4
Engineering	8	4	6
Law	3	2	5
Medicine	3	3	9
Pharmacy	-	-	4
Science	12	5	6
Vet. Science	4	2	7
Total	66	27	56

Question No. 34.

RESPONDENTS BY FACULTY

Faculty	Number of Respondents	Total sample
No Faculty Stated	5	-
Agriculture	4	29
Arts	15	43
Economics	12	31
Engineering	8	32
Law	3	12
Medicine	3	37
Pharmacy	-	8
Science	12	52
Vet. Science	4	22
Total	66	266

Question No. 36.

LEVEL OF APPOINTMENT

Faculty	Number of Respondents	Total sample	Lecturer		Senior Lecturer, Reader, Associate Professor		Professor		No Answer
			Respondents	Sample	Respondents	Sample	Respondents	Sample	
No Faculty Listed	5	-	1	-	1	-	-	-	3
Agriculture	4	29	3	22	1	6	-	1	-
Arts	15	43	13	30	-	9	2	4	-
Economics	12	31	9	21	3	4	-	6	-
Engineering	8	32	2	16	3	9	2	7	1
Law	3	12	2	10	-	1	1	1	-
Medicine	3	37	2	22	-	8	1	7	-
Pharmacy	-	8	-	3	-	3	-	2	-
Science	12	52	7	30	2	13	3	9	-
Vet. Science	4	22	2	12	1	7	1	3	-
Total	66	266	41	165	11	61	10	40	4

Question No. 37(a) and (b)

COMMITTEE AND SOCIETY MEMBERSHIP

Faculty	Number of Respondents	Senate	INSIDE UNIVERSITY			OUTSIDE UNIVERSITY		
			Faculty Board	Other	None	Membership	None	No Answer
No Faculty Stated	5	1	-	4	-	1	-	4
Agriculture	4	-	2	5	-	4	-	-
Arts	15	2	9	5	5	3	12	-
Economics	12	2	3	6	5	2	7	3
Engineering	8	2	4	5	4	2	4	-
Law	3	2	3	-	-	2	1	1
Medicine	3	-	-	1	2	1	2	-
Science	12	3	3	10	4	3	6	3
Vet. Science	4	-	3	2	-	1	2	1
Total	66	12	27	38	20	19	34	12

Question No. 38.

REASONS FOR TAKING UP APPOINTMENT IN THE

UNIVERSITY OF KHARTOUM

Faculty	Number of Respondents	Research Vocation	Terms of Service	Other Academic Motives	Interest in Africa	Travel and Curiosity	Opportunity to Teach	Personal Contacts	Reputation of Department Head	Other Reasons	No Answer
No Faculty Stated	5	-	1	1	-	-	-	-	-	1	3
Agriculture	4	2	1	-	-	-	1	1	1	1	-
Arts	15	4	6	4	2	3	-	2	2	-	-
Economics	12	1	3	3	1	1	-	-	-	3	2
Engineering	8	2	-	4	3	1	-	-	-	-	-
Law	5	-	1	1	1	1	-	-	-	-	1
Medicine	5	1	1	-	-	1	-	-	-	-	-
Philosophy	12	9	3	3	4	-	1	-	-	-	-
Public Administration	4	2	1	-	-	-	2	1	-	1	-
Total	66	31	17	15	11	7	4	4	3	6	6

Question No. 22ADDITIONAL COMMENTS ON VARIOUS ASPECTS OF
THE QUESTIONNAIRE

Faculty	Number of Respondents	Comments on the Questionnaire	Further Comments on the University	Other	None	No Answer
No Faculty	5	1	1	-	1	2
Agriculture	4	1	1	-	1	1
Arts	15	-	2	-	6	7
Economics	12	2	3	-	3	4
Engineering	8	-	1	-	2	5
Law	3	1	1	-	-	2
Medicine	3	1	1	-	-	1
Science	12	-	1	2	2	7
Vol. Science	4	1	1	-	-	2
Total	66	7	12	2	15	31

Question No. 2

STUDENT ACADEMIC STRONG POINTS

Nationality	Number of Respondents	General Interest	Good Memory	Intelligence	Ability to work hard	Good Discipline	Responsibility	Other Answers	No Answers
Sudanese	12	5	-	-	2	1	1	3	3
Expatriates	48	17	10	10	4	3	3	15	11
Middle East	4	2	-	2	-	-	2	3	-
British	24	9	6	2	3	2	-	9	4
Other European	7	2	2	3	1	-	-	1	2
American (U.S.A.)	6	2	2	2	-	-	-	2	2
Asian	7	2	-	1	-	1	1	-	3
Nationality not stated	6	2	-	-	2	1	-	2	1
Total	66	24	10	10	8	5	4	20	14

Question No. 3

STUDENT ACADEMIC DEFICIENCIES

Nationality	No. of Respon- dents	Uncritical Attitude	Insuf- ficient Work	Poor English	Lack of Interest	Poor Academic Back- ground	Poor study Techniques	Lack of Academic Ability	Other Answers	No Answers
Sudanese	12	5	5	2	-	2	2	2	3	-
Expatriates	48	27	23	19	14	10	9	5	2	1
Middle East	4	2	3	1	2	1	-	-	-	-
British	24	16	11	9	9	4	5	5	1	-
Other European	7	3	3	1	-	3	1	-	1	-
American (U.S.A.)	6	5	3	4	-	1	2	-	-	-
Asian	7	1	3	4	3	1	1	-	-	1
Nationality not stated	6	2	1	1	2	1	1	-	1	1
Total	66	34	29	22	16	13	12	7	6	2

SUGGESTIONS FOR IMPROVING STUDENT ACADEMIC PERFORMANCE

Nationality	No. of Respondents	Improved Teaching Methods	Modification of the Exam. system.	Improved English	Better Working Conditions	Prizes, Grants and other Incentives	Improved Study Techniques	More Staff	Improved Secondary School Education	Fewer Students	Creation of a Junior College	Arabization	Other Suggestions
Sudaneses	12	9	1	-	2	-	-	1	1	-	-	-	1
Expatriates	48	24	10	10	8	6	5	3	4	4	5	-	5
Middle East	4	1	-	1	3	1	-	-	1	-	-	-	1
British	24	14	4	5	4	2	2	2	3	4	3	-	5
Other European	7	6	1	2	-	1	2	1	-	-	-	-	2
America (U.S.A.)	6	2	3	-	-	1	1	-	-	-	-	-	2
Asian	7	1	2	2	1	1	-	-	-	-	-	1	1
Nationality not stated	6	4	-	-	-	1	-	1	-	-	-	1	1
Total	66	37	11	10	10	7	5	5	5	4	3	2	12

SUGGESTIONS FOR IMPROVING STUDENT ACADEMIC PERFORMANCE

Nationality	No. of Respondents	Improved Teaching Methods	Modification of the Exam. system	Improved English	Better Working Conditions	Prizes, Grants and other Incentives	Improved Study Techniques	More Staff	Improved Secondary School Education	Fewer Students	Creation of a Junior College	Arabization	Other Suggestions	No Answer
Chinese	12	9	1	-	2	-	-	1	1	-	-	-	1	-
Expatriates	48	24	10	10	8	6	5	3	4	4	5	-	5	-
Middle East	4	1	-	1	3	1	-	-	1	-	-	-	1	-
British	24	14	4	5	4	2	2	2	3	4	3	-	5	-
American	7	6	1	2	-	1	2	1	-	-	-	-	2	4
African (S.A.)	6	2	3	-	-	1	1	-	-	-	-	-	2	-
Indian	7	1	2	2	1	1	-	-	-	-	-	1	1	2
Nationality not stated	6	4	-	-	-	1	-	1	-	-	-	1	1	1
Total	66	37	11	10	10	7	5	5	5	4	3	2	12	3

Question No. 5

VIEWS ON STUDENT ACTIVITIES OUTSIDE THE CLASS-ROOM

Nationality	Number of Respon- dents	Unfavourable Comments							Other Comments	Don't Know	No Answer
		Favourable Comments	Commendable Interest in Politics	Poor	Too few Organised Activities	Too little Academic Work	Wasting Time	Too much Politics	Other unfavour- able Comments		
Sudanese	12	1		5	3	1	2	2	1	1	-
Expatriates	48	3		7	8	10	-	7	2	-	-
Middle East	4	1		-	1	-	1	-	-	1	1
British	24	-		5	3	4	2	3	2	2	5
Other European	7	-		1	1	2	1	2	-	-	2
American (U.S.A.)	6	1		-	1	4	4	1	-	2	1
Asian	7	-		12	2	-	-	1	-	-	2
Nationality not stated	6	1		-	-	-	-	-	4	-	1
Total	66	4		12	11	11	10	9	5	5	13

Question No. 6 (a)

VIEWS ON STAFF-STUDENT RELATIONS

Nationality	No. of Respondents	Good	Fair	Bad	Other Comments	Don't Know	No Answer
Sudanese	12	-	1	9	1	-	1
Expatriates	48	9	4	20	8	2	5
Middle East	4	-	-	3	1	-	-
British	24	6	2	11	6	-	-
Other European	7	1	-	1	-	1	3
American (U.S.A.)	6	2	-	2	1	1	-
Asian	7	-	2	3	-	-	2
Nationality not stated	6	3	-	2	1	-	-
Total	66	12	5	31	10	2	6

SUGGESTION FOR IMPROVEMENT OF STAFF-STUDENT RELATIONS

Nationality	No. of Respon- dents	More Social Contacts	Better Facilities For Contacts In Hostels	Better Tutorial System	More Joint Research	Other Comments	No Answer
Sudanese	12	9	-	2	-	1	2
Expatriates	48	14	8	3	3	10	
Middle East	4	2	1	1	-	2	-
British	24	7	5	1	2	5	9
Other							
European	7	-	-	1	1	1	4
American (USA)	6	-	-	-	-	2	4
Asian	7	5	2	-	-	-	2
Nationality not stated	6	1	1	1	-	1	3
Total	56	24	9	6	3	12	24

Question No. / (a)

VIEWS ON THE EXISTING EXAMINATION SYSTEM

Nationality	No. of Respondents	Satisfactory	Fairly Satisfactory	Not Satisfactory	Other Answer	Don't Know	No Answer
Americans	12	3	2	7	-	-	-
Representatives	48	12	13	18	2	2	1
Middle East	4	3	-	1	-	-	-
British	24	6	8	6	1	2	1
Other European	7	2	1	4	-	-	-
American (U.S.A.)	6	-	-	5	1	-	-
Asian	7	1	4	2	-	-	-
Nationality not stated	6	1	-	3	1	1	-
Total	66	16	15	28	3	3	1

Question Number 7(b)

SUGGESTIONS FOR IMPROVING THE EXAMINATION SYSTEM

Nationality	Number of Respondents	More Frequent Examinations and Tests	More Weight to Term Work	Modification of Marking System	Changing the External Examiner System	More Oral Examinations	Other Suggestions	No Answer
Sudanese	12	5	7	-	-	-	-	2
Expatriotes	48	15	7	8	5	2	8	20
Middle East	4	1	2	1	-	-	1	2
British	24	3	2	5	3	-	3	13
Other European	7	2	1	2	1	2	2	2
American (USA)	6	5	1	-	1	-	1	1
Asian	7	4	1	-	-	-	1	2
Nationality not Stated	6	2	1	2	-	-	1	2
Total	66	22	15	10	5	3	9	24

Question Number 8(a)

ADEQUACY OF STUDENT TRAINING FOR SUDAN'S NEEDS

Nationality	Number of Respondents	Adequate	Fairly Adequate	Inadequate	Don't Know	No Answer
Sudanese	12	1	6	5	-	-
Expatriates	48	10	12	15	5	-
Middle East	4	1	-	2	1	-
British	24	6	7	7	2	2
Other European	7	1	1	3	-	2
American (USA)	6	-	2	2	2	-
Asian	7	2	2	1	-	2
Nationality not Stated	6	2	-	3	-	1
T						
Total	66	13	18	23	5	7

Question Number 8 (b)

SUGGESTIONS FOR IMPROVING STUDENT TRAINING FOR SUDAN'S NEEDS

Nationality	Number of Respondents	More Emphasis on Local Conditions	Modification in Syllabuses	Changes in Training Based on Studies of The Needs of the Sudan	More Practical and Applied Work	Better Contact with Outside Bodies	More Independent Student Work	Other Suggestions	No Answer
Sudanese	12	4	3	1	1	1	-	3	1
Expatriates	48	5	5	7	7	3	5	5	17
Middle East	4	-	-	2	1	-	-	-	1
British	24	4	4	4	4	3	3	5	7
Other European	7	-	1	2	-	1	1	-	3
American (USA)	8	1	1	-	1	-	2	1	2
Asian	7	1	-	-	2	-	-	-	4
Nationality not stated	6	1	1	-	-	1	-	1	3
Total	66	10	9	8	8	5	5	9	21

Question No. 9.

VIEWS ON AMOUNT OF INSTRUCTION GIVEN TO STUDENTS

Nationality	Number of Respondents	<u>Lectures</u>					<u>Seminars and/or Tutorials</u>					<u>Practicals and/or Field Work</u>				
		A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Sudanese	12	8	3	-	1	-	1	2	8	-	1	-	3	6	-	3
Expatriates	48	17	19	2	4	6	4	12	22	3	7	-	10	17	4	17
Middle East	4	2	1	-	-	-	-	-	2	-	1	-	-	3	-	-
British	24	11	10	-	2	1	2	7	14	1	-	-	4	10	2	8
Other European	7	2	3	-	1	1	-	1	2	1	3	-	2	3	1	1
American (USA)	6	-	2	2	1	1	2	1	1	1	1	-	2	-	1	3
Asian	7	2	3	-	-	3	-	3	3	-	2	-	2	1	-	5

Nationality not stated

6	1	3	1	-	1	1	1	1	3	-	1	-	2	1	-	3
Total	66	26	25	3	5	7	6	15	33	3	9	-	15	24	4	23

A = Too Many
 B = Right Amount
 C = Too Few (Little)

D = Other Answer
 E = No Answer

Question No. 10.

VIEWS ON THE ROLE OF SEMINARS AND TUTORIALS

Nationality	Number of Respondents	Very Useful	Useful	Useless	Short-comings of Present System	Other Answers	Don't Know	No Answer
Sudanese	12	6	5	1	2	-	-	-
Expatriates	48	13	11	4	13	-	1	7
Middle East	4	1	1	-	3	-	1	-
British	24	8	5	1	7	5	-	3
Other European	7	3	-	1	1	-	-	2
American (USA)	6	-	2	2	-	3	-	1
Asian	7	1	3	-	2	1	-	1
Nationality not stated	6	2	1	1	1	1	-	1
Total	66	21	17	6	16	8	1	8

Question No. 11.

SUGGESTIONS FOR STUDENT ACTIVITIES IN UNIVERSITY VACATIONS

Nationality	Number of Respondents	Vacation Employment	Trips and Tours	Field Work and Research	Other Academic Work	Social Work	Other Suggestions	N Ans
Sudanese	12	4	6	4	2	2	1	-
Expatriate	48	20	10	10	10	3	11	4
Middle East	4	1	-	1	-	-	3	-
British	24	8	7	5	6	2	4	1
Other European	7	6	2	2	2	1	1	1
American (USA)	6	2	-	2	1	-	2	-
Asian	7	3	1	-	1	-	1	2
Nationality not stated	6	2	2	-	1	-	-	2
Total	66	26	18	14	13	5	12	6

Question No. 12

VIEWS ON POST-GRADUATE TRAINING IN THE UNIVERSITY OF KHARTOUM

Nationality	Number of Respondents	More Desirable	Part of Training should be abroad	Whole Training should be abroad	Present System Inadequate	Misgivings	Present System Adequate	Other Comments	Don't Know	No Answer
Sudanese	12	6	1	-	3	1	1	-	-	2
Expatriates	48	18	5	6	2	2	1	8	3	10
Middle East	4	2	1	-	1	-	-	1	1	-
British	24	6	2	4	1	2	-	5	2	5
Other European	7	4	1	-	-	-	-	1	-	2
American (USA)	6	2	-	2	-	-	1	-	-	1
Asian	7	4	1	-	-	-	-	1	-	2
Nationality not stated	6	2	2	-	-	1	-	-	1	-
Total	66	26	8	6	5	4	2	8	4	12

Question No. 13

RESEARCH DURING SESSION 1965/66

Nationality	Number of Respondents	Related to the Sudan	Not related to the Sudan	Not Specified	No Research	No Answer
Sudanese	12	9	-	1	-	2
Expatriates	48	24	7	4	10	2
Middle East	4	3	-	-	1	-
British	24	10	5	3	4	2
Other European	7	5	-	-	2	-
American (USA)	6	3	-	-	3	-
Asian	7	4	2	1	-	-
Nationality not stated	6	3	-	1	-	2
Total	66	37	7	6	10	6

Question No. 14

PLANNED RESEARCH FOR LONG VACATION 1966

Nationality	Number of Respondents	Related to the Sudan	Not Related to the Sudan	Not Specified	No Research	No Answer
Sudanese	12	6	1	2	1	2
Expatriates	48	18	7	6	17	1
Middle East	4	2	-	-	2	-
British	24	11	4	3	5	1
Other European	7	3	1	2	2	-
American (USA)	6	-	1	-	4	-
Asian	7	2	1	1	4	-
Nationality not stated	6	2	-	2	1	1
Total	66	26	8	10	19	4

Question No. 15A(a)

RESEARCH DIFFICULTIES WITHIN THE UNIVERSITY: SESSION 1965/66

Nationality	Number of Respondents	Heavy Teaching Load	Shortage of		Lack of		Admini- strative Difficulties	Resistance from staff	Shortage		Academic Isolation	None	No Answ
			Research Assistants	Apparatus and Materials	Literature	of Money							
Sudanese	12	4	4	4	2	1	-	1	1	1	-	2	
Expatriates	48	14	12	6	8	5	6	2	3	9	7		
Middle East	4	2	-	3	1	-	1	1	-	-	-		
British	24	6	7	-	5	4	2	1	3	3	4		
Other European	7	1	3	2	1	1	2	-	-	2	1		
American (USA)	6	2	1	1	1	-	-	-	-	2	2		
Asian	7	3	1	-	-	-	1	-	-	2	-		
Nationality not stated	6	1	1	2	1	-	-	1	1	-	1		
Total	66	19	17	12	11	6	6	4	4	4	9	10	

Question No. 15A(b)

RESEARCH DIFFICULTIES OUTSIDE THE UNIVERSITY IN THE SUDAN : SESSION 1965/66

Nationality	Number of Respondents	No Difficulties	Poor Transport	Lack of Information	Lack of Financial Help	Lack of Co-operation	Inability to speak Arabic	Other Answer	No Answer
Sudanese	12	2	3	-	-	1	-	1	5
Expatriates	48	14	3	2	3	2	1	4	20
Middle East	4	1	-	-	1	1	-	1	1
British	24	8	1	2	1	1	1	-	10
Other European	7	1	2	-	1	-	-	1	2
American (USA)	6	1	-	-	-	-	-	2	3
Asian	7	3	-	-	-	-	-	-	4
Nationality not stated	6	2	-	1	-	-	1	-	2
Total	66	18	6	3	3	3	2	5	27

SUGGESTIONS FOR IMPROVING RESEARCH FACILITIES

Question 15B

Nationality	Number of Respondents	More Support Staff	Reductions of Teaching Load	Better Accommodation and equipment	Improved Purchasing System for Research Materials	More Research Money	Sabbatical Leave	Improve Library	Improved Transport Facilities	Other Answers	No Answers
American	12	2	1	2	1	1	1	1	1	2	4
British	48	8	7	4	3	3	3	3	1	10	19
Other European	4	-	-	1	-	-	-	-	-	-	2
American (USA)	24	6	1	-	2	1	1	-	-	7	10
Other	7	-	2	1	-	2	-	-	1	2	1
Other	6	2	3	1	1	-	1	2	-	-	2
Other	7	-	1	1	-	-	1	1	-	1	4
Nationality not stated	6	2	-	-	1	-	-	-	-	-	3
Total	66	12	8	6	5	4	4	4	2	12	26

VIEWS ON WORKING CONDITIONS IN THE UNIVERSITY

Question No. 16(a).

Nationality	Number of Respondents	Adequate	Inadequate	No Answer
Sudanese	12	4	7	1
Expatriates	48	18	26	4
Middle East	4	3	1	-
British	24	6	16	2
Other European	7	2	4	1
American (USA)	6	4	2	-
Asian	7	3	3	1
Nationality not stated	6	3	3	-
Total	66	25	36	5

Question Number 16(b)

SUGGESTIONS FOR IMPROVEMENT OF WORKING CONDITIONS IN THE UNIVERSITY

Nationality	Number of Respon- dents	Improved Academic Facilities	Improved Accommo- dation	Improved Admini- stration	Improved Social Services	Other Suggestions	No Answer
Sudanese	12	5	2	2	1	-	4
Expatriates	48	18	13	6	3	2	17
Middle East	4	-	-	1	-	-	3
British	24	10	7	2	1	-	6
Other European	7	3	3	1	-	1	3
American (USA)	6	4	2	-	-	-	3
Asian	7	1	1	2	2	1	2
Nationality not stated	6	1	3	2	-	-	2
Total	66	24	18	10	4	2	23

Question Number 17

ATTITUDES TOWARDS WORK IN THE UNIVERSITY : SESSION 1965/66

Nationality	Number of Respondents	Positive	Neutral	Negative	No Answer
Sudanese	12	7	1	2	2
Expatriates	48	25	7	11	3
Middle East	4	1	1	2	-
British	24	14	1	5	1
Other European	7	3	3	1	-
American (USA)	6	1	1	3	1
Asian	7	6	1	-	1
Nationality not stated	6	4	1	1	-
Total	66	35	9	14	5

Question Number 18(a)

ATTITUDES TOWARDS ORGANISATION AND ADMINISTRATION OF DEPARTMENT

Nationality	No. of Respon- dents	Positive	Positive with Reser- vations	Neutral	Negative	No Answer
Sudanese	12	6	2	-	3	1
Expatriates	48	11	14	6	11	6
- - - - -	-	-	-	-	-	-
Middle East	4	1	-	1	-	2
British	24	5	7	4	7	1
Other European	7	1	3	1	2	-
American (USA)	6	-	3	-	2	1
Asian	7	4	1	-	-	2
- - - - -	-	-	-	-	-	-
Nationality not stated	6	2	-	1	3	-
Total	66	19	16	7	17	7

Question Number 18 (b)

SUGGESTIONS FOR IMPROVING ORGANISATION AND ADMINISTRATION OF DEPARTMENT

Nationality	Number of Respon- dents	Better Support Staff	Better Planning	Better Leader- ship	More Demo- cratic Control	More or Better Staff	Better Accommo- dation & Equipment	Other	No Answer
Sudanese	12	2	2	-	1	-	-	-	7
Expatriates	48	10	7	8	6	4	3	7	17
Middle East	4	1	-	-	-	-	-	-	3
British	24	5	5	5	4	3	3	4	4
Other European	7	1	1	1	1	1	-	2	2
American (USA)	6	2	1	2	1	-	-	1	2
Asian	7	1	-	-	-	-	-	-	6
Nationality not stated	6	-	4	1	-	1	1	1	3
Total	66	42	9	9	7	5	4	8	27

Question Number 19(a)

ATTITUDES TOWARDS ORGANISATION AND ADMINISTRATION OF FACULTY

Nationality	Number of Respon- dents	Positive	Positive with Reser- vations	Neutral	Negative	No Answer
Sudanese	12	3	-	2	6	1
Expatriates	48	10	15	7	7	9
Middle East	4	1	-	1	1	1
British	24	5	11	4	2	2
Other European	7	1	2	2	1	1
American (USA)	6	1	1	-	2	2
Asian	7	2	1	-	1	3
Nationality not stated	6	1	2	-	2	1
Total	66	14	17	9	15	11

Question Number 19(b)

SUGGESTIONS FOR IMPROVING ORGANISATION AND ADMINISTRATION OF DEPARTMENT

Nationality	Number of Respon- dents	More Demo- cratic Control	Better Support Staff	Better Leader- ship	Better Planning	Better Accommo- dation & Equipment	Other	No Answer
Sudanese	12	5	1	1	1	-	4	4
Expatriates	48	7	6	5	3	2	6	27
Middle East	4	1	-	-	-	-	-	3
British	24	4	5	2	2	2	3	11
Other European	7	-	-	1	1	-	3	4
American (USA)	6	1	1	2	-	-	-	3
Asian	7	1	-	-	-	-	-	6
Nationality not stated	6	-	-	-	-	-	2	4
Total	66	12	7	6	4	2	12	35

Question Number 20(a)

VIEWS ON THE UNIVERSITY ADMINISTRATION

Nationality	Number of Respon- dents	Good	Good with Reser- vations	Mixed	Bad	Other	No Answer
Sudanese	12	3	2	1	5	-	1
Expatriates	48	4	16	5	15	3	5
Middle East	4	1	1	-	1	1	-
British	24	-	8	3	12	-	1
Other European	7	2	1	1	2	-	1
American (USA)	6	-	2	1	-	2	1
Asian	7	1	4	-	-	-	2
Nationality not stated	6	1	2	1	1	-	1
Total	66	8	20	7	21	3	7

Question Number 20 (b)

SUGGESTIONS FOR IMPROVEMENTS OF THE UNIVERSITY ADMINISTRATION

Nationality	Number of Respon- dents	Decentrali- sation	Better Staff	Higher Effici- ency	Simplifi- cation of Routine Procedures	Better Leader- ship	Other	No Answer
Sudanese	12	4	-	1	1	-	2	4
Expatriates	48	12	11	5	6	2	13	14
Middle East	4	1	-	-	-	-	1	2
British	24	8	8	4	2	2	6	5
Other European	7	3	1	-	2	-	2	2
American (USA)	6	-	1	-	1	-	1	3
Asian	7	-	1	1	1	-	3	2
Nationality not stated	6	-	-	2	-	-	-	4
Total	66	16	11	8	7	2	15	22

Question Number 21(a)

VIEWS ON THE ORGANISATION AND ADMINISTRATION OF THE UNIVERSITY

Nationality	Number of Respondents	Positive	Positive with Qualifications	Mixed	Negative	Don't Know	No Answer
Sudanese	12	2	1	-	6	1	2
Expatriates	48	2	3	2	17	1	23
Middle East	4	-	-	-	3	-	1
British	24	1	3	2	8	-	10
Other European	7	-	-	-	2	1	4
American (USA)	6	1	-	-	3	-	2
Asian	7	-	-	-	1	-	6
Nationality not stated	6	1	-	-	2	1	2
Total	66	5	4	2	25	3	27

Question Number 21(b)

SUGGESTIONS FOR IMPROVING THE ORGANISATION AND ADMINISTRATION OF THE UNIVERSITY

Nationality	Number of Respondents	Inform of Faculty System	Decentralisation of Administration	Re-organisation of total Administration	More Qualified Staff	More Democratic Control	Other Answers	No Answers
Sudanese	12	4	2	-	-	1	-	5
Expatriates	48	7	6	6	5	4	6	25
Middle East	4	-	1	1	1	-	-	1
British	24	2	3	3	2	3	3	11
Other European	7	2	-	-	2	1	2	4
American (USA)	6	2	1	1	-	-	1	3
Asian	7	1	1	1	-	-	-	6
Nationality not stated	6	-	1	-	-	-	1	4
Total		11	9	6	5	5	7	34

Question No. 22.

VIEWS ON THE FUNCTIONS OF THE UNIVERSITY
IN THE SUDAN

Nationality	Number of Respondents	Production of Graduates	Research	Serving Development of the Country	Intellectual and Cultural Centre Leaders	Advisory Services	Same as other Universities	Extension Services	Other Functions
Sudanese	12	5	5	5	8	1	-	2	1
Expatriates	48	24	15	15	11	8	6	1	10
Middle East	4	4	3	2	-	-	-	-	1
British	24	10	6	8	7	7	3	-	1
Other European	7	4	2	2	2	3	2	-	-
American (USA)	6	4	3	1	1	1	-	1	-
Asian	7	2	1	2	1	-	1	-	3
Nationality not stated	6	1	1	2	1	1	1	-	-
Total	66	30	21	22	20	10	7	3	11

VIEWS ON THE FUNCTIONS OF THE UNIVERSITY
IN THE SUDAN

ity	Number of Respondents	Production of Graduates	Research	Serving Development of the Country	Intellectual and Cultural Centre Leaders	Advisory Services	Same as other Universities	Extension Services	Other Answers	No Answer
tes	12	5	5	5	8	1	-	2	1	-
	48	24	15	15	11	8	6	1	10	8
ant	4	4	3	2	-	-	-	-	1	-
ropean	24	10	6	8	7	7	3	-	5	4
(USA)	7	4	2	2	2	-	2	-	-	1
	6	4	3	1	1	1	-	1		
	7	2	1	2	1	-	1	-	3	3
ity not	6	1	1	2	1	1	1	-	-	1
	66	30	21	22	20	10	7	3	11	9

Question No. 23(b)

COMMENTS ON THE EXTENT TO WHICH THE UNIVERSITY
IS FULFILLING ITS FUNCTIONS

Faculty	Number of Respondents	Ivory Tower	Low Educational Standards	Lack of Manpower Planning	Inadequate Research	Other Comments
No Faculty Stated	5	2	-	-	1	1
Agriculture	4	2	1	1	2	1
Arts	15	2	1	2	1	2
Economics	12	2	-	-	-	1
Engineering	8	2	2	-	-	-
Law	3	-	1	-	-	-
Medicine	3	-	-	-	1	-
Science	12	1	2	3	-	2
Vet. Science	4	-	-	-	-	2
Total	66	11	7	6	5	9

COMMENTS ON THE EXTENT TO WHICH THE UNIVERSITY
IS FULFILLING ITS FUNCTIONS

	Number of Respondents	Ivory Tower	Low Educational Standards	Lack of Manpower Planning	Inadequate Research	Other Comments	No Comments
ty	5	2	-	-	1	1	2
ure	4	2	1	1	2	1	1
	15	2	1	2	1	2	9
s	12	2	-	-	-	1	9
ing	8	2	2	-	-	-	5
	3	-	1	-	-	-	2
	3	-	-	-	1	-	2
	12	1	2	3	-	2	5
ence	4	-	-	-	-	2	2
	66	11	7	6	5	9	37

Question No. 25(b)

COMMENTS ON THE EXTENT TO WHICH THE UNIVERSITY
IS FULFILLING ITS FUNCTIONS

Nationality	Number of Respondents	Ivory Tower	Low Educational Standards	Lack of Manpower Planning	Inadequate Research	Other Comments
Sudanese	12	2	-	-	1	3
Expatriates	48	7	6	6	3	6
Middle East	4	1	-	-	-	1
British	27	2	4	5	2	3
Other European	7	2	-	1	1	2
American (USA)	6	2	2	-	-	-
Asian	7	-	-	-	-	-
Nationality not stated	6	2	1	-	1	-
Total	66	11	7	6	5	9

COMMENTS ON THE EXTENT TO WHICH THE UNIVERSITY
IS FULFILLING ITS FUNCTIONS

on No. 23(b)

ality	Number of Respondents	Ivory Tower	Low Educational Standards	Lack of Manpower Planning	Inadequate Research	Other Comments	No Comments
se	12	2	-	-	1	3	8
iates	48	7	6	6	3	6	27
East	4	1	-	-	-	1	2
h	27	2	4	5	2	3	13
European	7	2	-	1	1	2	3
ann (USA)	6	2	2	-	-	-	2
	7	-	-	-	-	-	7
ality ited	6	2	1	-	1	-	2
66	11		7	6	5	9	51

Question No. 24

VIEWS ON RELATIONSHIPS BETWEEN UNIVERSITY
AND OTHER BODIES IN THE SUDAN

Nationality	Number of Respondents	Very Good	Good	Fair	Bad	Very Bad	Other Answers	Don't Know
Sudanese	12	-	4	2	3	-	2	1
Expatriates	48	-	3	2	11	1	5	6
Middle East	4	-	1	-	1	-	-	-
British	24	-	2	2	8	-	1	3
Other European	7	-	-	-	1	1	2	-
American (USA)	6	-	-	-	1	-	1	2
Asian	7	-	-	1	-	-	1	1
Nationality not stated	6	1	-	-	-	1	-	3
Total	66	1	6	5	14	2	7	10

VIEWS ON RELATIONSHIPS BETWEEN UNIVERSITY
AND OTHER BODIES IN THE SUDAN

ty	Number of Respondents	Very Good	Good	Fair	Bad	Very Bad	Other Answers	Don't Know	No Answer
es	12	-	4	2	3	-	2	1	1
	48	-	3	2	11	1	5	6	20
st	4	-	1	-	1	-	-	-	2
opean	24	-	2	2	8	-	1	3	9
(USA)	7	-	-	-	1	1	2	-	3
	6	-	-	-	1	-	1	2	2
	7	-	-	1	-	-	1	1	4
ty not	6	1	-	-	-	1	-	3	1
	66	1	6	5	14	2	7	10	22

VIEWS ON THE ESTABLISHMENT OF A
SECOND UNIVERSITY IN THE SUDAN

Nationality	Number of Respondents	Positive	Positive with Qualifications	Neutral	Premature	Negative	Other Views	No Views
Sudanese	12	4	-	-	3	-	4	1
Expatriates	48	7	9	-	9	4	12	3
Middle East	4	1	-	-	2	-	1	-
British	24	3	6	-	3	3	6	1
Other European	7	-	2	-	2	1	2	-
American (USA)	6	-	-	-	2	-	2	1
Asian	7	3	1	-	-	-	1	1
Nationality not stated	6	2	1	1	-	1	-	1
Total	66	13	10	1	12	5	16	5

VIEWS ON THE ESTABLISHMENT OF A
SECOND UNIVERSITY IN THE SUDAN

ality	Number of Respondents	Positive	Positive with Qualifications	Neutral	Premature	Negative	Other Views	No Views	No Answer
se	12	4	-	-	3	-	4	1	-
dates	48	7	9	-	9	4	12	3	4
East	4	1	-	-	2	-	1	-	-
24		3	6	-	3	3	6	1	2
European	7	-	2	-	2	1	2	-	-
in (USA)	6	-	-	-	2	-	2	1	1
7		3	1	-	-	-	1	1	1
ality not	6	2	1	1	-	1	-	1	-
66		13	10	1	12	5	16	5	4

MAIN LESSONS OF THE UNIVERSITY FOR THE
ESTABLISHMENT OF A SECOND UNIVERSITY IN THE SUDAN

Nationality	Number of Replication	Better Planning	Staff Recruitment Problems	More Efficient Administra- tion	Need to Relate to Country's Requirements	Slower Sudan- isation	Better Accom- modation	Gradual Develop- ment	More Emphasis on Applied Subjects	Improve Student Quality	Avoid copying other univer- sities	Other Answer	Don't Know
Sudanese	12	3	3	2	-	-	-	2	2	1	-	1	-
Expatriation	48	3	2	4	4	5	5	2	-	2	2	12	2
Middle East	4	-	-	-	-	-	-	1	-	-	-	2	-
British	24	3	1	4	3	4	3	1	-	2	-	6	1
Other European	7	-	-	-	1	1	-	-	-	-	1	-	-
American (USA)	6	-	-	-	-	-	-	-	-	-	1	2	1
Asian	7	-	1	-	-	-	2	-	-	-	-	2	-
Nationality not stated	6	-	1	-	1	-	-	-	1	-	-	1	1
Total	66	6	6	6	5	5	5	4	3	3	2	14	3

MAIN LESSONS OF THE UNIVERSITY FOR THE
ESTABLISHMENT OF A SECOND UNIVERSITY IN THE SUDAN

	Number of Replies	Better Planning	Staff Recruitment Problems	More Efficient Administra- tion	Need to Relate to Country's Requirements	Slower Sudan- isation	Better Accom- modation	Gradual Develop- ment	More Emphasis on Applied Subjects	Improve Student Quality	Avoid copying other univer- sities	Other Answer	Don't Know	No Answer
12	3	3	3	2	-	-	-	2	2	1	-	1	-	3
48	3	3	2	4	4	5	5	2	-	2	2	12	2	21
East	4	-	-	-	-	-	-	1	-	-	-	2	-	2
24	3	3	1	4	3	4	3	1	-	2	-	6	1	8
7	-	-	-	-	1	1	-	-	-	-	1	-	-	5
6	-	-	-	-	-	-	-	-	-	-	1	2	1	2
7	-	-	1	-	-	-	2	-	-	-	-	2	-	4
6	-	-	1	-	1	-	-	-	1	-	-	1	1	2
66	6	6	6	6	5	5	5	4	3	3	2	14	3	26

Question No. 2/(a)

VIEWS ON SUDANISATION OF STAFF

Nationality	Number of Respondents	Positive	Positive with qualifications	Inevitable	Premature	Other Answers	No Answer
Sudanese	12	1	6	-	2	1	2
Expatriates	48	4	13	8	11	1	11
Middle East	4	2	2	-	-	-	-
British	24	1	4	5	7	1	6
Other European	7	1	2	-	2	-	2
American (USA)	6	-	2	1	2	-	1
Asian	7	-	3	2	-	-	2
Nationality not stated	6	1	4	-	1	-	-
Total	66	6	23	8	14	1	13

VIEWS ON SUDANISATION OF STAFF

Category	Number of Respondents	Positive	Positive with Qualifications	Inevitable	Premature	Other Answers	No Answer
Use	12	1	6	-	2	1	2
iates	48	4	13	8	11	1	11
East	4	2	2	-	-	-	-
European	24	1	4	5	7	1	6
in (USA)	7	1	2	-	2	-	2
	6	-	2	1	2	-	1
	7	-	3	2	-	-	2
lity not	6	1	4	-	1	-	-
	66	6	23	8	14	1	13

Question No. 2/(b)

MAIN PROBLEMS OF SUDANISATION

Nationality	Number of Respondents	Lack of Qualified Sudanese	Lowering of Standards	Academic Isolation	Staff Appointment and Promotion Bottlenecks	Other	Ans
Sudanese	12	6	4	3	-	-	
Expatriates	48	18	19	7	7	7	1
Middle East	4	-	1	1	-	1	
British	24	10	11	5	5	3	
Other European	7	3	2	-	1	1	
American (USA)	6	4	3	-	-	1	
Asian	7	1	2	1	1	1	
Nationality not stated	6	4	-	1	-	2	
Total	66	28	23	11	7	9	1

MAIN PROBLEMS OF SUDANISATION

Category	Number of Respondents	Lack of Qualified Sudanese	Lowering of Standards	Academic Isolation	Staff Appointment and Promotion Bottlenecks	Other	No Answer
Arabs	12	6	4	3	-	-	2
Christians	48	18	19	7	7	7	11
British	4	-	1	1	-	1	1
Indian	24	10	11	5	5	3	4
European	7	3	2	-	1	1	3
American (USA)	6	4	3	-	-	1	1
Other	7	1	2	1	1	1	2
Unidentified	6	4	-	1	-	2	1
Total	66	28	23	11	7	9	14

VIEWS ON TEACHING IN ARABIC

Category	Number of Respondents	Dissent	Premature	Inevitable	Assent	Possible for some subjects only	Other	No Answer
Persons	12	1	5	-	2	-	3	1
	48	14	8	7	4	5	2	14
European (USA)	4	1	-	1	-	1	-	1
	24	8	3	6	-	1	-	6
	7	1	2	-	2	1	-	1
	6	2	-	-	-	-	2	2
7	1	3	-	-	1	-	-	2
Category not	6	1	-	-	1	2	-	2
66	15	13	7	6	5	5	5	15

Question No. 28(b)

MAIN PROBLEMS OF TEACHING IN ARABIC

Nationality	Number of Respondents	Lack of literature in Arabic	Staffing difficulties	Other Problems	Isolation	Lowering of Standards	N Ans
Sudanese	12	9	5	2	2	1	
Expatriates	48	25	12	7	1	-	
Middle East	4	1	2	1	1	-	
British	24	14	3	4	9	3	
Other European	7	3	3	1	2	-	
American (USA)	6	3	1	-	2	1	
Asian	7	4	3	1	2	-	
Nationality not stated	6	3	1	-	-	-	
Total	66	37	18	9	18	5	1

MAIN PROBLEMS OF TEACHING IN ARABIC

Community	Number of Respondents	Lack of literature in Arabic	Staffing difficulties	Other Problems	Isolation	Lowering of Standards	No Answers
Muslims	12	9	5	2	2	1	3
Christians	48	25	12	7	1	-	-
Non-Muslims							
Middle East	4	1	2	1	1	-	-
Arab	24	14	3	4	9	3	3
Non-Arab	7	3	3	1	2	-	1
European	6	3	1	-	2	1	2
American (USA)	7	4	3	1	2	-	2
Other							
Community not specified	6	3	1	-	-	-	3
Total	66	37	18	9	18	5	14

Question No. 49.

VIEWS OF IMPATRIATE-EXPATRIATE RELATIONS IN THE UNIVERSITY

Nationality	Number of Respondents	Very good	Good	Fair	Bad	Very bad	Other Answers	No Answer
Budapest	12	-	1	6	4	-	-	1
Expatriates	48	5	11	11	10	6	2	3
Middle East	4	-	3	-	-	-	-	1
British	24	2	5	6	7	3	-	1
Other European	7	1	2	1	-	2	1	-
American (USA)	6	1	1	1	1	1	1	-
Asian	7	1	-	3	2	-	-	1
Nationality not stated	6	1	1	1	-	-	2	1
Total	66	6	13	18	14	6	4	5

Question No. 30(a)

VIEWS ON THE FUNCTION OF EXPATRIATES IN THE UNIVERSITY

Nationality	Number of Respondents	Academic Stimulation	Teaching	Research	Assistance in Sudanisation	Same function as other University staff	Other Comments	Don't know	No Answer
Sudanese	12	2	4	2	-	-	2	-	6
Expatriates	48	21	17	10	11	8	7	1	3
Middle East	4	2	-	-	1	1	-	-	1
British	24	12	8	3	6	4	4	-	1
Other European	7	4	3	3	2	2	1	-	-
American (USA)	6	2	3	1	1	1	2	-	-
Asian	7	1	3	3	1	-	-	1	1
Nationality not stated	6	1	1	1	2	-	-	-	3
Total	66	24	22	13	13	8	9	1	12

Question No. 30 (b)

VIEWS ON WHETHER EXPATRIATES ARE FULFILLING THEIR FUNCTION

Nationality	Number of Respondents	Affirmative	Qualified Affirmative	Some do, some don't	Qualified negative	Negative	Other Answers	Don't know	No Answer
Chinese	12	2	1	1	-	3	-	-	5
Expatriates	48	4	6	10	4	2	1	1	20
Middle East	4	-	2	-	-	-	-	-	2
British	24	2	2	6	3	-	1	-	10
Other European	7	-	1	-	1	1	-	-	4
American (USA)	6	1	-	4	-	-	-	-	1
Asian	7	1	1	-	-	1	-	1	3

Nationality not Stated	6	2	2	-	-	-	2	-	-
Total	66	8	9	11	4	5	3	1	25

Question No. 31 (a) VIEWS ON CURRENT UTILISATION OF FOREIGN AID AVAILABLE TO UNIVERSITIES

Nationality	Number of Respondents	Full use	Not full use	Other answers	Don't know	No Answer
Sudanese	12	1	8	-	1	2
Expatriates	48	-	14	1	17	16
Middle East	4	-	-	-	3	1
British	24	-	7	-	11	6
Other European	7	-	3	1	-	3
American (USA)	6	-	3	-	2	1
Asian	7	-	1	-	1	5
Nationality not stated	6	1	2	-	2	1
Total	66	2	24	1	20	19

Question No. 31 (b)

SUGGESTIONS FOR IMPROVED USE OF FOREIGN AID

Nationality	Number of Respondents	Better planning	Better exploration and contacts	Better execution of approved plans	More information on availability of aid	Other Answers	No Answer
Sudanese	12	2	1	1	-	2	6
Expatriates	48	7	7	5	3	9	24
Middle East	43	1	-	1	-	-	3
British	24	3	2	3	2	5	11
Other European	7	1	3	-	1	2	4
American (USA)	6	1	1	1	-	1	2
Asian	7	1	1	-	-	1	4
Nationality not Stated	6	-	-	-	-	-	6
Total	66	9	8	6	3	10	36

RECOMMENDATIONS FOR ADOPTING FEATURES

FROM OTHER UNIVERSITIES

Question No. 32

Nationality	Number of Respondents	Student Affairs	Teaching	Staff Affairs	Administration	Extension Services	Research	Other	No answer
Sudanese	12	2	3	2	-	2	1	4	5
Expatriates	48	10	8	5	4	1	1	9	4
Middle East	4	-	1	-	-	-	-	2	1
British	24	9	3	4	3	-	1	2	9
Other European	7	-	1	1	1	-	-	2	4
American (USA)	6	-	2	-	-	1	-	2	2
Asian	7	1	1	-	-	-	-	1	5
Nationality not Stated	6	-	-	-	1	-	-	1	3
Total	66	12	11	7	5	3	2	14	29

Question No. 35.

RESPONDENTS BY NATIONALITY

Nationality	Number of Respondents	Total Sample
Sudanese	12	100
Expatriates	48	167
Middle East	4	36
British	24	60
Other European	7	32
American (USA)	6	10
Asian	7	27
Others	-	2
Nationality not Stated	6	-
Total	66	266

Question No. 36.

LEVEL OF APPOINTMENT

Nationality	Number of Respondents	Total sample	Lecturer		Senior Lecturer, Reader, Associate Professor		Professor		No Answer
			Respondents	Sample	Respondents	Sample	Respondents	Sample	
Sudanese	12	100	9	75	3	19	-	6	-
Expatriates	48	167	30	91	8	41	10	34	-
Middle East	4	36	1	17	1	13	2	6	-
British	24	60	17	35	3	8	4	17	-
Other European	7	32	3	14	2	14	2	4	-
American (USA)	6	10	3	5	1	1	2	4	-
Asian	7	27	6	20	1	5	-	2	-
Others	-	2	-	-	-	1	-	1	-
Nationality not stated	6	-	2	-	-	-	-	-	4
Total	106	266	41	165	11	61	10	40	4

Question No. 37(a) and (b)

COMMITTEE AND SOCIETY MEMBERSHIP

Nationality	Number of Respondents	Senate	INSIDE UNIVERSITY			OUTSIDE UNIVERSITY IN THE SUDAN			
			Faculty Board	Other	None	No Answer	Membership	None	No Answer
Sudanese	12	4	6	11	1	1	8	4	1
Expatriates	48	8	21	27	17	5	11	23	7
Middle East	4	1	1	3	2	-	-	4	-
British	24	4	11	14	9	2	8	13	3
Other European	7	1	3	7	2	1	1	3	1
American (USA)	6	1	3	2	3	1	2	2	2
Asian	7	1	3	1	1	1	-	6	1
Nationality not stated	6	-	-	-	2	4	-	2	4
Total	66	12	27	38	20	10	10	34	12

Question No. 36.

LEVEL OF APPOINTMENT

Nationality	Number of Respondents	Total sample	Lecturer		Senior Lecturer, Reader, Associate Professor		Professor		No Answer
			Respondents	Sample	Respondents	Sample	Respondents	Sample	
Sudanese	12	100	9	75	3	19	-	6	-
Expatriates	48	167	30	91	8	41	10	34	-
Middle East	4	36	1	17	1	13	2	6	-
British	24	60	17	35	3	8	4	17	-
Other European	7	32	3	14	2	14	2	4	-
American (USA)	6	10	3	5	1	1	2	4	-
Asian	7	27	6	20	1	5	-	2	-
Others	-	2	-	-	-	1	-	1	-
Nationality not stated	6	-	2	-	-	-	-	-	4
Total	106	266	41	165	11	61	10	40	4

ADDITIONAL COMMENTS ON VARIOUS ASPECTS OF
THE QUESTIONNAIRE

Nationality	Number of Respondents	Comments on the Questionnaire	Further Comments on the University	Other	None	No Answer
Sudanese	12	1	3	-	3	6
Expatriates	48	5	9	2	10	22
Middle East	4	-	-	-	1	3
British	24	1	4	2	8	8
Other European	7	1	2	-	1	3
American (USA)	6	2	2	-	-	3
Asian	7	1	1	-	-	5
Nationality not stated	6	1	-	-	2	3
Total	66	7	12	2	15	31

REASONS FOR TAKING UP APPOINTMENT IN THE
UNIVERSITY OF KHARTOUM

Nationality	Number of Respondents	Research	Vocation	Terms of Service	Other Academic Motives	Interest in Africa	Travel and Curiosity	Opportunity to Teach	Personal Contact	Reputation of Department Head	Other Reasons	No Answer
Sudanese	12	5	-	1	5	-	-	1	1	-	3	-
Expatriates	48	15	18	16	9	9	6	3	3	3	3	3
Middle East	4	3	1	1	-	-	-	-	1	-	-	-
British	24	9	11	8	6	3	2	1	1	2	1	-
Other European	7	2	3	1	1	4	1	2	1	1	1	1
American (USA)	6	1	2	2	1	1	2	-	-	-	1	1
Asian	7	-	1	4	1	1	1	-	-	-	-	1
Nationality not Stated	6	1	1	-	1	2	-	-	-	-	-	3
Total	66	21	19	17	15	11	7	4	4	3	6	6