CHAPTER – 2

ACADEMIC ADMINISTRATION: AN INTRODUCTION

Educational administration by its very nature, is generally tradition-based, for one of the important functions of education is preservation of tradition. This attitude manifests itself prominently into what is popularly called ‘maintenance administration’ which believes in keeping the routine going. This pattern worked satisfactorily when education was the monopoly of the few and education systems were rather static in character and limited in size.

While education became a vast undertaking, administrative bodies and methods remain as they were at the beginning of the century when the volume of education was only a fraction of what it is today. The range of education has been greatly extended, but the administrative structures have not been reorganized correspondingly. The existing administration, handed down from a political past, is essentially concerned with controlling, its purpose is to make certain that everything is done in accordance with procedure. It is generally slow and hesitant, dilatory and time-consuming. If it is to be able to successfully implement the plans of educational development, the traditional administration must be radically changed.¹

The phenomenal upsurge in the field of higher education, and the extraordinary increase in the volume and diversity of educational effort at various levels, have imposed a heavy strain on the existing administrative structure and organisation in the universities. It is unfortunate that problems relating to the governance of universities have not received adequate attention. Educational administration is generally tradition based and tends to rely on rules, procedures and techniques, which have
not changed over the years. A static organisation cannot meet the needs and challenge of a dynamic situation. Rules, regulations, and techniques, which hamper the essential functions and purpose of university education, have to be modified or scrapped. They should not become straight-jackets into which all work and activity must be fitted. Changes in organizational structure have to keep pace with the expansion and development of university education. The present rigid organization fails to respond effectively to problems of a developing university. Procedures and programmes remain largely traditional, and the outlook of men operating them is generally rigid and conservative. The administration is very much office oriented, and fails to catch up with the new tasks and responsibilities entrusted to it.²

The educational system all over the world is undergoing rapid and radical changes. Such changes may relate to its structure, organisation, programmes, contents, objectives and administration. This resulted in, very recent years, the development of a distinct branch of study known as Academic Administration. With present day complexity involved in and ever widening peripheral ramification of the educational system, in the process of other system integration, the educational administration needs the use of relevant management theories and techniques to succeed in the line. It is increasingly becoming important that educational system to become meaningful, it must have well-trained and experienced managerial personnel to cope with the changing context of education system and its administration.

In the process of developing professionals, leaders and managers in educational system, it is necessary to introduce them to the nature and problems of Academic Administration. Since this area is dynamic in nature involving decisions people make, the organisation of activities in
which they engage and the interactions that take place among them, based on the system contingency approach. In this perspective, the academic administration encompasses Management Principles, Organisation Theory, Personnel Management, Financial Management, etc. An application of the sound knowledge, in these and related areas would enable the professionals in the field to improve the effectiveness of their organisation.

2.1 Meaning and Definition

As a result of the development of the organization theory, the science of operations research and the impact of behavioural sciences, the traditional concept of administration is undergoing a change, giving place to the more comprehensive concept of management. The new administrative and budgetary techniques collectively known as ‘modern management techniques’ embody the spirit of effective planning and implementation. They provide powerful tools, in comparison with more traditional techniques, which can help make management more efficient.

Management science has made rapid advances in recent years, and management techniques of great power have been evolved. These techniques are playing a significant role in business and industry. They are being advantageously used in defence and military complexes, in transport and other organized undertakings. These techniques, as well as certain mechanical and electrical devices, have proved to be singularly efficacious in rationalizing decision-making, minimizing institutional speculation, co-ordinating resource-allocation and utilization, and eliminating losses and delays caused by organizational and personnel factors. But before any of these can be utilized for educational
administration, their relevance, suitability and practicability has to be ascertained in the light of the specific objectives and targets of educational effort.³

In speaking of the administration of academic affairs in higher or post secondary education, it is necessary to differentiate between the administration of institutions and the administration of specific programmes within such institutions. As a result to the academic nature of decision-making concerning academic programmes in higher education, the usual meaning of administration in the corporate or business sense does not fit easily into the practice of administration in the academic affairs of higher education. However, as universities and higher educational institutions have developed into complex organisation, many of the functions of leadership and management typical to business corporate structures have become essential in the field of higher education.

In recent years, higher education has become both large and costly and increasing attention has been given to its management. This combination of interests related to the administration of institutions of higher education has increased the study of academic administration, a different kind of administration for universities and institutions of higher education.

Academic administration deals with the management of universities. It means the organisation and use of non-academic persons of a university or other higher education institutions for the achievement of its basic objectives.
It is purely an administrative work and done by the administrators. Teaching is not the only function of a higher education institution. There are number of other functions, these are related to examination, financial, academic and administrative. All these functions are administrative or bureaucratic.

**2.2 Nature and Scope**

Academic administration is a segment of the wider field of administration. It follows the system of Public Administration. Therefore on its scope, there are differences. The use of the word ‘academic’ before ‘administration’ restricts, its coverage to the administrative activities of a university, a university, being the only organisation which covers within itself all the higher educational activities of the concerned people or society. Academic administration may be defined as the organisation and management of human and material resources to fulfil the objectives laid down by a university. But, a university consists of two branches - Academic and Administrative. Is academic administration to study both the branches that make up the university? Views on this question are also divided. To some, academic administration is identified with the entire range activities of a university covered under the two branches. Whereas others, restrict the coverage to the operations of the administrators and managers only. The same approach to the sense of the term administration is seen in public administration also.

According to W.F. Willoughby; the term ‘administration’ may be employed in political science in two senses. In its broadest sense, it denotes the work involved in the actual conduct of governmental affairs.
It is, thus, quite proper to speak of the administrative and legislative branch of government, the administration of justice or judicial affairs, or the administrations of the executive powers as well as the administration of affairs of the administrative branch at government, or the conduct of the affairs of the government generally. In its narrowest sense, it denotes the operations of the administrative branch only.  

Like this, in the wider sense, academic administration denotes the work involved in the actual conduct of the affairs of the university teaching, research, extension etc. But in the narrower sense, academic administration consists of the administrative works of a university. For this, university has its own civil servants. Like the bureaucrats in government service, their duty is to implement various policies taken by the academic bodies. In the area of higher education it is the duty of the teachers to deliver knowledge to the students. It is a technical work. All other student’s supporting services belongs to administrators or non-academic persons. Here academic administration is taken in its narrower sense and study about the organisation and use of non-academic persons for the achievement of the objectives of higher education.

Administration is the organisation and use of man and materials to accomplish some purpose. In a university, there are a large number of men. So, it is essential to organise and use them to accomplish its basic objectives. Normally the principles of public administration are used in the field of higher education to organise its non-academic people. But today even in the field of public administration the governments use
modern management principles. It ensures the growth and abilities of bureaucrats in government service.

In the beginning, the university administration i.e., the organisation of non-academic persons and the civil servants were also organised on the basis of the principles of public administration. But now public administration changed its nature itself. And unfortunately the universities are following the old administrative set up to organise its non-academic employees.

2.3 **Functions Of Academic Administration**

In every university there is an administrative system or body of civil servants. It is their duty to help the higher authorities to discharge their duties successfully. The administrative system of the university fully stands for the real functions of the university. In the Indian context a university may be divided into four heads on the basis of its functions.

- Examination functions
- Academic functions
- Administrative functions and
- Financial functions

These four areas of functions or duties for the student community are the real duty and responsibility of a university administration.

For the successful completion of the examination duties, university has an examination department under the control of Controller of Examinations. Most of its employees are engaged in this basic function.
For the academic functions a university has a department under the guidance of the Registrar. There is also an Academic Council to advise the university in this matter.

The administrative department undertakes the administrative functions of the university. Registrar is also the head of the department.

A finance department under the control of the Finance Officer stands for the management of funds – sources and applications - of the university.

All these four departments and its works are the real functionaries of the university administrative setup. Academic administration is related to higher education and its management. Universities are the main institutions functioning in this area. Generally a scholar studying the area of academic administration, may concentrate in the area of teaching and policy making. But a university has another important role in higher education. It is the function of the affiliated colleges and teaching departments to conduct courses on the basis of syllabus. One of the most important functions of a university in the present scenario is to conduct examinations and award degrees to the students. No other body or organisation has any role in it. Basically administrative setup of a university stands for this and other related student supporting functions.

The state and central governments and private management can improve the quality of teachers, through the appointment of qualified persons. For example, UGC’s NET and Junior Research Fellowship improve the quality of teachers and researchers in higher education. Accreditation and Assessment of colleges are also the policy of UGC. It
improves the efficiency of colleges. In the area of policy making a new trend for self-financing colleges is the policy of state government.

The university cannot change substantially the general policy of higher education in the state or change the quality and efficiency of teaching.

But in conducting the examinations and awarding degree, the fundamental duties of a university, governments or private agencies have no role. There are number of other important student support, non-academic, financial and administrative functions. Financial, Academic and Administrative functions are solely vested in the university. Through the implementation of modern management techniques in its administration, the university can better its efficiency and effectiveness.

2.4 Significance Of Academic Administration

Sri V.K.R.V. Rao former Central Minister of Education and Youth Affairs said, while inaugurating a seminar related to Management and Organisation of Indian Universities at Simla in 1971 “it may be useful, to some extent, to employ modern management techniques in the field of educational administration. Procedures have to be simplified and the organisational machinery made less cumbersome and more dynamic. The use of computers and such other appliances may be helpful in reducing waste and promoting organisational efficiency. In service training and orientation courses for administrative staff would be necessary to gear up the machinery. The staffing pattern may also need considerable modification.”5
There is no simple or single answer to the question how a university is to be governed. The experience of university administration in different countries, developed and developing, does not give us any definite or uniform pattern. The experience even in our own country varies very much depending on the type of university, the period for which it has been in existence and whether it has been under the control of the union government or state government. One thing, however, is common to all our universities and that is, that they have all been established by an enactment of the legislature central or state, and they all intended to function as autonomous institutions. In addition to the state-established universities, there is another category namely, ‘deemed to be universities’. There are quite a number of them. They do not belong to a uniform pattern and their governance also varies from institution to institution. Hence, it is not intended to bring them within the scope of this study.

The university has a multiple hierarchical system. On the academic side, there are professors, readers and lecturers. Then there are deans, heads of departments, directors of schools and functionally identifiable academics such as principals, vice-principals, assistant principals, wardens, assistant wardens, proctors, dean of students welfare, coordinators, CDC, NSS, secretaries of sports board and so on. On the side of administration, there are Registrar, the Finance Officer, Controller of Examiniations, Joint Registrars, Deputy Registrars, Assistant Registrars, the University Engineer, the Publications Officer, incharge, guest house, garden superintendent and so on.
The basic idea of providing the administrative wing in a university is to serve the teaching and the student community, to provide them all facilities. Besides providing facilities, the administrative wing is expected to act as a support and remove all hurdles in the way of academic fraternity.

There is a need for in-built flexibility in the administrative system, so that it can adjust itself to changing circumstances. The importance of experimentation and innovation has to be recognised. There should be periodical review of administrative procedures and practices, with a view to modifying them, to suit changing needs and circumstances.

2.5 Importance of Academic Administration

In the beginning, there was no difference between public administration and academic administration. Both were constructed on the same pillars. At present higher education field grows rapidly than government administration and the rapid growth in the field of education create some importance in academic administration.

Both are of service motive, but the service rendered by the university is more important than a general government. Because it creates efficient persons in the society and for the general government.

Higher education is fast growing, so it is important to give timely and speedy support to it from the administration. Higher education is highly flexible, so the administration also should change accordingly. Any delay in academic administration will seriously affect a new generation. It will eliminate the chances of our youth. For the better
development and growth of our younger generation it should be better to have a good administrative set up for higher education. Here arises the need for development of academic administration.

But adequate research and analysis are not done in this field by the scholars. To them, restructuring and renewing the syllabus, policies and teaching methodology are the general areas of concern. Thus, the backbone of the academic community i.e the civil servants in the academic field is neglected from the purview of a serious study. For the development of the academic administration and to effect timely changes in the system of governance of the universities, it is highly important that it be studied. Therefore development of academic administration is coextensive and coexistent with studies in this area.

2.6 The Narrow Sense of Academic Administration

In the narrow sense, academic administration means administration of the various functions of a university. It is related to examinations, academic and administrative duties and financial functions. In the area of examination the university has a number of functions. Receiving applications, selecting examination centres, arranging time table for examinations, setting and printing of question papers, issuing hall tickets, question papers and answer papers, appointing teachers of supervision, collecting of answer papers, arranging and sorting of answer papers with false numbers to keep the secrecy, arranging valuation camps, issuing answer papers, selecting teachers for valuation, collecting the valued papers, sorting marks, publishing results, issuing mark lists, issuing provisional certificates and original certificates,
arranging revaluation, scrutiny and confidential marklist, issuing rank certificates, migration, matriculation, recognition etc.

All these important duties are related to the biggest department of university administration i.e, the examination department under the control of the controller of examinations.

There is also a finance department under the control of finance officer. It prepares a budget for the university. It is a proposed statement for income and expenditure. In this budget, the affiliated colleges- in it the majority of the students and teachers belong - have no role. The source of income of a university is mainly government funding and fees and other dues from students. The main expense of a university is salary for its teachers in university departments and administrative staff, and fellowship for research scholars, scholarship for its students and expense for conducting refresher courses for teachers and sitting fee for the members of the Senate, the Syndicate and the Academic Council. The university also uses a part of the funds for sports and arts programmes and for the university students union.

It will also spend money to construct building, library, laboratories etc. so the functions of finance department are closely related to the university administrative system and not to the colleges.

There are also administrative and academic wings in every university. The administrative wing stands for the general administration of its teachers and its own employees. The academic department has some academic functions to perform. It completes the clerical works for affiliation of colleges and courses, recognition of other universities and its
courses, curriculum change and syllabus betterment, various affairs of research etc.

So in the Indian context, universities also have an important role for students services in higher education. Because the universities are not autonomous or out of the strict control of central and state governments. In developed countries most of the universities are autonomous. They have a role in improving the teaching and policy making. The colleges are also autonomous to conduct courses and examinations. So in academic administration we should study mainly about the administrative functions of a university in four different areas such as examination, academic, administrative and financial.

For the efficient functioning of all these duties university has a group of civil servants. Their number is more than a thousand in most of the Indian Universities. Unfortunately, most of these universities are utter failures in engaging its duties successfully. The root cause of it is that the civil servants in the university and its organisation are inefficient and follow outdated rules and regulations. Most of the universities now follow the outdated principles of public administration. Modern management principles have no role in the university administration even in the modern world of technology. So, it is very essential to improve the efficiency of the university in students support services, and to restore its organisation structure through the implementation of modern management principles in the areas of planning, organising, staffing, directing and controlling.
For the development of academic administration and the efficiency of the university, the scope of academic administration needs to be narrowed to the university administrative wing and its various functions in the areas of examination, academic, administrative and financial. A detailed study about its problems in planning, organising, staffing, directing and controlling will reveal the basic facts behind the inefficiency of administration of Indian universities. This will also narrow the scope of academic administration in its real nature, and produce a good and problem less organisation for our universities.

### 2.7 Public Administration and Academic Administration

The term “administration” is defined by scholars in various ways. According to Simon, Smithbourg and Thompson, “In its broadest sense administration can be defined as the activities of groups co-operating to accomplish common goals.”

“In simplest terms administration is determined action taken in pursuit of a conscious purpose.”

Sometimes administration is seen as a synonym for management and as such is defined in terms of the processes of setting goals, carrying out planning, and implementing policies. In other cases, such as in the literature of business management and public administration, management and administration are seen as being distinctively different. In business management for example, management is often seen as being a more important and higher level task, referring to the tasks of goal setting, initiating, and monitoring. On the other hand, administration refers to the more restricted tasks of carrying out routine organisational
work and implementing policies set by others. In other words, management is what top managers’ do, while administration is to do with detail and relatively low-level organisational tasks. Scholars of public administration in the British Traditions similarly make a clear distinction between administration and management, but their emphasis is different. Thus, Spann describes administration as “the study of means, of the structures and processes involved in carrying out policies, and in trying to achieve the objectives embodied in them whereas management “involves the implementation of policy and the oversight of the department’s staff and work.”

The meaning of the word ‘public’ itself is fairly clear. It is what pertains to people as a whole, and is the opposite of ‘private’. In the context of ‘Public Administration’, is however, the word ‘public’ has acquired a specialised meaning, i.e., ‘governmental’. The justification for the equation of ‘public’ with ‘governmental’ is that in modern society government is the only association or organisation in which all the people of any given territory are included without exception.

When proceeded further and enquired what or how much of governmental activity, administration includes, it is up against fresh controversies. In its comprehensive sense government means and includes all of its three branches, i.e., the legislative, the executive and the judicial. Is public administration concerned with the work of all these or of only some? Both the views have been held by thinkers. To some of them, administration is concerned with the whole range of governmental activity under all the three branches, while to others it is concerned with the activities of the executive branch only, or at the most with the activities of an executive nature wherever they may occur. So here-again,
a confrontation occurs between the two views of public administration—a wider and a narrower one.

“By public administration is meant, in common usage, the activities of the executive branches of the national, state and local governments.”

“.....public administration consists of getting the work of government done by co-ordinating the efforts of people so that they can work together to accomplish their set tasks. Administration embraces activities which may be highly technical or specialised such as public health and building of bridges.... It also involves managing, directing, and supervising the activities of thousands, even millions of workers so that some order and efficiency may result from their efforts...”

In academic administration, the term ‘administration’ is used to carrying out routine organisational work and implementing policies set by others. It stands for the academic, administrative, financial and examination functions of a university.

Academic administration stands for administration in higher education. It leads the human resource in a university or higher education institution for the accomplishment of its basic functions, that is conducting examinations and awarding degrees, and other related academic, administrative and financial functions. There are a number of similarities and more differences in between these two modes of administrations.

Both public administration and academic administration are of service motive, not of profit motive. Both stands for the general public.
And organisation is in the same pattern. Administrative structures of the universities are same as that of the organisation of the secretariate of the state government.

Source of income in both the areas are taxes, fees penalties and public funding. Both are hierarchically arranged and conducted by non-professionals and non-technitians.

There are a number of differences between public administration and academic administration.

Public administration stands for the general public or common people. But academic administration mainly stands for the students (post-metric) the most dynamic portion of the society.

Public administration deals with the general welfare of the society. But academic administration stands for the growth and development of the society, it is future oriented.

Public administration deals with two important areas, collection of revenue, and spends it for the welfare of the society and its administration. Academic administration concentrates on four important areas. Two main and two subsidiary areas. The two important areas are the conduct of examinations and awarding degrees, the two subsidiary areas are to administer the persons belonging to the university and to manage the finance of the university.

The member of the public administration i.e., the civil servants have some indirect role in the policy making process of the government. In academic administration the civil servants have no direct or indirect
role in the policy making process of the universities. (The important policies in Higher Education are framed by the central and state governments.)

The public administration is related with the daily affairs of the people and society. The academic administration stands for the future growth of the society and people.

In public administration the leaders are the trained, experienced and efficient members of All India Services. But academic administration is led by academicians and teachers, they have no substantial experience or training or talent in administration.

There are a number of differences between public administration and academic administration. But in the present context, our universities follow the old principles of public administration. So it is very important to liberate the academic administration from the clutches of public administration and post it to its own dignified position.

2.8 Academic Administration and Private Administration

There are number of differences between private administration and academic administration. Firstly private administration has profit motive, while academic administration is of service motive.

Secondly, private administration stands for the production of goods and services. But academic administration stands for the production of a new capable generation to lead the society.

Thirdly, in private administration a large number of machines and other equipment are used. But in academic administration a large number of persons are used, use of other equipments are very less.
Fourthly, a failure in private administration may not affect the people in the same way as a failure or delay in academic administration affects the society and people.

From the above, it is very clear that the academic administration is entirely different from private administration and it is far important and superior. But, unfortunately private administration secured an important role in the society. They conducted various studies and researches in the area of private administration. Now private administration is called management in the modern world. They also developed different management theories and principles for each section of management like human resource management, marketing management, operations management etc. At the same time the academic administration still follows the outdated principles of public administration.

applications of modern management principles and techniques advanced private administration. So it is very essential to use these advanced techniques in academic administration for its development and growth. The efficiency of academic administration should ensure a prosperous future to students and youngsters of society.

2.9 Bureaucratic Structure of Academic Administration

Administrators of the non-academic sectors of universities are largely managerial and operate through bureaucratic structure. Managerial performance is concerned with operational efficiency, productivity, economy, and accountability. These administrators readily respond to such concepts as management by objectives, zero based
budgeting, or cost effectiveness. They also respond favourably to the widespread use of computers.

Academic administrators do not function in normative bureaucratic structure. Indeed, the conceptual bases for discussing academic administration are weak. Whereas bureaucratic administrators are rapidly becoming professional administrators trained in business administration, public administration, personnel administration, student personnel administration, industrial engineering and other fields—academic administrators are not yet, as a class, professionally trained administrators. It is clear that there is not a body of research, which related directly to the academic administration of higher education.

2.10 Complexities of Academic Administration

Additionally, factors such as the population explosion, the rapid advances in the realms of new knowledge, the increased reliance of industry and government on the talents of faculty and scientists to aid in the solution of social problems and the growth of higher education in recent years have made the management of university affairs more complex. These problems cannot be solved through trial and error methods. They cannot be solved merely by adding more administrative personnel, lopping off certain academic courses or by cutting down expenses in an adhoc fashion. They can be solved only by an awareness of the roles the people involved in the universities as well as the professional knowhow by which the principles of administration can be applied or used. Universities must be viewed as social systems designed to accomplish goals and hence, must be managed like business
organisations. A sound, efficient and well-planned university administration is very essential for stable and meaningful higher education, growth and development. Managing universities by the force of rigid rules and regulations, outdated procedures and techniques, have only contributed to the notoriety of these institutions in the past. The amount of carping and ridicule that is poured on universities daily through newspapers and journals should compel the government, university authorities, teachers and students to introspect and find out lasting solutions. Simplistic explanations, pet formulae, adhoc measures and short-term political solutions have already played havoc with university education. It is high time to review critically how the well-known principles of management have been demolished with criminal attitude damaging the process of educational development all these years.

2.11 Academic Administration in India: A Neglected Area

One of the important reasons for the wretched performance of universities is the poor application of management principles - planning, organising, directing, communicating and controlling- in university affairs. The importance of applying sound management principles has not been recognised by the government despite strong recommendations made by Kothari Commission and Gajendragadkar Committee favouring such a step. Students, teachers, administrators, policy makers, funding agencies and the government have expressed resentment and frustration over the performance of universities in more than one way. The disenchantment is growing day by day. In order to apply brakes to these
disturbing trends—growing bureaucracy, over emphasis on academic credibility, isolation of students from faculty from administration— it is necessary to take a hard look at the whole system from the point of view of a management scientist.

In order to keep pace with the cultural, social, economic, technological and political changes, all institutions, whether educational, business or religious, must be managed well. The fundamentals governing the management of a business, a church or a university is the same; the difference lies in the techniques employed and practices followed. All managers are accountable for performance of other people; they plan, make decisions, organise work, and motivate people and implement control and so forth. In similar fashion the administrators of the university have many responsibilities. They are expected to mobilise, organise and maximise human and material resources in order to achieve educational objectives.

2.12 Conclusion

From the foregoing considerations it is clear that there is need for systematic research to assess the applicability of modern managerial techniques to the administration of education. Since research and development in this important sphere may take some time to be organized in all the countries, a regional mechanism could usefully undertake this work, along with the training of national personnel in the new techniques of management.

Education being one of the most rapidly expanding labour-intensive activities, a need exists to concentrate on the development of a
strong management force to guide it. The trading or the orientation of personnel to function more effectively in a new role should precede the organizational creation of that role. In the words of Coombs “Unless educational systems are well-equipped with appropriately trained modern managers- who, in turn, are well equipped with good information flows, modern tools of analysis, research, and evaluation, and are supported by well-trained teams of specialists- the transition of education from its semi-handicraft state to a modern condition is not likely to happen. Instead, the educational crisis will grow steadily useful clues in the practices-including the concepts and methodologies of systems analysis and of integrated long-range planning- of other sectors of society which have already made great strides in this direction.”

A survey of the present position of the application of modern management techniques to educational administration in some countries of the Asian region indicates that there is a general awareness in the region of the need and importance of modernizing educational administration. Positive steps have also been initiated in some countries to adopt better-known modern management techniques. This augurs well for the future. It also suggests that the climate is favourable for introducing short specific training programmes in different modern management techniques for educational administrators at different levels.

However, modern management techniques are only an aid to good judgment and not a cure for all ills. They do not provide a substitute for good judgment; they only provide a vehicle through which good judgment
can accomplish considerable economies and savings in time and cost. In short, any discussion of the different modern management techniques will need to take into consideration the following points:

1. Recognise clearly the merits and limitations of each modern management technique.
2. Define precisely, the criteria for the use of the different techniques.
3. Identify broadly, the areas, programmes, schemes and activities in the field of education in which different modern management techniques, singly or in combination have the greatest relevance and validity.
4. Examine critically the immediate feasibility of different modern management techniques in the educational administration.
5. Consider some concrete steps that may be taken to disseminate new management in a fashion, which would ensure the utmost multiplier effect and
6. Suggest appropriate ways and means of re-orienting, training and developing management personnel for modernizing educational administration.

References


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