"There's a mighty big difference between good, sound reasons and reasons that sound good"

-Burton Hillis

Introduction

Amravati University has contributed significantly to the educational development of western part of the Vidarbha region. The University is striving hard to improve the educational standards and uplift the Society. The ultimate aim of this University is to give a definite direction to the Society of this region. No doubt, this is a long and the most difficult task. However, the University is trying its best to eradicate superstitious in the region and to translate the dreams of the society in real life. The sole idea behind establishing the University is to utilize the natural resources to the fullest extent and to fulfil the long cherished dreams and ideals of the people of this region. Maharashtra State has always given top priority to the development of educational standards in the region. Amravati University is the result of the aspirations of the people of the five districts, namely, Amravati, Buldhana, Akola, Yeotmal and Washim. The establishment of Amravati University
on 1st May 1983 symbolizes the beginning of a new era of progress in this region.

The University was established on the auspicious Maharashtra Day also known as "Workers Day" i.e. 1st May 1983. The establishment of the University was done by passing an Act by the Assembly of Maharashtra, which was known as *Amravati University Act, 1983*.

The sole intention of promoting the University in this region was to provide an opportunity of higher education to the needy and the ambitious youths in this region.

The University has presently 10 faculties which include Arts (including Fine Art); Science; Law; Medicine (including Pharmaceutical sciences, Dentistry & Homeopathy); Commerce; Education; Engineering & Technology; Social Sciences; Home Science; Ayurvedic Medicine (including Yoga and Naturopathy).

The Administrative complex has a capacity to absorb nearly 450 employees and has a very impressive, congenial and healthy work-climate. The architectural design of the complex is not only impressive but also is helpful to encourage work, efficiently. The planners and the administrators have always cared for the greenery and the flora in the campus. The impressive campus has many attractive, pleasant and rare plants and flower beds.

There are 22 different teaching departments, located in various teaching blocks. The departments, laboratories, classrooms are planned carefully, considering the specific needs
of present and future expectations of the learning process experimentations, exchange of ideas and explanations of complex phenomenon have already promoted the advancement of different branches of science. The University is committed to the advancement of education, a healthy academic culture and a symbiosis between teachers and students. The mission of this University is "Education for excellence and welfare of all".

**The profile of Academics of the University**

The prime test of any machinery is its efficiency. The University administration is being efficiently conducted by a band of 450 committed and efficient officers and employees. The University work has been divided in Administration, Finance, Examinations, Collegiate, Development, Academic, Engineering, Public Relations & Security Wings. This division of work helps proper integration and unification of work systems.

A system like University is not working for the conduct of examinations alone. Research, teaching and extension are the three major functions of this institution of higher learning. The University administration works on a multipronged basis. It helps to start new courses to formulate policies useful for promotion of education and to prepare proposals for new projects. Thus, it is the torch bearer of this main educational set up.
The General Outline of Academics

The University was established in the year 1983. Prior to 1983, the Colleges presently under the control of Amravati University, were under the control of Nagpur University. Presently, Amravati University is having 193 colleges under its control.

The University is imparting education in ten faculties. These faculties are shown in Box 4.1

Faculties in the University

- Arts (including Fine Arts)
- Science,
- Law
- Medicine (including Pharmaceutical Sciences, Dentistry & Homeopathy)
- Commerce
- Education
- Engineering & Technology
- Social Sciences
- Home Science
- Ayurved Medicine (including Yoga and Naturopathy)

Box 4.1
The University is at present, controlling colleges from five districts viz., Amravati, Akola, Buldhana, Yavatmal and Washim. The profile of academics in the University can be rightly understood if one analyses the following statistics. The growth of colleges since 1983 in these districts can be noticed from the following Table 4.1

**Districtwise growth of colleges in the University**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amravati</th>
<th>Akola</th>
<th>Buldhana</th>
<th>Yavatmal</th>
<th>Washim</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983-84</td>
<td>31</td>
<td>16</td>
<td>13</td>
<td>17</td>
<td>—</td>
<td>77</td>
</tr>
<tr>
<td>1984-85</td>
<td>33</td>
<td>18</td>
<td>14</td>
<td>21</td>
<td>—</td>
<td>86</td>
</tr>
<tr>
<td>1985-86</td>
<td>33</td>
<td>18</td>
<td>14</td>
<td>21</td>
<td>—</td>
<td>86</td>
</tr>
<tr>
<td>1986-87</td>
<td>33</td>
<td>21</td>
<td>14</td>
<td>22</td>
<td>—</td>
<td>90</td>
</tr>
<tr>
<td>1987-88</td>
<td>33</td>
<td>21</td>
<td>14</td>
<td>22</td>
<td>—</td>
<td>90</td>
</tr>
<tr>
<td>1988-89</td>
<td>33</td>
<td>21</td>
<td>14</td>
<td>22</td>
<td>—</td>
<td>90</td>
</tr>
<tr>
<td>1989-90</td>
<td>34</td>
<td>26</td>
<td>14</td>
<td>25</td>
<td>—</td>
<td>99</td>
</tr>
<tr>
<td>1990-91</td>
<td>38</td>
<td>28</td>
<td>16</td>
<td>30</td>
<td>—</td>
<td>112</td>
</tr>
<tr>
<td>1991-92</td>
<td>43</td>
<td>30</td>
<td>16</td>
<td>32</td>
<td>—</td>
<td>121</td>
</tr>
<tr>
<td>1992-93</td>
<td>44</td>
<td>34</td>
<td>18</td>
<td>34</td>
<td>—</td>
<td>130</td>
</tr>
<tr>
<td>1993-94</td>
<td>49</td>
<td>38</td>
<td>22</td>
<td>44</td>
<td>—</td>
<td>153</td>
</tr>
<tr>
<td>1994-95</td>
<td>57</td>
<td>39</td>
<td>26</td>
<td>44</td>
<td>—</td>
<td>166</td>
</tr>
<tr>
<td>1995-96</td>
<td>62</td>
<td>41</td>
<td>27</td>
<td>45</td>
<td>—</td>
<td>175</td>
</tr>
<tr>
<td>1996-97</td>
<td>63</td>
<td>41</td>
<td>27</td>
<td>46</td>
<td>—</td>
<td>177</td>
</tr>
<tr>
<td>1997-98</td>
<td>65</td>
<td>41</td>
<td>29</td>
<td>46</td>
<td>—</td>
<td>181</td>
</tr>
<tr>
<td>1998-99</td>
<td>67</td>
<td>28</td>
<td>32</td>
<td>49</td>
<td>16</td>
<td>190</td>
</tr>
</tbody>
</table>

**Table 4.1**

Source: Annual Reports of Amravati University, Amravati (1983-84 to 1998-99)
From the data presented in the table, it is clear that there is a regular and continuous increase in the number of colleges affiliated to the University, and also illustrated in Graph 4.1.

**Districtwise growth of colleges in the University**

![Graph 4.1](image)

**Graph 4.1**

Another important indicator given in Table 4.2 is number of students admitted in the University at each district level since its establishment which is illustrated in Graph 4.2.

**Growth of students in the University**

![Graph 4.2](image)

**Graph 4.2**
### Growth of students in the University

<table>
<thead>
<tr>
<th>Year</th>
<th>Amravati</th>
<th>Akola</th>
<th>Buldhana</th>
<th>Yavatmal</th>
<th>College wise Total</th>
<th>External</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983-84</td>
<td>11527</td>
<td>1404</td>
<td>504</td>
<td>696</td>
<td>4131</td>
<td>7095</td>
<td>11,226</td>
</tr>
<tr>
<td>1984-85</td>
<td>10807</td>
<td>5973</td>
<td>3129</td>
<td>4616</td>
<td>24525</td>
<td>7325</td>
<td>31,850</td>
</tr>
<tr>
<td>1985-86</td>
<td>14039</td>
<td>8160</td>
<td>4126</td>
<td>6139</td>
<td>32464</td>
<td>21344</td>
<td>53,808</td>
</tr>
<tr>
<td>1986-87</td>
<td>18568</td>
<td>11517</td>
<td>5698</td>
<td>7140</td>
<td>42923</td>
<td>32424</td>
<td>75,347</td>
</tr>
<tr>
<td>1987-88</td>
<td>21948</td>
<td>12750</td>
<td>6564</td>
<td>8253</td>
<td>49515</td>
<td>49807</td>
<td>99,322</td>
</tr>
<tr>
<td>1988-89</td>
<td>22132</td>
<td>12628</td>
<td>6586</td>
<td>8147</td>
<td>49493</td>
<td>64775</td>
<td>1,14,268</td>
</tr>
<tr>
<td>1989-90</td>
<td>24833</td>
<td>15244</td>
<td>7567</td>
<td>9697</td>
<td>57341</td>
<td>58369</td>
<td>1,15,710</td>
</tr>
<tr>
<td>1990-91</td>
<td>26101</td>
<td>17050</td>
<td>8957</td>
<td>12290</td>
<td>64398</td>
<td>78734</td>
<td>1,43,132</td>
</tr>
<tr>
<td>1991-92</td>
<td>32482</td>
<td>20806</td>
<td>11907</td>
<td>14893</td>
<td>80088</td>
<td>82126</td>
<td>1,62,214</td>
</tr>
<tr>
<td>1992-93</td>
<td>28833</td>
<td>19342</td>
<td>10921</td>
<td>14722</td>
<td>73818</td>
<td>93870</td>
<td>1,67,688</td>
</tr>
<tr>
<td>1993-94</td>
<td>28388</td>
<td>16285</td>
<td>8402</td>
<td>16968</td>
<td>70043</td>
<td>1,10,101</td>
<td>1,80,144</td>
</tr>
<tr>
<td>1994-95</td>
<td>29373</td>
<td>18434</td>
<td>10718</td>
<td>16402</td>
<td>74927</td>
<td>1,11,966</td>
<td>1,86,893</td>
</tr>
<tr>
<td>1995-96</td>
<td>32807</td>
<td>19294</td>
<td>10594</td>
<td>16457</td>
<td>79152</td>
<td>1,14,868</td>
<td>1,94,020</td>
</tr>
<tr>
<td>1996-97</td>
<td>32123</td>
<td>18377</td>
<td>9747</td>
<td>16247</td>
<td>76494</td>
<td>1,15,534</td>
<td>1,92,028</td>
</tr>
<tr>
<td>1997-98</td>
<td>27016</td>
<td>17885</td>
<td>10544</td>
<td>16104</td>
<td>71549</td>
<td>1,06,869</td>
<td>1,78,418</td>
</tr>
</tbody>
</table>

**Table 4.2**

Source: Annual Reports of Amravati University, Amravati (1983-84 to 1998-99)

From the data presented above, it is clear that at each district level within the purview of the University, there is an increase in the number of students. This increase is steady and regular.
The status of P.G. Courses

The increase in the P.G. Courses offered by the University is one indicator of advancement of higher education in the University. Similarly, the increase in the post graduate teaching departments also throws light on the course of growth of University activities.

P.G. Courses in the University

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Course</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>M.A. (Marathi)</td>
<td>Department of Marathi</td>
</tr>
<tr>
<td>2)</td>
<td>P.G. Diploma in Functional Hindi</td>
<td>Department of Hindi</td>
</tr>
<tr>
<td>3)</td>
<td>M.A. (Sociology)</td>
<td>Department of Sociology</td>
</tr>
<tr>
<td>4)</td>
<td>B.Lib.Sci.</td>
<td>Department of Library &amp; Information Science</td>
</tr>
<tr>
<td>5)</td>
<td>M.Lib. Sci.</td>
<td>-do-</td>
</tr>
<tr>
<td>6)</td>
<td>M.Sc. (Physics)</td>
<td>Department of Physics</td>
</tr>
<tr>
<td>7)</td>
<td>M.Sc. (Chemistry)</td>
<td>Department of Chemistry</td>
</tr>
<tr>
<td>8)</td>
<td>M.Sc. (Zoology)</td>
<td>Department of Zoology</td>
</tr>
<tr>
<td>9)</td>
<td>M.Sc. (Botany)</td>
<td>Department of Botany</td>
</tr>
<tr>
<td>10)</td>
<td>M.Sc. (Microbiology)</td>
<td>Department of Microbiology</td>
</tr>
<tr>
<td>11)</td>
<td>M.Sc. (Geology)</td>
<td>Department of Geology</td>
</tr>
<tr>
<td>12)</td>
<td>M.Sc. (Statistics)</td>
<td>Department of Statistics</td>
</tr>
<tr>
<td>13)</td>
<td>M.Sc. (Mathematics)</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>14)</td>
<td>M.Sc. (Bio-Technology)</td>
<td>Department of Bio-Technology</td>
</tr>
<tr>
<td>15)</td>
<td>M.Sc. (Computer Science)</td>
<td>Department of Computer-Science</td>
</tr>
<tr>
<td>16)</td>
<td>M.C.A.</td>
<td>Department of Computer Science</td>
</tr>
<tr>
<td>17)</td>
<td>P.G.D.in Computer Science</td>
<td>Department of Computer Science</td>
</tr>
<tr>
<td>18)</td>
<td>M.Sc. (Applied Electronics)</td>
<td>Department of Appl.Electronics</td>
</tr>
<tr>
<td>19)</td>
<td>M.B.A.</td>
<td>Department of Business Administration</td>
</tr>
<tr>
<td>20)</td>
<td>M.Sc. (Home Science)</td>
<td>Department of Home Science</td>
</tr>
<tr>
<td>21)</td>
<td>M.Ed.</td>
<td>Department of Education</td>
</tr>
<tr>
<td>22)</td>
<td>M.P.Ed.</td>
<td>Department of Physical Education</td>
</tr>
<tr>
<td>23)</td>
<td>LL.M.</td>
<td>Department of Law</td>
</tr>
</tbody>
</table>

Table 4.3

### P.G. Courses in Affiliated Colleges of the University

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Course</th>
<th>No. of the Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M.A. (English)</td>
<td>07</td>
</tr>
<tr>
<td>2</td>
<td>M.A. (Marathi)</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>M.A. (Hindi)</td>
<td>03</td>
</tr>
<tr>
<td>4</td>
<td>M.A. (Sanskrit)</td>
<td>02</td>
</tr>
<tr>
<td>5</td>
<td>M.A. (Pali &amp; Pakrit)</td>
<td>01</td>
</tr>
<tr>
<td>6</td>
<td>M.A. (Economics)</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>M.A. (History)</td>
<td>03</td>
</tr>
<tr>
<td>8</td>
<td>M.A. (Political Science)</td>
<td>04</td>
</tr>
<tr>
<td>9</td>
<td>M.A. (Home Economics)</td>
<td>04</td>
</tr>
<tr>
<td>10</td>
<td>M.A. (Music)</td>
<td>02</td>
</tr>
<tr>
<td>11</td>
<td>M.A. (Philosophy)</td>
<td>01</td>
</tr>
<tr>
<td>12</td>
<td>M.A. (Psychology)</td>
<td>01</td>
</tr>
<tr>
<td>13</td>
<td>M.A. (Geography)</td>
<td>01</td>
</tr>
<tr>
<td>14</td>
<td>M.A. (Sociology)</td>
<td>03</td>
</tr>
<tr>
<td>15</td>
<td>M.S.W.</td>
<td>06</td>
</tr>
<tr>
<td>16</td>
<td>M.Com.</td>
<td>12</td>
</tr>
<tr>
<td>17</td>
<td>M.B.A.</td>
<td>02</td>
</tr>
<tr>
<td>18</td>
<td>M.I.R.P.M.</td>
<td>02</td>
</tr>
<tr>
<td>19</td>
<td>M.Ed.</td>
<td>04</td>
</tr>
<tr>
<td>20</td>
<td>M.P.Ed.</td>
<td>07</td>
</tr>
<tr>
<td>21</td>
<td>M.E.</td>
<td>03</td>
</tr>
<tr>
<td>22</td>
<td>M.C.A.</td>
<td>01</td>
</tr>
<tr>
<td>23</td>
<td>M.D. Ayurved</td>
<td>04</td>
</tr>
<tr>
<td>24</td>
<td>M.Sc. (Home Science)</td>
<td>03</td>
</tr>
<tr>
<td>25</td>
<td>M.Sc. (Physics)</td>
<td>05</td>
</tr>
<tr>
<td>26</td>
<td>M.Sc. (Chemistry)</td>
<td>07</td>
</tr>
<tr>
<td>27</td>
<td>M.Sc. (Botany)</td>
<td>04</td>
</tr>
<tr>
<td>28</td>
<td>M.Sc. (Zoology)</td>
<td>05</td>
</tr>
<tr>
<td>29</td>
<td>M.Sc. (Micro-Biology)</td>
<td>01</td>
</tr>
<tr>
<td>30</td>
<td>M.Sc. (Bio-Chemistry)</td>
<td>01</td>
</tr>
<tr>
<td>31</td>
<td>M.Sc. (Mathematics)</td>
<td>03</td>
</tr>
<tr>
<td>32</td>
<td>M.Sc. (Statistics)</td>
<td>01</td>
</tr>
</tbody>
</table>

**Table 4.4**

Source: Annual Reports 1997-98, Amravati University, Amravati.
From the data given in Table 4.3 and Table 4.4, it is clear that the academics in the University have shown significant increase in its academic performance.

**Administrative Set-up**

The efficient functions of any University depends to a great extent on its administrative and support system. The University administrative system is, at present, is divided into two levels. The first level deals with the policy formulation and decision-making activities. The University is managed by way of Committee system. The important bodies that govern the functioning of the University are formulated under *Maharashtra Universities Act, 1994*[^1]. These bodies are shown in *Box 4.2*

### Authorities of the University

- Senate
- Management Council
- Academic Council
- Faculties
- Board of College and University Development
- Board of Studies
- Board of Inter-Disciplinary Studies
- Board of Examinations
- Board of Adult and Continuing Education and Extension Services
- Students' Council
- Such other bodies of the University as are designated by the statutes to be the authorities of the University.

[^1]: *Box 4.2*
The main functions of these policy making bodies are given in Maharashtra Universities Act 1994 as enlisted below -

1) **Functions of Senate**

(I) The Senate shall transact the following business at its annual meeting, namely

(a) review current academic programmes and collaborative programmes;

(b) suggest new academic programmes consistent with the societal requirements in higher education;

(c) suggest measures for improvement and development of the university;

(d) suggest institution of new degrees, diplomas, certificates and other academic distinctions; and

(e) confer, on the recommendations of the Management Council, honorary degrees or other academic distinctions.

(II) The Senate shall receive, discuss and approve the annual reports, accounts and audit reports of the University.

(III) The Senate shall review broad policies and programmes of the University and suggest measures for its improvement and development.
The Senate is the highest policy making authority of the University. The functioning of which can be better understood by observing Flow Chart 4.1.

Functions of Senate

Flow Chart 4.1

2) Functions of Management Council

The Management Council shall exercise the following powers and perform the following duties, namely

(a) make such provisions, as may enable colleges and institutions to undertake specialised studies and, where necessary or desirable, organise and make provision for common laboratories, libraries, museums and equipment for teaching and research;

(b) establish departments, colleges, schools, institutions of higher learning, research and specialised studies, hostels and provide housing
for staff, on the recommendation of the Academic Council.

(c) make, amend or repeal Ordinances and prepare draft Statutes and make such recommendations thereon to the Senate as it thinks fit;

(d) hold, control and arrange for administration of assets and properties of the university;

(e) present the budget estimates as received from the Finance and Accounts Committee with its own modifications, if any, to the Senate for its final approval;

(f) enter into, vary, carry out and cancel contracts on behalf of the university;

(g) determine the form of a common seal for the university, and provide for its custody and use;

(h) accept, on behalf of the university, trusts, bequests, donations and transfer of any movable or immovable property to the university.

(i) transfer by sale, or otherwise, any movable property on behalf of the university;

(j) borrow, lend or invest funds on behalf of the university as recommended by the Finance and Accounts Committee;
(k) lay down policy for administering funds at the disposal of the university for specific purposes;

(l) provide buildings, premises, furniture, apparatus and other means needed for the conduct of the work of the University;

(m) recommend to the Senate conferment of honorary degrees and academic distinctions;

(n) institute and confer such degrees, diplomas, certificates and other academic distinctions as recommended by the Academic Council and arrange for convocation for conferment of the same, as provided by the Ordinances;

(o) institute fellowships, travelling fellowship, scholarships, studentships, exhibitionism, awards, medals and prizes, and prescribe rules therefor in accordance with the Regulations made in this behalf;

(p) make Regulations for collaboration with other universities, institutions and organisations for mutually beneficial academic programmes recommended by the Board of College and University Development;

(q) create posts of university teachers and non-vacation academic staff on the recommendation of the Academic Council as and when required;

(r) lay down by Statute, on the basis of qualifications and terms and conditions of service and other
... guidelines approved by the State Government from time to time, and the procedure for appointment of university teachers and non-vacation academic staff and fix their emoluments and norms of workload and conduct and discipline;

(s) create posts of officers and other employees of the university, subject to prior approval of the State Government;

(t) lay down by Statutes the procedures for appointment of officers and other employees of the university, qualifications, mode of recruitment, pay scales, terms and conditions of service including conduct, discipline and their duties;

(u) prescribe by Statutes procedure for appointment of teachers, officers and other employees in all institutions and colleges affiliated to the University, terms and conditions of their service and rules and procedures for their appointments;

(v) prescribe fees and other charges;

(w) prescribe honoraria, remunerations and fees and travelling and other allowances for paper-setters, examiners and other examination staff, visiting faculty, and for such other services rendered to the university;

(x) receive and consider report of the working of the university from the Vice-Chancellor periodically as provided by the Ordinances;
(y) prepare academic calender of the university as per the Statutes, and guidelines from the University Grants Commission for next academic year before the expiry of the current academic year;

(z) confer autonomous status on university departments, affiliated colleges and recognised institutions on the recommendation of the Academic Council subject to the predetermined norms approved by the State Government having regard to the guidelines of the University Grants Commission.

(aa) consider the perspective plan for the academic development of the University, prepared by the Board of College and University Development;

(bb) assess and approve the feasibility of proposals from the Academic Council for academic programmes;

(cc) consider and adopt the annual report, annual accounts and audit reports and forward them to the Senate for approval;

(dd) cause an inquiry to be made in respect of any matter concerning the proper conduct, working and finances of colleges, institutions or departments of the university;
(ee) delegate, any of its powers, except the power to make, amend or repeal Ordinances, to the Vice-Chancellor or such officer or authority of the university or a committee appointed by it, as it thinks fit.

The above functions of Management Council can be better understood by observing *Flow Chart 4.2.*

**Functions of Management Council**

![Flow Chart 4.2](image)

**Flow Chart 4.2**

3) **Functions of Academic Council**

The Academic Council shall exercise following powers & perform the following duties:

(a) recommend to the Management Council regarding institution of degrees, diplomas, certificates and other academic distinctions;

(b) recommend to the Management Council to make, amend or repeal Ordinances on issues related to academic matters;
(c) make, amend or repeal Regulations on matters specified in section 55 of the Act;
(d) allocate subjects to the faculties;
(e) make proposals for the establishment of conducted colleges, schools, departments, institutions of higher learning, research and specialised studies, academic services units, libraries, laboratories and museums in the University;
(f) consider and make recommendations regarding new proposals for creation of professorships, associate professorships, readerships, lecturerships and non-vacational academic staff required by the university;
(g) recommend to the State Government or otherwise of the qualifications as prescribed by the University Grants Commission for different categories of teachers and non-vacational academic staff, and for a particular post in these categories, whether in the university or in any affiliated college or a recognised institution, and prescribe additional qualifications, if any;
(h) make proposals to the Management Council for the institution of fellowships, travelling fellowships, scholarships, studentships, medals and prizes and make regulations for their award;
(i) prescribe qualifications and norms for appointment of paper-setters, examiners, moderators and others, concerned with the conduct of examinations;
(j) appoint committees to review periodically the utility and practicability of the existing courses of study and the desirability or necessity of reviewing or modifying them in the light of new knowledge or changing societal requirements;

(k) make proposals for the conduct of interfaculty and area or regional studies, common facilities, such as instrumentation centres, workshops, hobby centres, museums, etc.;

(l) prescribe norms for recognition of any member of the staff of an affiliated college or recognised institution as a teacher of the university;

(m) prescribe norms for granting affiliation, continuation of affiliation, extension of affiliation to colleges, and recognition, continuation of recognition, extension of recognition to institutions of higher learning and research or specialised studies;

(n) grant affiliation to colleges or institutions in accordance with the provisions of the Statutes, Ordinances and Regulations;

(o) accord recognition to institutions of higher learning, research of specialised studies on the recommendation of the committees appointed by the Council;

(p) recommend to the Management Council conferment of autonomous status on university institutions, departments, affiliated colleges and recognised institutions in accordance with the provisions of Ordinances;
(q) make proposals to the Management Council to prescribe fees and other charges;

(r) generally, advise the university on all academic matters and submit to the Management Council feasibility reports on academic programmes recommended by the Senate at its last annual meeting;

(s) exercise such other powers and perform such other duties as may be conferred or imposed on it by or under this Act, the Statutes, Ordinances and Regulations.

Functions of Academic Council also shown in *Flow Chart 4.3.*

**Functions of Academic Council**

- **Recommendations:**
  - Institution of Degrees
  - To make Ordinances and Regulations
  - New proposals for creation of Academic posts
  - Conferment of Autonomous Status

- **Make Proposals**
  - Establishment of Departments/Institutions
  - Institutions of Fellowships
  - Regional studies, Hobby centres etc.
  - Prescribe Fees

- **Prescribe Norms**
  - Qualifications for Teachers/Examiners
  - Recognition of staff
  - Granting affiliation

- **Absolute Power to take decisions**
  - Allocate subjects to Faculties
  - Grant of affiliation
  - Recognition to institute of higher learning
  - Advice on all Academic matters

*Flow Chart 4.3.*
4) **Functions of Board of Examinations**

The Board shall have the following main functions for conduct of Examinations

(1) The Board of Examinations shall ensure proper organisation of examinations and tests of the university, including moderation, tabulation and the declaration of results;

(2) to appoint paper-setters, examiners and moderators from amongst the persons included in the panels prepared by the respective Boards of Studies and, where necessary, having regard to the recommendations made by the committee under clause (b) of sub section (6) remove them or debar them;

(3) to undertake, exercise and experiment in examination reforms;

(4) to exercise such other powers in relation to examinations as may be assigned to it by or under the Act;

(5) (a) In order to appoint paper-setters, examiners and moderators, the Board of Examinations shall constitute committees for every subject consisting of -

   (i) the Pro-Vice-Chancellor, if any, Chairman;

   (ii) the Dean of the concerned Faculty;

   (iii) the Chairman of the concerned Board of Studies;
(iv) two members of the Board of Studies nominated by it from amongst its members;

Provided that, where a Pro-Vice-Chancellor is not appointed in a university the Dean of the concerned faculty shall be the Chairman;

Provided further that, where a referee is to be appointed for evaluation of thesis and dissertation and for conduct of viva-voce examinations wherever prescribed for awarding post-graduate, doctorate and higher degrees, two persons nominated by the Academic Council shall also be members on the concerned committee;

(b) The Controller of Examinations shall act as Secretary of such committees;

(c) The Committees shall prepare lists of persons for various examinations and tests, from amongst persons, included in the panels to be prepared by the Board of Studies and shall submit them to the Examination Board, which shall then appoint paper-setters, examiners and moderators, and where necessary referees;

(d) No member of the Board of Examinations or the committees shall be appointed as paper setter, examiner, moderator or referee;

(e) The Committee shall obtain three sets of question papers in sealed covers in the respective subject. The Chairman of the committee shall draw at
random one of the such sealed covers containing question papers. This sealed cover with seals intact shall then be sent to the press;

(f) Assessment of answer books for all degree examinations shall be done centrally through central assessment system. All the answer-books of an examination shall be collected at a convenient central place. The answer books then will be given code numbers and will be masked. All the examiners will attend the central assessment centres and they will assess the answer books at the centre only. The answer books will then be de-masked and the result sheets will be prepared by the moderators:

Provided that, the university may, adopt the same system for post graduate courses as well whenever it considers it expedient and practicable.

(6) (a) In order to investigate and take disciplinary action for malpractices and lapses on the part of candidates, paper-setters, examiners, moderators, referees, teachers or any other persons connected with the conduct of examinations, the Board of Examinations shall constitute a committee of not more than five persons of whom one shall be Chairman;

(b) Such a committee shall submit its report and recommendations to the Board of Examinations which shall take disciplinary action in the matter as it deems fit;
The Board shall prepare the financial estimates for incorporation in the budget of the University and shall submit the same to the Finance and Accounts Officer;

The Board shall arrange for strict vigilance during the conduct of the examinations so as to avoid use of unfair means by the students, teachers, invigilators, supervisors, etc.

The Board of Examinations is one of the important authority who deals with all examinations conducted by the university for the students. The working of the Board can be visualised in the Figure 4.1.

**Functions of Board of Examinations**

![Diagram](image)

**Figure 4.1**
5) **Functions of Students' Council**

There shall be a University Students' Council as specified in sub-section (4), a University departments Students' Council for the post-graduate departments of the University and a Students' Council for each conducted college or institution of the University and each affiliated college, to look after the welfare of the students and to promote and co-ordinate the extracurricular activities of different student's associations for better corporate life.

The Councils shall not engage in political activities.

The functions of the students council can also be understood by observing the *Figure 4.2.*

**Functions of Students' Council**

![Diagram of Functions of Students' Council](image)

*Figure 4.2*
6) **Functions of Board of College & University Development**

The Board shall,

1. suggest measures to create links and develop specific schemes of inter-university and university and college inter-action with industry, agriculture, banks, commerce, and community;

2. prepare university and college development plans, both short-term and long-term, keeping in view the objectives of the university as laid down in the Act, and with due regard to the State and National Educational Policy;

3. recommend to the Management Council the development and collaborative programmes for the departments, colleges and the university;

4. monitor and report the progress of all such approved development and collaborative programmes to the Management Council once a year;

5. evaluate and assess the use of grants by University departments, post-graduate centres and affiliated colleges in respect of development projects and submit the report to the Academic Council;

6. assess the manpower requirements of trained persons in different fields, such as, commerce, industry, social service, science and technology and make necessary recommendations to the Academic Council introducing and strengthening of relevant courses of study;
(7) Organise academic audit of development and collaborative programmes of university, institutions or departments, post-graduate centres and affiliated colleges, according to the provisions of the Statutes at least once in three years and make necessary recommendations to the University for implementation;

(8) scrutinise the applications received for establishment of new colleges or institutions for affiliated to the university and process the same for forwarding to the State Government as provided by the Statutes.

Figure 4.3 clearly shows the functions of Board of College and University Development.

**Functions of Board of College & University**

**Development**

- Assess the manpower requirements for Industry, Commerce, Social Services, Science & Technology
- Industry
- Agriculture
- Banks
- Commerce
- Community

- Development & Collaborative programmes for Academic Development
- Development of Academic activities
- Applications for affiliation of Academic Institutions
- Suggestions/Proposals from:
  - Various Bodies of the University
  - P.G. Teaching Departments
  - Affiliated Colleges
  - Various Sections of the University

- Academic Development Plan
- Organization
- Academic audit of collaborative programmes

**Figure 4.3**
The functioning of any University is done through various Committees, Statutory Bodies and Departments established for specific purpose. The salient features of the University organisation are presented here.

**Organisational Structure**

The University has Committee form of organisational structure. However, there is a mix of line staff and Committee form of organisational structure. On one hand, the line staff perform activities related with preparation of reports, submission of information suitable for decision making and execution of decisions taken by the authorities. On the other, the Committees take necessary decisions, chalk out policies and even prescribe guidelines for future course of action. Thus, there is a combination of both Committee and functional form of organisation in the university system. As long as this combination works in unison, the administration of the University becomes smooth and efficient. However, when there is a dispute, delay or lack of understanding between these two different wings of administration, the process of administrative work is paralysed. Sometimes, lack of co-ordination between the functioning of administrative wing and Committees and at times delay in taking decisions by the Committee affects efficiency of the University as an organisation.

**Flow of Authority**

Flow of authority is a major factor that decides how the organisation is managed and directed. In the University
system, the flow of authority passes from the elected bodies to the administrative wing such as the Senate and in some cases, the Management Council etc. these are the apex bodies responsible for decision making. The decisions taken by these authorities are then conveyed to different sections of the University for follow up and execution of orders. The Flow Chart 4.4 explains the flow of authority of different august bodies of the Universities to the administrative wing.

**Flow of Authority**

**Flow Chart 4.4**

**Decision Centres**

University as an organisational system has two different decision points. In case of policy decision, formulation of basic directives and preparation of plans, the decision process centre lies at the top, especially with the Statutory Bodies such as Management Council or Academic Council. Whereas for the routine decisions, the authority is conferred on the
officers and the administration wing of the University which includes the Vice-Chancellor and the Registrar. The process of decision making can be understood if one gives a cursory look at the Flow Chart 4.5 of decision making process in the University.

**Decision Making Process**

![Diagram of decision making process]

**Flow Chart 4.5**

**Communication and Flow of Information**

The efficient functioning of any organisation depends to a great extent on the manner in which the information...
passes from the top level to the execution level as well as from the lower levels to the apex level of the organisation. Organisations where communication systems are open two-way and simple are usually more efficient than the organisations having one way communication, i.e. downward systems of communication. The Universities usually have one way communication system, wherein information is sought by different authorities from various departments and sections and is given through regular channels of information in a streamlined manner. The process of information collection is regular and one way. The information submitted by the departments is supplied in the form of representations, note sheets and all such related official communique. Information processing is done at different levels. Usually, information provided by the officer and the departments is suggestive in nature and never hints at a particular course of decision making. The decisions are taken by the Committees or the authorities depending upon the nature of the issue or a particular matter. While using this information, the Committee may ask for additional information or repel the information submitted and may make request for fresh or additional information. Thus the process of information submission becomes complicated and usually one way in direction.

The salient features of the University as an organisation are presented above which makes it clear that as an organisation,
University is a system having more stress on procedure than on results. It has a perfect bureaucratic structure controlled and guided by the said procedure. In universities, no person in particular is a responsible authority, as it is a Committee-led structure of Management.

**Weaknesses of the Organisational Structure**

A careful study of organisational structure of University throws light on following weaknesses.

1) The Committee system of organisation often lingers at a particular point and this delays the decision making process.

2) Responsibility for a particular decision often cannot be affixed and thus accountability is often reduced to a very insignificant level.

3) The decisions taken by the Committees are executed after a pretty long period and hence their relevance or time utility is lost.

4) The Communicative system is still one way and dominated by the Committee formation because of which the kind and quality of information is restricted to some specific formats which often follow to reveal the realities of life. In many cases only a sort of information is supplied which is partly correct and sometimes not enough to take a broad based decision. Then there is a long chain of comments in the University structure because of which the principles of
smooth and efficient flow of information, quick transfer of power and fixation of responsibility cannot be done in the right perspective.

The multiple hierarchy of the University organisation weaken its authority structure resulting into an extremely rigidity, bureaucratic system.

Due to Committee Formation of Management and complicated procedures, the extent of paper work involved figures and thus the purpose of pursuance of a particular case is lost in mere follow up action or completion of papers.

References