Chapter 1
Conceptual Framework of University Management practices in India:

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Introduction

There is no simple or single answer to the question how a university is to be governed. The experience of University administrations 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 a 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 are 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.

"However a university can function quite efficiently and effectively if there are only two bodies namely (i) The academic council, (ii) The syndicate. Academic council should be the only academic body in the university. The only other body that should be 'constituted in the university should be the syndicate or Executive Council."1

"In the information age many institutions have achieved high degree of efficiency by installing computers at critical points for better management of university."2

Briefly stated, autonomy of a university is its freedom to organize and administer its affairs as a corporate body in accordance with the law by which it is established. The autonomous character of the university is reflected in its internal management, the freedom with which it can establish the different authorities or bodies appoint its personnel, teaching and non-teach\(\text{ing}\), determine their relationship with one another and facilitate their smooth functioning with a view to realizing its objectives. "However nobody used the word 'autonomy' as the university system was synonymous with that in the past."3

A university not only is autonomous but also an institution of public interest.” The University is also the most important abode of the intellectual elite engaged in nation building.” 4 So long as it functions reasonably well, there is little comment, favorable or adverse. Occasionally, however, something goes wrong-unrest among students, violence
in the campus, or agitation by teachers or the non-teaching employees, and the public reaction is one of shock. As a consequence, the university administration immediately, comes into the picture in a special way and is invariably attacked as in-efficient, incapable of running the institution properly and inadequate to meet the demands of the situation. The importance of good administration or management gets high-lighted in that context without, at the same time, a proper appreciation of the elements that constitute modern management.

Management is universal in the modern world. Its application is essential in the efficient running of institutions and organizations. Every organization requires the making of decisions, the coordination of activities, the handling of people and the evaluation of performance directed towards group objectives. Management facilitates this and hence its importance.

There is general agreement that the managerial process consists of a cycle of planning, taking action and following every administrator plans what needs to be done: organizes resources, human and material to carry out these plans, directs his organization and exercises appropriate controls by checking the results against the goals and plans and takes corrective action. These activities are intimately interrelated.

Planning is the essence of administration. But, we cannot plan unless we are clear about our objectives. University which is being established in the last quarter of the twentieth century should have objectives which have relevance to the requirements and challenges of the present-day society. But "there is a feeling that the work and performance of universities, the world over are not in keeping with requirements of societies they serve."5 "The curriculum and teaching at the university level are rigidly compartmentalized and unrelated to the human and social concern of the students."6

A set of clearly stated objectives alone can serve as a constant guide to the development of the university's policies and programmes and to provide a basis for judging its performance.

Obviously, a university exists primarily for its students and scholars and through them and their work, for the society at large. It provides them learning opportunities in a variety of ways through teachers in the class rooms, books in the Libraries and
experimental facilities in the field or in the laboratories, opportunities of interaction with other students in seminars tutorials, group projects or in numerous other forums and activities based in hostels, clubs and associations. An important source of learning is actual experiencing of social and environmental realities first hand, investigation of phenomena and situations and actual participation in activities of a creative and developmental nature. The university should have facilities, structures, management, and above all, programmes available in sufficient variety so that each student can learn according to his inclination, aptitude and need. It is only thus that the students can get the best out of the university and the nation gets sustenance from its human resource developed through the university system. Human Resources are the "lost important factor in any economic Endeavour, particularly in the developing countries it is more significant in terms of trained and skilled man power." 7

Our universities today, however, offer courses and programmes which to a large extent among students about learning and no thrust towards innovation and enterprise which should be of prime value to a rapidly changing society such as ours. There is very little relationship of this programme with employment opportunities. Everywhere, the link with environment and society is weak. This lends a largely peripheral or irrelevant complexion to higher education and is perhaps responsible for the mere pursuit of degrees rather than real education. The insensitivity of the teacher and the administrator to the lack of authenticity in the process which they participate in, leads to the lack of respect for them on the part of the students which might even result in indiscipline. "This seems to be especially true for India where there is growing demand for reappraisal of their functions and role." 8

Our concept of education and hence of educational institutions has undergone a great change in recent years. Education is no more limited to the building up of the knowledge, skill and character of the students and hence educational institutions cannot be mere ivory towers with total academic freedom to do what they like with their programmes? Education now has to have social concerns, for the employment of the youth, for the inculcation of a value system in keeping with the ideals enshrined in our Constitution. Students and institutions are to be involved in study, work and services related to national development which has come to be called the third dimension of
education. "It related to the identifications of role national needs and goals and rule to be
played by different disciplines of higher education so as to make positive contribution to
society." 9

Research and creative activities of the students and institutions are also to be
channeled for tackling specific problems of regional and national development. This new
concept has great potentialities for making education an investment rather than merely
social service. It should be able to attract far more funds for its programmes and to pay
back to society handsome dividends through not only human resources development, but
also participation and intervention in the whole process of socio-economic and cultural
development. "The prospect of attaining the desired economic Political and Social goals
will, therefore really depend upon the country's ability to produce appropriately qualified
personnel to man the many new occupational roles that are essential in any modern
society." 10

Through its linkages with research institutions, industry, agriculture, and the
government, the university should be in a position to offer enriched academic
programmes and a variety of services without in any way adversely affecting its
autonomy. A University Act should reflect some of these ideas and should provide the
necessary structure for translating them into reality.

Nature of Universities

Universities in India fall broadly into two categories the Unitary and the Affiliating.
There is a third category is deemed universities, but they are too few in number. The
administration of both unitary and affiliating types is almost similar and is carried out
through a hierarchy of authorities and functionaries, the Chancellor, the Pro-Chancellor,
the Vice-Chancellor, the Pro-Vice Chancellor, the court or the Senate, Syndicate or the
executive council the academic council, the faculties and the Boards of Studies, the
Finance Committee and such other bodies as may be declared by the statutes to be
authorities of the university.

Universities are supposed to be autonomous and self-governing institutions, but the
question is how far they have been able to retain these characteristics. If they have, how
do they govern themselves? Do they have enough resources? If they have, what are those
resources and how are they managed? Decision-making is at the heart of the administration of any enterprise and it involves participation of all concerned. Though universities have men, materials and money, the characteristics of their participants are different compared to non-educational institutions and therefore, the decision-making process in universities is different and even unique in some respect. What is this process and how does it work?

"Today in respect of autonomy the only thing one can say is that universities can do whatever they wish as long is it confirms to the formal or informal desires of those a political or bureaucratic authority."\(^{11}\)

It is worthwhile noting that faculty members too have cardinal role to play in solving some of the problems affecting higher education today.” What is suggested is an increasing delegation of powers by the V.C. to the members of the teaching staff?"\(^{12}\)

The individual faculties and faculty members consider themselves beyond the pale of direct supervision on the part of the head of the institution, resulting in a high degree of callousness in their functioning or in their attitude to matters of work schedule and institutional discipline. Though autonomy is an ideal feature in administration, it is meaningful only where the educational culture has reached a high level of maturity and the educational workers are imbied with a commendable degree of professionalism and endowed with a high level of scholarship. The present context calls for clearly enforceable regulations either by way of university statutes or governmental directives, to govern the work of teachers in higher educational institutions are to bring them into the ambit of public accountability. In the university administration "the issue of autonomy is closely related to imperatives of accountability."\(^{13}\) In the ultimate analysis, the autonomy of the university is determined by the manner in which these bodies or authorities are constituted or appointed and the freedom with which they are allowed to function.” There should be good deal of effort to decentralize university administration."\(^{14}\)

**Chancellor/Visitor**
In almost all the state universities the formal head of the university is the Governor of the State who is designated as Chancellor. In the central universities, the President of India is the Visitor of the University and has more or less the same functions as the Chancellor in state universities. Most of the central universities also have a functionary called Chancellor, who is generally a distinguished person in academic or professional life, but his role is only that of a ceremonial head to preside over the meetings of the court or convocation.

There has been a lot of controversy about the manner in which the Chancellor of a state university exercises his authority. The generally accepted view seems to be that being the constitutional head of the state; he should act on the advice of the Ministry. Another view is that, the university is an autonomous body; he should act on his own and should not allow political considerations to influence his role as Chancellor. Most Governors are reluctant to take the latter view and act accordingly as they are afraid of getting into a controversy, especially with the state government. There have been honorable exceptions. But in, whatever way the Governor as Chancellor has been performing; he has often been the subject of acrimonious controversy. In the appointment of Vice-Chancellors and termination of their appointments, the Chancellor has been the target of bitter attack in recent times in different states. If he acts on his own, his action is resented by the government, if he acts on the advice of the government; his action is criticized as politically motivated. "Hence the powers are distributed in a manner whereby the overall powers of Governance both executive and academic vested in the executive council."15

There have been instances of Governor-Chancellors asking for instant resignation of all the Vice-Chancellors in a state or suspending or dismissing Vice-Chancellors at the behest of the Chief Minister or the Education Minister of the state concerned, in either case his actions as Chancellor are often the subject of criticism.

"Party politics has practically destroyed in most of our colleges and universities the peaceful atmosphere that is essential for educational pursuits."16 Hence, it is better to keep him out of university system and appoint an eminent educationist, a distinguished public servant or a well-known professional as Chancellor. There is not a single well known
university outside India which has a state Governor as its Chancellor.

**Pro-Chancellor**

The practice of making the Minister of Education or the Minister of Agriculture in the case of agriculture universities pro-Chancellor is a relatively recent "phenomenon. It leads often to political interference in the University's affairs and undermines the university's autonomy. "Then it fail to guide the life of a nation, the community, the state and the people." 17

The guidelines issued by the University Grants Commission prohibits the designation of a minister pro-chancellor but to invest him with enormous powers to control the working of the university in many ways there is no parallel to this in any western university. This provision in the Indian university enactments. State enactments is justified by pointing out that, the government which makes the bill for running the university has the right to call the universities to account. The government says that there can be no autonomy without accountability. But, is this the way to ensure accountability? Instead of ensuring accountability is virtually makes universities departments directly under the government and this goes completely against the concept of university autonomy which is an attack on autonomous functioning of the university. 18 Hence, there should be no provision for a minister-pro-chancellor.

**Vice-Chancellor**

The Vice-Chancellor is the administrative and academic head of the university. As such, he has a crucial role to play in the successful functioning of the university. Hence, his qualifications and the mode of his appointment are of utmost importance. Therefore "only men of real academic distinction, recognized scholarship and proved administrative ability be appointed as a Vice-Chancellor." 19

"It may be a task of All India Body preferably, the U.G.C. to prepare a panel of educationists from which the State Governments could select a person to suit its requirement for the post of Vice-Chancellor." 20

On the qualities of a Vice-Chancellor, the words of Clerk Kerr, a former President
of the University of California are worth quoting:” A University President should be firm and gentle, sensitive to others but insensitive to himself, have vision, affability, broad perspective and be a seeker of truth where the truth may not hurt too much. He should sound like a 'mouse at home but roar like a lion abroad." In the words of Herman B. Wells, former President of Indian University, USA.

A Vice-Chancellor should be born with the physical strength of a Greek athetic, the cunning of a Machiavelli the wisdom of a Solomon, the courage of a lion, if possible. But, in any case, he must be born with the stomach of a goat. An ideal Vice-Chancellor is a scholar-administrator. He is responsible for the smooth functioning of the university and is in fact the kingpin of the university administration. He has to be an effective leader, motivator and coordinator of the different, categories of functionaries in the university system—the teachers, the administrators and the students. The image of the university is largely made and unmade by his words and deeds.

"In the university system the role of the V.C. is pivotal since he is the Principal Officer of both the academic and the administrative functions of the university.” 21 Hence the Vice-Chancellors have to display unusual qualities r>f leadership in University administration:"22

Naturally, the selection of a Vice-Chancellor is of utmost importance. A world famous university like Harvard takes nearly two years in its search for a new President. The incumbent president announces his plan of retirement well ahead of time and facilitates a careful selection of his successor. A Harvard President is given a life appointment and most of them have been in office for twenty years or more.

In India, the situation is entirely different. Here, the Vice-Chancellor is appointed for a term of three years, four years or a maximum of five years. In most of the state universities it is three years and in a few it is four years. In most universities, it is five years. It is seldom that a Vice-Chancellor gets a second term. Gone are the days when Vice-Chancellors held the office for long periods.

There is no uniform practice followed in the appointment of Vice-Chancellor. In some states, the Vice-Chancellor is appointed according to the sweet will and pleasure of the government of the day, so that, whenever there is a change in government in the state,
the Vice-Chancellors are also changed. It means that the appointment of Vice-Chancellor has become a political one. By making use of the special provisions of the University Act, almost anyone can be appointed Vice-Chancellor. As a result, nepotism, favouritism, casteism, communalism and such other evils are widely prevalent in the appointment of Vice-Chancellors in many state universities these days." It is a matter of concern that "university administration, in most cases is carried on by people who have neither any training nor any insight into the diversity of managerial functions involved in running a university."23

A relevant question in this context is whether or not specific qualifications ought to be prescribed for a person to be appointed as Vice-Chancellor. The Constitution of India prescribed specific qualifications for appointment of judge of the Supreme Court and the High Courts. High qualifications are prescribed for every category of teacher in the university. Hence, it is desirable to prescribe for Vice-Chancellors, qualifications, in any case, not less than those prescribed for a university professor. That will at least eliminate to some extent the chance of "the entire sundry" occupying the august seat of the Vice-Chancellor. It is "because all academic influence and administrative powers seem to be concentrated in him."24

Another important factor is the manner in which he is to be selected. The existing procedures have contributed to a large extent to politicization in the selection process. In the state universities, the most widely prevalent procedure is setting up a three-man committee to prepare a panel of three names. Among the three members of the committee, a nominee of the state government is a must. And, the state nominee will always propose the name of the person favored by the political Boss, the Minister of Education or the Chief Minister of the state. The other two members, whether they are the nominees of the senate or the syndicate or of the University Grants Commission, do not really matter. Their proposals will have little value so long as they do not toe the line of the state government. Naturally, any person appointed under this system starts with a disadvantage. He is branded as a 'yes-man' of the government of the day. Even if he is a person of real merit, he will take time to establish his credentials. How to get out of this unhealthy practice and make the selection of the Vice-Chancellor on considerations of merit alone is the most difficult question. For, to a great extent, the right choice of a Vice-
Chancellor is the most important factor in the efficient working of a university, "as in the university system the role of the U.C. is pivotal."\textsuperscript{25}

"There is a need for professional development of university and college administrators to equip them to manage a large and complex organization."\textsuperscript{26}

Under our Constitution, education is a concurrent subject. The Constitution also places the responsibility of maintaining high standards of higher and technical education on the central government. Taking and advantage of these provisions, the centre should take the initiative to constitute a National Education Commission. One of the responsibilities of the Commission should be to prepare a large panel of well qualified persons from all over the country suitable for appointment as Vice Chancellors. The states may be free to select anyone from the list. Such a procedure would eliminate politicization and make sure that the person selected is well qualified. It should also be provided that a vice-chancellor cannot be removed from office except for misbehavior or infirmity proved through proper procedures.

The Pro-Vice Chancellor should be an eminent educationist with adequate administrative experience. He should be appointed in consultation with the Vice-Chancellor and his appointment should be co-terminus with that of the Vice-Chancellor.

**Senate/Court**

The senate is a colonial relic. The British rulers of India established it at a time when there was no responsible government in this country. They wanted to give an opportunity to educated Indians to learn the first lessons of parliamentary democracy. That is why even the 'question hour' which would surprise any observer of the higher education scene anywhere outside the British Common Wealth, was included in the senate's procedure.

"The experience of university administration in different countries, developed and developing does not give us any definite or uniform pattern"\textsuperscript{27} "Different types of Universities established in India "do not belong to uniform pattern and their Governance also varies from institution to institution."\textsuperscript{28}

The situation today is different. In the political field, we are our own roasters. We
do not have full-fledged parliamentary system of government in India. When there is provision for the annual report and the audited accounts of the University are laid before the state legislature and discussed and when the entire deficit of a university is met by the state government, what is the purpose served by the senate which is supposed to approve the budget and the audited accounts? In some of the leading universities of India, the senate/court never meets for years. But, that has not adversely affected their functioning.

Theoretically, there is the view that the senate is a link between the society and the university. But, in the present circumstances, what better link could there be than popularly elected legislature itself scrutinizing the report and the audited accounts of the university and discussing the same and taking appropriate decisions? That is one of the ways in which accountability is ensured. In fact, the senate has no place, whatsoever in the present context. Wherever, it exists, it should be abolished. And, no new university or new university legislation should provide for it.

"A constitutional amendment passed in 1979 made education a concurrent subject being the joint responsibility of Govt. of India and State Government. Both governments can enact legislation relating to education."29 Both are entitled to appoint educational Committee or Commission "In the light of suggestions of Ramamurthy Committee and Janarden Reddy Committee. The NPE 1986 was revised and some new/additional provisions were made in the modified NPE 1992."30

This is the considered view of many experienced university administrators. The Madhun Shah Committee, which enquired into the problems of all central universities, came to the same conclusion and recommended that the provision for a court with in the central universities be removed.

Syndicate / Executive Council

The syndicate/executive council is the principal organ of management in the university. Being the highest executive authority of the university, it should be a compact body capable of functioning with unity of purpose. The prime concern in determining its size and composition is that it should be an instrument to run the university effectively and to see that the larger objectives and purposes for which the university is supported by public funds are fulfilled. That is why it is suggested that the
syndicate/executive council should be a compact, rather than too large body, and that it should be a homogenous rather than broadly representative body, enabling it to make and implement well considered decisions promptly and to handle crisis effectively.

"In keeping with present socio-economic and Political trends the syndicates should take necessary steps to globalize their teaching and research Programmes."31"They will need to have greater interactions with foreign universities and inter University collaboration at international level need to be encouraged."32

The syndicate should take policy decisions in consultation with teachers and, whenever necessary, with non-teaching employees. But, in routine matters, power should be delegated to different officers, with clear rules provided to take appropriate decisions and to be responsible for the same.

The ideal number of the members on the Syndicate/Executive Council should be around a dozen. It could be even less. Its size should be similar to that of the Board of Directors of a company. Companies which handle thousands of employees and hundreds of croers worth of annual turnover do not have a Board of Directors larger than dozen members. Why should then a university, which handles much less business and much smaller number of employees, have a larger body? Take the case of a great university like Harvard. The highest decision-making body of that university, called the Corporation consists of only ten members.

The Syndicate, as the highest decision-making body of the university, would represent the different segments of the University such as the various faculties, colleges and teachers. In general as well as the government and the public. A few distinguished academics or academic administrators from out side are also desirable. There should be no provision for election of the members of the syndicate, government nominees, such as the Secretary of Higher Education, would be ex-officio members. Outside experts could be nominated by the Chancellor from a panel of experts proposed by the Vice-Chancellor. Deans, professors, principals and teachers, representatives may be 'chosen by rotation on the basis of seniority. There should be no place on the Syndicate for politicians or political representatives such as members of the legislative assembly or parliament or any other such body.
"Modern management techniques are playing significant rule in business and industry the same are to be applied to the University administration". These techniques as well as certain mechanical and electronic devices have proved to be singularly efficacious in rationalizing decision-making. The Syndicate should have a fixed calendar of meetings. No meeting should be convened at short notice and it should work as a business-like body in every sense of the term. The effective functioning of the Syndicate largely decides the efficient functioning of the university.

**Academic Council**

The academic council is the principal academic organ of university and is expected to coordinate and exercise general supervision over the academic policies of the university. It should provide leadership with regard to raising of the standards and quality of teaching and research and strengthening their links with regional and national development. For this purpose, the council may prescribe methods of instruction and evaluation and other academic norms. The academic council should be responsible for bringing about inter departmental and interfaculty coordination in both teaching and research." The Academic Council should explore new avenues to lead students in large numbers to words self-employment and entrepreneurship." As part of its effort to improve quality and standard it is necessary to introduce a broad based flexible system through modular courses with credit system.

The composition of the council should ensure that all faculties are adequately represented on it through the Deans, Heads of Departments, Professors, Readers and Lecturers find Principals as well as other college teachers. Care should be taken not to choose the teachers representatives through election but by rotation. It should also be ensured that no faculty or group dominates the council. The academic council should also have eminent academics, scholars and experts from outside the university, from other universities, professional bodies, research institutions and industry. Some student representatives of postgraduate and research course also should be members of the council. They should, however, be selected only on the basis of merit proved by academic excellence. The manner of selecting four to six students should be carefully determined by the university.
Faculties and Boards of Studies

The constitution of faculties and Boards of Studies should also reflect the same principles and considerations as in the case of the Academic Council. It may not be desirable to have direct participation of students in the faculties and Boards of Studies as these authorities would be discussing not only specific course contents but it is desirable to establish a mechanism for consultation with them in regard to general improvement of courses, laboratories, teaching methods, field work, project work etc, and also to elicit their views on extension work and coordination between departments in respect of teaching and research. For this purpose, it is advisable to have a Faculty Advisory or Consultative Committee consisting of representative of all the departments, including senior students, presided over by the Dean of the faculty.

Due to impact of globalization of higher education Board of studies should revise and update the course content from time to time. "Throughout the world there is a strong political will on the part of numerous governments 'and teachers to adopt the educational content, structure and methods in order to respond to various challenges."37 "Another important work is to identify the areas of research which are conducive to national development."38 Arora and Sogani, Introduction, Imperatives of system renewal.

The Boards of Studies and the faculties should also not have any elective elements. The undergraduate Boards should have a certain proportion of common members.

Finance Committee

It is now an accepted principle that every university should have a statutory Finance Committee. The committee should consist of experts who can contribute to the efficient management of the finances of the university. No one should be elected to the Finance Committee. It should not have more than 7 members. It should ensure that the finances of the university are managed to produce the best results. It should be able to find ways and means of raising finances for the university as and when the need arises.

Our universities, as a whole, are now facing financial crisis due to the financial crunch in the central and the state governments and the consequent cuts imposed on the annual grants by the University Grants Commission, the state governments and other
state funding agencies. "The financial crunch has adversely affected the quality of higher education."  

To tide over its situation and mobilize sufficient resources for the universities is a formidable task. Universities in India should face this challenge in an imaginative and realistic manner by augmenting their internal resources by restructuring and rationalizing the present fee structures and mobilizing external resources through consultancy, alumni participation, creation of endowments 'and such other schemes. In all these, the Finance Committee has a key role and, therefore, the committee should have among its members, not only financial experts but persons of influence in the financial and industrial world whose assistance would be invaluable in helping the university to raise funds from external sources. "It is because the situation that exists to day the managers of higher educations have no alternative but to raise finances from other sources."

**Planning and Evaluation Board**

Planning being a very important function from a developmental point of view, every university should have a planning and Evaluation Board. The older universities have had no planning boards although planning has become an important aspect of the development process and the Five Year Plans have been in operation for over fifty years. All universities established in recent times have planning boards as an integral part of their organisational structure. The planning board should be the principal planning body of the university.

The Planning Board should consist of managerial and educational experts. It should be responsible for formulating the short-term and long-term plans of the university and should also responsible for monitoring of the development of the university in terms of the objectives of the university. The planning board should have the right to advise the Syndicate and the academic council on any matter, academic or administrative, which it considered necessary for the fulfillment of the objectives of the university.

"Numerous writers have considered the ways in which higher education policies and institutional framework can be understood in terms of social purpose, economic functions ideology and epistemology."
"Generation of revenues is regarded mainly as responsibility of the university Administration or Planning Board," The Planning Board presided over by the Vice-Chancellor should be compact body. It should consist of some seven to nine members. The Chancellor, on the advice of the Vice-Chancellor, should nominate the members of the Planning Board and their membership should be strictly on merit and provision may be made for adequate administrative support to the Board.

**Decision-Making in a University System**

Decision-making is a continuous process at all levels to ensure the smooth functioning of an organization. This is true of a university also and includes, for instance, varied and diversified decisions such as what courses to be offered, what kind of teachers and with what qualifications to be hired, how many students to be admitted to a course and on what criteria, what kind of infrastructure to be built up, buildings, classrooms, libraries, laboratories, workshops, hostels, playgrounds and so on- what kind or research programmes to be encouraged and supported, what fees to be charged for the different services and so on and so forth.

A university is indeed an enterprise of a special type. The responsibility for making decisions is widely distributed among those who constitute the enterprise. The Vice-Chancellor downwards, a hierarchy of authorities exercise power to make decisions and the authority to make various types of decisions is widely diffused. Substantial authority to make independent decisions is vested in different categories of functionaries such as the Register, Deans, Department Heads, Division chiefs, Principals, Directors of schools, Hostel wardens and many others. Hence, the decision-making process of a university poses some unique problems in finding ways of channelising and integrating energies and initiatives at various levels.

"The university should work out "a model in which the authority for decision-making would be diffused and accountability too would be shared between the V.C. and Dramatis Personal who participates in decision-making" 43In matters of decision on raising revenue the authority of Higher Education Institution should implement the strategy utilizing already available resources and thereafter should explore some new
Dealing with the complexity to the administrative system in a university and the necessity to handle it with special care, the Gajendragadkar Commission made the following observations.

The administrative wing of the university has to function in a human and imaginative manner, and the statutory bodies of the university should be so organized as to give to the academics full freedom and latitude to meet the changing requirements of modern society. To be effective it should encourage innovation, experimentation and change. It is for this purpose that we have to emphasize the need for autonomy in universities, while respecting the right of the community at large to make the universities responsive to the needs and requirements of the country.

"The educational culture of the 21st century warrants new reform package and an altogether fresh approach in tune with global futuristic trends in higher education." The global scenario of university education has created a reasonable demand to rediscover and redesign our university education system.

The academic and administrative wings of the University must work in a spirit of cooperation, understanding and imagination and the human touch must be present on the university campus, in the classrooms, co-curricular activities and even in purely administrative matters. Lines of communication between different sections of the university community must always remain alive and should never be allowed to be blocked.

There is need for more decentralization in the administrative set up of our universities. For example, the Deans of faculties could be given more freedom and financial powers. The Deanship of Faculties and Headship of Departments should be rotated among the Heads of Departments and Professors of the departments respectively on the principle of seniority.

Need for Administrative Training
A serious problem connected with administrative efficiency in our universities is the lack of any training and career development programmer for any level of functionaries-teaching or non-teaching. The university personnel, at least at the middle level and above, should not only be aware of their own responsibilities but also be educated about the role of the university, its administration, the faculties, the departments and other units of the university, the art of handling people, the decision-making and problem-solving processes and other provided by modern management training as well as the various rules, regulations and by-laws of the university. "Healthy practices such as human resource, Accounting Academic Audit and internal quality assurance should become compulsory internal activities in universities."47

"The new management system requires new competent educational managers."48 It is often forgotten that a professional teacher, however good he may be in teaching his subject, is often ignorant of the elements of administration which he is called upon to handle as he rises to the position of head of a department. As he moves up in the hierarchy, he spends more and more of his time in matters of administration along with his responsibilities as a senior teacher. While he may be successful as a teacher, he proves to be a failure as an administrator. This is largely because he is asked to shoulder administrative responsibilities without any training in management. The same is true in the case of junior level functionaries in the various administrative sections of the university. Hence, every university has to provide for systematic management training for all levels of functionaries in the university with a view to not only making them function effectively in their present position but also preparing them to shoulder higher responsibilities as they move up in the hierarchy.

Affiliating System

India is one of the very few countries, along with Nepal, Bangladesh and, possibly, Pakistan, where the affiliating type of university still exists, it was the British who introduced the affiliating system in India as early as 1857 when the first three universities of Bombay, Calcutta and Madras were established. The British model was London University which was then an affiliating university. While the British themselves abandoned the affiliating system years ago, in India, the system not only
continues after 56 years of independence, but more and more affiliating universities are being created year after year.

"Therefore need is felt to describe how the universities organizations could be integrated to ensure steady and streamlined administration through a new model of organizational structure." 49"The existing setup must be redefined in the light of prevailing situations."50 An affiliating university, as it was originally conceived, had two main functions. Determination of the syllabus or course content of the different subjects offered for instruction the conduct of examinations. The university hardly exercised any other control over the colleges which functioned in an atmosphere of relative independence. At first, with a small number of colleges and few hundred students, it was easy for the university to conduct the examinations efficiently. The situation has been a mushroom growth of colleges and an enormous increase in the number of students. Conduct of examinations, as a result, has become a stupendous task and too difficult an operation. With secrecy associated with all university examinations at all stages, leakage of question papers, and delay in the publication of results and many malpractices tarnishing the reputation of examinations has become the order of the day in most universities. Mass copying has become a common phenomenon in many colleges and universities. Students in some parts of the country have been demanding "the right to copy at the examinations" as a fundamental right of theirs. Naturally, we have reached a stage when the credibility of the examination system has completely been lost. With the examination system in disrepute; the affiliating university also has lost its utility as a credible system.

"To avoid drawbacks and limitations of the existing examination system and fundamental, constructive and structural changes are necessary."51

Meanwhile, there has been another development which has added further to the difficulties of affiliating universities. During the last thirty years, the affiliating universities have also been growing in a different direction, namely, in the creation of a number of university departments of study and research mostly situated at their Headquarters. This is a unique Indian phenomenon. These departments are now facing financial problems.
"Barring a few, Indian universities element their unsuccessful story of lack of resources and unfavourable situation." Sometimes measures for reform have not helped either the colleges, affiliated to the university or the departments of study and research directly managed by the university. In fact, most affiliating universities appear to consist of competing, even hostile groups. In some of them, the affiliated colleges, through their representatives of the various university authorities such as the Senate, the Syndicate and the Academic Council, combine to oppose and obstruct changes that the university departments propose in the interest of better standards and excellence in quality of teaching and research. A conspicuous example is the introduction of the semester. Similarly, any reform of the admittedly rotten examination system is opposed by the colleges. Any proposal to introduce a merit system within the university is stoutly opposed by organizations of college teachers who are for the status quo; plead for no change, no innovation and no modernization.

How can this situation be remedied? One possible solution is to make the college autonomous and gradually cut off their affiliation to the university.

"The university would extend its support to the affiliated autonomous colleges by facilitating these changes (innovations) by means of academic inputs of its experts in the relevant field of study." Alternatively, an affiliating university should not have any departments of study of its own. If colleges can be made fully autonomous over a period of years, the affiliating university itself will disappear and the present unseemly fights that characterize the working of the different authorities of the affiliating universities will also disappear. A determined effort to make more and more colleges autonomous in the next ten years might help the creation of a better atmosphere in all the affiliating universities. "To encourage Institutional innovations and experimentations." Any effort to reform the present system of examination in the affiliating universities by introducing greater centralization and control will not succeed as the system has become too corrupt and unmanageable. Short of abolishing the present system of examinations, altogether decentralization is the only possible remedy. There is hardly any country where anything similar to the present cotton examination system in India exists.
And, yet, no determined effort has been made to end the system. Autonomous colleges alone seem to provide a remedy and, hence, the UGC and the Government of India as well as the state governments should take urgent steps to strengthen the autonomous system which has been making slow progress so far.

**Politicization in the Universities**

"One of the most undesirable developments in our university system in recent years, in both central and state universities, is the widespread politicization of the university bodies."\(^{55}\)

It is not confined to the university system but prevails in the entire educational system. The question often asked is whether a university is organized to facilitate the pursuit of learning or of power. The manner in which politics plays a predominant role in the governance of our universities makes one feel that we seem to have lost sight of the basic objective for which our universities have been established "Politics has become a pervasive phenomenon in the constitution and working of almost all the university bodies academic and administrative, in the selection of candidates for appointments, in the allocation of funds for research and in the award of scholarships."\(^{56}\)

Politics has been playing disgraceful role even in the award of degrees and diplomas. Direct political interference is the tendency of the politically-oriented trade unions or associations or unions of teachers, students and non-teaching employees, who exploit even minor problems in the campus to whip up trouble and disrupt the peaceful academic atmosphere. Things have come to such a position that students, teachers and non-teaching employees are sharply divided into different political camps and issues confronting them are analyzed and their approach molded not on the merit of the issues but on the basis of their political affiliations. "Every political party in the country is guilty of collusion in this nefarious game which has brought almost all our universities to a pathetic plight."\(^{57}\)

Politicization of college and university unions has made our campuses battlegrounds of rival political parties and partisan supporters. "Party politics has practically destroyed in most of our colleges and universities, the peaceful atmosphere that is essential for educational pursuits"."\(^{58}\)
The need for depoliticization of our university campuses is stressed by large sections of students, parents, guardians, teachers and administrators on the ground that, without this it will be impossible to cleanse the universities of this cancerous growth and to establish the right atmosphere and environment for fruitful work. However, no one seems to have a clear answer as to how to bring about this. Unless all the political parties come to an understanding and arrive at a consensus on this issue, no tangible result is likely to emerge.

One would like to make a passionate plea to our political parties and party leaders to leave the universities and colleges out of their orbit of operations and to refrain from entering college and university life and activities either directly or indirectly through the organization of teachers, students and on-teaching employees. "The elective principle in the constitutions of most of the university authorities seems to have been the villain bringing into the campus life, party politics and partisanship in most of their activities. And, unless the elective principle is abolished, it is unlikely, that these bodies will get depoliticized."  

**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.60

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 organization 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 organization 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. 61

The educational system all over the world is undergoing rapid and radical changes. Such changes may relate to its structure, organization, 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
organization 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, Organization 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 organization.

**Meaning and Definition**

As a result of the development of the organization theory, the science of operations research and the impact of behavioral 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 defense 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-coordinating 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.62

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 organization, 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 organization 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.

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**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 organization which covers within itself all the higher educational activities of the concerned people or society. Academic administration may be defined as the organization and management of human and material resources to fulfill 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 nonacademic persons. Here academic administration is taken in its narrower sense and study about the organization and use of non-academic persons for the achievement of the objectives of higher education.

Administration is the organization 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 organize and use them to accomplish its basic objectives. Normally the principles of public administration are used in the field of higher education to organize 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 organization of non-academic persons and the civil servants were also organized 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 organize its non-academic employees.

**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.

1. Examination functions
2. Academic functions
3. Administrative functions and
4. 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 organization 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. 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, nonacademic, 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.

**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. 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. 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.

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 mark list, 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 organization 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 organization structure through the implementation of modern management principles in the areas of planning, organizing, 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, organizing, 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 organization for our universities.

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Public Administration and Academic Administration

The term “administration” is defined by scholars in various ways. According to Simon, Smithburg and Thompson,64 “In its broadest sense administration can be defined as the activities of groups cooperating to accomplish common goals.”65 “In simplest terms administration is determined action taken in pursuit of a conscious purpose.”66

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 organizational

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 organizational 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 specialized meaning, i.e., ‘governmental’. The justification for the equation of ‘public’ with ‘governmental’ is that in modern society government is the only association or organization in which all the people of any given territory are included without exception.

When preceded 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-coordinating the efforts of people so that they can work together to accomplish their set tasks. Administration embraces activities which may be highly technical or specialized 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”67

In academic administration, the term ‘administration’ is used to carrying out routine organizational 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 organization is in the same pattern. Administrative structures of the universities are same as that of the organization of the secretariat 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 nonprofessionals and non-technicians. 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.

**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 is very less. 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 is 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.

**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.

**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, loping 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 know-how 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 Organizations. 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.

**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, organizing, directing, communicating and controlling- in university affairs. The importance of applying sound management principles has not been recognized 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, organize 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 mobilize, organize and maximize human and material resources in order to achieve educational objectives.
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 labor-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” 68

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. 169
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. Recognize 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.
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