CHAPTER IV

THE ADMINISTRATION OF HIGHER EDUCATION

"The function of educational administration in a democracy is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state, under conditions which will enable the pupils best to profit by their training."

- SIR GRAHAM BALFOUR.
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IV.O INTRODUCTION

When someone studies the Higher Education of any country, one would like to ask the questions like:

(i) How is Higher Education administered in this country?

(ii) What are the types of the institutions in Higher Education?

(iii) Who is responsible for taking decisions in Higher Education?

A number of questions like this could be asked like the ones as shown above. Education in general and Higher Education in particular should fulfill the desires and wishes of the people. Therefore, there may not be the system of Higher Education uniformly followed in all the countries of the world. As the investigator has thought of studying the U.K., the U.S.A., the U.S.S.R. and India, he would discuss here the types of institutions of Higher Education, its administration and decision-making process in this chapter.

IV.1 TYPES OF THE INSTITUTIONS OF HIGHER EDUCATION

Higher Education is imparted through the universities and other institutions. There are so many independent institutions that work to quench the thirst of acquiring
knowledge through Higher Education. It has already been said earlier that education is the property of the Nation, and therefore, the types of the institutions of Higher Education differ from country to country.

IV.1.a The U.K.

The investigator would discuss the types of the institutions of Higher Education in the U.K. In this regard, it would be worthwhile to see the view of Lord Robbins who studied the Higher Education of the U.K. He states:

"Universities may be considered in seven groups. First come Oxford and Cambridge, collegiate universities with their roots deep in the corporate life of the Middle Ages."

It can be understood from the statement that the universities in the U.K. can be classified into seven groups, Oxford and Cambridge universities can come into the first group. Robbins has considered these seven groups of universities founded on the basis of time factor.

But Professor K. A. Everard disagrees with the Robbins' report and mentions eight groups. He states in this regard,

"With the creation of the new universities of Technology, there are, we shall consider them in the order of their foundation, eight groups."\(^2\)

The above statement clears that there are seven groups of the universities in the U.K. and one may be added viz., the new universities of Technology.

One would naturally ask which are the kinds of universities in U.K. The investigator would briefly discuss the universities of U.K.

(1) The Ancient Universities of Oxford and Cambridge

Under the first group comes the oldest universities of Oxford and Cambridge founded in the Middle Ages. As half the students of these two universities live on the university campus, they are called collegiate universities. From the Indian point of view, these universities can be considered as the Residential or the Federal universities. They may be considered National universities also as their jurisdiction is unlimited. S. R. Dongerkery states in this respect, "The outstanding examples of residential universities are Oxford and Cambridge in England."\(^3\) The ancient universities of Oxford and Cambridge are being considered as the residential

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type by Demgerkery. He further states, "Thus, both in Oxford and Cambridge residence in a college or hall or in licensed lodgings, under college supervision for the prescribed number of terms is a SINE QUANOON for acquiring a degree. Attendance at lectures is not insisted upon." The outstanding feature of these universities is found in the fact that in these universities the students stay on the campus, and attendance at the lectures is not compulsory.

These universities are also known as the denominational universities. One would ask a question, what are denominational universities? According to S.R. Dongerkery: "A denominational university is one that has as its object the propagation of a religion or creed. Oxford and Cambridge which owe their origin to the medieval church, were denominated by strong religious influences until recently." The main objective of these universities is to propagate the religious ideology of a particular church.

(2) The Ancient Scottish Universities

There are four universities under this group. They are the universities of St. Andrews, Glasgow, Aberdeen and Edinburgh. They were established during the fifteenth and sixteenth centuries. They are non-residential universities, except the university of St. Andrews, where students live on

4 ibid., p. 60
5 ibid., p. 63
the university campus. Before World War II, there were 10,000 students, studying in these universities, the number reached up to 20,000 in 1961 A.D. Their academic establishments and programmes are co-ordinated by special relationships prescribed in the Scottish Universities Act of 1889.

(3) The University of London

The third category comprises of Federation of schools and colleges. In this category, the investigator would like to keep the University of London. As the English people were dissatisfied with the religious and social limitations of university education in 1820. In 1826, university college was founded at London to satisfy the public demand. The University of London was established in 1836. The function of this university upto the end of 19th century was only examining and awarding of the degrees.

From the Indian point of view, the London University may be considered as the Federal University.

(4) The Older Civic Universities

These universities were founded between the later part of the 19th century and the first World War. They are the universities of Durham, Manchester, Birmingham, Liverpool, Leeds, Sheffield and Bristol. They were originally established to serve the local needs of the society. They, however, become national institutions by drawing students
from all over the country. The largest civic university of the present day is the University of Manchester from the Indian point of view. These civic universities are of unitary type.

Such universities may also be called the Provincial Universities. S. R. Dongerkery notes in this respect:

It was in circumstances like these that the Provincial Universities of England came into existence. Durham University founded in 1832. Four years before London led the way. Today England has eight such universities. The other seven being Manchester, Birmingham, Liverpool, Leeds, Sheffield, Bristol and Reading.

From the above statement, it can be inferred that there are Provincial Universities in the U.K.

(5) The University of Wales

The Robbins' Committee has classified the institutions of Higher Education into seven groups. The University of Wales is in the fifth group. It is evident from the statement that follows:

Fifth, we take the University of Wales. A university college was founded at Aberystwyth in 1872. Other colleges were founded at Cardiff in 1883 and at Bangor in 1884, and the University of Wales, a Federation of the three colleges, was established in 1893.

6 ibid., p. 37.
7 ibid., pp. 23-24
The University of Wales was established by the Royal Charter in 1893. It has four constituent colleges at Aberystwyth, Bangor, Cardiff and Swansea. They are managed on the lines of universities in miniature.

(6) The Younger Civic Universities

These universities have been founded from the university colleges. They are the universities of Reading, Nottingham, Southampton, Hull, Exeter and Leicester. They were founded before and after the First World War. In the beginning, these universities were the colleges teaching for the external degrees of the University of London. They reacted the status of the university (except Reading) after the Second World War.

(7) Seven More Universities

These universities came into existence after 1958 due to the demand of the people. These universities were established after giving thought to the advice of the U.G.C. These are the universities of Sussex, Norwich, York, Canterbury, Chester, Coventry and Lancaster. In the beginning, they were non-residential universities, but after a few years, they began to give accommodations of residence to their students. This provision came out as the experiment taken up by these universities to develop the student-teacher relationships.
(8) The New Universities of Technology

This type of universities have not received any charter, yet this classification has been made, under the eighth group, with the new demands of scientific and technological changes all over the British land this group has been formed.

IV.1.b The U. S. A.

In this country, educational institutions are autonomous and these institutions are supposed to be governed by State Laws. The institutions of Higher Education in the U.S.A. are classified into three broad categories, viz., the colleges, the universities and the institutions of Higher Education.

(1) Colleges

In the U.S.A. not all the students who have passed the Secondary Education go for Higher Education, but few. There are various kinds of colleges in this country. They are known as Junior Colleges, Ordinary Colleges, Liberal Arts Colleges, Technical or Community Colleges, Schools and Senior Colleges. In all these colleges, there is a tendency of having a two year or four year courses, depending upon the objectives of the colleges.
In this country, education is a state subject and therefore, there are universities known as state universities or universities. One would like to know what are state universities and universities? This can be understood from the description of these universities that follow.

**State University**

The universities which get the financial help from the state are called the state universities. They are administered by a board consisted of members elected by the people. Such universities are mostly established by the state governments.

**Universities**

The word 'university' in U.S.A. connotes the meaning of Higher Education making arrangement for the graduate study and research work. They receive the grants from the Central Government for research work. They are both the private as well as the public ones.

(iii) **Institutions of Higher Education**

In addition to the institutions above said, there exist a large number of institutions imparting training in technical, professional and industrial subjects. There are separate institutions for training in engineering and
technical skills only. Some of these institutions have expanded up to the university level. Higher training in Military Science is imparted by the institutions run by the Federal Government.

After discussing the types of the institutions of Higher Education in the U.S.A., the investigator would discuss the same of the U.S.S.R.

IV.1.c The U.S.S.R.

The institutions of Higher Education in the U.S.S.R. are organized on the basis of requirements of the country. They can be divided into three major groups. In this regard, N. Georgiyev states:

"The country has three groups of Higher Educational institutions: universities, specialized colleges and polytechnical institutes." 8

According to the above statement, the institutions of Higher Education in the U.S.S.R. are divided as:

(1) Universities;
(11) Specialized Colleges or Institutes; and
(111) Polytechnical Institutes.

The investigator would discuss these types one after the other.

(i) **Universities**

These are the leading centres in the field of Higher Education in the U.S.S.R. The universities embrace all the branches of humanities and natural sciences.

There is a great competition for admission to the studies of humanities. A large number of people study these subjects. The pre-revolutionary universities played the role of the centres for the development of progressive scientific thought. After the October 1917 Revolution, all the universities came under the influence of Lenin’s thoughts.

These universities train workers for scientific research institutions and laboratories of enterprise and teachers for secondary, general and specialized education.

University is a centre for a high level scientific training. The University of Moscow is the largest university. These universities provide training in social sciences, letters, mathematics and physics, also.

(ii) **Specialized Colleges or Institutes**

In the U.S.S.R., more than two hundred specialized subjects or trades are taught in various kinds of technical institutions. They can be divided into two groups: (1) Polytechnical and (2) Trade specialized.
Among the technical institutes, polytechnical colleges occupy a special place. Usually, they are educational establishments with several faculties and considerable number of different specialized traders. There is one of the biggest establishments of this type known as the Leningrade Polytechnical Institute. It has nine faculties. Many polytechnical schools of Soviet Russia are organized in their own patterns.

Trade colleges, generally, prepare specialists for specific branches of industry. They include metallurgy, mining, construction, chemical technology and transport. Many establishments of higher technical education reflect upon the industrial development of the national economy.

There are also schools of Agriculture. A large scale organization of Agriculture industry in the U.S.S.R. has created enormous demands for the specialists in agricultural industries.

(iii) Polytechnical Institutes

These institutes occupy an important place among technical colleges. They have numerous departments to train engineers in various professions. The Leningrade Polytechnical Institute, for example, has eight departments.

The polytechnical institutes are higher technical schools with ten or more departments. The institute was
established before a hundred and fifty years - is the 'Bauman Institute' of Moscow. It is the oldest and the largest institute of the country.

There are hundreds of institute to train experts in a number of fields. There are institutes specially meant for foreign language teachers. They train translators, interpreters, personnel for foreign services and language teachers.

In the U.S.S.R., the polytechnical institutes are given equal status as the universities.

IV.1.d India

In India, in the field of Higher Education, there are the following types of institutions:

(i) Universities; and
(ii) Institutes

In India, the establishment of a university is considered to be the responsibility either of the Parliament or of the State legislature. It has not been considered the property of the private individuals. The universities in India, are classified in four different types. S.N.Mukerjee mentions the following four types of universities in India:

As far as the structure of Indian universities is concerned, they may be classified into four main types, namely:
(i) Unitary teaching, (ii) Federal teaching, (iii) Teaching and affiliating, and (iv) Purely affiliating.

According to the above statement, S. N. Mukerjee suggests the main four types of the universities in India. Over and above, these four types as suggested by S. N. Mukerjee, there is the fifth type of institution in Higher Education. It can be said as the institutions other
university. It has control over teaching, the teachers, the courses of study and the entire administration. In India, one can name the following universities that fall in this category:

(i) Aligarh Muslim University,
(ii) Annamalai University, and
(iii) The M. S. University of Baroda.

(ii) Federal Teaching

In Federal type of university, the affiliated colleges are autonomous units. They surrender their few powers to the university. The resolution published on education in 1913, has defined, "a Federal university as consisted of several colleges of approximately equal standing, separated by no excessive distance or marked local individually, grouped together as a university."\(^{11}\) The above statement defines the Federal teaching universities.

The main characteristics of this type of university are given below:

1. Federal university and its affiliated colleges should be situated in close relation or nearness to one another.

2. Each constituent college should be active in the maintenance of the university standards.

3. Each constituent college should be prepared to renounce the measures of its autonomy.

4. The college teaching should be under the guidance of the university.

Under this category, the universities of Bombay, Kerala and Bangalore can be put.

(iii) Teaching and Affiliating

The majority of Indian universities come under this category. Universities of Andhra, Calcutta, Madras, Gujarat, and Mysore are such universities. An affiliating university recognizes external colleges offering instructions in the courses of studies. A university of this kind covers a wide area and it controls the colleges by framing ordinances to be followed and maintains standard of education. The Indian University Act of 1904 says that an Indian university affiliated and inspects colleges, prescribes courses of studies, holds examinations and confers degrees. It affiliates colleges which are situated anywhere within its limits prescribed. It lays down conditions for affiliation. A college applying for the affiliation should satisfy the syndicate of the university in the following matters:
(i) Constitution and management
(ii) Staff
(iii) Buildings and hostels
(iv) Equipments
(v) Numbers and qualifications of the students
(vi) Finance, and
(vii) Libraries

Each university can grant affiliation to any college if the above mentioned conditions are fulfilled.

(iv) Purely Affiliating

Most of the Indian universities have since long ceased to be purely affiliating universities. The majority of Indian universities are of combined types. Such a type of university grants affiliation to the colleges. Such universities have no accommodation for any kind of teaching of its own. In India, there are some universities of this type. They are as under:

1. Agra University, Agra
2. Berhampur University, Berhampur
3. Kanpur University, Kanpur
4. Indore University, Indore.

(v) Residential University

Dongerkery states in this regard:
In a residential university all the students are required to live on the university campus, or in hostels or lodgings approved by the university, unless they are living with their parents with the permission of the authorities of the universities.\textsuperscript{12}

In the above statement, S. R. Dongerkery defines the residential universities of India.

The outstanding examples of this type of universities in U.K. are Oxford and Cambridge. In ancient India, Nalanda was a university of this type. At present, the universities of Aligarh, Lucknow, and Annamalai may be considered as such universities.

This type of university provides the life of unity because the students who stay in the university campus during their study years, come from different parts of the country. Such universities bring students nearer to one another. In this regard, Dongerkery has said, "Their social contacts outside the classroom are not restricted to the library, the playing field, meeting of debating, dramatic, literary or other college societies and social gatherings."\textsuperscript{13}

This type of university is good for the social development of the youth of the nation.

\textsuperscript{12} ibid., p. 59.
\textsuperscript{13} ibid., p. 60.
(vi) **Regional Universities**

In this type of universities, jurisdiction is restricted to a geographical region. All the affiliating universities of India at present are regional ones. In recent times, the term regional university has acquired the restricted meaning in educational terminology in Indian context. These universities serve the linguistic area and are interested in the study of the local culture, literature, history and conditions of life. Andhra University founded in 1926 was the first regional university of India.

There are four universities of this type in Maharashtra viz. Nagpur, Poona, Marathawad and Shivaji.

The provincial or the civic universities of England are regional universities in their nature.

(vii) **National University**

S. R. Dongerkery observes in this regard: "A national university is one which does not purport to restrict its jurisdiction to a single area or region, but caters for the whole nation." 14

This type of university has its jurisdiction beyond the regions. It serves the scattering of the whole nation. In U.K. universities of Oxford and Cambridge may

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14 ibid., p. 63.
be considered as National Universities as their territorial jurisdiction is unlimited.

These universities are established with specific purpose and to promote Higher Education. This university has the status of the National character and it can be labelled as Teaching and Affiliating university. An institution which can come under the review of objectives of these universities, can ask for affiliation. In this country, there is an university known as S.N.D.T. University.

(ii) Institutes Other than Universities

This type of institutions of Higher Education can grant their own degrees and are recognized as equivalent to the degrees awarded by the other universities. They are autonomous institutes. The Indian Institute of Technology falls under this category.

IV.1.e Observations and Comments

1. In all the countries under study, it has been found that the Higher Education is controlled by the universities. The universities are established by the charter given to the university by the government.

2. It has been found that the Higher Education is controlled by the government in the U.S.S.R. and no freedom is given to the universities in this country. While
in the other countries, viz., U.K., U.S.A., and India, the universities are considered autonomous bodies and there is no interference of the government in this regard. In other words, the universities are free to decide their own courses and other allied aspects. The function of the government in these countries is to recommend, but not compelling the universities to follow the directives.

3. It has been found only in India that there are some institutions which are recognized as a type of Higher Education.

4. In the U.K., there are eight types of institutions in Higher Education, while, in India, there are four.

IV.2 DECISION-MAKING PROCESS

Introduction

After discussing the types of institutions for Higher Education in U.K., U.S.A., U.S.S.R. and India, one would like to know, who is responsible for taking decisions pertaining to Higher Education in these countries? The investigator would present here the decision-making process.

IV.2.a The U. K.

British universities function in kind of Limbo between state control and full independence. They all continue to exist and work under Royal Charters and secure
most of their funds from the government exchequer, but they enjoy freedom in functioning. Though the universities receive grants from the government exchequer, they are entirely independent.

Robbins' report has also thrown light over the decision making process in U.K. thus,

We are told that in some universities all the important decisions about general academic policy rest in the hands of bodies composed predominantly of professors. Thus, in English civic universities in Wales and Scotland, professors outnumber other academic staff on the senate in all cases, where we have information and often by five or even ten to one. Both on questions of major policy and in more intimate running of faculties and departments, the non-professional members of the staff of such universities are said to feel that they have an adequate share in determining evolution of the society of which they are members.15

The report has taken note of the workload of the various committees and boards of studies which take decisions on matters of broad principles.

The proper function of the senate is to take decisions on matters of broad principle, leaving to its committees, to boards of studies and to boards of examiners matters of detail. Moreover, as institutions grow, it will be necessary to pay increasing attention to the size of the committees if they are to continue to be effective. Even a board of studies concerned with one subject, can become too large.16

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16 ibid., p. 220.
The heads of the certain departments have rights of decision-making in their fields with certain limits of confidence. Therefore, there will be no burden of work on the certain boards or personnels connected with the university affairs.

The day-to-day conduct of policy must rest with the heads of institutions and the proper officers. But the creation of atmosphere of confidence is essential. So far as the consistent with the avoidance of delay and hindrance, the staff should be kept properly informed of university plans and developments. In a time of rapid expansion when important decisions are being taken almost every day, it is not always possible fully to discuss them with all concerned and to explain their probable implications. 

The above statement signifies that the day-to-day's decisions are taken by the heads of the institutions and the proper officers.

The Secretary of State for Education and Science is responsible for all the affairs of Education in England and Wales, and also for all the aspects of universities under his control.

From these two units - one is concerned with the schools in England and the other with Science and through the U.G.C. with the institutions of university status. The Secretary is assisted by two Ministers of State and two

17 ibid.
Parliamentary under secretaries. England and Wales have a National system of education.

One may not find the decision-making process as it is in U.K., the discussion that follow will amplify the decision-making prones of the U.S.A.

IV.2.b The U.S.A.

In the U.S.A., colleges and universities, both public and private, are chartered by the states in which they are functioning. There is no central authority with overall responsibility for the organization and control of Higher Education. In this country, education has been considered a state subject. There is an office of education in the U.S. Department of Health, Education and Welfare which is the primary agency of the Federal Government. It has three main responsibilities, viz., (i) educational research, (ii) educational services which cannot be undertaken by a single state, and (iii) the administration of grants to the member states. Each of the fifty states is responsible for its own educational system. Thus, educational policies and practices differ among the states. Many states have created the state board of education. The state educational agencies have three main functions: (i) leadership, (ii) regulatory and (iii) operational.

Traditionally and legally, the authority of the
governing body within a college or university has been vested in a board of trustees, but the role of academic leadership has fallen mainly upon the President who carries out the internal administration with the assistance of several administrative officers. Thus, the internal process of decision-making is taken by the President or rector with the help of the boards of trustees.

The state governments on their part have delegated this responsibility to local boards. People in every state enjoy freedom to establish schools or colleges of their liking; but there are state boards of education for determining the broad educational policies.

John J. Corson expresses his views regarding the role of faculty and students in decision-making in this way:

Faculty members and students claim a greater part in its governance than do their counterparts in other organizations. The faculty claims in increasing measure, a voice in decisions about their compensation and working conditions, and in addition they claim the right to select their colleagues. Increasingly, students are claiming the right to determine the individual course of study and their own living patterns. And both claim the right to participate in shaping the policies of the whole institution.18

It may be concluded from the above statement that the students and faculty members claim for their rights in the policy making of the whole institution; even though they enjoy the good facilities in their colleges and universities.

IV.2.c The U.S.S.R.

The universities and institutes are administered by sectors and directors who are directly responsible either to the Ministry of Higher and Secondary Special Education or to the corresponding Ministry at the Republic level which appoints them. Admission of policies are decided on the basis of state economic plans. Bereday states in this regard:

In U.S.S.R., a socialist country, the control of education is centralised and schools reflect rapidly change in overall social policy in response to the new problems. In revolutionary Russia many progressive innovations were tried. Catherine II set up two progressive schools in St.Petersburg and also introduced field trips at the suggestion of Nikotai Novikov, a liberal leader. U.Belenkey emphasized the states responsibility of shouldering education.19

The responsibility of administration of education is divided between the Union agencies and the Republic or

local agencies. In each Republic, there is a Minister for Education. The fifteen Union and twenty 'autonomous Republics' have their own independent Ministries of Education. Grant observes thus,

The decisions are taken by the central authorities and these decisions are channelled through thirty-five ministerial bodies, with the communist party as an effective nationwide link and coordination. From ministerial level, command is passed on to provincial or city departments of education, then to district departments and finally to school directors and teachers.  

It may be concluded from the above statement that the decision-making process in the U.S.S.R. is completely in the hand of Central Government.

The general term for Higher Education in U.S.S.R. is VUZ (Vysshie Uchebnoe Zavedenie). Foreign Education Digest suggests in this regards,

The U.S.S.R. Ministry of Higher and Specialized Secondary Education controls the institutions of Higher Education. It also determines and co-ordinates the curricula rules for admissions, examinations, textbooks, academic standard and research work. Other ministries, industrial and agricultural trusts maintain institutes, but are subordinate in educational matters, such as curricula, syllabi, and construction plans to the ministry of culture.  

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The above statement clarifies that the Central Ministry of Higher and Special Secondary Education controls the policies of Higher Education.

Theodore has stated in the following words about the university decision-making process in U.S.S.R.,

The universities and institutes are administered by rectors and directors, respectively, who are directly responsible to the Federal or Republic Ministry which appoints them. They work out the institutions curriculum and program in collaboration with the academic Council, elected from among the heads of faculties of various departments.22

It can be concluded from the above statement that the internal policies are decided by the heads of the universities and institutes of Higher Education with the help of the academic Council in the U.S.S.R.

IV.2. d India

Indian universities are established by an act of either Union Parliament or a State Legislature. They enjoy eternal autonomy. That is why general policies are laid down by the Government.

In this section, the investigator will make the study of decision-making process of the universities in India.

A. K. Rice states in this regard,

Much of the discussion I hear about the rights of faculty and students to participate in decision-making seems to me to beg the question of the delegation, upwards and downwards of responsibility and authority for implementation. Of course, implementation nearly always involves interpretation and interpretation can itself frequently make policy and establishment precedent. But in the long run, a working group that will not tolerate interpretation and implementation by those to whom leadership and executive roles have been assigned destroys its own leaders and renders itself impotent.23

A. K. Rice has thrown light on the policy of making decisions in the administration of the universities. He suggests that there should be rights of the faculty of students to make decisions. In the modern times, the autonomy of the university should have a democratic outlook. The authorities of the university should consult the leaders of the students before the implementation of any decision affecting the students. The university authority should change the policies according to the changing needs of the society.

The Higher Education in India is a joint responsibility of the central and the state governments. Though education is a state subject, the central government is fully responsible for the administration of the Central Universities of Aligarh, Banaras, Delhi and Vishva-Bharati. Central government is also responsible for those

institutions which are declared to be institutions of national importance by law passed through both the houses of the Parliament. Central government is also responsible for co-ordination and maintenance of standards in the institutions of Higher Education, and especially for research work and scientific and technical education.

Central Government has some educational boards to discharge its constitutional functions. They are CABE (Central Board of Education), IUB (Inter-University Board), UGC (University Grants Commission), NCERT (National Council for Educational Research and Training), etc.

All the universities of India except four central universities are in the control of the concerned states. The universities are founded by the Act of the State Legislature. They, therefore, depend upon the State Government for their constitution and powers. They get all the financial aid from the State Government, for recurring and non-recurring expenses.

So far as the internal administration of the university is concerned, generally in all the Indian universities, the Governor of the state concerned is the ex-officio Chancellor or the nominal head of the university and the Vice-Chancellor who is a full-time paid officer and the chief academic and the executive head handles the
day-to-day administration of the university and takes the decisions of the internal policies with the help of Senate.

IV.2.5 Observations and Comments

The following Chart No.IV.3 will give the comparative idea of the decision-making process in the U.K., the U.S.A., The U.S.S.R. and India.

| CHART IV.3 |

1. It can be seen from the above chart that the administrative policy of Higher Education is carried out by the Senate, and the academic Council in the U.K., the U.S.A., while, in India, the same has been carried out by the Syndicate of the university, while, one may not find the same policy in the U.S.S.R. In this country, the administrative policy is determined by the Ministry of Higher and Special Education and executed through the academic Council.

2. One would like to know who is responsible for the academic policies for Higher Education in these countries. In all the countries under study, the same has been decided by the academic Council. It is worthy to note that in the U.S.S.R., for academic aspects, even the Chief Librarian and representatives of the Ministry have their
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<tr>
<td>(a) Administrative Syndicate is an executive body in the administration of the university.</td>
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<td>(b) Academic Policies</td>
<td>the Academic Council handles the various boards of studies.</td>
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<tr>
<td>(c) Financial</td>
<td>Senate is the supreme decision-making body with the power of appointment and appellate jurisdiction. Grants decided by U.G.C. are awarded by Governments and the U.G.C.</td>
</tr>
<tr>
<td>(d) Governmental</td>
<td>Union as well as the Governments formulate the policies in national affairs.</td>
</tr>
</tbody>
</table>

*University autonomy in the field of various aspects is shared by the Syndicate, the Senate of students, the Senate of staff, the content of courses, and standards of degrees.*
own say.

3. It would be interesting to note that in all the countries under study, the financial policy is determined by the different bodies. In the U.K., the financial policy is fixed by the Council of the university and the grants are paid by the U.G.C.; in the U.S.S.R., the board of trustees looks after the finance and the grants are paid through the financial agencies, while, in India, the Senate approves the budget and fixed percentage of grants are paid either by the State Governments or the Central Government. The U.G.C. in India, gives special grants for the maintenance of standards or for the development of programmes. But, the U.S.S.R. is the only country where the Ministry of Higher and Special Education is responsible for finance.

4. In formulating the policy of Higher Education, the government plays an important role and gives directives to the universities. In the U.K., the Secretary of State for Education and Science determines the policy. It is said that the U.S.A. is a democratic country and freedom is given to the universities, but the government controls Higher Education by appointing the numbers in the control board of Higher Education. In this country, each state determines its educational policy and the institutions of
Higher Education have to fulfill these requirements. In India, the Union Government and the State Governments formulate the policies in educational affairs. Is it not the dualism in education when education is treated as a state subject? One can understand about U.S.S.R. where everything is determined by the government and education is not an exception to it.

5. One would like to know whether any powers are given to the university in Higher Education. It has been observed that admission of students, appointment of staff, prescription of courses and maintaining standards are decided by the respective universities, while, in the U.S.S.R., the same has been centralized and the Ministry of Higher and Special Secondary Education is responsible for the purpose.

**Problems**

1. **Which are the Difficulties in the Process of Decision-Making in the Universities of India?**

As the Vice-Chancellor is an executive head of the universities in India, his decisions are one-sided, full of subjectivity, related to caste and creeds; if he is not an academician and an eminent scholar but a purely party-politician.
In some universities, it is found that the members of the Senate, the Syndicate and the academic Council do not co-operate the Vice-Chancellor. In such events, the government should pass the direct commands as in the Russian universities.

In the Indian universities, the decisions are not controlled as in the U.S.A.

Besides, there are problems of students' indiscipline and unrest in the universities.

The second problem is that:

2. **Should the Student Participate in the University Decision-making Process?**

As far as the student welfare is concerned with the university decision-making process, the student participation is welcome. In India, some universities have started their attempts. They are the University of Waltair and the Punjab University. The Trivandrum University has been pioneer in making the statutory provision for the student participation on the Executive Council of the University.

The British Vice-Chancellors are in favour of providing the participation of students in the decision-making process of the universities. In India, there are some Chancellors and Vice-Chancellors who are against that
opinion. They have shown the fear of indiscipline and further deterioration in the academic standards. They oppose only granting student-representatives a place on the university Executive Councils. The another group would like the student participation in the decision-making process of the university; with the ultimate powers of the university bodies like Executive Council, the Senate, the academic Council, the faculties and the Boards of Studies.

The Education Commission feels that the proper sphere of university autonomy lies in the selection of the students, the appointment and the promotion of teachers and the determination of courses of study, methods of teaching and the selection of areas and problems of research. Regarding the decision-making process the university should give autonomy to the concerned departments and the constituent colleges. In India, the traditions of university autonomy is fairly strong but it needs to be consolidated.

In U.S.A. colleges and universities, both public and private, are chartered by the states in which they are established. There is no central autonomy with overall responsibility for the organization and control. Each state retains the right to issue charters for new institutions. But private institutions, though still comparatively independent, now feel a measure of state
control. In 21 States the government exercises some supervision over an independent institution of Higher Education even after issuing the charter. Traditionally and legally, the authority of governing within a college or university has been vested in a board of trustees, but the role of academic leadership has fallen mainly upon the President who carries on the internal administration with the assistance of several administrative officers.

In the U.S.S.R., the process of decision-making is in the hands of government totally. The ambit of internal autonomy of universities and higher institutes is restricted due to the fact that the administration and the finance are the responsibility of the government. Some of the specialized institutes are subordinate to government departments. Republics and central services guide the universities under their jurisdiction on all questions like finances, admissions, teaching and research. In the internal autonomy of the universities or higher institutes, a rector along with the vice-rectors deals with pedagogical, scientific and administrative questions within the limit set by the central or republic government. The rector also heads a council consisting of vice-rectors, the deans, professors in charge of departments in faculties and certain teachers, officials of industry and agriculture. In other words, the institutions go out to the society and
the society involves itself in the institutional work, for 'strengthening the ties of school and life'.

In U.K., the universities are governed by a triumvirate of bodies, the court, the council and the senate. The court and the council are made up of lay members and the senate is made up of the senior members of the faculty. The powers of the Vice Chancellor range from institution to institution. In some they are only ceremonial and in others quite substantial. Faculty power and academic freedom are great, even greater than in many American universities. But the independence is not complete. Since most of the funds have to come from the government and the UGC, it will all depend upon the financial decisions of the government and the distribution by the UGC. The UGC acts as a buffer state between the government and the universities.

The university autonomy in Britain takes a middle position between the two patterns - American and European. The British universities cannot be compared in size and independence with the American counterparts.
1. The lay elements are desirable in the representation of the Senate, but should not be in majority. They should not any controlling or dictating power upon the university affairs.

2. The size of the court should be between seventy to hundred members of whom about half should be external.

3. Representation to the Parliament should be given in the case of central universities and the state legislature in the case of the state universities.

4. The representation of the local bodies on the Senate should be restricted to the Municipality or the Corporation in whose jurisdiction the university is located.

5. All the teachers of the university should be informed about the changes in the university policy.

6. The members nominated by the Chancellor on the Syndicate should not be more than four in a body of fifteen to twenty members.

7. The Syndicate cannot appoint the heads of the various departments in the university. It is not after all an academic body of the university.
8. The maximum university teachers should be given the chances for the membership of the university Syndicate by avoiding election system.

9. The relation of the Syndicate should be humanitarian with the Vice-Chancellor in all the decisions of the university affairs regarding instruction, examination and research.

10. All the progressive universities must have academic Councils to inspire and try out innovations in the various faculties of the universities.

11. The non-academic members of the Senate should have no powers in taking decisions on the academic affairs. In the decisions regarding academic affairs the maximum chances should be given to the teachers.

12. The students should be free to meet the Vice-Chancellor and the Deans of the faculties. They should have right to meet the members of the Syndicate to discuss with them their needs and problems.

13. The Government should not interfere in the academic matters of the university. The university should be free from the obligation either of the state or of the central governments in the decision-making process.
Educational administration is relatively a recent concept as compared to the other disciplines like politics, law, trade, engineering and medicine. Educational administration, on the other hand, is concerned with the management of things as well as with human relationship. It is, therefore, primarily a social enterprise. As Almack and long put it,

"Administration exists for the purpose of getting things done." 24

It has been emphasized in the above quotation that existence of administration is mainly for getting the things done. In other words, administration fuses the individuals to work in a better and a systematic manner.

While administration is a living and dynamic process and is concerned with getting things done and policies operated, it demands that there should be a body of basic principles on which an administrator bases his activities. There are five administrative principles, which may be put as under:

1. Planning,
2. Organization,
3. Direction,
4. Coordination, and
5. Evaluation.

The administrator has to plan, to organize, to direct, to coordinate and to evaluate the working of the institution. It should be borne in mind that no amount of planning, organization, direction, coordination and evaluation will be of any use, if it is divorced from the human beings.

After having the clarity of the word educational administration and the basic principles underlying the same, the investigator will discuss how Higher Education is administered in the countries under study.

IV.3.a The U.K.

There are three branches of Higher Education in the U.K. They are: Universities, Colleges of education and advanced courses in technical colleges and other institutions of further education.

(1) Universities

As universities administer themselves according
to the terms of their individual charters, their forms of
government vary. Universities should autonomous bodies. On
this connection, Oxford and Cambridge are each composed
of a member of residential colleges which are corporate
bodies governed by their own fellows and distinct from the
university. Only the universities have the right to confer
degrees, they provide central libraries and laboratories as
well as much formal instruction.

Sir James has expressed his views about Higher
Education, as:

In any present day discussion of the
nature and functions of our universities, it
is a cardinal premise that they are and
should remain autonomous institutions and
must be allowed to enjoy complete academic
freedom, without which, not only their status
but their effectiveness would be impaired to
the ultimate disadvantage of the community.25

This statement amplifies that the universities in
the U.K. should remain autonomous in the administration of
higher education. But A.P. Singh disagrees with this state-
ment and he has argued, "Education can never be purely
autonomous process, independent of time and place and
conducted according to its own laws."26

25 Sir James Mount Ford, British Universities, (London:

26 R. P. Singh, and others, Studies in Comparative
It is said in the above statement that education is governed by time and place. Therefore, education can never be purely autonomous.

Universities in U.K. are the autonomous having their own administration. University administration and management of U.K. can be divided into following two categories:

1. General Establishment and Management

2. Financing

(1) General Establishment and Management

The Senate house has an important power in the management in the universities of U.K. The other part of the administration is known as the Governing Council or Governing Court. The Senate house plans for the educational schemes and programmes and advises the Governing Council on the related problems. The members of it are selected from the heads of various departments. The members for Governing Councils in different universities are from their own staff. The Governing Council is free from all types of administrative aspects. Generally, the government does not interfere in the university administration. Under the special case, the government can appoint a charter or a commission for inquiring about the
related matters. The members of this commission are the university teachers or officers. This type of inquiry may take place only on the request of the university authorities.

Faculties regulate the teaching and the study of the subjects coming under their control. Generally, they discuss the problems given by the Senate. They report on ordinances and regulations and submit curricula to the Senate for approval. Sometimes, they recommend for the appointments of the staff.

In the English universities and in Wales, the Council and to a lesser extent, the Senate rarely formulate policy by discussion at their own meetings. Financial control is vested in the committee of the Council. Control over academic matters is exercised by the convention of controlling the direction of the current of business.

Appointments are made by the Council. In practice, a selection is made by an 'Ad-hoc' selection committee, and its decisions are accepted.

The Vice-Chancellor is the ex-officio Chairman of all the important committees of the university. He is the academic as well as an executive head of the university. His formal powers are not so large. But indirectly, he is the Chairman of all the committees.
He is considered to be the most influential officer. His role is to help the Senate and Council in making the policies. The decisions are carried out by the university administration under his direction. The Pro-Vice-Chancellors are appointed by the Council on the recommendation of the Vice-Chancellor to assist him.

Deans are usually the heads of the departments elected for the post by the members of the Faculty Board. Normally, the tenure for the post of the Dean is of two years, in rotation. He is the Chairman of the Faculty Board, and its committees. He has no formal power to check the work of the other departments. He has no financial control over the other departments. He is an ex-officio member of the university committees. He can exercise considerable influence but he cannot exercise more influence due to the short period of this post.

Heads of the departments and the professors are the ex-officio members of the Senate.

The Registrar has no formal responsibilities in the formulation of policy. He is the Secretary to the Senate and Council. His major functions are to work as a Secretary to the Governing Body, to execute the routines of decisions under the supervision of the Vice-Chancellor.

The Bursar is the chief financial officer of the
university. He is responsible to the Vice-Chancellor or to the Registrar but he is empowered directly to draw matters to the attention of the Finance Committee of the Council.

IV.3.b The U. S. A.

The institutions of Higher Education in U.S.A. may be generally divided into three categories, from the point of view of finance and control as under:

(i) Centrally Controlled Institutions.

(ii) Institutions run by the State Government or other Public Bodies.

(iii) Institutions under the control of private or religious bodies.

The Education Department in 1950 collected the figures of institutions of Higher Education. There were 1851 institutions of Higher Education till 1950 in U.S.A. From these, one third was controlled by the Federal or the State Governments or by other public bodies. The remaining two-third was managed by private or religious bodies. In most of 1954, the number of institutions reached 1951. In the States of U.S.A., the State Government controls the institutions run by religious and private bodies. Now-a-days, the attempts have been made to widen the control of the
executive branch and administrative authorities of the State Government. The State control over the Higher Education is limited. In certain States, there are organizations formed on the model of State organizations. In spite of the limitations over the education, there is freedom in adopting the systems of educational programmes. Every institution of Higher Education is independent for framing their educational policy and is not compelled to have organizational relationships with other institutions.

The pattern of American universities differs from State to State. Professor Alvin D. Loving states, "The purpose of university administration is to assure a smooth and efficient operation, which, in turn, should assure the achievement of the highest academic standards of research, teaching and service." 27

It can be understood from the Loving's statement that the aim of university administration is to ensure higher standards in education and promote educational research for maintaining the academic standards in education.

27 Alvin D. Loving, Administration of an American University: Symposium on University Administration, (Baroda: The M. S. University of Baroda, 1968), p.9.
Governance of the University

The University of Michigan is governed by a Board of Regents, a corporate body of eight elected members. The term of office is for eight years. Two of the eight members are elected every two years and thus, the continuity of the terms goes on. The Regents belong to the party having success of a long period. The Democratic or the Republican party has to elect the members of the Board of Regents. The President of the university is an ex-officio member.

The Regents hold their meeting once in a month. They discuss the official business of the university and submit it to the President. The President delegates the responsibilities of presenting the business through his seven Vice-Presidents. All minutes are kept on record by the Secretary of the university who assists the President.

The Chief Executive Officer of the university is the President who can serve till he retires at the age of seventy. He is appointed by the Board of the Regents through the recommendations of the officers of the university Senate and the Syndicate. The Board of Regents gives him full authority to act on their behalf. He all presides over the official functions of the university such as convocation, commencements and meetings of the
executive officers. He administers the Code of the Board of the Regents which is the governing rules and regulations of the university.

The seven Vice-Presidents and the Secretary of the university constitute the executive officers. All the Vice-Presidents hold Ph. D. degree, and are rankers of the university. Before holding this post, they have worked on other posts of distinction too.

Board of Control

Every institution of U.S.A. for Higher Education is controlled by the board of trustees. Every institution has a separate board made from the members elected and selected. The members of the board that control the state or public institutions of education are appointed by the Governor or by the officer of the government. Most of the boards for the private institutions are elected bodies. The old members and the respected citizens are the electors of the board. The members of the religious boards are appointed by the religious leaders or authority. The board has all the rights of administration for controlling the institution.

Chief Executive Officer

The Chief Executive Officer for Higher Education
is called the President. He is appointed from outside the university personnel. He is elected by the members of the board. Presidentship is an office of dignified status. The members of the board generally, entrust their executive rights to him. His duties and responsibilities are as under:

1. Guiding the educational policy of the institution along the lines determined by the State.

2. Looking to the efficiency of the institution and keeping in mind its future development.

3. Responsibility of the progress for educational programmes.

4. Checking the income and the expenditure of the institution often.

5. Seeing that the funds are properly utilized.

6. Being a medium of communication between the institution and the control board.

7. Making arrangement to get money in time to meet the expenditure of the institution.
The teachers of the university are the members of the legislative body. The teachers are distributed into different faculties as per the needs of the institution. The faculties recommend the award of degrees to students. They also decide the curriculum and the educational programmes and guidance. The teachers are selected for administrative posts also. Their main function as administrators is to help the President in the management of the institution. The following administrative authorities are found in the university or in a college:

(i) Dean of the College
(ii) Dean of the Students
(iii) Business Manager
(iv) The Registrar
(v) The Public Relation Officer

After having the discussion of administration of Higher Education of U.S.A, the investigator would discuss the same of the U.S.S.R.

IV.3.c The U.S.S.R.

There exists a separate Ministry of Higher and Secondary Special Education in the U.S.S.R. Under articles 76 and 78 of the Soviet Constitution, it operates as a
Union Ministry having coordinate ministries in the various constituent republics. The ministry is divided in a large number of bureaus. Four bureaus are responsible for the administration of universities and institutes, a bureau for teaching social sciences. Other bureaus have personnel and maintenance functions. The ministry has full and direct control over universities and institutes. The universities and institutes are concerned with traditional disciplines.

Raja Ray Singh has stated in his report, "The administration of education in the U.S.S.R. is based on the principle of central direction combined with local initiative."28

It is clear from the statement that the education in the U.S.S.R. is under the control of the Union Government. The Supreme Soviet of the U.S.S.R. performs the functions of all the legislative authorities. The Supreme Soviet elects the Presidium, constructs the Council of Ministers which functions as the U.S.S.R. Government. "Each Union Republic has a Ministry of Education, but there is no Ministry of at Federal level."29

The Ministry of Higher Education is a Federal Ministry. Upto 1959, there was no ministry at the Republic level except at Ukraine. Now-a-days, there are Ministries of Higher Education in most of the Republics that control universities, higher technical and other institutions. The

29 ibid., p. 6.
Ministry of Higher Education controls the contents of the courses, general education and methodology. The Ministry approves the curricula, confirms the degrees, and appoints authorities for the officers at higher level. The most important function of the Ministry of Higher Education is to coordinate the syllabi for post-secondary education.

All Union Ministry for Higher and Special Secondary Education controls the general education and the establishment of the institutions of Higher Education. Most of the control is exercised by the Union Republics. Each Republic has certain institutions for higher educational administration. The Republic authority controls and administers the following institutions.

Universities, polytechnical institutes specializing in industry power, electro technology, radio technology, physico-technology, chemical technology, food industries, fish industries, textiles, engineering, economics, law, architecture, and workshops, etc.

There are 20 autonomous Republics in the U.S.S.R. of which 15 are RSFSR (The Russian Soviet Federated Socialist Republics). Each region is divided into district. At all administrative levels, there are departments and offices of education to advise other local matters i.e. building programmes, budget, students'
The basic principles of administration is one man's responsibility combined with collective consideration of all problems.

The head of the Ministry is the Minister appointed by the Supreme Presidium on the recommendation of the Council of Ministers. He is assisted by the five deputy Ministers. There is a collegium, which is composed of Minister as a Chairman, deputy Ministers and three heads of the main departments. It is approved by the Council of the Ministers of the Republic. It can be represented diagrammatically as under:

Supreme
Presidium

Minister for
Education

Deputy Minister
Deputy Minister
Deputy Minister
Deputy Minister
Deputy Minister
Composition of Collegium

Chairman
Minister for Education
Dy. Chairman
Members
Three heads of the departments

The second authority of Labour Reserves has control over lower vocational schools with no responsibility of their maintenance. The committee of the physical education is attached to the Council of Ministers which is responsible for the administration of the Specialized Education. Each Union Republic has a Ministry of Public Education with responsibility for all general education.

As Nicholas Hans states:

The ministry maintains technicums, teacher training schools and higher establishments of teacher education, although controlled at the Federal level. The various ministries and industrial, agricultural administrations and trusts run the specialized WUZ which is coordinated by a chief administrator for higher education in the Ministry. 30

It can be seen from the above statement that

and higher institutions by teacher education. Hence the question can be put, how is the administration of education governed? In this connection, Kandel observes, "The administration of education is governed by Lenin's principle of centralized supervision and decentralized activity."31

It is clear by the above statement that the administration of Higher and Special Education is run on the principles of Lenin.

The universities and institutes are administered by rectors and directors who are directly responsible either to the Ministry of Higher and Secondary Special Education or to the corresponding Ministry at the Republic level which appoints them. Admission policies are generally decided on the basis of State economic plans. Advanced research is carried on in three kinds of institutions: the advanced institutes under the Academy of Sciences and the Academy of Pedagogical Science; the universities or institutes and the industrial or agricultural laboratories and factories or farmer.

After having the glance at the administration of Higher Education of the U.S.S.R. the investigator would discuss the same of India.

The Higher Education in India is imparted through the universities and/or their affiliated colleges. There are also some deemed institutions to be considered as universities. The real figures as quoted in the 'Report of the Ministry of Education and Youth Services' are as under:

There are 74 universities and ten institutions deemed to be universities under Section 3 of the U.G.C. Act. The number of colleges stands at 2,899 and the total student enrolment in the universities and colleges at 19,18,972 during the last three years' enrolment has been rising at an average rate of about 13.2 per cent per annum.32

It can be seen from the above statement that there are 74 universities and ten institutions are enjoying the status of the universities. This shows how the Higher Education in the country enjoys freedom.

Out of these 74 universities, four are the central universities, namely, Aligarh, Banaras, Delhi and Visva Bharati. Central universities are directly administered by the Union Government. The establishment of two more central universities are there. These two are: the Jawaharlal Nehru University and a Central

University for the North East Front Region of India. The rest are the State universities that are maintained by the States concerned.

The Indian Higher Education is in partnership of the Central and the State Governments. According to our Constitution, education is a State subject, though, the Central Government takes up certain responsibilities. As far as Higher Education is concerned, the Central Government is responsible for the administration and finance of the Central universities. It is also responsible for the maintenance of standards of Higher Education, research and technology.

The following are the advisory bodies to help the Central Government from time to time on the questions of university education:

(a) Central Advisory Board of Education
(b) Inter-university Board
(c) University Grants Commission
(d) National Council for Educational Research and Training (NCERT)

Except the Central universities, other universities are under the control of the State Governments. These universities are established by the State Legislature. They depend for their powers and constitution on
the State Government. In State universities, the Governor of the State is the Chancellor of the university, although the Vice-Chancellor is the chief academic and executive head responsible for the day-to-day university administration. Some universities have rectors or pro-Vice-Chancellors too.

In the university administration, a Court, a Senate is the supreme governing body, having budgetary and appellate powers. It consists of a large body of academic and non-academic representatives. The executive body in immediate charge of the university matters is called the executive council or the Syndicate. It administers the funds and the properties of the universities and takes the responsibility of day-to-day administration. The third authority of the internal administration of university is the faculties of the university. The faculties function through the Boards of Studies or Committees of Courses or Departments of Studies. They consider the details of the particular subjects. Most of the universities have an academic Council to maintain the standards of teaching and examinations. Most of the universities have Standing Finance Committees and Statutory Boards for the appointment of the university teaching staff.
Generally, the Indian universities depend on the Central Government or the State Legislature for their Constitution and powers. Still they enjoy autonomy in their internal administration. Now-a-days, the governments are interested in the day-to-day affairs of the university administration due to some political influence. John Motthai, the ex-Vice-Chancellor of the Bombay University has observed that the present system of making Governors the Chancellors of universities must ended and by that the political influence of the universities will be removed. In this respect, D.M. Desai remarks:

Higher Education is an extremely vital sector of education. Its administration has suffered considerably as a result of the policy of the government to accord higher priority and apportion larger funds to elementary and secondary education. The heavy burden thrown on private enterprise has its roots in this policy. But for the prominent and effective role played by the UGC in general Higher Education, D.M. Desai is of the opinion that the government pays through the UGC for the betterment of general Higher Education, even though her policy is to collect from the public fund.

From the foregoing review and analysis of the
structures of educational administration in the Higher Education of the countries under study the investigator would arrive at the following observations.

**IV.3. Observations**

It has been observed that in U.K., the universities are having their own administration and management, while in the U.S.A., it is more democratic and decentralized. The British structure could be called a centrally administered structure. As the U.K. is a small country in size, it can afford to keep a central system of administration; but it is difficult for the country like India; as she is a wide and a big one. In the case of the U.S.A., the State Department of Education, administers the rules, laws and policies of the government. Every institution of Higher Education is administered by a local committee. The Higher Education in the U.S.A. is completely democratic and decentralized. In India, one can adopt their democratic process of administration, but it is very difficult to collect such funds from the local sources as in the U.S.A.

In the case of U.S.S.R., the administration of Higher Education is centralized under the control of Central and the State Governments. India as a democratic country cannot adopt that autocratic process of administration.
The comparative chart on Page No. reveals the different aspects of administration of Higher Education in the countries under study.

Taking the U.K., one can say that Britain embarked on constitutional democracy through a slow process from Monarchy to Limited Monarchs and to Democracy. It is a whole history of the development of democracy in the U.K. Role of the Government also grows as a slow and steady process in the field of Higher Education. The head of an English university is a Vice-Chancellor, who is appointed by a university on the advice of a special committee. One can find the evolutionary process which is leading towards conservatism in the English education. The Vice-Chancellor in U.K. is assisted by a pro-Vice-Chancellor, the Registrar and the Bursar. The University Grants Commission maintains the uniformity in the standard of Higher Education in the U.K. But the responsible authority of the English university is the Secretary of State for education and science. He presides over the Department of Education and Science, assisted by two Ministers of State and two Parliamentary under-Secretaries. Education in the U.S.A. is, by law and custom, a state responsibility. The Constitution of the United States leaves the right and responsibility to organize and control its educational systems to each State. The executive head of the
<table>
<thead>
<tr>
<th>Questions</th>
<th>India</th>
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<tbody>
<tr>
<td>1. Who is an executive head of the university?</td>
<td>The Vice-Chancellor</td>
</tr>
<tr>
<td>2. Who is the head of the college or institute?</td>
<td>The Principal</td>
</tr>
<tr>
<td>3. Who assists the executive head of the university?</td>
<td>The Indian Vice-Chancellor is assisted by a Registrar and an Assistant Registrar only.</td>
</tr>
<tr>
<td>4. Who is appointing authority of an executive head of a university?</td>
<td>The Indian Vice-Chancellor by the Chancellor or elected from the panel submitted by the Syndicate to the Senate subject to the approval of the Chancellor.</td>
</tr>
<tr>
<td>5. Who maintains the uniformity in standard?</td>
<td>The University Grants Commission.</td>
</tr>
<tr>
<td>6. Which Government is responsible for Higher Education?</td>
<td>The Federal as well as the Government.</td>
</tr>
</tbody>
</table>
university in the U.S.A. is called 'President', while the head of an institution or a college is known as a Dean. An executive head of the university is assisted by a group of seven Vice-Presidents, who are appointed by a Board of Regents upon the recommendation of the Senate and the other executive officers of the university. The universities in the U.S.A., receive the grants through the accrediting agencies. The universities are autonomous in the sense that ordinarily they are self-governing, their policies are being determined by the board of trustees, the faculty and the administration. Even in the State universities, it is the exception rather than the rule for the State Legislature to interfere in the strictly academic affairs of the university.

In the case of the U.S.S.R., the head of the university is called 'rector' while that of college is known as a 'director'. The word director itself convey the cognition of dictatorship in the field of Russian Higher Education. The rector is assisted by two officers, viz., one for administrative and financial aspect; while other for an academic side. He is directly appointed by the All Union Ministry of Higher and Specialized Education in the U.S.S.R. The U.S.S.R. Ministry of Higher and Specialized Secondary Education is the coordinating agency on a national scale and ensures that scientific
and educational standards are maintained. Many higher schools of the Soviet Union are managed and maintained by the Union Republics. Every Republic has a Ministry or committee in charge of colleges located on its territory. The Union Republican and All Union bodies supervise all aspects of college administration — viz., finance, enrollment, teaching and research, allocation of jobs, postgraduate courses, etc. The independence of Union Republics in this respect enables the higher school to become a school of the nationality of the Republic.

In case of India, the Vice-Chancellor is an executive head of the university. He is assisted by a Registrar and his office staff. He is appointed by the Chancellor or elected from the panel submitted by the Syndicate to the Senate subject to the approval of the Chancellor. The State Governments have to share the responsibilities with the universities, the UGC and the Federal Government in the field of Higher Education. Higher Education is a Centre-State partnership in India. At the university stage, the Ministry of Education and Youth Services is mainly concerned with: (a) The five central universities, (b) The institutions deemed to be administered under Section 3 of the UGC Act, (c) Coordination and maintenance of standards of Higher Education as laid down in the Constitution through the UGC, (d) The
rural institutes of Higher Education and (e) A few other programmes of Higher Education.

Thus, the basis of Indian administration of Higher Education is the resultant outcome of the Constitutional directives and also of country's growth in democracy.

What India Can Adopt from the Universities of U.S.A., U.S.S.R. and U.K. in the Field of Administration?

In U.S.A., every institution has got its independent educational policy. Every institution of Higher Education is administered by a committee. An advisory committee is also appointed from the teachers to help the chief administrative officer. American President is assisted by a Secretary and a group of seven Vice-Presidents for the administration of the university. Indian Vice-Chancellor also should have some assistants to help him in the university administration. In the universities of the U.S.S.R., there are two assistants to help the rector. From the English universities, we can adopt the system of appointing the Chancellor and the Vice-Chancellor by the Court.

Suggestions

1. If the Indian Vice-Chancellor is the academic and administrative head, he should be given full freedom in the administration of the university.
2. State interference in the autonomy of a university, should be removed i.e. the retired politicians should not be appointed as the Vice-Chancellors.

3. The Chancellor and the Vice-Chancellor of our universities should be appointed by the Court; as in the English universities.

4. In English universities, there is a post of a Bursar, the chief financial officer. We should have that post to decrease the responsibility of the Vice-Chancellor and the Registrar in our universities.

5. The American President is appointed by the Board of Regent upon the recommendations of the university Senate and the executive officers; we may follow that pattern in the appointment of the Vice-Chancellor.

6. American President is assisted by a Secretary and a group of seven assistant Presidents; our universities should think over in this regard for the better administration in the democratic state.

7. The highest officer of the Soviet university is the rector - assisted by two officers to help him in the administration and the academic sides of the universities; our universities should start that pattern to help the Indian Vice-Chancellors.
8. We should give the chances to our students in the administration of the universities as in the American universities.

9. The Vice-Chancellor should, as a rule, be a distinguished educationist or an eminent scholar with adequate administrative experience. He should be appointed for a period of five years in the same university. His age of retirement should be 65 years.

10. For the centralization in the administration of Higher Education, there should be a Board of Higher Education at the Federal Government and it should be assisted by a Board of Higher Education in each State.

IV.4 OBSERVATIONS AND COMMENTS

After discussing the Types of institutions, decision-making process and administration of Higher Education in the U.K., U.S.A., U.S.S.R. and India, the investigator would present in the following chapter, the comparative idea of all the aspects as shown below:
A Comparative Chart of The Administration of Higher Education

<table>
<thead>
<tr>
<th>Types of Institutions</th>
<th>Authority</th>
<th>Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Three Broad Groups of Institutions</td>
<td>(1) The Heads of the State are responsible for matters of broad principle.</td>
<td>(2) Details are worked out by respective boards of trustees.</td>
</tr>
<tr>
<td>(2) Universities</td>
<td>(3) Authority is with the respective board of trustees.</td>
<td>(4) Details are worked out by respective boards of trustees.</td>
</tr>
<tr>
<td>(3) Colleges and Professional Colleges</td>
<td>(4) Authority is with the respective board of trustees.</td>
<td>(5) Details are worked out by respective boards of trustees.</td>
</tr>
<tr>
<td>(4) Institutions</td>
<td>(6) Authority is with the respective board of trustees.</td>
<td>(7) Details are worked out by respective boards of trustees.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Aspects of Administration of Higher Education</th>
<th>Country</th>
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</thead>
<tbody>
<tr>
<td>(1) Decision-making process</td>
<td>0.5.4.9</td>
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<tr>
<td>(2) British universities</td>
<td>0.5.9.4</td>
</tr>
<tr>
<td>(3) Private universities</td>
<td>0.5.4.9</td>
</tr>
<tr>
<td>(4) Public and semi-public universities</td>
<td>0.5.4.9</td>
</tr>
</tbody>
</table>

Note: Each State is responsible for its educational system.
1. It can be seen from the foregoing chart that in all the countries under study, there are universities which take the responsibility of Higher Education. Only in India, there are four types of universities, which in the remaining three countries, the universities are only teaching universities. One may find the University of Technology in U.K., the institutions of Higher Education in U.S.A. and Polytechnic institutions in U.S.S.R. Looking to the emphasis given to technical subjects, why should India not think of establishing the University of Technology?

2. Only British universities are a kind of Limbo between State control and full independence, while in the U.S.S.R., decisions are taken by the Central authorities. In India and U.S.A., education is a State subject, as a result of which the universities are established by the Acts passed by the State in the U.S.A. and by the State or Central Governments. While education is a State subject, why should the Centre take the responsibility of starting universities in India? Will it not be giving importance to some universities, though all universities are autonomous? In the U.S.A., authority lies with the board of trustees, while the same is with the Vice-Chancellor in India. In India, the Vice-Chancellor does not provide the academic leadership to the university as one may find
that President or the rector of the universities has the academic leadership.

3. With regards to administration of Higher Education in U.K. and India, an autonomous. While in the U.S.A. there are three categories of institutions viz. centrally controlled, run by the State Government or public bodies, run by the religious bodies. The administrative authorities in the U.S.A. are the Dean of the college.
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