"The organization of the university is usually described in simple terms: a board of trustees, which receives a charter from the state, appoints a President to administer, and approves a faculty to teach and to select the students to learn. The board, the faculty, the administration, and the students together make up the academic community which embraces a familiar triumvirate of functions—teaching, research and public service."

- JAMES A. PERKINS.
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V.1 ORGANIZATION AND ITS MEANING

Here, the investigator would like to define the educational organization in the form of structural framework or arrangement, a general plan for operation, the overall scheme in terms of which certain activities will be carried forward. The functions and activities of organization and administration are so closely related that at times, it is too difficult to separate them.

Education is an important area for national investment, which is a strongly acknowledged fact. As in other fields, here the results are neither very direct nor very tangible. The advanced countries of the world whose suit is now being followed by their less fortunate sisters, are busy spending money to raise standards of education. Micro-studies are also being conducted in these advanced countries for the progressive advancement.

For the effective system of education, there must be some scientific planning of its organization and administration. "Homans points out that an organizational structure is necessary when any group has a common task."¹ The provisions for organization, administration and financing should be of particular interest and concern.

3. There will be no provision or opportunity for participation by community or local groups in educational affairs, except when such participation is encouraged on a political basis to assure that there is no deviation from the philosophy of the state.

4. Local administrations and teachers will be expected to follow the directives issued from above and will be penalized if they fail to follow them.

5. If any variation or experimentation is permitted, it will be initiated by the central authority to further the purposes of the state.

6. The system will be efficient insofar as efficiency can be assured by centralized control and direction, but it is not likely to be creative and adaptive except as the authority for group participation or adaptation comes from above.

7. Communications and directives issued by the central authority always slow down without interruption or modification, but communications from these in the lower level may be stopped at any of the next higher levels, and in many cases may not reach the central authority.

The above statement signifies the detailed purposes of the organization in Higher Education, which explains the most democratic values of life in the day-to-day organization of education.

In the organization of the university education, the investigator has emphasized the structure of the officers of the universities, the status of the

universities in different countries. The relationship of the university to the government is also undertaken in this chapter. For the detailed study, it can be outlined as under:

1. The status of the universities.

2. The decision-makers in the organization of Higher Education.

3. The government and its role in the organization of Higher Education.

V.2 THE STATUS OF THE UNIVERSITIES

After discussing the organization and its meaning, the investigator will try to discuss the status of the universities in the nations under study. By the status of the universities, it is meant: how far the Higher Education is developed in the countries under study? What is the progress and advancement in the field of Higher Education in these four nations? What is the total strength of the students in the colleges and the universities? What is the total number of teaching staff? How much amount is spent for the Higher Education in the countries under study? All these questions will create a real status - position or a picture of the universities in a particular nation. Here, the investigator has been
Source: Edmund J. King, Other Schools and Ours, p. 71.
made attempt to depict the status of the universities on the basis of above questions. The nation-wide study of the same will be as under:

V.3.a The U. K.

The universities of the United Kingdom have equal rights and importance in the field of Higher Education. It is clearly stated in the report of Higher Education of 1963 under the Chairmanship of Lord Robbins. It reads as:

Our concern is that such distinctions should be genuine, based on the nature of the work done and the organization appropriate to it, and that nobody should think that in recognizing the existence of such distinctions by function we are implying that one kind of instruction is more important and valuable to the nation than another. All are needed to provide appropriate educational opportunities and to supply national needs.4

According to the Robbins' Report, the total number of the universities in the United Kingdom is thirtyone, excluding the recently established universities of technology which have taken birth from the former colleges of advanced technology. Only the universities have the formal power for granting the degrees. The new concept of the responsibility of the university in relation to the community is a modern. At present, it is being recognized that the specialized university

teaching and the research work should not be under the complete control of the state. The government should interfere in the university affairs. Society has the right to insist upon the minimum standards of efficiency.

Sir James discusses the expansion of the British universities as under:

The British universities at the present time have entered in a period of expansion, development, and organization unprecedented in their history; since 1945 the number of institutions of university status has almost doubled and the enrolment of students has increased almost fourfold: what the universities do and how they do it have become topic of general interest to the community at large.5

According to the above statement, the number of institutions of university status has almost doubled and enrolment of students have increased about four times.

In the U.K., there are about forty-four universities according to the British Information Service of 1970. This includes the universities of technology also.

The civic universities of the U.K. have played an important part to bring a notable change in the structure of the English society, from agriculture to industries. The civic universities sprang up to meet the

needs of the growing industrial progress reacting against
the traditional disciplines of the Oxford and the Cambridge.
These universities are free from any kind of religious
activities and they concentrate their attention to the
teachings of science, technology and modern subjects with
the aim of social and economic development.

British Information Service provides the latest
notes in this regard:

Recently two other institutions were
established. These are the Manchester School
of Management and Administration and the
London Graduate School of Business studies
which is associated with the London School
of Economics and the Imperial College of
Science and Technology (started in February
1969). These institutions award their own
Diplomas.6

The above statement shows the progress in the
field of Higher Education. The universities have maintained
their status well in the U.K. by expanding the
technological and scientific education.

All the universities in the U.K. provide the
post-graduate courses and research work. Mr. E.A. Allen
points out in his article, "They need to develop teaching
that makes pupils and students react creatively to their

6 British Information Service, Education in Britain,
EDUCATIONAL SYSTEM IN U.S.A.

Source: Edmund J. King, Other Schools and Ours, p. 115.
learning, toy with it and incubate it." The statement stresses on the development of the creative learning.

TABLE 1
Higher Education in the U. K.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total students enrolled</td>
<td>346,477</td>
</tr>
<tr>
<td>2</td>
<td>Female students</td>
<td>131,191</td>
</tr>
<tr>
<td>3</td>
<td>Percentage of Female students</td>
<td>38</td>
</tr>
<tr>
<td>4</td>
<td>Number of students per thousand population</td>
<td>7.16</td>
</tr>
<tr>
<td>5</td>
<td>Total teaching staff</td>
<td>33,891</td>
</tr>
<tr>
<td>6</td>
<td>Public recurring expenditure on education (in million)</td>
<td>£3.309</td>
</tr>
</tbody>
</table>


It can be seen from the Table 1 that the total number of students in Higher Education of the U.K. is 346,477; in which, the female students are 131,191. That means, thirtyeight per cent of the seats are occupied by the women-students in the higher learning of the U.K. The number of students per thousand population in the U.K. is 7.16. The total teaching staff in the field of Higher Education in the U.K. is 33,891. The total expenditure on the Higher Education in the U.K. is

309 million pounds per year.

W.A.C. Stewart, the Vice-Chancellor of the University of Keele notes in his article, i.e. Rediscovering identity in Higher Education as under:

"If the open university is included, there are fortyfive universities in Britain. Of these, ten were colleges of Advanced Technology which became universities in 1964 and 1965." 

From the above statement, it may be concluded that there are fortyfive universities in the U.K. The last and the latest one is the open university; which is the new experiment in the field of English Higher Education.

V.3.b The U.S.A.

The status of the universities in the U.S.A. is remarkable both for the quality as well as for the quantity. The colleges are open to those who have demonstrated either through their scholastic records or entrance examinations that they are qualified. Birth in a privileged class or economic affluence are not prerequisites to college entrance. About one-third of all persons in the U.S.A. aged 18-21 are enrolled in colleges and universities.

John D. Millett gives the latest information about the institutions of Higher Education in the U.S.A. It reads: "As of 1970-71, the Office of Education listed 2,573 institutions of Higher Education in the United States. The number includes the separate locations of various state universities having multiple campuses."\(^9\)

The statement clarifies the number of the institutions of Higher Education in 1970-71. From that, one may conclude that the expansion of Higher Education in the U.S.A. is notable.

Harbans Singh, the Registrar, Punjabi University, Patiala, takes note of the American universities in his 'Report on Visit to American Universities' as under:

Voluminous data on various aspects of education are being continually compiled under the auspices of government agencies and educational societies. New theses on the philosophy of education emerge, and new experiments are unhastingly tried. Academic standards are very exacting, and the faculty and students have to work hard to keep up with them.\(^10\)

It may be observed from the above statement that the academic standards of Higher Education in the U.S.A. is quite exact and the new experiments are being done on

---


TABLE 1

STRUCTURE
OF
EDUCATION
IN
U.S.S.R.

Source: Ilyut, I. N. and Adams Door, Educational Patterns in Contemporary
the Higher Education.

Many of the large and best known universities such as Harvard, Yale, Princeton and Columbia have many more applications for admission than they can fill. These universities can select the best qualified graduates of the secondary schools. But there are hundreds of other colleges, large and small, which have ample room for qualified applicants.

The following table shows the numbers of institutions of Higher Education, United States of America, 1970-71 by major characteristics.

<table>
<thead>
<tr>
<th>TABLE 2</th>
</tr>
</thead>
</table>

The above mentioned Table summarizes the data about the number of higher education institutions enumerated by the Office of Education. It combines the data on control, level of programmes offerings and type of student body.

Several conclusions are made from these data are as under:

Public institutions of Higher Education are preponderantly state sponsored; the role of Local Government has been primarily that of establishing
<table>
<thead>
<tr>
<th>Public</th>
<th>Total</th>
<th>Less than Four</th>
<th>1st Prof</th>
<th>Master and Doctoral Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>8</td>
<td>-</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>State</td>
<td>618</td>
<td>205</td>
<td>77</td>
<td>6</td>
</tr>
<tr>
<td>Local</td>
<td>344</td>
<td>327</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>State and Local</td>
<td>131</td>
<td>127</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Private</th>
<th>Total</th>
<th>Less than Four</th>
<th>1st Prof</th>
<th>Master and Doctoral Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-sectarian</td>
<td>655</td>
<td>117</td>
<td>226</td>
<td>36</td>
</tr>
<tr>
<td>Protestant</td>
<td>485</td>
<td>75</td>
<td>224</td>
<td>21</td>
</tr>
<tr>
<td>Catholic</td>
<td>300</td>
<td>44</td>
<td>149</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>32</td>
<td>2</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Body</th>
<th>Total</th>
<th>Less than Four</th>
<th>1st Prof</th>
<th>Master and Doctoral Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-educational</td>
<td>2226</td>
<td>828</td>
<td>605</td>
<td>60</td>
</tr>
<tr>
<td>Men only</td>
<td>197</td>
<td>15</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td>Women only</td>
<td>210</td>
<td>54</td>
<td>108</td>
<td>-</td>
</tr>
</tbody>
</table>

two-year colleges and technical institutes. Of the 1,472 privately sponsored institutions of higher education, more than half are Church related in some degree. Private higher education is predominantly in a four-year college or in a college offering the master's degree. Numerically, the smallest segment of higher education is the school offering a first professional degree, followed by universities or specialized institutions offering a doctor's degree. Most of the institutions provide coeducational instruction in the U.S.A. As of 1970, of a total higher education enrolment of 7.6 million students, 4.5 million students were male, and 3.1 million were female.

**TABLE 3**

Higher Education in the U.S.A.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total students enrolled in the U.S.A.</td>
<td>6911,748</td>
</tr>
<tr>
<td>2</td>
<td>Female students</td>
<td>2778,948</td>
</tr>
<tr>
<td>3</td>
<td>Percentage of female students</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>Number of students per thousand population</td>
<td>34.71</td>
</tr>
<tr>
<td>5</td>
<td>Total teaching staff</td>
<td>458,000</td>
</tr>
<tr>
<td>6</td>
<td>Public recurring expenditure on education (In million)</td>
<td>$8,800</td>
</tr>
</tbody>
</table>

It can be inferred from the Table 3 that the total number of students in Higher Education of the U.S.A. is 6911,748; in which the female students are 2778,948. That means, forty per cent of the seats are occupied by the women in the Higher Education of the U.S.A. The number of students per thousand population is 34.71 in the Higher Education of the U.S.A. The total teaching staff in the field of Higher Education of the U.S.A. is 458,000. The total expenditure on Higher Education in the U.S.A. is $8,800 million every year. Thus, one may observe from the above data that the status of universities and institutes of Higher Education in the U.S.A. is notable and significant.

V.2.c The U.S.S.R.

The Institutions of Higher Education in the U.S.S.R. can be divided into two categories: (a) The universities, and (b) The professional or the specialized institutes. The Russian university is connected with "Intellectual discipline" and its faculties organize institutions and researches in such subjects as Mathematics, Physics, Chemistry, Biology, Geology, Geography, Philosophy, History, Economics, Philology and Law. The form of all the university organization is similar.
EDUCATIONAL SYSTEM IN INDIA

Source: Edmund J. King, Other Schools and Ours, p. 195.
Soviet educators are firm in their rejection of any differences between intellectual disciplines and professional training. They believe that theory must be based on a thorough grounding in education. This belief is reflected in the method of instruction in these two types of higher institutions.... The institutions are mainly of two types: institutes which have many departments covering different specialities in a technical branch and institutes which prepare technical persons in one specific branch. The multi-faculty institutes are located in important industrial areas.11

It may be clear from the above statement that the status of the universities and the institutes of Higher Education is both social and political. The institutes for Higher Education train the specialists and technicians in the U.S.S.R.

<p>| TABLE 4 |
|------------------|------------------|</p>
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th><em>Higher Education in the U.S.S.R.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total number of colleges and universities in the U.S.S.R.</td>
</tr>
<tr>
<td>In 1914-15</td>
<td>In 1969</td>
</tr>
<tr>
<td>105</td>
<td>794</td>
</tr>
<tr>
<td>2</td>
<td>Total students in Higher Education</td>
</tr>
<tr>
<td>127,000</td>
<td>4470,000</td>
</tr>
<tr>
<td>3</td>
<td>Number of students per thousand population</td>
</tr>
<tr>
<td>8</td>
<td>187</td>
</tr>
<tr>
<td>4</td>
<td>Total No. of Scientists</td>
</tr>
<tr>
<td>10,000</td>
<td>711,000</td>
</tr>
<tr>
<td>5</td>
<td>Total teaching staff</td>
</tr>
<tr>
<td>6,000</td>
<td>263,000</td>
</tr>
</tbody>
</table>


It can be seen from the Table 4 that the number of colleges and universities in the country increased from 105 in 1914-15 to 794 in 1969 and the student body from 127,000 to 4470,000 which is 35 times greater than in old Russia and 5.5 times more than in the year 1940. There are now 187 students per 10,000 people as opposed to 8 per 10,000 in 1914. The number of Scientists increased from 10,000 to 711,000 in 1969. The total teaching staff in 1914 was 6,000 which increased in 1969 to 263,000. These figures show the advancement and status of the Higher Education in the U.S.S.R.

**TABLE 5**

*Higher Education in the U.S.S.R.*

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total students enrolled in the U.S.S.R.</td>
<td>4310,900</td>
</tr>
<tr>
<td>2</td>
<td>Female students</td>
<td>1983,000</td>
</tr>
<tr>
<td>3</td>
<td>Percentage of female students</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>Number of students per thousand population</td>
<td>18.30</td>
</tr>
<tr>
<td>5</td>
<td>Total teaching staff</td>
<td>263,000</td>
</tr>
<tr>
<td>6</td>
<td>Public recurring expenditure on education (In million) (Roubles)</td>
<td>1,685 (Roubles)</td>
</tr>
</tbody>
</table>

It can be seen from the Table 5 that the total number of students in Higher Education of the U.S.S.R. is 4310,900; in which the female students are 1983,000. That means forty-six per cent of the seats are occupied by women students in the higher learning of the U.S.S.R. the number of students per thousand population is 18.30. The total teaching staff in the field of Higher Education in the U.S.S.R. is 263,000. The total expenditure on the Higher Education in the U.S.S.R. is 1,685 million Roubles annually.

Thus, one may state that the universities of the U.S.S.R. have a fairly satisfactory status in bringing out the talents of the youths of the nation.

V.3.d India

The Central Government of India pays its full attention to maintain the status of Indian universities. But due to day-by-day emerging problems of the nationwide character, the attempts in this direction often fail to serve the purpose.

So many students from the Indian universities go abroad every year for further studies. They show their educational abilities at their best in foreign lands and earn reputation thereby. Our eminent professors and educationists also give their useful services abroad
through foreign-exchange policy and they show their best
to maintain the standards of the Indian universities. The
government also takes proper steps by giving some finan-
cial help to the needy and the intelligent students for
the maintenance of the standards and the status of the
Indian Universities. The government of the states also do
the needful in regard to this:

Government like those of Gujarat,
Rajasthan, Maharashtra have already
appointed committees to review the
constitution of all their respective
state universities and suggest changes so
that the university governance can be
put on modern lines. Still, however,
this process of the modernizing the
constitution of universities is a slow one.12

According to the above statement, one may conclude
that the state governments are also aware in maintaining
the standards of Higher Education by modernizing the
university constitution and appointing the committees
on Higher Education.

12 D. M. Desai, Some Critical Issues of Higher Education
**TABLE 6**

Higher Education in India

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total students enrolled in India</td>
<td>2218,972</td>
</tr>
<tr>
<td>2</td>
<td>Female students</td>
<td>224,290</td>
</tr>
<tr>
<td>3</td>
<td>Percentage of female students</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Number of students per thousand population</td>
<td>2.17</td>
</tr>
<tr>
<td>5</td>
<td>Total teaching staff</td>
<td>68,220</td>
</tr>
<tr>
<td>6</td>
<td>Public recurring expenditure on education (in million)</td>
<td>Rs.1,265</td>
</tr>
</tbody>
</table>


It can be concluded from the Table 6 that the total number of enrolment in the Higher Education of India is 2218,972; in which the female students are 224,290. That means twentyone per cent of the area are occupied by women students in the Higher Education of India. The number of students per thousand population is 2.17 only in the higher learning of India. The total teaching staff in the field of higher learning in India is 68,220. The expense on Higher Education is Rs.1,265 million every academic year in India.

The following Table shows the achievement from 1950-1971; and the targets of the Fourth Plan - in the
field of Higher Education in India.

TABLE 7

It may be concluded from the above Table that the total number of pupils at the university stage is 22.1 lacs; which was 3.6 lacs in 1950-51. The total number of Arts, Science and Commerce colleges is 2,792; which was 542 in 1950-51. At present, there are 86 universities in India; which increased three times in the last twenty year.

Thus, the investigator may state that the Indian universities have maintained their status by expanding education in the field of Higher Education.

V.2.e Observations

At present, there are forty-four universities in the U.K. The last and the latest university is 'the Open University' in the experimental world of the U.K. The universities of the U.K. have maintained their status well by expanding the technological and scientific education. The English universities have always tried to maintain the standard of education at all levels. The English universities attracted the scholars from all over the world from the time of Oxford and Cambridge
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.6</td>
<td>6.3</td>
<td>8.9</td>
<td>14.9</td>
<td>22.1</td>
<td>27.7</td>
</tr>
<tr>
<td>2</td>
<td>0.8</td>
<td>1.4</td>
<td>1.8</td>
<td>2.7</td>
<td>3.7</td>
<td>3.8</td>
</tr>
<tr>
<td>3</td>
<td>37.8</td>
<td>33.0</td>
<td>26.9</td>
<td>29.5</td>
<td>43.8</td>
<td>44.7</td>
</tr>
<tr>
<td>4</td>
<td>53</td>
<td>107</td>
<td>478</td>
<td>1272</td>
<td>843</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>542</td>
<td>772</td>
<td>1112</td>
<td>1788</td>
<td>2792</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>32</td>
<td>45</td>
<td>64</td>
<td>86</td>
<td>-</td>
</tr>
</tbody>
</table>

universities. The percentage of female students in the English Higher Education is 38, which have broken the traditional way of thinking in English society.

According to the latest statement from the Office of Education, there are 2,573 institutions of Higher Education in the U.S.A. The universities in the U.S.A. have also attracted the students from all over the world in the field of higher learning. The status of universities in the U.S.A. is very good, with their exact standards of education. New experiments and theses are always undertaken by the universities in the U.S.A. In the universities like Columbia, Yale, Harvard and Princeton the best qualified students can be admitted. The status of the universities in the U.S.A. is notable and important.

The status of the Russian universities is both national and social. The universities train the personnel according to the need of the nation in the field of Science and Technology. The Russian students have to work for the national development with the value of individual sacrifice. The percentage of female students in the Higher Education of the U.S.S.R. is 46. In Russia, the Universities show a significant growth.

The Indian universities of Takshashila, Nalanda, Vallabhi and Kanchi in the 7th century B.C. had the status
of world-wide reputation. The modern universities in India are one hundred and fifteen years old. The Central Government as well as the State Governments spend too much money on the university education in India, specially for research and technology. There are 36 universities in India, at present. The percentage of female students is 21. The Indian universities have maintained their status by expanding Higher Education in the various branches of Science and Technology.

Between the nineteenth and twentieth centuries, the investigator will provide the important figures in the following Table.

The following Table provides an idea of the relative size of the student population and teaching staff at the higher level of education in the nations under study for the year 1967.

The total number of students in the U.S.A. is 6911,000, which is three time higher than that of India. The female students of the U.S.A. is 2778,948, while in India, it is 224,290. But the percentage of the female students in the Higher Education is highest for the
### TABLE 8

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Total students enrolled</th>
<th>Female students</th>
<th>Percentage of female students</th>
<th>Number of students per thousand population</th>
<th>Total teaching staff</th>
<th>Public recurring expenditure on education (in million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6911,748</td>
<td>2218,972</td>
<td>224,290</td>
<td>2.17</td>
<td>38</td>
<td>8,800</td>
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<td>2</td>
<td>4310,900*</td>
<td>1983,000</td>
<td></td>
<td>18.30</td>
<td>46</td>
<td>1,685 Roubles</td>
</tr>
<tr>
<td>3</td>
<td>346,477</td>
<td>131,191</td>
<td></td>
<td>7.16</td>
<td>38</td>
<td>£.309**</td>
</tr>
<tr>
<td>4</td>
<td>2218,972</td>
<td>224,290</td>
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<td>5</td>
<td>6911,748</td>
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<td>4310,900*</td>
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<td>21</td>
<td>21</td>
<td>Rs.1,265</td>
</tr>
</tbody>
</table>

**Including 2421,000 students in the evening and correspondence courses.**

@ Refers to 1969

** Refers to 1966

U.S.S.R. It is 46 in the U.S.S.R. and 21 in India. Again, the U.S.A. is at top in the number of students per thousand population, which is 34.71 and the lowest in India, which is 2.17. The teaching staff in the U.S.S.R. is 263,000 which is less than in the U.S.A. against 458,000. In the matter of expenditure on Higher Education, the U.S.A. spends a good amount in comparison of the other countries of the world. The lowest expenditure on education is in the great Britain.

V.2.f Comments

So far as Higher Education is concerned, India has the status of pride from the ancient period. The ancient universities of Takshashila, Nalanda, Vallabhi and Kanchi were the world famous seats of Higher Education in the 7th century B.C. The history of the modern type of universities is now one hundred and sixteen years old, in India. During this period the character and the shape of the Indian universities have changed in several important aspects. During the British period, the three universities were established in India on the English pattern. They were started on the pattern of the London University; as the affiliating and the examining universities. It was a matter of short-sighted policy of the British rulers.

India today has one of the largest educational
system in the world. The student enrolment in the field of Higher Education has been expanding at an average rate of 13 per cent per annum. The strength of teaching staff in the universities and colleges increased from 1.02 lacs to 1.11 lacs. There were only 20 universities in 1947. The number rose to 83 in 1970-71. In addition, there are nine institutions deemed to be universities and four institutes of Technology.

To cope with the growth and expansion within the resources available, the UGC has been planning and making efforts to maintain the standards in education; so as to meet the challenge of expansion and the needs for maintaining and improving the standards. The UGC has also accepted the proposals for the establishment of university centres of post-graduate studies at nice places.

With a view to strengthening the post-graduate teaching and research in the field of Higher Education, the UGC has undertaken in consultation with the 30 universities, for advanced training and research in certain selected fields. At present 30 university departments are operating as centres of advanced study in specialized fields on an all India basis.

The main emphasis during the Fourth 5 Year Plan will be on the consolidation and improvement of Higher Education through the strengthening of staff, library and
laboratory facilities. All this progress shows the status of Higher Education in India.

It can be said that the authorities at higher levels are sensitive to the innovations in Higher Education in other countries of the world and the higher bodies like UGC, NCERT, etc. have been trying hard to implement innovative practices in the country's Higher Education system.

A question like this would arise:

What is the status of Higher Education in the Education in the U.S.A.? What can we learn from that status?

The status of the American Higher Education in the modern world, seems very progressive, creative and scientific. The American educational system and the arrangement of the universities have been greatly influenced by the specialization and the research system of the European education.

Long before Christ, universities and centres of higher learning were imparting Higher Education in India and Greece. The first institution of Higher Education in U.S.A. was Harvard College established in 1636 with 20 students. By the year 1660 the enrolment of this college
was 60 only. Thereafter the college underwent a great change and expanded. In 1899 the Supreme Court of America authorized private organizations to run institutions of their own. It resulted in the establishment of a large number of private colleges. The Higher Education received greater incentive in its expansion in the middle of the 19th century; when the state education legislative committee made them available chartered grants. By 1865, the colleges for the women education were also established and developed. In the years that followed, most of the municipalities set up training centres and universities. This accelerated the speed of Higher Education.

In the modern world, the status of American Higher Education is an attractive example in the field of philosophy, new experiments in all the branches of Higher Education. In U.S.A., there are about 2500 institutions of Higher Education; attracting the students from all over the world in various branches of knowledge.

India should adopt the progressive ideology from the American Higher Education to mould our institutions of Higher Education on that pattern.

How did the U.S.S.R. achieve her status in the field of Higher Education? How is it useful to India?

The Union of the Soviet Socialist Republic is the
biggest country in the world under one political rule until the beginning of the 20th century, the Russian education was under the complete control of the state and the Church. The Czar was all powerful and the executive legislative and judicial powers were vested in him. The percentage of illiterate people throughout the state ranged between 85 to 90 per cent. Education in those days was controlled by the clergymen.

An idea of progress of education in Russia during the period of 1900 and 1917 A.D. may be had from the fact that in 1916 there existed 100 universities for 150,000 students. The expansion of education took rapid strides with the implementation of Stalin's First Five Year Plan of 1928-1933. Competitive examinations were introduced for the admission in Higher Education, by that plan. Further development of Higher Education took place during the post-war period in Russia. During the Fifth Five-Year Plan, the Higher Education has so much developed in Russia that the total students in Moscow alone were more than the total number of students in Britain and France.

The status of the Russian Higher Education in the world seems more national rather than international. Soviet educators aim at developing in the young, the love for mother land and the Communist party. In Russian education, may be it is more technological or industrial, but
teaching for nationalism takes precedence over teaching for internationalism, even a Communist internationalism.

What is the status of English Higher Education? What can we adopt from that?

There are three branches of Higher Education in Britain: universities, colleges of education and advanced courses in technical colleges and other institutes of further education. There are about fortyfive universities in the Great Britain. The universities of Oxford and Cambridge established in the twelfth and the thirteenth centuries are the oldest English universities. In this regard, Indian Higher Education is the most ancient in the world. The names of the ancient universities were spreaded over the world.

But in the modern system of Higher Education, we have adopted much more from the English system of Higher Education.

In U.K., the Government has established an open university in January, 1971 to provide degree and other courses, using a combination of radio, television and correspondence courses together with a net work of viewing and listening centres. The Indian Government is aware in the implementation of the open university.
All the British universities are voluntary societies and autonomous institutions. They have their own administration and organization patterns and systems. They are completely independent in matters like the appointment of staff, financial matters etc. For their smooth running the universities receive monetary and other facilities from the state, but the state does not interfere in their working.

The courses in Higher Education outside the universities and colleges of education, provided by the technical colleges and other institutions of further education, include a wide range of full-time and part-time courses in Science, technology, arts, social sciences, law and other subjects. The university level courses may qualify for the approval by the Council for National Academic Awards, which awards degrees to successful candidates. The Government is concentrating this sector of Higher Education within 50 major national institutions called 'Polytechnics' which are being formed from some 60 existing colleges.

Indian idea of starting an "open university" goes on the lines of British pattern - even the idea innovated by the Britishers.
V.3 THE DECISION-MAKERS IN ORGANIZATION
OF HIGHER EDUCATION

Structure of the Indian university is connected with the officers (decision-makers) of the university organization. The investigator will here discuss the duties of these officials in the university organization.

V.3.a The U. K.

The English education puts stress on democracy and political freedom as well as on local freedom of the people. It also emphasises individualism and diversity. "The organization of Higher Education must allow for free development of institutions. Existing institutions must be free to experiment without pre-determined limitations, except those necessary to safeguard their essential functions." The statement allows for the free development in the Higher Education. The development of education is in part a response of society to its own challenging requirements. England, earlier than any other nation of the world, faced the need to produce men of science and technology with complete knowledge of their aim to change the prevailing picture of the country. Crosland Anthony states in this regard:

"A great deal is happening in Britain educational service today which could change the shape and the work of the schools and colleges for a generation or more." The statement clears the future of the English Higher Education and its relation with the social values.

These words give us a clear-cut idea of the change in the educational climate of the U.K. The different types of officers of Higher Education of the U.K. and their powers, is as follows:

(1) The Chancellor.

He is an official head of the university who is elected for the whole life. At the Oxford University the choice lies with the convocation, at the Cambridge with the Senate; and elsewhere generally with the Court. Formerly, he was elected from the House of Lords, but more recently after 1946, he is elected from the members of the Royal family, or from the persons of eminence in art or science or from the prominent industrialists and men of business. This is an honorary post. His main duties are to preside over at the meetings of the court or other governing body of the university except in Scotland and to confer the degrees. He does not take an active part in the daily affairs of the university, though

he is an ex-officio member of the Council. He keeps an informal contact with the other officers of the university and in a few cases with the court of appeal. In many universities one or more pro-Chancellors are elected for a limited duration of years to act as the Chancellor in his absence. This pro-Chancellor cannot confer the degrees as it becomes the work of the Vice-Chancellor to confer the degrees in the absence of the Chancellor.

In all the four older Scottish universities, the marked office of the Rector is connected with the office of the Chancellor. The holder is elected by the matriculate student for a short term. This Rector may be a prominent personality in any walk of life. He is the President of the university court. In the university of England and Wales, the Queen's University of Belfast (not at the Oxford and the Cambridge) there exist by charter the office of the Visitor which generally in all events is held by Her Majesty the Queen. The right of the Visitor is to direct an inspection of the university and its work. This right would be exercised in the most extreme circumstances only. At Durham, as at so many colleges of the Oxford and the Cambridge, this office of ex-officio is held by the Lord Bishop, at New Castle by the Lord Chancellor, at Kent by the Archbishop of Canterbury. This is the richest office of the university in the U.K.
(2) The Vice-Chancellor

He is the academic and the executive head of the British University. His formal powers are not great, but as the Chairman of all the committees of the Senate and sometimes as the Chairman of the committees of the academic Council he has very considerable rights. He assists the Senate and the academic Council to decide the policy, that is embodied in decision-making process. The decisions taken are carried out under his direction.

He is generally appointed by the academic Council in consultation with the Senate. He holds his office until retirement. He is generally a person who has won his academic spurs as the holder of a chair in the university, but sometimes he is selected from amongst the distinguished college tutors, headmasters, senior members of the civil service, etc.

At the universities of London, Cambridge, Oxford and Wales the tenure of the Vice-Chancellor is of two to three years and the office is held in rotation by the heads of the colleges except in the London University, where a professor is generally elected for the office. In Scotland, the official title is Principal (except in the Edinburgh University). He is appointed by the crown. The Principal is, however, without any change, nominated by the
Chancellor as the Vice-Chancellor.

He is the ex-officio member of the academic Council. He is often invited outside the university by the Government to work in the important educational committees. He is assisted by one or sometimes more than one, part-time pro-Vice-Chancellor.

(3) **The Pro-Vice-Chancellor**

This officer is usually appointed by the academic Council on the recommendation of the Vice-Chancellor. He is given powers by the Vice-Chancellor to assist him.

(4) **The Deans**

The Deans are elected from the heads of the departments by the members of the Faculty Board. He is appointed for the time of two years. He is the Chairman of the Faculty Board, and its committees. He has no formal duties to supervise the work of the departments other than his own and generally has no financial control over them. As an ex-officio member of many university committees the duties of the Deans are to coordinate the work of the faculty, to select and admit students, and to present the business of the faculty to the Senate. Apart from a few exceptions (mainly in medicine) the office is part-time and the holder is generally elected annually by his colleagues for a few years. He does not have any power to
or influence the permanent Dean of any American University has. In some large faculties there are part-time or permanent sub-deans. At the Oxford and the Cambridge, surprisingly, enough, there are no Deans at all.

(5) The Heads of the Departments

The heads of departments and professors are the ex-officio members of the Senate. In most of the departments, there is one post of the professor. He is the head of the department. He is responsible for his own budget and also for the new development in his own subject. He decides the syllabus for his own department with the discussion of his colleagues in his own department.

(6) The Registrar

He has to do executive functions mainly. He prepares the official business for the university bodies. He is responsible for carrying out official enactments and for keeping the university records. He has a vast knowledge about the university machinery and the constitutional machinery. He assists and guides his large office staff. He is responsible for the day-to-day financial business of the university. He plays a role of Secretary to the Council and the Senate. He also functions as a Secretary to the Vice-Chancellor of the university.
(7) The Bursar

He is the chief financial officer of an English University. His office is with the Registrar or sometimes with his own department. He works with the co-operation of the Registrar and the other administrative staff of the university.

For the organizational aspect 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. After discussing the officers in the Higher Education of the U.K. one would have a glance to the same in the U.S.A.

V.3.b The U.S.A.

As the U.S.A. is a big democratic country, one will watch the decentralization of the organization set-up in the field of education.

Brown states about the American President in his book:

Presidents draw their authority from lay boards of control which in the American Higher Education are the sole legal agency for the Government and operation of a college or university. This system is not uniquely American although it probably has been
selected members for its organization. The members of the board controlling the state of the public educational institutions are appointed by the Governor or by a high officer of the Governor. The boards of the private institutions are generally elected bodies. The old members and the respected citizens are the electors of these boards. These members discharge their duties to the related institutions in a spirit of public services. The members are regarded by the people as the respectable citizens in society. The board enjoys all the educational and administrative rights in respect of education and control of educational institutions. The chief officers of an institution for Higher Education is called THE PRESIDENT. Now the investigator will discuss in details about the officers of Higher Education in the U.S.A.

(1) The President

The chief executive officer of a Higher Institution is called the President. He is generally picked up from among the persons outside the university. The President is elected by the members of the board. The chief officer is generally from among the members of the board though they have the right to invite any outsiders for this post. This office is considered to be highly dignified. The members of the board generally entrust their executive rights to the President. The details and responsibilities of the President are given as under:
1. He should guide the educational policy of the institution along the right path.

2. The efficiency of the institution and its future rest greatly on the President.

3. He is expected to make efforts for the progress of educational programmes.

4. He should check off and on the income and the expenditure of the institutions. He has to take care of the utilization of various funds.

5. He works as the communication medium between the institution and the control board.

6. He makes arrangement to get money in time to meet the expenditure of the institution.

The persons selected from amongst the teachers for the Legislative Body are supposed to help the President in the management of the institutions.

(2) The Secretary

He is an immediate assistant officer to the President in every institution of the
(3) **The Vice-Presidents**

The Vice-Presidents and the Secretary of the university constitute the executive officers in the system of Higher Education in the U.S.A. These Vice-Presidents are seven in number and all of them are headed by the President. Generally, they hold the Ph.D. degrees. They come in the ranks of the university after enjoying the posts of the Deans of various faculties and serving the university with distinction in some other capacity. These seven Vice-Presidents are as under:

1. The Executive Vice-President.
2. The Vice-President for academic affairs.
3. The Vice-President in-charge of business and finance.
4. The Vice-President for research.
5. The Vice-President for students' affairs.
6. The Vice-President for campus.
7. The Vice-President for the university relations.

The Executive Vice-President acts for the President in day-to-day routine matters. The Vice-President for academic affairs is responsible by the entire administrative and academic phase of the university. The Vice-
President for business and finance is responsible for personnel, plant operation and maintenance, investments, controller's office, university attorney, campus planning, etc. The Vice-President for research is responsible for all the university research projects and centres. The Vice-President for students' affairs is responsible for all the student services including health, counselling, residence halls, students' organizations, financial aid, religious affairs and student-public relation, etc.

(4) **The Dean of the Colleges**

He is the head of the educational activities of the college. He is given a deputy to help him when his workload is too much. According to the size of the university, the Deans are appointed. They function as the heads of various colleges or departments. The main function of the Dean is to prepare the curricula and the programmes for students and to control their activities.

The Dean is nominated by the entire faculty and the executive committee and appointed by the board of Regents. He usually serves until retirement. He is the executive officer of the faculty and handles all administrative details. There is usually an assistant or an associate Dean to assist the Dean in administrative affairs. The salaries for the Deans and the assistant Deans are different.
(5) **The Dean of the Students**

He is responsible for the guidance and supervision of the co-curricular activities of the students. There are separate Deans for male and female students. The main duty of the Dean is to give necessary suggestions to the students for their improvement and help them in the co-curricular programmes.

(6) **The Department Head**

The Department Head and his department develop their own curriculum but it must be approved by the faculty at a regular meeting. The Department Head is elected by the department. Every college or faculty consists of different departments. They vary in size in accordance with the enrolment of students. The medium size universities have a separate department for each subject but in a smaller size university this system is not possible, so such small universities combine two to three subjects to form a department. In a university of comparatively bigger size, each subject is divided into parts and a department is formed for each part. In many of the colleges in the U.S.A. one may find at least twentyfive departments with each subject having seven to eight departments.

(7) **The Business Manager**

The officer of the university who looks after the
income and the expenditure aspect of the university activities is called the Business Manager. He is an assistant to the University President. He is also designated as the Vice-President, the treasurers, the controller in the American universities. His main duty is to collect different types of fees, grants, donations from various sources of income.

(8) **The Registrar**

He is the main officer of the institutions of Higher Education in the U.S.A. His important duties are to supervise the admission work, to check the students' suitability at the time of admissions, to issue the identity cards and certificates to the students according to their qualifications and to prepare the educational reports of the institution.

(9) **The Public Relation Officers**

The need for the appointment of an officer of this category is being realized now-a-days in the U.S.A. His main task is to maintain a close relation between the public and the institution to organize the publicity for the expansion of education.

After having the discussion of the officers in the Higher Education of the U.S.A., the investigator will discuss the same in the U.S.S.R.
V.3.e The U. S. S. R.

Even though the U.S.S.R. is a big country, the organization of Higher Education is centralized, as it is an autocratic state.

The highest officers of the Russian Higher Education are the rector and the director. Reller states in this regard:

In the U.S.S.R. the universities and the institutes are administered by the Rectors and the Directors respectively, who are directly responsible to the Federal or republic Ministers who appoint them. They work out the curriculum and the programme of the institution in collaboration with the academic Council elected from the heads of the faculties of the various departments.17

The statement clarifies the highest officers of the Higher Education in the U.S.S.R. with their duties and loyalties to the universities and institutes of Higher Education. Grant Nigel states about the officers of Russian Higher Education:

The Head of Soviet Higher Education is a Director and has faculties composed of specialized departments. The executive organ of the Soviet Higher Educational institution is the academic Council. The Director is the Chairman and consists of Deputy Directors. Deans of faculties, Heads of departments,

professors, the chief librarians, secretaries of the institutions, party organization, a representative from each Trade Union and social organization functioning within the school, and possibly a representative of the responsible ministry. 18

The above statement points out that the highest officer in the institution of Higher Education is called a Director, who acts as a Chairman of the institution.

Now, the investigator will discuss the main university office-bearers in the U.S.S.R.

(1) The Director

The highest officer of the Soviet higher educational institution is the Director. The executive organ of the Soviet higher educational institution is the academic Council. The Director is the Chairman of the Council and the other members of the Council are the Deputy Directors, the Deans of the faculties, the Heads of the departments, the professors, the chief librarian, the secretaries of the institutions, the representatives of the Trade Unions, and the representative of the concerned ministry.

(2) The Rector

He is the highest officer of a Soviet university and is assisted by two officers. One of the two looks

after the administrative and the financial affairs, while the other looks after the educational affairs. In all the institutions and the universities of Higher Education, there is a Senate which consists of the Rector, his two assistants, the Deans of the different faculties and the students' representatives.

(3) **The Pro-Rector**

He is an assistant to the Rector of the Russian university. He is appointed from among the professors of outstanding and notable record of academic achievements.

(4) **The Deans of the Faculties**

He is the head of the faculties. There are four to nine faculties under a Dean. He is appointed by the academic Council and is subject to the approval of the ministry. He presides over the academic Council of the faculty which combines and coordinates the instructional and the research programmes of the faculties. He is also the member of the Senate of the university.

(5) **The Head of the Department**

The faculties are organized into departments to cover up the various branches of a discipline. A department may consist of five professors and other staff. A senior professor, highly qualified, acts as the head of the
department. The Moscow University has almost 210 departments. The Leningrad University has almost 140 and the Kiev University has 80 departments.

(6) **The Academic Staff**

There are four categories of the teaching staff in the Russian university. They are:

1. The university professors.
2. The Docent or the assistant professors.
3. The instructors
4. The assistants.

The teaching staff of the first two categories is appointed by the academic Council of the university, with the help of the Ministry of Higher Education. A professor must have the Doctorate Degree and a Docent should at least be a man if science. Vacancies are filled up by the public advertisement. The recommendation for the post of the professors and the docent are made by the academic Council on the result of a secret voting. All appointments are made for the tenure of five years and after that the posts are re-advertised. The merit of the existing incumbents is judged along with that of the new candidates and with particular reference to the research work done by the candidates. A book written by the
candidate on his subject is given high thinking, while selecting the proper candidate. The teaching load of the teaching staff ranges between three to six hours daily. Research work of a teacher affects his teaching load. The teachers are allowed special leave for further study.

After discussing the officers in the Higher education of the U.S.S.R., the investigator will discuss the same in India.

V.3.d India

India is a large Democratic country with the various creeds and castes in it. Higher Education is a partnership between the state and the central governments. The officers in the Higher Education in India are as under:

(1) The Chancellor

The internal government of the Indian universities conforms to a single and a similar pattern, with minor variations. Excepting a few universities (i.e. The Maharaja Sayajirao University of Baroda and the universities of Delhi, Mysore and Travancore), generally, in all the Indian universities the Governor of the State is the 'ex-officio' Chancellor or the nominal head of the university.

(2) The Vice-Chancellor

The Vice-Chancellor is the executive and the
academic head of the university and is concerned with the day-to-day administration. In most of the Indian universities, he is a full-time paid officer, appointed for a fixed term of three to five years and is generally eligible for a re-appointment. The Report of the University Education Commission of 1948-49 A.D. had recommended that the Vice-Chancellor should be a person who can win the trust of the teaching staff and the students by his academic reputation and by the strength of his personality. He must be the "keeper of the university conscience" setting the highest standards by his personal example and dealing firmly with indiscipline or mat practices of any type. He has to work as the chief social officer between the university and the public.

Usually, the appointment of the Vice-Chancellor is made by the Chancellor from a panel of names submitted to him by the Supreme Governing Body i.e. Senate or Court. In some of the Indian universities the Chancellor makes the final appointment from a panel of three or more persons not related to the university in any way. The Report of the University Education Commission of 1948-49 A.D. has, in this regard, suggested that it is strongly against the open canvassing and voting for rival candidates by a democratic body like the Senate or the Court as a method of selecting the Vice-Chancellor who has to be "a man of character or reputation".
With regard to this, the recent thinking observes that the appointment of the Vice-Chancellor by an indirect selection procedure is being emphasized instead of nomination of election. There are two patterns in this regard, viz. the Delhi pattern and the Rajasthan pattern. In both these patterns, there is a committee of three members. In the Delhi pattern, two members of the committee are nominated by the university executive Council, the Syndicate and the third member is nominated by the visitor who can appoint a member as the Chairman of the committee. In the Rajasthan pattern, the three men committee, which consists of a nominee of the university, a nominee of the Chancellor and a nominee of the Chairman - U.G.C. There are other patterns also in this regard. The National Education Commission has favoured the selection of the Vice-Chancellor by the Chancellor from a panel made by a specially constituted selection committee. The current practices in for some universities appointing a honorary or a part-time Vice-Chancellor should be abolished. The National Education Commission also favours for a time paid Vice-Chancellor, whose term of office should not be more than five years.

(3) The Pro-Vice-Chancellor or the Rector

In a few universities of India, there is the post of the pro-Vice-Chancellor or the Rector to help the Vice-Chancellor and to act in his place during his absence. This office is a source of strength to the administration
of the university. This would save a considerable time and energy of the Vice-Chancellor and would leave enough for the academic side.

(4) **The Registrar**

The Vice-Chancellor and the Rector are assisted by the Registrar in the university affairs. He looks after the administration and the organization of the university. He works as a Secretary to the Vice-Chancellor. The staff working under him has to deal with the academic as well as the non-academic aspects of the university administration.

The structure of the Indian university may be given by the following diagram in order to have a clear idea:

![Diagram of University Structure]

- The Chancellor
- The Syndicate
- The Vice-Chancellor
- The Senate
- Teaching or Instruction
- Administration
- The Deans of the Faculties
- The Heads of the Depts. of the faculties
- The Teaching Staff
- The Students

(5) **The Deans of the Faculties**

In many universities, the Dean is elected by the
faculty concerned, in which there is the representation of both the board of studies and of the Senate.

The duties of the Dean are to coordinate among different departments, to preside over the meetings of the boards of studies and faculties to serve as the communication medium in the university and to implement the university ordinances, statutes and regulations so far as his faculty is concerned.

(6) The Heads of the Departments

The powers of the Heads of the department are limited to their own departments. They are appointed by the university Syndicate. The Head is selected by the Syndicate from among the professors and the Readers in the department. He is responsible for teaching of a subject in his department. He is assisted by some lecturers in his subject.

V.3.3 Observations

In the U.K., the official head of the university is the Chancellor who is elected by convocation at Oxford, by the Senate at Cambridge and by the Court elsewhere. He holds this post for the whole life. Formerly, he was elected from among the members of the House of Lords, but after 1948 it has become the usual custom that a member of the Royal family holds this post which is honorary.
The Vice-Chancellor is the academic and executive head of the Britain university as in India. But, he generally holds the office up to the retirement that is not so in Indian university. He is appointed by the academic Council with the consultation of the Senate. In Scotland the official title is 'The Principal'. He is assisted by the pro-Vice-Chancellor and the office staff. There are also the Deans, and the Heads of the departments to help him. The Bursar is the chief financial head in the English university.

In the U.S.A., the President is the head of the university. He is generally elected from among the members of the board. His immediate assistant is the Secretary. He is assisted by the seven Vice-Presidents. One of these seven Vice-Presidents acts for the President in day-to-day routine matters as the executive Vice-President. The other six look after the academic affairs, business and finance, research, student affairs, campus, university relations, etc. All the seven possess the Ph. D. degrees. On the academic side, there are the Deans of the colleges, the heads of the departments and the other teaching staff.

In the U.S.S.R., the head of the university is the Rector, while the head of the institution of Higher Education is the Director. They are directly responsible to the Federal or the Republic Ministry which appoints them. The Rector is assisted by the two officers in discharging his
duties. One looks after the administration and the other looks after the educational affairs. There is also the post of the pro-Rector in the Russian university as the pro-Vice-Chancellor in most of the Indian universities. There are also the Deans of the faculties. The Russian Dean is the head of four to nine faculties. He is appointed by the academic Council, subject to the approval of the Ministry. He is the member of the Senate. There are four categories of the teaching staff in the Russian universities. They are as under:— (1) The University Professors, (2) Docent or the Assistant Professors, (3) The Instructors, (4) The Assistant.

Generally, in an Indian university, the Governor of the state is the Chancellor of the universities of the state. In Delhi university, the Governor General is the Chancellor. In Uttar Pradesh, the Governor General is the Lord Rector of the Banaras and the Nigarh universities. In most of the universities, the Chancellor appoints the Vice-Chancellor, who is the executive head and who is responsible for the administration and the organization of the university. The Vice-Chancellor is assisted by the Registrar, and the Assistant Registrar, the Office Superintendents in his daily administration and organization of the university in India. On the academic side, he is assisted by the Deans of the various faculties, the Heads of the various departments and the other teaching staff. In some of the Indian universities, there are also the post of the pro-Vice-Chancellor or the Rector.
Observations

The Chancellor is an official head in the universities of the U.K. and India, while in the universities of the U.S.A. and the U.S.S.R. there are no such posts. That office is headed by the Board of Regents in the U.S.A., while in the U.S.S.R. there is a separate Ministry of Higher Education, which controls the specialized high schools and universities in the country.

The executive head of the universities in the U.K. and India is called 'Chancellor', while in the U.S.A. and the U.S.S.R., he is known as the President and the Rector respectively.

The post of the Dean is in all the universities of all the four nations under study, who are heads of the faculty. Generally, they are elected by the Senate from the members of the board of studies.

There is a post of Secretary to the Vice-Chancellor of the university in the U.S.A. who is known as the Registrar in the U.K. and India and as the pro-Rector in the U.S.S.R. Generally, he is the financial head of the universities known as the Bursar in the U.K., as the Vice-President in the U.S.A. and pro-Rector in the U.S.S.R. They are assisted by the other office staff in the day-to-day administration and organization of the universities.
The general pattern of the administration and organization in the Indian universities is similar to one another with a minor variations. Generally, the Governor of the state is the ex-officio Chancellor or the nominal head of the Indian universities. The Chancellor of the national or the central universities in India is the Governor General, or the Prime Minister or the President of India.

The Vice-Chancellor is an executive as well as an academic head of the university usually the appointment of the Vice-Chancellor is made by the Chancellor from a panel of three names submitted to him by the Supreme Governing Body, i.e. the Senate or the Court. The National Education Commission has favoured the selection of the Vice-Chancellor by the Chancellor from a panel made by a specially constituted Selection Committee. In some universities of India, there is a post of pro-Vice-Chancellor or the Rector.

The internal organization of the Indian universities is run by the Vice-Chancellor, the Registrar, the Office Superintendents and the administrative staff in the university office. On the academic side, there are the Deans of the faculties, the Principal of the affiliated colleges, the Heads of the departments, the teaching staff and the students.
The problems may emerge in the organization of the Indian universities as under:

1. **What can we learn from the American University organization?**

The great difference is found in the responsibilities of the American President and the Indian Vice-Chancellor. In India, he is supposed to be an academic leader as well as an executive head of the university, while in U.S.A., his role is primarily confined to fund collecting and attending to administrative tasks as usual routine.

**Can the Indian universities appoint an Indian Vice-Chancellor by the members of the board or committees, as the American President?**

The answer will be negative. If the Indian Vice-Chancellor is appointed by the committee or a board, he will be under the great influence or the obligation of that committee. As a result he will use his efficiency in handling the university, because our society is not prepared for the local administration and organization of the university.

**What are the good features to be adopted from the U.S.A.?**

The American President is assisted by a group of seven Vice-Presidents, that is why he can get enough time
to raise the fund for the university. Indian Vice-Chancellor also should be assisted by two or three assistants to help him in his daily administration and organization of the university.

Besides, the University Registrar, there is a post of the Business Manager in the American university, who looks after the income and the expenditure. The post of the Public Relation Officer in the American university is an example for the other nations. It is main task is to maintain a close relation between the public and the college or the university. He also works for the publicity of the education. This type of officer is neither in the English universities nor in those of Russia.

Who is the highest officer in the Higher Education of the U.S.S.R.? How is he appointed?

The highest officer of the Soviet university is called, the Rector. He is assisted by the two assistants. One of them looks after the administrative and the financial affairs, while the other looks after the academic side. The investigator has already mentioned that the American President is assisted by a group of seven Vice-Presidents. That is why the American President or the Russian Rector can get enough time to look into the administrative as well as the academic side of the university.

The higher officer of the Soviet higher institution
is called the Director. The Rector and the Director are
directly responsible to the Federal or Republic Ministers
who appoint them. The Russian Rector is equivalent to the
Vice-Chancellor of the British and the Indian universities
or the President of the American university. The Director
is equivalent to the Principal of the Indian or the British
college or the Dean of the American college.

The academic Council is also an important organ in
the educational organization of the higher institute in the
U.S.S.R. The Director is the Chairman of the academic
Council. It consists of Deputy Directors, Deans of the
faculties, Heads of the departments, Professors, the chief
librarian, Secretary of the institution and the representa­
tives of the Trade Unions. The Senate also plans an
important role in the organization of the university or
institutes of Higher Education in the U.S.S.R. It consists
of the Rector, his two assistants, the Deans of the various
faculties and the students' representatives.

In India, only the university has the Senate or the
academic Council while in the U.S.A. and in the U.S.S.R.
they are in the universities as well as in the institutes
of Higher Education.

The administration of the faculty of the university
or that of any higher institutes is organized by the Dean
with the help of the Heads of the departments in his faculty.
In the U.S.A., there is a post of the Dean for the college. In some big and wide universities, the Heads of the departments are also known as the Dean. He prepares the curricula and the programmes for students and controls their activities.

In the U.S.S.R., the faculties are organized under the leadership of a Dean. He is appointed by the academic Council and is subject to the approval of the Ministry. He presides over the academic Council of the faculty. The appointment of the university Professors and the assistant Professors is made by the academic Council of the university with the help of the Ministry of Higher Education. All appointments are made for the tenure of five years and after that the posts are readvertised, while the posts of the Professors in the universities of India, the U.K. and the U.S.A. is up to the retirement.

Can the Indian University adopt that system of appointing the Professor, as in that of the U.S.S.R.?

The answer will be negative. As India is a non-secular democratic nation, her universities cannot adopt the Russian power-centred control pattern in the appointment of the Professors for her universities. The English education also puts stress on the Democracy and political freedom of the people. It also emphasizes individualism and diversity. As Lord Robbins' Reports also believes that the
organization of Higher Education must allow for free development of institutions.

The post of Chancellor can be found in the Indian universities as well as in those of the U.K. This is an honorary post in both the countries. In India, the Governor of the State is an automatic Chancellor of the universities in his state; while in the U.K., it is an elected post for the whole life. At the Oxford University, the choice lies with the convocation, at the Cambridge by the Senate and elsewhere by the Court. Formerly, he was elected from the House of Lords, but after 1946 he is elected from the members of the Royal family, or from the persons of the eminent scholars, or from the prominent industrialists or from the well known businessmen.

The Vice-Chancellor of the British university is the academic and the executive head. He assists the Senate and the academic Council in the process of decision-making. He is generally appointed by the academic Council in consultation with the Senate. The tenure of his office differs in various universities of the U.K. At the universities of the London, Cambridge, Oxford and Wales the tenure of the Vice-Chancellor is of two or three years and the office is held in rotation by the heads of the colleges; except the university of London, where the Professor is generally elected for the office.
The English Vice-Chancellor is assisted by the pro-Vice-Chancellor, according to the need of the university. The most of the Officers in the English universities are similar to those of the Indian universities.

V.4 THE GOVERNMENT AND ITS ROLE IN THE ORGANIZATION OF THE HIGHER EDUCATION

The reality about the education is that it is the responsibility of the Governments all over the world. It is observed that the people also co-operate the Governments through the public organization for the development of education. The success and efficiency of educational organization depend on the provisions for education made in the Constitution of the Government. The present investigator, will discuss the Government and the Higher Education in the countries under study.

V.4.a THE U.K.

The ultimate control and direction of education in the U.K. is vested by the Act of Parliament in the Minister of Education, Administration and Organization of the Public system of primary, secondary and further education is divided between the Central Government, Local Education authorities and various voluntary organizations. The universities are self-governing institutions, aided from the public funds.
Now the investigator will discuss the relations of the university with the governments at different levels as under:

(A) Relation with the Central Government

The universities are autonomous self-governing corporations, notwithstanding the fact that they receive some 50 per cent of their funds from the public sources. This concept of self-governing autonomy requires further definition. The aims and objectives, the functions and powers of the universities are established by the Royal charter or by the statute. The statutory bodies are limited by the expressed terms of their articles of incorporation whereas the chartered bodies are not. In real policies, the universities confine their duties to the pursuit of scholarship in teaching and research.

The universities of Oxford and Cambridge have sufficient wealth in their own right. They are self-governing bodies of scholars and remain even today governed entirely by their own academic Councils. All the other universities have substantiated by membership on their governing bodies. Some of these members may be nominated by the government agencies, even though these universities are self-governing bodies.
(B) **Relation with the State Government**

The universities receive £100 millions from the State governments annually. The State government does not interfere in the administration of the university. The help from the State government to the university is allocated by the University Grants Committee. This Committee has a chairman, a secretary and other sixteen members. From these sixteen members, ten members take active part in serving the university. There are some assessors (the officers of the government who fixes the taxes) who participate in the committee discussion of the university but they have no responsibilities in making decisions.

The British universities entirely accept the view that the government is responsible for all the aspects of education in the country. She should create the interest in education on the national basis. It is recognized that the business of the university teaching is highly specialized and it cannot be controlled by the government Ministers or by the civil servants.

(6) **Relations with the University Grants Committee**

The University Grants Committee has a dual task:

(i) To advise the Treasury on the total money to be made available to the university.

(ii) To allocate the total provision among the universities.
The U.G.C. was established in 1919 A.D. in the U.K. Its functions are to inquire into the financial needs of the universities, in Great Britain, to advise the government in the matter of grants made by the Parliament and to collect, examine and make available information regarding the university education throughout the country.

The funds are decided by the U.G.C. under the head for which the treasury is accountable. The funds include the recurrent and the non-recurrent grants.

(D) Relations with the Research Councils

The research councils provide some 15 per cent of the amount to scientific and technological research in the universities. The grants are made in response to the applications from the university teachers.

(E) Relations with the Departments of Education

The university has no formal relations with such department. The main interest is financial. In England and Wales, under the Act of 1962, every student who is admitted to a university first degree course is entitled to an award from the local education authority which covers his tuition fees and contributes to his maintenance on a standard scale. In Scotland also, the same conditions are prevailing.

Thus, these local departments contribute the
CHART NO. V.10

THE GOVERNMENT AND EDUCATIONAL ORGANIZATION IN THE U.K.

PARLIAMENT

MINISTRY OF EDUCATION.

THE SECRETARY OF STATE FOR EDUCATION AND SCIENCE.

ADMINISTRATION OF SCHOOLS.

ADMINISTRATION OF SCIENCE INSTITUTES.

ADMINISTRATION OF INSTITUTIONS OF UNIVERSITY-STATUS.

ORGANIZATIONS FUNCTIONING FOR HIGHER EDUCATION:

U.G.C.

Research Councils.

Local Educational Authorities.

A TO ADVISE THE TREASURER FOR THE UNIVERSITY GRANTS.
A TO ALLOCATE THE TOTAL PROVISION AMONG THE UNIVERSITIES.

TO PROVIDE 15% GRANTS FOR SCIENTIFIC AND TECHNICAL RESEARCH IN THE UNIVERSITIES ON THE BASIS OF TEACHERS' APPLICATIONS.

TO PROVIDE SCHOLARSHIPS TO THE LOCAL STUDENTS FOR FIRST DEGREE COURSE.

considerable funds on behalf of the students. They have no concern with the policy and the financial administration of the universities. In the field of research, the department can make grants for special research projects.

The Senate is the chief academic authority of the university. The Vice-Chancellor, who is the ex-officio Chairman of all the important university committees is always the head of the university.

To understand the nature of the relationship between the Ministry of Education and the other agencies of Higher Education the chart given on page No. 244 will be useful.

The administration and organization of publicly provided education in schools and colleges of further education is shared by the Central Government departments, local education authorities and various voluntary organizations.

All the activities in the field of education as far as state is concerned derive sanctions from the Parliament.

The Parliament has allotted the responsibility to the Minister of promoting the cause of education in
Britain, as a result, Ministry of Education has come into existence with Minister as the head of it under the 1944 Act.

The Secretary of state is a member of Parliament chosen by the Prime Minister and approved by the Queen. He is not a permanent officer, for if the government changes, so does the Secretary, nor need he be an expert on education, but he has a staff of experts to help him. He controls the administration of the school, science-institutes and institutions of university status. The other organizations functioning for the Higher Education are:

(i) the U.G.C. (ii) the research councils and (iii) the local education authorities. The chart also shows their functions in the field of Higher Education.

V.4.b The U. S. A.

Office of Education

The United States has no national ministry of education or anything comparable to a ministry. The only Federal organization directly concerned with education is the office of education in the Department of Health, Education and Welfare. This office is headed by a Commissioner who is appointed by the President. The office of education discharges the following functions:
(a) Collects, prepares and disseminates educational statistics.

(b) Looks after the arrangements for the execution of national schemes of education.

(c) Makes effort for educational reform.

(d) Exercises control over vocational and technical education.

(e) Looks after the education of the Negros and the Red Indians.

(f) Looks after the education of the states of Columbia and other colonies of United States.

Education as State Responsibility

The basic authority for this assignment of education to the states is found in the Tenth Amendment of the United States Constitution. The United States has fifty state systems of education, rather than a national system. Each of 50 states have autonomy in respect to the organization and control of its education. Each state has delegated a large degree of control of educational programme to the local school district for public elementary and secondary education, and to special boards governing public Higher Education.
The state boards differ greatly in size and manner of appointment. In three of the fifty states, members of the board are elected directly by the people, in thirty they are appointed wholly or partly by the Governor, and in the remaining states, they are indirectly elected by the legislature or are partly elected and partly appointed. Members are not professional educators. They are prominent citizens from varying occupational background. Their responsibilities may cover elementary and secondary education, vocational education, state teachers' colleges, junior colleges, and state schools for blind and deaf. Their major functions usually include determination of courses of study, distribution of state control funds, and state school building plans.

Each of the fifty states has a chief state school officer who serves as the chief executive officer of the state school system. The chief state school officer is charged with the responsibility of implementing the policies outlined by the state school board. He is called the Superintendent of Public Instruction in the majority of states, and Commissioner of education in some states.
State Department of Education

Each state Superintendent of Public Instruction has a staff of supervisory, professional, secretariat, clerical and maintenance employee who are appointed by the Superintendent or the state board. They form the state department of education headed by the Superintendent. The department of education is the executive branch as distinguished from the state board.

Local Control of Education

The management of schools is under the control of local school district boards. The members of the boards are elected by the people. These members elect a local Superintendent of schools who is the administrative officer of the board.

A college or university is established by statute enacted by the state legislature or under general legislation passed by a state specifying the manner in which such institutions may be incorporated. It has a board of trustees, regents or overseers. These boards are either elected by the graduates of the universities or the community or legislature. The board of trustees acts as the direct controlling body of the institution. It elects from its own membership a Chairman, a Secretary and a Treasurer and appoints an executive committee to exercise such authority as may be delegated to it.
The board appoints a President, the equivalent of the Indian Vice-Chancellor, who is the chief executive authority of the college or the university. The President is assisted by a team of Vice-Presidents, one each for business or finance, development, academic affairs, and so on.

The detailed of the government and the university organization may be visualized and comprehended from the chart.

The United States has no Federal Ministry of Education. The Federal organization is directly related with the office of education, which is headed by the Commissioner. He looks after the arrangements for the execution of national schemes of education.

The colleges and universities in the U.S.A. are either tax supported institutions or are privately endowed and controlled. Each state has a board of education, under which works the state department of education, which is headed by the state Superintendent or the state Commissioner, who looks after the finance, curriculum and general information of the education in the state.
The Government and Educational Organization in the U.S.A.

Source: A Pamphlet from the USIS, Marine Lines, Bombay, 1970.
A college of university in the U.S.A. is established by statute enacted by the state legislature or under general legislation passed by a state specifying the manner in which such institutions may be incorporated. The board of regents (trustees or overseers) control the Higher Education in the U.S.A. These boards are either elected by the graduates of the university or the community or appointed by the state Governor or legislature. The American university is headed by the President.

V.4.c The U.S.S.R.

In Soviet Russia, a national unit exists in every sphere of work for supervision and arrangement. All activities related to the provision of education, its arrangement and control are directed by the All Union Ministry of Education. The technical schools and the specialized institutions are governed by the All Union Ministry of Education. The technical schools and the specialized institutions are governed by the All Union Ministry of Education. The All Union Ministry of Education is divided into two main parts:

(A) The Ministry of Culture
(B) The Ministry of Higher and Specialized Technical Education.

The vocational education is related to the industrial institutions. Some of its activities are
controlled by the All Union Ministry of Labour. It controls the industrial institutions of the nation. The All Union Ministry of Labour does not help such schools financially.

Not only in education but in every sphere, the policies are determined by a dual administration. One is the Communist party and the other is the Union Government. The Communist party sometimes tries to maintain the uniformity in the policies of education of various republics. The Communist party is not interested in dividing the functions of the republic and the Central Government. Periodical Congress are working in bringing the uniformity in the educational policies. The All Union Ministry arranges these Congresses which are the first and the only unit for determining the policies related to education.

There are sixteen subordinate units or branches under the All Union Ministry of Education in Russia. They are given the constitutional rights for administration. They are known as the Education Departments. Each of them have a Minister of Education. These departments are responsible for the educational matters in their regions. These departments have no rights to take any decision regarding the educational policy. This has resulted in the uniformity in all the sixteen regions. Any change can take place only when the Ministers of all the sixteen regions can get the concurrence or when a resolution is passed by
Education has been declared the Centre's responsibility in the U.S.S.R. Constitution of 1936. All the institutions of Higher Education are managed by the government. Prior to 1946 higher schools and institutes were controlled by those ministries and departments. This system created many difficulties in the management and administration. In order to overcome these difficulties, they were brought under the Committee on Higher Education that changed into the Ministry of Higher Education in 1946 A.D. Every higher school has an academic Council. The function of this academic Council is to select teachers and to deliberate on problems related to education and research work. The highest officer of the Soviet University is the Rector who is assisted by two officers. One officer is fully assisted by responsible for the financial and administrative side while the other looks after the academic side. There is the Senate in the institute of Higher Education.

"The chart shows the lines of educational authority in the U.S.S.R." 19

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The All Union Ministry for Higher and Special Secondary Education is responsible for the general organization of and teaching in all specialized secondary schools and establishments of Higher Education. At the all-union level, the Ministry of Higher and Special Secondary Education is responsible for the Higher Education in the country. It is directly connected with the Ministry of Education at Republic level. In case of All Union Ministries decisions are directly passed to the appropriate Minister for implementation.

At the State (Republic) level Ministry of Education controls at all the four stages, viz., (i) Higher Education, (ii) Primary Education, (iii) Secondary Education, and (iv) Other Education and Services. At the regional and district level, the Department of Education is responsible for the administration and organization of the primary and secondary educations. In the field of Higher Education, there is no control of the Department of Education either at the regional or the district level. There is a uniform structure of the systems of education throughout the U.S.S.R. inspite of the sixteen independent Ministries of Education on account of centralized administration of higher and technical education.

V.4.d India

The Higher Education in India is a joint
responsibility of the state government and the central
government. As it is written in the Constitution of India,
education is a state subject but the central government has
shouldered certain educational responsibilities. As far as
Higher Education is concerned the central government is
responsible for the administration and the finance of the
central universities of Nigah, Benaras, Delhi and Vishva-
Bharati. The administration and the finance of the institu-
tions declared by the Parliament by law to be the institu-
tions of National importance are also the responsibilities
of the central government. It is also responsible to keep
up the standards of the technical institutions important on
at all India level.

The important bodies concerned with the central
government are: The Central Advisory Board of Education
(CABE), Inter-University Board, University Grants Commission,
NCERT, etc. All the Indian universities are under the
direct control of the states, except the four central
universities. The universities are founded by the Acts of
the State Legislature and they thus depend on the government
for their consideration and powers. They receive the
financial aids from the state government for recurring and
non-recurring expenses, the total amount depending on the
votes of the members of the state legislatures. As far as
the internal organization and administration are concerned,
the pattern is the same in all the universities of India.
Generally, the Governor of the State is the ex-officio Chancellor or the nominal head of the universities of the state. The highest full-time and the paid officer of the Indian university is the Vice-Chancellor. He is the chief academic and executive head concerned with the day-to-day administration of the Indian university. A few universities
through which political influence is working its way into the universities." 20

It is clear by the statement that the Governors of the states are the Chancellors of the universities in their state. This present system is not democratic. Therefore, it should be ended.

The chart that follows will give a graphic view of the governments and educational organization in India.

Higher education in India is the joint responsibility of the states and central governments. There are two Ministries of Education, one at the central level and another at the state level, headed by the Minister of Education. There are twenty-two departments under the control of Central Ministry of Education. The central department of Higher Education and UNESCO is directly responsible for:

(i) Five Central universities.

(ii) The institutions deemed to be universities.

(iii) The University Grants Commission.

(iv) The rural institutions.

(v) Few other programme of Higher Education.

The Government and Educational Organization in India

At the state level, the Director of Education is the ex-officio member of all the important committees of the universities in the state. The Governor of the state is the Chancellor of the university.

V.4.e Observations

In the U.K., we find a national system of education which is administered locally. A high degree of freedom is enjoyed by the local authorities. The Secretary of State for Education and Science is responsible for all aspects of education in England and Wales, and also for all aspects of the universities throughout Great Britain. North Ireland is governed by its own Parliament in London. All the British universities are voluntary bodies, and autonomous institutions. The Senate house occupies an important place in the organization of the British universities. The universities receive their 50 per cent grants from the government and 50 per cent grants from various public sources. The U.G.C. in Great Britain advises the government in matters of grants made by the Parliament. The NCERT pays 15 per cent grants for the scientific projects and research. In this matter, the Indian universities have similarity to those of the U.K.

Education in the U.S.A. has from its very beginning been characterized for diversity and independence. The Federal funds only can be utilized for the payment of
Salaries of the staff. If the state likes to furnish the land and buildings, the Federal Government offers a perpetual endowments for instructional purposes. Approximately, out of 25,000 institutions of Higher Education in the U.S.A. one-third are being run by the state or the city governments. Only nine percentage are being run by the Federal Government and the remaining 63 per cent are run by the private organizations including religious and secular boards. Each state maintains one or more state universities. "The state sponsored universities are a vital part of facilities for Higher Education in America." That is why almost all the fifty states have more than fifty state universities. To these state universities, the state governments provide 40 per cent of the total expenditure, the rest of 60 per cent are covered from the students fees and various service charges, from the grants of the Federal Government and from the gifts of private persons. There is no Federal university in the U.S.A., though the proposal is in under consideration. There is no National Ministry of Education as we have in India. There is an office of education in the Department of Health, Education and Welfare. The office is headed by the President with the approval of the Senate. Each state has a responsible office or some agency for the general supervision and coordination of the educational programme.

In the U.S.S.R. the educational responsibilities are divided between the union agencies and the republic and local agencies. The Ministry of Higher and Special Secondary Education is a separate ministry. It is situated at Moscow and its minister is a national administrator. His duties are to decide on important policies, directives and other matters. All the institutions of Higher Education are fully supported by the republic with a large amount in the budget. Not only in the field of education, but in every sphere the policies are determined by a dual administration, by the Union Government and the Communist party. Generally, both work for the university. There are sixteen subordinate units or branches under the All Union Ministry of Education in Russia. They are given the constitutional rights for their administration. Education is the responsibility of the Central Government in the U.S.S.R. All the institutions of Higher Education are under the direct control of the Central Government.

The university education in India is the joint responsibility of the state governments and the central government. The operation of the university is governed by its act of incorporation passed by the State Legislature. The state universities have to depend on the funds provided by the state governments for their maintenance, grants and matching share. The U.G.C. and the Inter-University Board are the two best friends of the Indian universities by which
they can get good grants from the central government. The central government is responsible to maintain the four central universities of Aligarh, Banaras, Delhi and Vishva-
1. Cultural Programmes, Games and Sports at the National level.

2. NCERT.

3. Four major surveys.

4. Coordinating agency for UNESCO.

The Ministry of Education provides assistance to voluntary educational organizations working in the field of experimental education.


Various advisory bodies guide the Ministry of Education in its policy and programme in the various fields of education, science and culture. In the field of education, the main advisory body is the Central Advisory Board of Education (CABE) which was established in 1935.

The UGC is the statutory body for the purpose of allocation and disbursement of grants to the universities. It also maintains the standards of the universities. Its significant achievements include the introduction of three year degree course, promotion of research, revision of pay
scales, improvement of libraries and laboratories and raising of standards.

The NCERT is an autonomous organization, under the Government of India, set up in September, 1961 to promote, organize and foster research in all branches of education.

All the University Acts passed by the Senate should be approved by the state government. The state universities have to depend on the funds provided by the state government for their maintenance, grants and matching share.

What is the function of the government in the university - or Higher Education of the U.S.A.? What can we adopt from it?

A state university in the U.S.A. is an autonomous body as in India. It is not completely financed by the state government. The state government provides 40 per cent of the total expenditure and the remaining 60 per cent of the expenditure is covered from the students' fees, various service charges to the students, Federal Government grants, gifts and the endowments from the private individuals and the associations.

In the U.S.A., there is no National Ministry of Education, in India, the U.K., or in the U.S.S.R. There is only a Federal office of education concerned directly with
the Department of Health, Education and Welfare. This office is headed by a Commissioner, who is appointed by the President. The Federal Government allocates to the fifty states thousands of millions of dollars every year for the educational purposes. In 1957, the United States Office of Education listed 137 Federal educational programmes and services. Among the programmes by the Federal Government, they are as under: (1) Assistance to State Governments: The Federal Government gives financial assistance and land to the state governments for the educational purpose. (2) It makes provision for education in the centrally administered areas. (3) It makes full arrangement for the education of the Red Indians. (4) The central government makes its own arrangement for the training and education of its employees. (5) It collaborates with other foreign countries in planning educational programmes. (6) It serves as a clearing house for educational information.

Thus, the Federal Government serves indirectly much more in the field of education, as in India or in the U.K.

**State Government**

The U.S.A. has fifty state systems of education, rather than national system. Each of the 50 states is autonomous in respect to the organization and control of the educational programme to the special boards governing public Higher Education.
The state boards vary in size and number of appointment. In three of the fifty states, members of the board are elected directly by the people, in thirty-seven they are appointed wholly or partly by the Governor, and in the remaining states they are indirectly elected by the legislature or are partly elected and partly appointed. Members are not professional educators. They are prominent citizens of the various professions. Their numbers vary from three to twenty.

The institutions of Higher Education or universities in America receive 50 per cent grants from the government (local, state and federal). All the institutions of Higher Education in the U.S.A. are autonomous in the sense that their policies are being determined by the board of trustees, the faculty and the administration. Even in the state universities, it is exception rather than the rule for the state legislature to interfere in the strictly academic affairs of the university one can find that this type of autonomy is not given in the universities of India. There is a government representative in all the important committees of the universities of India. The investigator would like to say that this type of control is necessary from the government in the Indian universities, because majority of the members in our educational committees are not aware of their duties. Otherwise, in all the Indian universities, where the Vice-Chancellor and his other
officers are capable, the government representative does not interfere with the academic or the administrative affairs of the university.

How is the Russian government responsible in the field of Higher Education? What can we adopt from that?

The Russian Higher Education is highly centralized. There is a separate Ministry of Higher and Secondary Special Education in the U.S.S.R. The ministry is divided functionally into a large number of bureaus. Four bureaus are responsible for the administration of universities and institutes of Higher Education. Other bureaus have personnel and maintenance functions. The ministry has full and direct control over more than 200 universities and institutes. The Soviet educational policy keeps the instruction in applied sciences like medicine and agriculture, outside the universities; as is the usual tradition in the U.K. and India. The advanced study in the social sciences is controlled by the central committee of the Communist party.

The universities and institutes are organized and administered by Rectors and Directors who are directly responsible either to the Ministry of Higher and Specialized Secondary Education or to the corresponding ministry at the republic levels which appoints them. At the Federal level, the important agency is the U.S.S.R. Ministry of Higher and Secondary Special Education. This ministry has
The Registrar
- He is a Secretary to the Council and the Senate.
- He assists and guides his large staff.
- He is assisted by the Asstt. Registrar and his office.

The Pro-Rector
- He is a Secretary to the Rector of the University.
- He is appointed from among the professors of outstanding academic achievement.
- He is directly responsible to the Vice-Chancellor.
- He is assisted by the assistant Registrar and office staff.

The Financial

The Bursar
- Head of the university.
- He is chief financial officer of an English university.
- He holds a Ph.D. degree.
- For the organizational aspect, he is responsible to the Vice-Chancellor or to the Registrar.

The Vice-Chancellor
- He looks after the finance of the university with the help of the Registrar.
- He is assisted by the assistant Registrar and office staff.
overall federal jurisdiction, but this jurisdiction shares with other ministries at the republic level.

Each of the 15 Union republics has its own Ministry of Education. In the same way, each of the 20 autonomous republics within the five Union republics has its own Ministry of Education. At the base of the federal structure, there are four main types of administrative units: the territory (Krai) similar to province; the region (Oblast) similar to the small province; the district (raion) similar to a county; and the city of town (gorod) consisting of one or more districts. Each of these administrative units has its own education department responsible both to the local government and the Ministry of Education of its Republic.

The government pattern in India is similar to that of the U.S.S.R. in some respect. In India, there is no separate Ministry of Education for the Higher and Special Secondary Education while in Russia, there is no Federal Ministry for Primary and Secondary (Ordinary) Education at the federal level for controlling the work of thirtyfive Ministries of Education located in the republics and autonomous republics. All the universities in India are rightfully free in their organizational process.

How the British Government is responsible in the Higher Education of the U.K.? What can we adopt from that?
The universities in the U.K. are autonomous self-governing corporations; as in the U.S.A. and in India.

The universities of Oxford and Cambridge possess considerable wealth in their own right, which was until comparatively, sufficient for their entire requirements. They are self-governing communities of scholars and even today they remain self-governing communities entirely by academics; with no lay element whatsoever.

All the other universities have substantial lay membership on their governing bodies. Although some of these members may be nominated by government agencies, nevertheless these universities remain self-governing corporations. The administration and organization of publicly provided education in colleges of further education is shared by the Central Government Departments, Local Education authorities and various voluntary organizations.

The English system of administration is a partnership between central and local authorities.

The Minister of Education has been designated as the Secretary of state since April 1st, 1964. The Secretary of state is a member of Parliament chosen by the Prime Minister and approved by the Queen. He is not the permanent officer. He exercises his responsibility in relation through the University Grants Committees. There are two Central Advisory Councils to advise the Secretary of State.
on matters related with educational theory and practice.

The Higher Education in U.K. is a partnership between the central and the local authorities, while in India, it is the partnership between the state and the central governments. In the universities of India, the UGC is the main agent of the central government; while in the U.K., the Secretary of the state is directly related with Higher Education. The universities in the U.K. receive more financial help than those of India.

The work of NCERT is common in both the countries. The universities of India have to learn much more in the field of autonomy of Higher Education, because the government helps more to the universities in U.K. with the least interference, while in India the government helps the less with more interference.
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