CHAPTER: ONE
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INTRODUCTION

1.1 HISTORY OF EDUCATIONAL ADMINISTRATION IN INDIA

Educational administration can be understood well in its historical perspective. Educational history of the nation and that of educational administration generally run parallel to one another. Also the political changes, cultural background and sociological trends equally influence the development of educational administration anywhere at any time.

- There was no educational administrative organisation in the ancient period;
- Institutional organisation had developed during Buddhism;
- Interference in educational affairs was rampant during the medieval period;
- Indigenous system of education without constraint of control existed in the country before the British rule.

The evolution of educational administration during the British period and post-independence period may be briefly enumerated by enlisting the prominent events as given hereunder:
1813: The Charter Act of 1813 made the British East India Company responsible for the education of the Indian people;

1823: In Bengal, a General Committee of Public Instruction was established;

1842: "The General Committee of Public Instruction was replaced in 1842 by a Council of Education";

1854: Wood's Educational Despatch, a landmark in the History of Educational Administration in India, had recommended for the creation of Departments of Public Instruction in all the provinces;

1857: Establishment of three Universities - at Madras, Bombay and Calcutta;

1901: A Director-General of Education of India was appointed by Lord Curzon;

1910: Creation of a new Department of Education as per the proposals of Morley and Minto;

1915: Post of Director-General of Education was re-designated as the Educational Commissioner;

1919: Introduction of Diarchy as the Government of India Act of 1919;

1924: Stoppage of Recruitment to I.E.S. took place with the beginning of Indianisation of Superior Services;
1935: Introduction of Provincial Autonomy; Revival of the Central Advisory Board of Education;

1937: Revival of Bureau of Education;

1938: Constitution of the National Planning Committee under the Chairmanship of Shri Jawaharlal Nehru and subcommittees for General Education under the Chairmanship of Dr. S. Radha Krishnan and for Technical Education and Development of Research under the Chairmanship of Dr. M.N. Saha, took place;

1944: Sargent's Report on the Post-war Educational Developmental Plan for India was published;

1955: Reconstituting of the Central Advisory Board of Education took place; the University Grants Committee was established;

1955: All India Council for Secondary Education was founded;

1956: The University Grants Commission was created;

1957: All India Council for Elementary Education was established;

1958: The Directorate of Extension Services Programmes for Secondary Education was formed and bifurcation of Union Education Ministry into the Ministry of Education (General) and the Ministry of Scientific Research and Cultural Affairs had taken place;
1961: The National Council of Educational Research and Training was created;
1963: Composite Ministry of Education at the Centre was formed;
1966: Further Reorganisation of Union Education Ministry took place.

These had been the notable changes and features of educational administration in our country before and after attainment of freedom in brief.

1.2 UNIVERSITIES IN INDIA

Universities in India have been one of the important educational authorities since ancient times. Even in ancient India, we had the idea of University. We had Kashi, Taxila, Nalanda and some other universities.

The word 'university' has been derived from a Latin word "Universitas" meaning thereby a Community or collective body. It means a collective body of teachers and students who are engaged in business of teaching and learning.

Perhaps no other document in Indian education is more far reaching in consequence than the Wood's Despatch of 1854. To understand the full implications of this Despatch some of its important features are worth examination. In 1853, the Company's Charter came for renewal. At this time, as
has been done previously also in 1813 and 1833, a select committee of Commons held a thorough enquiry into educational development in India. On the basis of this enquiry the Educational Despatch was issued by the Court of Directors in July, 1854.

This Despatch laid down the objects of Educational policy. It emphasized that the education confers upon the natives of India vast moral and material blessings. It would not only produce a higher degree of intellectual fitness but also raise their moral character which would make them better servants to whom offices of trust can be committed with increased confidence. The education of the Indians was also sought to material benefit the English people because it was envisaged that the educated Indians would increasingly demand British goods and would supply them with the raw materials essential for their industries.

The Despatch considered that the time was ripe to establish Universities at Calcutta and Bombay and with the sanction of Directors one at Madras or in any part of India, where a sufficient number of institutions exist, from which properly qualified candidates for degrees could be supplied. All these universities were sought to be modelled on the pattern of London University. Thus in India universities in formal sense were opened in 1857 as a result of Wood's
Despatch recommendation in 1854.

The period between 1854 and 1900 is described by Nurullah and Naik (1951) as 'a period of rapid westernization of the educational system but of Indianization of its agency'. In this period the indigenous schools were completely neglected and by 1900 the Western knowledge and sciences began to be taught in almost all the institutions. The higher institutes of learning started using English as the medium of instruction.

There were founded three universities at Calcutta, Madras and Bombay in 1857. These universities were merely examining bodies and were affiliating colleges on the pattern of London University of that time. But while London University itself gave up its affiliating character a year after, the Indian universities continued to be of affiliating type.

In 1859, there was another Despatch known as Stanley's Despatch. This reviewed the progress made under the Despatch of 1854 and reiterated and confirmed it in essentials. It, however, made an exception regarding elementary education. It noted that "the native community failed to co-operate with the Government in promoting elementary vernacular education through the grant-in-aid system". It suggested that the officers of the government on the basis of plan to improve indigenous schools should directly promote it.
The Panjab University, Lahore was established in 1882. Slowly and slowly more universities were opened and by 1947 when Britishers left India, there were 19 universities in India. At present we have 230 universities in India. This shows that though the size of the country was reduced, the university education expanded like anything.

Lord Curzon's contribution to the improvement of universities had been unique and praiseworthy. The University Education Commission of 1902 aimed at the "rehabilitation and strengthening of the then existing universities", but not at the reconstruction of the system of universities in India. The Indian Universities Act of 1904 aimed at (1) the enlargement of the functions of the universities; (2) making the university senates of a manageable size; (3) introducing the principle of election in the Indian universities; (4) giving statutory recognition to the syndicates and giving adequate representation to the university teachers on the concerned syndicate, (5) providing stricter conditions of affiliation of colleges to a university; (6) vesting some powers in the Government; and (7) empowering the Governor General-in-Council to define the territorial limits of the universities.

The Government of India Resolution of 1913 was an echo of the developments in the British Universities, reconstituting them at the unitary, teaching and residential organisations wherever necessary.
It laid down the principle of establishing as many universities as possible, as a result of which many universities had been established.

The Calcutta University Commission of 1917-1919 known popularly as the Saddler Commission is another milestone in the historical development of Indian university Education. It made the following notable recommendations: (1) reorganisation of secondary schools; (2) introducing the Intermediate Examination as a dividing line between the university and secondary courses; (3) establishing intermediate colleges; and (4) establishing Boards of Secondary and Intermediate Education.

The establishment of Inter University Board in 1924 to effect coordination of work of different universities in India was another important step towards the furtherance of university education of our country. It was to hold annual meetings and conferences on university education.

Provision of research work, military training through University Training Corps and development of inter-collegiate and inter-university activities and provision of physical education and residential accommodation took place subsequently.

The Hartog Committee of 1929 made many principal findings on university education with respect to lowering of standards of teaching, educational policy, university libraries etc. Of the numerous recommendations, those regarding introduction of Honours Courses and Extension Work in the universities,
besides its insistence on the Centre's responsibility for education, are noteworthy.

The period between 1937-1947 saw rapid expansion of University education by way of starting of new universities, research in education, and so on.

University Grants Committee was set up in 1945 with a view to recommend grants to universities for new developments, to encourage private benefactions, to coordinate university activities, to prevent undesirable competitions, to visit universities periodically to ascertain the needs of the universities, to establish cultural contacts and to arrange for the exchange of teachers and students with those of foreign universities.

The Indian University Education Commission was appointed in 1948 by the Central Government under the Chairmanship of Dr. S. Radhakrishnan, which submitted its report in August 1949, making major recommendations for the improvement of university education. As a result of the recommendations of the Radhakrishnan's Commission the University Grants Commission was set up in 1953, which became a statutory body under the University Grants Commission Act of 1956 of the Parliament.

Many new Universities were established after independence. The latest trend is to establish specialized universities like Universities of Agricultural Sciences, Universities on Animal Husbandry, Technical Universities and Medical Universities etc.
Educational Role of Indian Universities

The universities in India have the below enumerated major functions to perform:

**Affiliating Function:** The colleges within the jurisdiction of a university are affiliated to it, subject to the conditions of affiliation. A university committee visits the college that applies for affiliation to get itself satisfied as the conformity of the conditions of affiliation.

**Teaching Function:** Many of the universities are both residential and teaching type. The university education covers almost all aspects of higher education. Different faculties cover different branches of education ranging from the undergraduate stage to the post-doctoral stage, pertaining to academic, scientific, technical, technological, professional and other aspects of higher learning. Teaching is carried on either by the university faculties directly or through the constituent colleges.

**Examining Function:** All the universities are the examining bodies. They conduct examinations for all the eligible examinees who had undergone a specified course of study or who satisfy the stipulated conditions to appear at the examinations as the external candidates. The examinations range from matriculation to post-doctoral stage of education.

The Controller of Examination is an overall incharge
of the conduct of examinations commencing with the appointment of the examiners to that of announcement of examination results.

**Conferring of Degrees:** Thereafter degrees are conferred by the universities on all the successful candidates at the time of convocation, after the convocation address is delivered by a prominent educationist or a statesman. Universities also confer honorary degrees on men of eminence for their grand services.

The Indians are more degree conscious now than ever before because the employment is linked with the degrees. They are serving more or less as the passports for the employment. To overcome excessive examination-mindedness, more emphasis should be given to original work of the persons rather than to their mere academic attainment.

1.3 **MEANING OF ADMINISTRATION**

The Oxford Dictionary gives the meaning of administration as "Management (of business); management of public affairs, government etc."". In other words we may say that administration means the management of business or public affairs or government. Since the words business, public affairs and government are used here to indicate some form of organization or institution, the administration may mean the management of an organization of institution. Thus administration involves two important concepts - "the management" and "the organization".
(A) The Organization

The dictionary definition of organization which is applicable here reads as follows: "an organized structure, body or being", "the mode in which something is organized" or "systematic arrangement for a definite purpose". When it is used in explaining administration it means a structure or framework or arrangement, a state or manner of being. It, therefore, represents something which exists even though it may be of an intangible nature. This something needs handling, conducting or controlling so that the framework or structure or state may function or remain functioning efficiently.

At the root of any organization, there are groups of people. In the words of Tead (1951): "A going organization arises out of a deliberate association of persons desiring to accomplish something together, to realize certain defined objectives, which as individuals the persons either could not do for themselves or could not do as well". Thus organization involves the people coming together to realise certain objectives. These objectives give the distinctiveness to organizations. For example when the objective is to lead a life under some controlling laws and regulations we have the organization of state type, when the objective is to disseminate knowledge we have the organizations specifically formed for education.

(B) The Management

It means to run, handle, conduct or control. The
1.4 NATURE OF ADMINISTRATION

After some understanding of the 'management' and the 'organization' we revert back to Administration. As administration involves management of an organization it is clear that administration is also concerned with human beings. A group of people who organise themselves for definite objectives can achieve their objectives through administration "is concerned with the dealing and co-ordinating of the activities of group of people".

Tead (1951) gives a definition which explains not only the administration but also leads towards an understanding of the good or bad administration. Tead says:

"....administration is conceived as the necessary activities of those individuals (executives) in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realise certain defined purposes".

It may be quite clear from the above that good
administration involves the associated effort in realizing the defined goals. For the associated efforts to be successful there must be put forward certain principles which ought to be followed. It is true that till no perfect principles which may lead to complete successful administration have been developed but on the basis of experiences of the people in different directions in different types of organizations certain ways of approach, adoption of attitudes and methods of attack have evolved. However, to apply them in specific situations, "comprises an requiring great skill; discernment and moral fortitude". It is on account of the requirement of such skills in administration that Tead calls administration as an art.

Administration involves creativity. A good administration is one which exhibits human creativity at its best. Good administration is the product of associated performance which continually proceeds towards perfection. Thus the ingredients of good administration may be cited as four viz: (i) Associated performance - human beings work in close collaboration. Their relationships are organized and there is sharing of responsibilities and duties; (ii) Organized purpose - human beings have well defined purposes before them and though mutual sharing of responsibilities try to achieve them; (iii) Creativity - the path towards the achievement of purposes is not present. It is through a dynamic approach that the group proceeds towards its goals. The group makes efforts to insight into the problem and (iv) Achievement - the feeling of achievement, good
administration and a quest for perfection are interlinked. A good administrator is not only satisfied when he follows a particular pattern and achieves some success but he makes all the efforts to achieve perfection within the limitations imposed by the environment and this allows his creativity to have full play.

1.5 EDUCATIONAL ADMINISTRATION

By educational administration we mean the management with maximum efficiency of any organisation or institution having the organized purposes connected with the education of the group of individuals forming that organization. The educational administration can be said to have one very important basic purpose. That purpose is to facilitate teaching and learning. But when we analyse the facilities for teaching and learning we come to organization and institutions of different types. On the one hand we come across the organizations like Church and religious groups. On the other we find State and Community. We also find these organizations establishing institutions for the creation of formal type of teaching-learning situations. The management of the educational functions of these organizations and institutions come under the purview of educational administration.

The educational administration occurs in a Community, State or Nation. It occurs whenever there is a structure of
educational enterprise. All those groups are involved in it which come in touch with this structure at any point. The members of the community, the government officers, the parents, the teachers and the students are thus closely involved in it. The structure of educational enterprise may be provided by a democratic community, totalitarian state or socialist regime.

In any structure of educational enterprise there ought to be schools and other educational institutions. The management of these institutions is usually controlled internally as well as externally. The internal control is concerned with the day-to-day work of the institution, the management of its classrooms, playing field and the office. The external control is the control exercised over them by the community or the State or any other agency responsible for their establishment. In educational administration both external and internal controls are involved. These controls are exercised in accordance with the established policies and programmes. A number of techniques and procedures are employed so that the educational organisation may function within the range of these established policies. Thus we may define educational administration in the words of Good (1963):

"all those techniques and procedures employed in operating the educational organization in accordance with established policies, is defined as administration".

1.6 PURPOSES OF EDUCATIONAL ADMINISTRATION

The educational administration can be more easily
understood if we make an analysis of the purposes for which it is needed. We have already said that very simply the purpose of educational administration be put as to facilitate teaching and learning. But this simple generalization of purpose means very little in itself. It needs much elaboration.

The educational administration, in the words of Campbell, Corbally and Ramseyer (1958), "consists of facilitating the development of goals and policies basic to teaching and learning, stimulating the development of appropriate programmes for teaching and learning, and procuring and managing personnel and material to implement teaching and learning".

Thus the facilitation of teaching and learning involves that the objectives of education be defined and the policies to be followed to achieve success in teaching and learning are formulated. The execution of the policies and the managing and procuring of the resources and the personnel involved in the execution also become the purposes of educational administration.

The learner is at the centre of any teaching-learning situation. The educational administration is thus concerned with the learner. As the learner is a living organism and there is continual change in him, the educational administration should be dynamic. The purpose of educational administration can also be put as dynamic management of teaching-learning.
situation for the benefit of the child.

Gregg (1960) in his Article on Administration in Encyclopedia of Educational Research, goes further and considers that educational administration is also concerned with the growth of adults. He writes:

"Educational Administration is the process of utilizing appropriate materials in such a way as to promote effectively the development of children and youth, but also with the growth of adults and particularly with the growth of school personnel."

Thus the major purposes of educational administration may be enumerated as follows:

(1) to frame well defined policies and programmes so that the teaching-learning situations result in the growth and development of the human child,

(2) to make use of appropriate materials so that the effective development of the human qualities is assured,

(3) to execute dynamically the programmes and activities of the organization so that in objectives may be achieved,

(4) to assure the growth of not only children but also of the adults, and

(5) to achieve the growth of the personnel involved in the management of the organization.
The concept of educational administration is continually changing. At the initial stages educational administration was merely confined to an experienced teacher who was required to administer the educational programmes of the institution. The way in which he was to administer depended upon his own personal outlook and individual experiences. The policies were framed by some high ups connected with general administration. They were more dependent on the politics of the day rather than upon any sound principle or theory of education. Thus the concept of educational administration was merely to carry out the plans and policies dictated by the top level administration to the best of one's own individual capacities.

Slowly in the above conception of educational administration grave inadequacies were recognised. It was propagated that the administration on the basis of individual whims and idiosyncrasies was autocratic and hence should find no place in education. It began to be realized that educational administration was a special type of activity and for it specially trained personnel are required.

Scientific Administration

The concept of administration which then emerged out was termed as scientific administration. It was considered
desirable that administration should not be subjective but should be based upon objective data obtained through scientific methods. Much professional literature began to accumulate. The people began to consider that administration in education can be carried on according to a plan on the basis of the specialized knowledge obtained through scientific processes. In such administration, "emphasis was on organizational structure and the formal relationships of personnel to obtain efficiency in operation".

The scientific administration also began to be criticized. The main reason of it was the attaching of too much importance to the "formal line and staff organization". It ignored more or less completely the information organization. Again this was considered as leading to the authoritarian type of administration. In this type of administration the needs of the organization became the major concerns of the administrators. The human considerations were absent. The staff and other workers in the educational enterprise were required to work in accordance with a plan. Their viewpoint, needs and dispositions were considered as of little value. In India the government appointed Inspectors of Schools who were judging the worth of a teacher and school on certain fixed criteria. This created much confusion and no worthwhile progress in education could take place. Unfortunately in this country this concept of inspection has not very much changed.
It may be said here that though scientific administration is not very sound type of administration in education yet it can serve some valuable purpose.

Kefauver (1946) considers:

"Scientific administration is not objectionable when it represents an effort to secure meaningful and valid data bearing on administrative problems if the data are not given exaggerated importance and if other important factors for which data can be obtained, are not ignored."

A number of studies have shown the futility of "scientific management". In this connection the studies conducted in the Hawthorne plant of the Western Electric Company, are usually mentioned. These studies have shown that no matter how you improve technical processes the management is not successful unless it probes into the realm of human relations. An administrator having full technical knowledge will fail in his task if he will ignore the human elements. The recognition of this fact has now entirely changed the concept of educational administration.

The educational administration is concerned with the human beings. No matter how sound may be the educational theory it can never find its acceptance unless the human beings involved in it implementation are tackled properly. The days have gone now when the cry was institution for its own
Now an educational institution is considered to be meant for the pupils and so any programme and the policies must be for their benefit. But their benefit is linked with the benefit of the teaching personnel. If the teachers are satisfied and willing workers, they will do much good. If they are disgruntled, dissatisfied and dejected they will bring incalculable harm in the pupils. It is, therefore, said that the most significant factor in administration is the nature of the human relationships involved.

The staff participation in administration is now recognised as one of the most outstanding needs. It is through co-operation, joint effort that the organizational goals may be achieved. The sympathetic understanding of the staff's point of view is considered to be an essential quality of an administrator.

1.8 Functions of Educational Administration

What are the functions of Educational Administration? The answer to this question is given in a variety of ways. Some consider that administration is to bring into co-operative and fruitful relationships of the various components of an educational programme. These activities are:

1. Planning 2. Organizing; 3. Staffing;
4. Directing; 5. Co-ordinating; 6. Reporting; and
7. Budgeting.
Sears, adopting the five fold functions, describes by Fayol specifically to school administration mentions five major elements of educational administration. They are as follows:

1. **Planning:**
   
   It means in administration "to get ready, to decide or to act upon some problem or piece of work. It is an intellectual activity which is performed on the basis of the facts, ideas and principles. It is necessary because of its importance for future which takes into consideration past and present. A good administration will not function arbitrarily, on guess work or off-hand. It plans its activities so that the objectives for which it has come into existence can be achieved.

2. **Organization:**
   
   It "means the arrangement, inter-relationships and the order of people, materials, procedures, knowledge and the work to be done." The Educational administration has to function to achieve all these.

3. **Directing or commending:**
   
   It means "authority on the move". The direction involves the execution of plans and decisions. This function of administration is easily understood by all the administrators. Whatever are the policies or programmes of educational organization
the administrator has to execute them. We have earlier referred to the authoritarian type of administration and scientific administration. Both of these concepts of administration give more attention to this function of administration over all the others.

4. Co-ordination:

It means harmonizing in a unified programme all the elements involved in the programme. This function of administration is best performed by seeking the co-operation of all who are involved in administration. In the execution of any programme there are number of activities, tasks and personnel involved. The administration keeps in touch with each, puts them on track and establishes links between them so that none is left in isolation.

5. Control:

The term is considered to have two meanings in administration. One relates to the "checking on performance as effectiveness". The other meaning relates to the management or governance of an enterprise "and signifies the application of control through instruments and procedures". This is more literal meaning.

The first meaning emphasizes the administration's function in evaluation. The administrator evaluates the work
of the personnel involved in the programme. It specifically makes an assessment of the activities performed and proceeds to judge the successes obtained in them. The inspectors of schools in India are found to be more concerned with this function. They rate the teachers and try to obtain an overall view of the school’s function in accordance with the policies laid down by the department and in obedience to the governmental rules.

The second meaning puts the function of administration as one of management. It is the managing of the affairs of the organization by evolving procedures and through the instruments specially created for this purpose.

1.9 Panjab University, Chandigarh

Panjab University was established by The Panjab University Act VII of 1947 as a corporate body with the purpose of imparting education in Arts, Letters, Science and learned professions and of furthering advancement of learning and prosecution of original research.

1.10 University of Jammu, Jammu

University of Jammu, Jammu was established by the Act, Act N.XXIV of 1969 dated 30th October, 1969, by the Jammu and Kashmir State Legislature in the Twentieth year of the Republic of India. This Act may be called the Kashmir and Jammu Universities Act, 1969.
1.11 Emergence of the Problem

Educational administration deals with matters such as management of educational institutions, implementation of effective managerial practices, human attitudes and values, wastage and stagnation, corruption and bureaucracy. The research in educational administration centres around description and evaluation of educational structure and agencies. Few studies have also used models of administration. The psycho-social aspects of not only administrators and supervisors but also of students have been evaluated. Work environment, classroom climate, morale of teachers and students, job satisfaction of teachers and attitude of teachers and students have been dealt with quite comprehensively.

After a cursory look at the number of studies conducted reveals that the area has not attracted the attention of very large number of researchers in India. In other words, the area of educational administration has not been explored exhaustively. Studies are also needed with respect to planning, administration, especially of large educational institutions including universities.

1.12 Statement of the Problem

Problem of the present study is stated as -

"A Comparative Study of the Organization And Management of Panjab University, Chandigarh, and Jammu University, Jammu".
1.13 **OBJECTIVES OF THE STUDY**

1. To study the organization and management of Panjab University, Chandigarh and Jammu University, Jammu.

2. To compare the organization and management of Panjab University, Chandigarh and Jammu University, Jammu.

3. To give suggestions for the effective university organization and management on the basis of information gathered from university officials, senators/syndics, and teachers.

1.14 **NEED AND SIGNIFICANCE OF THE STUDY**

One of the major setbacks of the doctoral researches or researches at Master Degree level is that they predominantly centre around school administration. Many of the studies are just peripheral to the main concern of educational management. Thus there is need that researchers should set clear priorities in order to make future studies more relevant and meaningful.

Research in educational administration is probably not yet seen as a professional activity. Educational management is seen as basically an off-shoot of pedagogical skills at the school levels and an overflow of content specialization at the higher education levels.

The number of research studies on collegiate education and university education is negligible. Some of the important aspects of educational organization and management e.g. role
conflict in educational institutions, a critical analysis of Educational, Arts, institutional viability in terms of size and curriculum offering, evaluation techniques and planning of educational institutions specially of large educational institutions including universities need further exploration in order to get a better deeper and more comprehensive understanding of the issues and factors involved.

As the jurisdiction of Panjab University, Chandigarh has been reduced and Jammu University was established nearly thirty years ago, therefore, it became necessary to study their present working.

The study will be helpful to the state governments to know about the working of these universities and also to know whether the employers are satisfied or not.

From the viewpoint of administrators, it is necessary for every administrator that work is done without any tension during his/her tenure. The study will be helpful to them to work accurately, effectively and efficiently according to the rules and regulations in order to become popular administrators.

Teachers of these universities will also be benefitted as most of them are still unaware about the rules and regulations of these universities.

From the society point of view the present study will be helpful to raise the standards of education in these
universities with the help of all modern techniques.

From the research point of view, this area of research has not attracted the attention of many researchers and that is why this area has not been explored exhaustively. Thus there is a great need to explore this field as till now no work of this nature has been done in India.

1.15 DELIMITATION OF THE STUDY

1. From the geographical point of view, study was delimited to Panjab and J & K states only by selecting one university from each state.

2. Only following aspects were studied:

(a) Establishment of universities and their expansion rules and regulations and modifications made in these.

(b) Officials working in these universities i.e. Vice-Chancellor, Registrar, Controller of Examinations, Finance and Development Officer, Deputy Registrars, Assistant Registrars etc.

(c) Deans.

(d) Faculties.

(e) University teachers

(f) Conditions of service of University employees.

(g) Management processes i.e. functioning of Syndicate, Senate, University Council etc.
(h) Relationship of University with U.G.C.
and other bodies.

1.16 PLAN OF CHAPTERS

The whole study is divided into eight chapters. First chapter gives the introduction along the objectives of the study while in second chapter, review of related literature has been made. In third chapter method and procedure has been explained. Fourth chapter deals with the organization and management of Panjab University, Chandigarh, while fifth chapter deals with the organization and management of University of Jammu, Jammu. Sixth chapter deals with the comparison of organization and management of Panjab University, Chandigarh and University of Jammu, Jammu, while seventh chapter deals with the suggestion for effective university organization and management. Eighth chapter deals with the summary and suggestions for further research. Bibliography has been given at the end of research report.