A STUDY ON
THE ADMINISTRATIVE PATTERN
OF UNIVERSITIES IN KERALA-
Need for Higher Excellence

Thesis submitted to the University of Calicut for the award of the
Degree of Doctor of Philosophy in Commerce

By

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CERTIFICATE

This is to certify that the thesis entitled *"A Study on the Administrative Pattern of Universities in Kerala- Need for Higher Excellence"* *is a record of the bonafide work done by* Venugopalan.K *for the award of the Degree of Doctor of Philosophy in Commerce under my guidance.*

He is allowed to submit the thesis for evaluation.

C.U. Campus Dr. A.K.SARADA
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DECLARATION

I, VENUGOPALAN.K, hereby declare that the thesis entitled "A *Study on the Administrative Pattern of Universities in Kerala- Need for Higher Excellence"* is my original work done under the guidance of Dr.A.K.Sarada, Reader, Department of Commerce and Management Studies, University of Calicut. This thesis contains no material previously published by any other person.

No part of the work has been submitted earlier for any other purpose.

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K.VENUGOPALAN

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LIST OF ACRONYMS

AICTE	All India Council for Technical Education
AIU	Association of Indian Universities
AR	Assistant Registrar
C/M	Commerce/Management
D	D Lit
DR	Deputy Registrar
E	Employees
Ed	Education
En	Engineering
FA	Fine Arts
FDI	Foreign Direct Investment
FICCI	Federation of Indian Chambers of Commerce and Industry
GATS	General Agreement on Trade and Services
HS	Health Science
JR	Joint Registrar
KU	Kannur University
L	Language
LAN	Local Area Network
LIS	Library Information Science
M	Medicine
MCI	Medical Council of India
MGU	Mahatma Gandhi University

NACC	National Assessment and Accreditation Council
NCERT	National Council for Education Research and Training
NTE	Non-Teaching Employees
O	Others
PI	Performance Index
S	Science
SO	Section Officer
SS	Social Science
ST	Students
TS	Total Score
UC	University of Calicut
UGC	University Grants Commission
UK	University of Kerala
UNESCO	United Nations Educational Scientific And Cultural Organization
UT	University Teachers
WA S	Weighted Average Score
WTO	World Trade Organization

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CONFIGURATION OF THE STUDY

1.0. INTRODUCTION

With the advent of globalization, every sphere of human life is in a transitional stage. Globalization, liberalization and privatization together with rapid strides of information technology have brought tremendous changes in the field of management and administration. An organization cannot sustain without skillful coordination and control of men and material. So an efficient and effective management is a necessity for the fast growing world. Timely change is a must whether it is in business or service.

Our country has also adopted the policies of liberalization, globalization and privatization since 1991 to cope up with the challenges made by other advanced countries. Due to changes in the policies of the Government many multinational companies have started to operate in our country. Many of the associates and subsidiaries of multinational companies have introduced modern management concepts and they are quite successful in terms of growth and prosperity. The business giants of India have also introduced changes in the traditional management and adopted sophisticated modern management techniques. Even the small-scale industries are forced to adopt new strategies to face challenges raised by foreign institutions. Apart from this, institutions all over the world are undergoing fast and sweeping renovations due to all-persistent influence of information technology. It enables an organization to build an institutional memory or a comprehensive knowledge base. It helps to

improve the efficiency of the personnel to take quick decisions and act accordingly.

Universities perform a crucial role in an economy and society. They create knowledge. They impart and disseminate knowledge. Universities are the main functionaries in higher education. Universities must be flexible, innovative and creative. In this globalised era, Universities should have the ability to compete and the motivation to excel. As part of the new policy adopted by the Government of India, permission was granted to start private Universities. The Government is initiating moves to give permission to foreign Universities to start functioning in India. Changes occurring in our country due to globalization raise challenges to Indian conventional Universities. The Universities are compelled to respond to the challenges and uncertainties of the new millennium. A University cannot survive in this competitive world without an excellent performance. So a higher excellence is needed for the Universities to face challenges in the globalised world.

In the present University environment, traditional role of administration is fast changing in view of the technological advancements resulting in network culture. With greater opportunities for growth, experimentation and innovations, professional development of administrators assumes new significance. To attain excellence, the new technological advancements, innovations and professional developments should be adopted in the administrative pattern, by Universities. An excellent

administrative pattern depends upon the nature of the decision making bodies, autonomy, external influence in administration, decentralization of authority, adoption of new technologies, finance especially raising of funds and its allocation to different departments and performance of the employees especially non teachings staff. Apart from this, it enables to enhance academic excellence. Generally students are the clients of Universities. Satisfied clientele and employees are the indicators of an efficient administrative pattern.

As a consequence of the change in policies, the Government is not acting as the sole financier of Universities now. This has compelled the Universities to generate additional revenues. Additional revenues can be generated only if they are ready to offer new educational programmes, that give maximum benefit and satisfaction to clients. It is assumed that the conventional Universities are facing problems related to the style of administration, adoption of new management techniques, performance of employees, utilization of information technology, change in curriculum and course and meeting the needs of the clientele, today. The study was formulated on the basis of the above situation.

1.1. IMPORTANCE OF THE STUDY

The world economy is experiencing unprecedented changes in the new millennium. New developments in science and technology, competition, media revolution and internationalization are

revolutionizing the education sector. New avenues are opening in the field of education especially that of higher education. As part of the policies of liberalization and globalization, Government of India has given permission to start Universities in private sector. Government has an idea to allow foreign Universities to operate in India. Definitely this will raise challenges to our Universities especially the conventional ones. An outgrowth of Universities is required at this juncture. All organizations are changing their administrative set up, management concepts and strategies to meet the challenges from time to time. Likewise, Universities of our state are also to be modernized to face the challenges. At present there are seven Universities and two deemed Universities in Kerala. The private Universities have started functioning in the state. These Universities and the global change in the techniques and management raise challenges to the existing seven Universities. To meet the challenges, academic renewal and reorientation of educational programmes are needed .It will help to meet the growing needs of our society and will provide maximum satisfaction to the client groups of Universities.

Academic renewal and reorientation is possible only in well-managed Universities. An excellent administrative pattern is a necessary ingredient of excellent administration. Professor Prabhakar Jha, said that the Indian University system should revamp its management

pattern and administration style for benefiting stakeholders[1].

The syndicate and the senate are powerful University bodies, that have great influence on the administration style of Universities. At present, Universities have two categories of syndicate namely elected syndicate and nominated syndicate. No study has been conducted so far to verify which type of syndicate is beneficial for a good administrative pattern of Universities of Kerala in the present context.

Likewise, autonomy is the fundamental condition required for the efficient functioning of Universities. The core concept of autonomy is the decentralized management culture. The delegation of responsibility with accountability is essential for the success of autonomy[2]. Financial autonomy implies freedom to raise resources and decide the item of expenditure. It has been observed that the Government has reservations on administrative and financial autonomy of Universities. The study is intended to verify the present financial position and to know whether financial autonomy is to be provided to Universities or not. The departments of a University are the main and basic operational units. So the departments are enabled to work with freedom and wider academic, administrative and financial powers. Study is needed to assess whether financial

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[1] Professor Prabhakar Jha, ""Exploring avenues for Positivising the University Administration" *University News*, Vol 44 (50), 2006 December 11-17.

[2] Report of the CABE Committee on Autonomy of Higher Education Institutions, Ministry of Human Resource Development, Department of Secondary and Higher Education, Government of India, New Delhi, June 2005, p.20.

autonomy is to be offered to departments in the Universities of Kerala for raising necessary funds to enable the Heads of the Departments to incur expenditure on sanctioned projects, routine works etc.

Political and Governmental interference in University bodies and administration is a general feature today. A study is needed to verify whether political and governmental interference in University administration deteriorates the autonomy of Universities of Kerala.

In the present administrative pattern of the Universities, there is excessive centralization of authority at top levels in all matters whether they are important or unimportant. Likewise, decision making authority related to administrative / financial policies and routine matters was mainly vested upon statutory bodies like the syndicate and top level authorities of Universities like Vice Chancellor and Registrar. So verification is required to know whether decentralization of authority is essential to attain excellence in administrative pattern.

Universities have a number of academic departments, which are located at different places. They incur expenses in connection with routine matters. The existing practice followed in Universities is to reimburse the amount of expenditure incurred after submitting necessary vouchers to the finance wing of the University. The study intends to verify whether any change is required in the present practice of allocation of funds.

In the academic side, Universities have to revise curriculum to become competitive. As per the present norms followed in Universities of Kerala, curriculum is revised every three years. Study is required to verify whether the present practice of revision of curriculum is to be maintained or a new practice is to be followed in the present era. Likewise, the importance given for research in the present administrative set up is to be examined.

The clientele of the Universities expect better performance from University employees. More than seventy-five percentage of the working population of Universities are non- teaching employees. The performance of employees is an indicator of the existence of a good administrative pattern. A concrete assessment of the performance of employees and its relation to the background of the employees such as age, gender, qualification, year of service, promotion, training, superior subordinate relationship, work environment, and job satisfaction are needed to study the present administrative pattern of Universities.

 Modern technology, computerization and computerized management are required to speed up the activities like transactions, management and decision-making in organizations. The use of computers and application of information technology in administration, finance, examination etc are inevitable today to meet the challenges raised by the private as well as foreign Universities. To what extent it is done in Universities is to be verified.

The students are the main clientele of University. The difficulties faced by the students related to the conduct of courses and examination, revaluation of examination papers, declaration of results, receipt of degree certificates etc. have been published by newspapers in Kerala. Study is required to identify the problems faced by the clientele of the Universities of Kerala.

A number of workshops have been conducted in different parts of the country connected with University administration and papers have been presented by eminent personalities. A few studies have been conducted, related to University administration in Universities of other states.   But no study has so far been conducted about the present administrative pattern, changes required in administrative pattern for attaining excellence related to University decision making bodies, autonomy-administrative and finance, political interference, delegation of authority, academic excellence, changes required in allocating funds, performance of employees, performance and the background of the employees, adoption of computerization and computerized management to face challenges and problems faced by students in Universities of Kerala. The present study is an attempt to fill this gap.

1.2. SCOPE OF THE PRESENT STUDY

The study is confined to Universities of Kerala. In Kerala there are seven Universities that manage higher education. It consists of six conventional Universities and one agricultural University. They are University of

Kerala, University of Calicut, Mahatma Gandhi University, Sree Sankaracharya University of Sanskrit, Kannur University, Cochin University of Science and Technology and Kerala Agricultural University. Along with these Universities there are two deemed Universities namely National Institute of Technology, Calicut and Sree Chithira Thirunal Institute of Medical Sciences, Thiruvananthapuram. The study is based on University of Kerala, University of Calicut, Mahatma Gandhi University and Kannur University since they are of the same nature. All these are affiliating type of Universities. Geographical position of the Universities has also been considered for selecting the Universities for study.

Cochin University of Science and Technology and Kerala Agricultural University are unitary type Universities. National Institute of Technology, Calicut and Sree Chithira Thirunal Institute of Medical Sciences, Thiruvananthapuram are deemed Universities. So these Universities are excluded from study.

1.3. OBJECTIVES OF THE STUDY

The main objective of the study is to analyze the present administrative pattern of Universities in Kerala and verify what changes are required to attain excellence to meet the challenges faced by private as well as foreign Universities. The specific objectives are

1. To make a study of the present administrative pattern followed by the Universities in Kerala and to identify the area of administrative pattern

where changes are required.

- ❖ Whether the University bodies have direct influence in determining the administrative pattern of Universities.

- ❖ Which category of syndicate is required for formulation of a good administrative pattern.

- ❖ Whether political party members are to be included in University bodies.

- ❖ Which one –elected or nominated syndicate has undue political interference.

- ❖ Is the undue political interference in University bodies beneficial for good administration pattern.

- ❖ Whether autonomy of Universities is to be retained or not.

- ❖ Whether autonomy is beneficial to good administration pattern.

- ❖ Whether financial autonomy is to be provided to Universities.

- ❖ Whether providing financial autonomy is beneficial to attain excellence in administration.

- ❖ Whether Government interference in University bodies is beneficial to good administration pattern of Universities of Kerala.

- ❖ Whether there is a need for decentralization of authority.

- ❖ Whether financial autonomy is to be given to the departments to enable the Heads of the Departments to incur expenditure on sanctioned projects, routine works etc.

❖ Is it useful to attain excellence in administration.

❖ Whether fund is to be allocated to departments within the budget allocation to meet routine departmental expenses.

2. To identify the present academic excellence achieved by the Universities.

❖ To identify the period under which the curricula is to be restructured.

❖ To identify the importance given to research in the present administrative set up.

3. To study the performance of non-teaching employees and problems faced by them in the present administrative set up.

❖ To study the performance of the non-teaching employees in the present administrative set up

❖ To identify the problems faced by University non-teaching employees in the present administrative set up.

4. To analyze whether there is any relationship between the background of employees and their performance.

5. To identify and report the areas where information technology knowhow can be utilized for ensuring quality and enhancing performance in rendering services.

6. To locate the shortcomings in the administrative set up of Universities faced by clientele.

7. To make suggestions about the changes to be made in the set up of Universities to face competition from within and outside the state and the country.

1.4. HYPOTHESIS

On the basis of the above objectives the following null hypothesis have been formulated and tested wherever needed.

- ❖ Two categories of University bodies- elected syndicate and nominated syndicate- prevail in the Universities of Kerala. There is no association between category of syndicates (nominated or elected) and administrative pattern of Universities.

- ❖ Political interference is a general feature in Kerala. Undue political interference in two categories of syndicate is not beneficial to good administrative pattern.

- ❖ There is no significant relationship between retaining autonomy and good administrative pattern.

- ❖ There is no significant relationship between financial autonomy and excellence in administration.

- ❖ Financial autonomy to departments and excellence in administration are not related.

- ❖ There is no significant difference in the effects of governmental interference and non-governmental interference in good administrative pattern

❖ There is no significant relationship between the need for delegation of authority and good administrative pattern

❖ Better performance of the employees is one of the best indicators of good administrative pattern. The level of performance of employees and background of the employees such as their age, sex, qualifications, experience, training, job satisfaction, promotion, superior subordinate relationship and work environment are not related.

❖ Computerization is necessary in the present era. There is no variation in opinion among the non-teaching employees of the four Universities in respect of computerization.

❖ There is no variation in the opinion among the students of the four Universities about the cause of non receipt of information, receipt of degree certificates etc.

1.5. VARIABLES STUDIED

❖ To study the present administrative pattern, existing categories of syndicate, political interference, Government interference, autonomy, financial autonomy, decentralization of authority and fund allocation are studied and changes required are suggested.

❖ To know the importance given to research, number of PhDs awarded for the last eleven years are studied.

❖ To assess the performance of the employees, the evaluation of the performance done by their supervisors, teachers and students are analyzed. Supervisors' evaluation is on the basis of the variables such as work results, quality of work, initiation, co-operation, obedience, sincerity, job knowledge and dependability. The evaluation by teachers and students is based on the variables such as attitude, cooperation, helpfulness, imparting information and ability.

❖ To identify the need for computerization, different sections which are to be computerized and need for intranet are studied.

❖ To assess the shortcomings faced by the clientele, availability of information, causes on non receipt of information, receipt of academic calendar, period taken for result declaration, revaluation of answer scripts, and time taken for obtaining degree certificate have been studied.

1.6. DEFINITIONS AND CONCEPTS

1.6.1. ADMINISTRATIVE PATTERN

Every organization has a structure and an administrative pattern. In an organization, the duties and responsibilities of all members are clearly defined. Besides this the various positions in the organization are arranged hierarchically. The authority and responsibility are also clearly defined. There is an elaborate system of rules, procedures, and practices to govern the manner in which every person performs his duties. The

administrative pattern followed by each organization depends upon rules, policies, procedures and practices followed with in the organization. For the purpose of study, the administrative pattern was defined as the style or method or course of action of administration followed in Universities, based on the policies, procedures and rules formulated by University bodies especially the syndicate, from time to time.

1.6.2. POLICIES

Weihrich and Koontz defined policies as general statements or understandings which guide or channel thinking in decision making[3]. So a policy is a statement of general understanding, which provides guidance in decision making to members of the organization in respect of any course of action.

1.6.3. PROCEDURES

Procedures are operational guides to action. These are the plans on which they establish a method for handling future activities. These are the specific manners in which a particular activity is to be performed. It ensures uniformity of action. Terry and Franklin stated that procedures are a series of related tasks that make the chronological sequence and the established way of performing the work to be accomplished[4].

1.6.4. RULES

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[3] Heinz Weihrich and Harold Koontz, *Management*, New York: Mc Graw Hill Book Company, 1993.p.145.

[4] George. R.Terry and Stephen. G. Franklin, *Principles of Management*, New Delhi; All India Publishers and Distributors, 2000, p.178.

Like procedure rules are the guide to action. It is a specific action to be taken or not to be taken with respect to a situation. Rules are definite and rigid. A rule may be a part of procedure. As a matter of fact, a procedure could be looked upon as a sequence of rules. Rules prescribe what type of behaviour is expected from people in the organization.

1.6.5. AUTONOMY

Autonomy of the Universities broadly emphasize the following

❖ Freedom to function to achieve academic excellence;

❖ Freedom to administer the institution through its own rules and regulations;

❖ Central/ State Governments may exercise their influence as is obligatory on their part to ensure that the grants paid are utilized for the purpose they are given.

1.6.6. FINANCIAL AUTONOMY

Financial autonomy implies freedom to raise resources and to decide the items of expenditure. Financial autonomy also extends to decide the nature of infrastructure to be created keeping in view the future requirements and enhancing the quality of infrastructure to international standards. It also implies that the Universities have the freedom to decide user charges for various services - not only student's fees, but also the charges for different executive programmes, consultancy services and sponsored research.

1.6.7. COMPUTERIZED MANAGEMENT SYSTEM

Information is needed to take decision at each level. Computerized management system monitors and retrieves data from the environment, captures data from transactions and operations within the firm, filters, organizes, and selects data and presents them as information to managers, and provides the means to managers to generate information as desired. It is another form of management information system. Kennevans expresses management information system as an organized method of providing past, present and projected information relating to internal operations and external intelligence. It supports the planning, control and operational functions of an organization by furnishing uniform information in the proper time frame to assist the decision making process[5]. Computers are used for storing information and providing needful information for decision making at each level of the organization. A proper computerized management can provide the essential information to each manager at the right time, in the right form, relevant to stimulate action.

1.6.8. CLIENTELE OF UNIVERSITIES

The following students are included as clientele of University for the purpose of study.

❖ Students of different colleges and Universities in Kerala.

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[5] Walter.J. Kennevans, "MIS Universe", *Data Management*, September 1970, p.63.

❖ Students who are registered as private candidates in Universities.

❖ Students who are registered in the distance education programme.

1.7. PERIOD OF STUDY

The major part of the study was done on the basis of primary data collected from respondents of University of Kerala, University of Calicut, Mahatma Gandhi University and Kannur University. Questionnaires were served among respondents in October and November 2005 and filled questionnaires were collected in December 2005 and January 2006. Secondary data was collected from the University records and annual reports of the Universities. Data for a period of eleven years was taken to analyze academic excellence. Data for a period of five years was taken to analyze financial autonomy of Universities.

1.8. METHODOLOGY

The study was based on primary data as well as secondary data.

1.8.1. SOURCES OF SECONDARY DATA

Secondary data was collected from University Annual Reports, Budgets, University office records, University library records, and UGC reports, Reports of the Various Committees, Economic Review 2005& 2006, Educational journals such as University News and New Frontiers on Education and Newspapers.

1.8.2. SOURCES OF PRIMARY DATA

Separate questionnaires were used to collect data from University employees, University teachers and students. It was found

appropriate to hold formal and informal discussions with various people involved in University administration, like top officials of Universities, union leaders and student representatives. The data collected through observation was also used for analysis and interpretation.

1.8.3. SURVEY DESIGN

1.8.3.1. SAMPLING

Multistage sampling was adopted for designing the sample frame for the purpose of study. The population consisted of   University non-teaching employees, University teachers and students registered in Universities in Kerala.   In the first stage Universities were selected on the basis of geographical location dividing the state into three regions- Southern, Central and Northern. Thiruvanathapuram and Kollam Districts were included in Southern Region; Kottayam and Ernakulam districts were included in Central Region, and Kozhikode and Kannur in Northern Region. In the second stage, Universities were segregated on the basis of their type   such as Conventional, Agricultural, and Deemed Universities. Conventional Universities were considered for study. Out of the conventional Universities affiliating type of Universities were selected because they were of the same nature. University of Kerala, Thiruvananthapuram, Mahatma Gandhi University, Kottayam, University of Calicut, Malappuram and Kannur University, Kannur were selected for study. In Northern region two Universities were included because Calicut

University has elected syndicate and Kannur University has nominated syndicate.

In the third stage, sample respondents were selected from University non-teaching staff, teaching staff and students registered in four Universities.

1.8.3.1.1. NON TEACHING STAFF

Assistants, Section Officers, Assistant Registrars, and Deputy Registrars of four Universities who were in direct touch with University administration were selected as respondents. Out of 3106 (See Table No: 5A.1) employees, 350 permanent non-teaching employees were selected as sample respondents. Respondents were selected on convenient sampling method. However only 293 respondents took interest and filled the questionnaire. Out of 293 permanent non-teaching employees 95 non-teaching employees were from University of Kerala, 70 non-teaching employees from University of Calicut, 79 non-teaching employees from Mahatma Gandhi University and 49 employees from Kannur University

1.8.3.1.2. TEACHING STAFF

Lecturers, Senior Scale Lecturers, Selection Grade Lecturers/ Readers and Professors who were permanent in service were selected as sample respondents for study. Out of 371 University teaching Staff (See Table No: 5.9) 135 University teachers were selected as sample respondents. Convenient sampling method was used for selection. Out of 135 teachers 119 teachers showed interest and filled the questionnaire. Out of 119

teachers 42 Teachers were from University of Kerala, 44 teachers from University of Calicut, 24 teachers from Mahatma Gandhi University and 9 teachers from Kannur University.

1.8.3.1.3. STUDENTS

Students registered in Universities vary from year to year. So no precise information is available in this respect. Considering the large size of the population sample respondents were selected from postgraduate students and professional students. 375 students of four Universities were selected and served with the questionnaire. 345 students filled the questionnaire. Out of 345 students 96 were from University of Kerala, 90 from University of Calicut, 78 from Mahatma Gandhi University and 81 from Kannur University.

1.8.3.2. QUESTIONNAIRE AND PRE-TESTING

The draft of the questionnaire was prepared after consultation with the experts and the supervisor and proper modifications were made according to their instructions. The modified draft was pre-tested by conducting pilot study and necessary changes were made before finalizing it. The format of questionnaires is given in Appendix.

1.8.3.3. SCALING TECHNIQUES

A summated rating scale has been used for measuring variables on a five point scale with a weightage of five, four, three, two and one for excellent, very good, good, fair and poor ratings respectively. Dichotomous scaling technique has also been used for study.

1.8.3.4. TOOLS FOR DATA ANALYSIS

Statistical tools like percentage, weighted average score, trend line method, ranking method, non-parametric tests like chi square and WinSTAT package were used in study on the basis of collected data. Information has been arranged in tabular form for better understanding and representation. Graphs have been prepared to analyze and interpret the relevant data.

1.9. OVERVIEW OF THE REPORT

The entire report has been presented in seven chapters. The first chapter is devoted to design and execution of study. This chapter reveals introduction, importance of study, scope of the present study, objectives of the study, hypothesis, variables studied, definitions and concepts, period of study, methodology and limitations of the study.

The second chapter aims at presenting the existing literature relating to the present study. This chapter gives a brief view of studies already done, published and unpublished literatures available in University administration and other educational institutions' administration.

The third chapter depicts a historical perspective of Universities of world, India and Kerala. It is presented in three parts. Part A depicts the concepts related to Universities. Part B presents an overview of Universities in world. Part C explains a brief view of Universities in India, scenario of education in India, higher education in India, kinds of Universities, coordinating agencies in higher education, organization pattern of

Universities, organization structure of the University and University administration.

 The fourth chapter presents a brief view of Universities in Kerala.

Fifth and sixth chapter are devoted to analytical study. The fifth chapter is dedicated to analysis and interpretation. It is divided into five parts. Part A presents the profiles of respondents. Part B depicts the administrative pattern of Universities, Part C portrays academic excellence, Part D shows performance of employees and Part E   illustrates utilization of information technology. Sixth chapter describes the problems faced by students in the present administrative set up of Universities in Kerala. Seventh chapter exhibits summary, findings, conclusions and suggestions based on analysis.

1.10. LIMITATIONS OF THE STUDY

Top officials and union leaders were reluctant to fill the questionnaire. Data was collected from four Universities in different periods. Convenient sampling method was used for selection of respondents because data could be collected only from the respondents who were in the office at the time of data collection. All the questionnaires served to respondents were not returned and certain questionnaires were incompletely filled. All members of the University bodies could not be met as part of the interview. Annual reports of Mahatma Gandhi University and Kannur University of the previous year and current year were not received due to its non publication. The study was not extended

to the areas of self financing courses of the Universities, performance of teachers, teacher student relationship, and administrative structure of the Universities.

Notes

George. R.Terry and Stephen. G. Franklin, *Principles of Management*, New Delhi; All India Publishers and Distributors, 2000, p.178.

Heinz Weihrich and Harold Koontz, *Management,* New York: Mc Graw Hill Book Company, 1993.p.145.

Professor Prabhakar Jha, ""Exploring avenues for Positivising the University Administration" *University News,* Vol 44 (50), 2006 December 11-17.

Report of the CABE Committee on Autonomy of Higher Education Institutions, Ministry of Hunan resource Development, Department of secondary and higher education, Government of India, New Delhi, June 2005, p.20.

Walter.J. Kennevans, "MIS Universe", *Data Management*, September 1970, p.63.

CHAPTER –2

REVIEW OF LITERATURE

2.0   Introduction

2.1.   University Administration

2.2.   Educational Administration

2.2.1.   Administration and Accreditation of Other
         Higher Education Institutions

2.2.2.   School Administration

2.3.   Conclusion

REVIEW OF LITERATURE

2.0. INTRODUCTION

A number of research studies have been conducted in relation to University autonomy, power, administration etc. Various committees were formed to suggest reforms in University administration, autonomy and structure of the University. The noted ones are Dr. Radhakrishnan Committee, The Muralidhar Commission, The Kothari Commission, The Gajenderagadkar Committee, Model Acts, and Central Advisory Board of Education (CABE) Committee on Autonomy of Higher Education Institutions etc.

Universities are educational institutions for imparting higher education. Eminent personalities and researchers conducted studies on the administration of different educational institutions. Studies related to University administration were less in number. A number of research studies conducted on administration of educational institutions were also reviewed for the purpose of the study.

The existing literature is presented under two major heads. Literature related to University administration and other educational institutions' administration.

2.1. UNIVERSITY ADMINISTRATION

A good deal of literature related to Universities was reviewed and the literature related to University administration and related topics were presented in brief.

Abel (1980) listed the conditions needed for the success of the autonomy such as motivation of staff, students, and management, special status in matters of affiliation of new courses, financial grants etc, and all the most, an adventurous and daring spirit.

Pradeep R Mehendiratta (1984) in his book 'University Administration in India and the USA' focused on the legislative, organizational, decision-making processes, programming and budgeting, financial planning and management processes in Universities of the two largest democracies in the world. He also tried to trace the history of University education in both countries. He also compared the theoretical base, organization and management of Universities in both countries.

Gnanam Committee (1990) had made the following observation with regard to the relationship between Government and Universities.

1. The Government should normally perform the role of a partner in the promotion of higher education and not that of exercising control

2. The Universities should have complete autonomy in administrative and academic matters. They should also have financial autonomy as per guidelines formulated by the UGC/State Councils of Higher Education and agreed upon by the Universities and the Governments.

3.The statute making powers should rest with the Universities. However, the statutes would need the assent of the Visitor on the advice of the UGC/State Council for Higher Education, if any of their provisions are at variance with the Act and Statutes or if they involve sizable recurring additional financial commitments not acceptable to the funding agency.

4.The powers of affiliation/disaffiliation of colleges should rest with the University. The Government's approval for grant purposes should follow affiliation given by the University and not vice-versa. The University should, however, seek the opinion of the Government before granting affiliation.

5.The provisions of University legislations, which inhibit the Universities in the exercise of their academic judgment on matters like affiliation, appointment of key functionaries like Registrar, Finance Officer etc. should be withdrawn.

6.The power of appointment of all executive officers like Registrar, Finance Officer etc., would be vested with the University and not with the Chancellor/State Governments

Ramlal Parikh (1991) in his presidential address at the Association of Indian Universities stated that the Government administration should accept its limit of authority to resolve autonomy and accountability of Universities. The Government should act as a coordinating agency and

respect the University autonomy. The Chancellor was required to act as a moral authority to protect the autonomy of Universities.

N.L. Mitra, (1992) National Law School of Indian University, Bangalore revealed that the executive council of a University could delegate the administrative function formally through the delegate procedure or authorized the Vice Chancellor to act as agent. His functions were deemed to be the functions of executive council. Judicial functions could not normally be delegated as such, unless the judicial function was delegated formally according to the prescribed procedure.

Durairajan (1993) suggested that the success of the autonomy could be achieved if the management had constituted various bodies democratically and the teachers were sincere and devoted.

The World Bank (1994) identified four generic solutions to the University crisis:

1. Creating differentiated posts in secondary institutions (to include Universities, short-term careers, distance education, technical institutions, and polytechnics);

2. Cost-sharing, with Government financing pegged to performance;

3. Redefining the role of Government in higher education, to include adoption of policies that recognize different types of higher education institutions and inform students about these schools; and

4. Decentralizing Universities to give them more autonomy.

Professor P.R.Dubhashi, (1995) in her study on "what power can EC delegate to VC?" revealed that

1.The University administration had to attend to all the element of its organization and functioning and to introduce reforms wherever necessary, so that the University administration had all the characteristics of good administration and could achieve the lofty goals of the University.

2.The University was to be accountable to society for a higher-level academic performance.

Sri. Murali Manohar Joshi, (1998) Minister, Human Resource Development and Science and Technology expressed the core issues of University management in the paper presented in Indian National Commission for Cooperation at UNESCO in October 1998.

1. University management should be structured on the principle of self-governance based on participation, decentralization, autonomy, and accountability.

2. The various constituents of a University namely faculties, schools, departments, colleges etc should have the freedom to achieve excellence and

3.The main Act of University should lay down the structure and organization in broad terms and the relevant details may be prescribed by statutes and ordinances.

Sri Nageshwar and R.P.Das (2001) in their article "HRM lapses in University Administration" revealed that the University administration was just operating but not the way it was desired to operate. According to them Universities in India as a whole and administration in particular need to have self introspection and had to give adequate attention towards managing people effectively in the light of prevailing situation and emerging challenges.

Hon'ble Justice Dr.A.R.Lakshmanan, Chief Justice, High Court and Chancellor, National University, Jodhpur, (2001) in his convocation address done at the third convocation of Maharshi Dayananda Saraswathy University, Ajmer mentioned that the Universities were given complete autonomy. According to him the academic bodies of Universities of West would find only academics in these bodies. When greater autonomy was provided to institutions of our country, it would blossom and radiate fragrance through out the length and breadth of the country.

Milind. J. Joshi and R.V Kulkarni (2001) in their studies on "Management Information System for University Administration" revealed that all levels of management would get timely, prompt, accurate, reliable and economical information. With the help of online computer facility, each officer would be able to take correct decisions because he would get correct information on his table. He could also check the latest information available on computer with the help of Management Information System

Prithipal Singh Kapur, (2001) explained prevalent administrative situation in the Universities across the country. It was absolutely necessary to ensure the unstinted support as well as confidence of the state Government to run a University, with some measure of efficiency. He stated that the University should in no way allow to be treated at par with a department of the Government. The political interests should not be allowed to be advanced in the name of accountability to the political executive or to make education responsive to social needs. This would result in total politicization of the University system, which was the root cause of all the ills rampant in University administration.

A study conducted by Fauzia Khan (2003) in 'Development of University Administration in India' revealed that

1. In the context of a rapidly changing global economy, Universities had to cope with the emerging challenges and to become competitive.

2. The main challenge of Universities was to provide the students with the proper global competencies and well appropriate environment.

3. The number of private institutions was increasing, so the Universities had to compete with private sector intuitions to generate additional resources.

4. Universities should not depend the Government as the financier.

5.Universities should offer programmes more effectively and should provide maximum satisfaction to client groups.

6.Universities had to offer new educational programmes and had to produce human resources that would meet the challenges of the emerging competitive economy.

7.A well-managed University was only able to conduct academic review and orientation of new programmes.

8.To manage efficiently, new management techniques were to be introduced to encourage speedy decision-making, networking, and team effort coordination among the department of studies.

9.Universities were in need of leaders who had strategic vision, well versed with latest technologies of management, financial management, and capable of leading a team in addition to perform routine duties.

K.N. Panikkar (2003) stated that the implementation of the reforms suggested by the World Bank had a disastrous impact on higher education, which even the World Bank was forced to acknowledge now. Most Indian Universities had become stagnant pools, starved of funds and facilities and were unable to keep abreast with the explosion in knowledge taking place in almost all fields. As a result, most of the institutions had `developed' as academic slums. The way out of this impasse, which the educational bureaucracy had conjured up, was the establishment of the centres of excellence, which only leads to further

enclavisation and elitism. Faced with that rather dismal situation, the Indian middle class had been yearning for a solution. A new educational infrastructure had therefore emerged, with emphasis on professional training and the promise of a brand name of excellence. The self-financing and cross-border institutions which were mushrooming all over the country now, were part of an alternative system that would relieve the elite from the disadvantages of the poor and inefficient public education. According to him, a major casualty of the present University system as developed during the last 50 years was institutional autonomy. The autonomy was generally counterpoised to accountability and an impression had gained around that autonomy was practiced at the expense of accountability. As a result, there had been considerable intrusion into the institutional autonomy of the Universities. He further mentioned that the autonomy was a necessary pre-requisite if an academic culture, which was fast disappearing from the campuses, was to be retrieved and preserved.

Mohan Karuppayil, (2003) Professor and Head, School of Social Sciences, SRTM University, Maharashtra, revealed that the concept of state Universities, as it was understood today, needs to be changed to become Universities effective in the days to come. The current education system in state Universities did not generally produce good quality students. The Universities should try to achieve global competitiveness, which was necessary to survive with prestige.

M.V Pylee, (2004) in his article disclosed that the financial system of the Universities had to be totally revamped. The Government once in five years might fix block grants. The University should be given freedom to raise finance on its own by using all the modern methods of fund raising.

Nina Abraham (2004) suggested that Government officers could be dropped from the membership of University bodies and those four seats could also be given to the teachers. The principle of rotation should be applied in the selection of internal members of the Academic Council, the Board of the Faculties and the Board of Studies.

Gulab Gupta (2004) exposed that University autonomy was basic to democracy and intellectual excellence could be achieved through it.

Baidyanath Misra., (2004) in his article showed that if the autonomy of the University was jeopardized, they would not be able to deliver education of required quality and relevance. The autonomy would have to be complemented by accountability.

Milind J Joshi (2004) indicated that intranet was an important tool, which could be used by University administration for sharing information between department, sections, and students and for avoiding the repetitive work of various sections. Now a days the number of staff in University was less and so intranet could be used as a better tool to overcome the shortage of staff.

Prof. Deepak Nayyar (2005) former Vice Chancellor of Delhi University said that the Indian University system was in urgent need of structural reform and it was an extremely important point. Prof. Nayyar also explained why our Universities were not financially viable today.

Surendra Singh (2005) in his article indicated that the Indian Universities, many of which at present had been reduced to the level of degree/certificate selling centres and needed radical overhauling which was possible only when their vital role in shaping and molding the personality and creating competent man power was recognized by both the Government   and the people in society and both of them were mentally prepared themselves to make determined efforts to permit the Universities to function in autonomous manner but at the same time should ever remain ready to extend their helping hand in the most liberal manner , whenever was required.

Bhims Dahiya., (2005) disclosed that how the realities surrounding the Indian Universities had, over the years, derailed these institutions from their assigned social role of producing healthy human resource for the spiritual as well as material advancement of the nation. Making a free and frank review of the various Education Commissions' Reports and showing an unsparing attitude to the politico-bureaucratic meddling in the affairs of the Universities, it offered new ideas on the subject of structural management of higher

education. The book offered both short-term remedies as well as long-term solutions to the burning problems of eroding autonomy and sinking standards in the dominion of the dons.

Report of the Central Advisory Board of Education Committee on Autonomy of Higher Education Institutions, (2005) reported that there was a need to grand autonomy to individual institutions for designing curriculum and each University should exercise innovative approaches in undertaking periodic revision of curriculum every two to three years and an intensive revision every four to five years depending on the developments in the subject area. The committee further reported that Acts, Statutes and Ordinances of the Universities should be reviewed for their better management as also for granting autonomous status to affiliating colleges. The new form of management in the University should encourage speedy decision-making, networking, team effort and collective responsibility to meet the challenges of the new millennium.

Bhanoji Rao (2005) revealed that Autonomy and accountability was the key to excellence in higher education.

Mahendru Suman in her thesis, (2005) an Evaluation of University administration in Punjab revealed that the autonomous aspects of the Universities in Punjab had been eroded to a large extent, participatory democracy was lacking, Universities were facing deficit budgets, the fees charged from students were maximum and

the expenditure was higher than the income. A little reorganization of the existing funds and patterns would bring more transparency in policy matters and could facilitate the smooth functioning of the Universities to a large extent.

2.2. EDUCATIONAL ADMINISTRATION

Literature related to administration of educational institutions was further classified into Other Higher Education Institutions Administration and accreditation and School Administration.

2.2.1. ADMINISTRATION AND ACCREDITATION OF OTHER HIGHER EDUCATION INSTITUTIONS

V. Usha sri (1995) viewed that academic audit was needed to ensure accountability in higher education. Accreditation with NAAC was a realizable and sound method of ensuring social accountability of higher education. Unless teachers and other persons working in Universities develop professionalism, the autonomy enjoyed by them for decision making and functioning will inevitably be jeopardized. Open mindedness, self critical measures and a higher degree of flexibility would be required to evolve reliable methodologies for promoting accountability and making it an integral part of quality of educational system.

Sri Parameswaran (1998) cited the reason for failure of autonomy in certain colleges as the lack of leadership with a vision, academic credibility, futuristic orientation, and optimism.

Sri Raman (1998) in his book expressed the doubt about the success of autonomous colleges. He wrote that the teachers did not want autonomy first because they had to be accountable.

Alphonse. X and Jacob. M (2000) reported that the centre of gravity of college education had shifted to the college campus after the autonomy. It caused imparting higher education on the lines of modernity, relevance and diversification. Regularization of academic session, uninterrupted teaching throughout the session, increased staff participation in seminars and workshops were also being cited as the impact on the economy.

Fr. Felix Raj, Sj (2000) in his study showed that academic and administrative problems faced by our educational institutions were further compounded by Government control and council or University regulation and there were administrative, operational and financial problems. Reforms within the system or structure were slow.

Jagadeesh R. (2000) in his article revealed that the increasing demand for postgraduate education in management in India had resulted in a steep rise in the number of institutes offering such education. However, the quality of education offered in many institutes was seriously being debated by students and prospective employers. The efforts to improve quality appear minimal, resulting in little or no improvement in quality.

Antony Stella, A. Gnanam (2001) in their book named Assessment and Accreditation in Indian Higher Education (Issues of Policy and Prospects) gave an excellent overview of the entire process of assessment and

accreditation. The authors, fully familiar with the ramifications of such an exercise, discussed without any inhibition, the various pitfalls (natural to such a complex process) and highlighted the benefits that ultimately accrue to society when External Quality Assurance (EQA) was adopted. Academic audit, assessment and accreditation were the main components of EQA. Part I (Emergence of EQA) gave brief account of the emerging trends in higher education and their implications, a retrospect of quality concern, and also the relevance of assessment and accreditation. The value of a SWOT (strengths, weaknesses, opportunities, and threats) analysis for educational institutions was nicely portrayed. Part II, dealt with such aspects as unit of assessment for accreditation, ensuring objectivity in assessment, performance indicators in quality assessment, and implications of institutional grades. In Part III, the authors raised issues like institutional response, collaborative assessment with other professional bodies, and the international agenda.

Antony Stella (2001) examined the impact of NAAC on the system of Higher Education and outlined the future prospective of quality assessment through the book.

Yadav.R.J (2001) stated that politicization of higher education was a burning issue for the future of India. Politics was entering in the management of higher education institution through the nomination of executives by the chancellor of state Government and nomination of its representatives by the state Government in the executive bodies and it

was a real problem related to higher educational institutions. To curtail that, he gave certain strategic suggestions such as legal restriction on the teaching /non-teaching staff for political affiliation and need of a scientific selection procedure in higher education system.

Sri Amrik Singh (2004) in his book Fifty years of Higher Education in India, The role of University Grants Commission as a central agency in the field of higher education in India, examined the role of UGC, UGC and Accreditation, UGC and Student assessment of teachers etc. The book critically examined the way in which UGC had performed since its inception. He viewed that the powers given to UGC were limited. His assessment was that the UGC largely failed in that responsibility partly because the powers given to it had been inadequate and partly because of poor internal management.

 He offered a number of solutions to ameliorate the problems faced by UGC today. Some of them were as follows

    1.To amend the UGC Act to grant more statuary powers to UGC.

    2.   Ministry of Human Resource Development should provide adequate financial and administrative support.

    3. To expand UGC's role of accreditation

    4.To give priority to post graduate teaching and research

Digumarti Bhaskara Rao, (2004), in his study noted that   education and administration appeared to be the two different disciplines at a glance. Perfect   administration   was   required   for   the   education,   while

administrators were needed for administration that should necessarily be highly educated. Thus, both were inter-related. He further pointed out that where the ordinary administration differed from educational administration. Educational administration could not work successfully with a harsh attitude and a heavy hand. Educational institutions were run in a democratic and empirical manner. That's why; educational administrators should first of all be educationists and then administrators.

Ilyas Husain & Jaffer P.C, (2004) in their article 'College Autonomy in India, where we stand today' pointed out that there was a wide scale difference among and with in the colleges regarding the way autonomy was functioning. The key to the success of the autonomy was the teacher. The autonomy would be successful when the teacher was courageous to shoulder responsibility.

Niyati Bhatt (2004) explained the different aspects of administration, theories of administration, women administration, academic resources, bureaucracy and learning resources in higher education. He noted that the administration of institutions in higher education was very complex, challenging, and in many instances, frustrating. The administrator was required to deal with many groups such as students, faculty, other administrators, federal, state and local governing agencies, accreditation agencies, business and professional organizations, service clubs and alumni. In order to manage effectively, the administrator must be thoroughly familiar with the various ground rules, regulations and laws

pertaining to higher education.

Ravindra Kumar & Kalpana Vedmitra, (2004) in their article explained the need for conferring autonomous status to a college, initially for a period of five years and it might be extended further subject to the satisfactory performance of the college.

Rupa Chanda (2004) of Indian Institute of Management, Bangalore had studied the implications of GATS for higher education in India. She made a comprehensive presentation on GATS, Higher Education Services and India at a Higher Education Summit, organized by FICCI in New Delhi on December 2, 2004.She mentioned that GATS did not require India to do anything at present in education services and India did not schedule education services either in the Uruguay Round or in its revised commitments under the ongoing Doha Round. Hence, India had no multilateral obligation under the WTO to open up higher education services to foreign participation. Whatever liberalization had occurred in this area, such as allowing 100% FDI on automatic route and permitting foreign participation through twinning, collaboration, franchising, and subsidiaries, had been autonomously driven.

Sagar. P.N., (2004) in his article noted that the autonomous colleges in Maharashtra were facing challenges like problems of governance, finance, non-interest of private management in autonomous colleges etc. He suggested certain remedies such as need for perfect understanding and smooth coordination among management, staff and principal, making

amendment in Maharashtra Universities Act to protect the service of the employees, separate principal, making provision of departmental autonomy to college, bearing the financial burden of the college by the Government even at the initial stage, provision of full time teachers, making uniformity in the policy of autonomous colleges, changing economic backward class policy, introducing separate admission procedure, amending the rules of admission, providing financial incentives etc.

Srivastva. D.S and Sarita Kumari (2004) in their study focused the significance of global higher education in economic development, development of knowledge based society and education and training of a skilled and flexible work force.

Srivastava, P. N (2004) in his article revealed that higher education institutions today are facing with formidable challenges for doing more and more with fewer resources and to keep pace with the technological challenge of supporting knowledge-based economic growth strategies. Autonomy was an essential element in higher education institutions and was the key to successful implementation of academic reforms as well as reforms aimed at resource diversification. He further explained that experience throughout the world had shown that autonomous institutions were more responsive to incentives for quality improvements.

Sri. Thomas Joseph (2004) in his article explained that the higher education in Kerala was not over expanded. The universalisation of

competence in higher education could be achieved by bringing together equity and excellence. The state should strive to increase enrolment and improve quality and relevance simultaneously. For that purpose there should be meticulous planning and concerted effort in the development of higher education system in the state. The affiliating Universities had an important role in this respect. He mentioned that then the Universities of Kerala are struggling for survival now.

Venkatasubramanian. K. (2004) expressed that

1. The accredited Universities would be allowed to open campuses in other countries with the help or even without going through the nodal agency with the approval of Government of respective country.

   2.The programme offered by Indian Universities should be equivalent to one offered as in India and it should be recognized by both countries.

   3.Foreign exchange regulations would be suitably modified to allow educational institutions to bring foreign exchange in India and to spend foreign exchange for development of off campuses abroad.

   4.The infra structural facilities of Universities and institutions enrolling international students should be of international standard.

Aggarwal, D.D., (2005) explained the strategies for excellence in urban education and the need for excellence. For that purpose curriculum

should be revised and improved to include more and more relevant knowledge in the curricula.

Bourai H.H.A. & Uniyal B.P (2005) in their book revealed that the administration and management have never been considered seriously as tool for effective growth of the educational institutions as that of then. It had been only for the last couple of years that it attracted the attention of the policy makers and educationists considering the healthy administration and management as an input for all round development of an incumbent in the organization and the organization as a whole.

Chalam. K.S., (2005) in his book indicated that the quality of higher education depended upon the type of staff development programmes initiated for teachers. It was necessary to introduce quality assessment in staff development to ensure better results.

Gautam, (2005) in his book 'Educational Administration' explained the developmental aspects of education administration and administrative strategies based on psychological, sociological and philosophical foundations for education administration. He explained the role of education administrator, national policy of education and evaluation of educational achievements and how educational goals and standards were to be set up.

Jagnnath Mohanty (2005) in his book named Educational Administration, Supervision and School Management, explained the existing structure of school administration, new trends, practices and innovation to be done in

the field of educational administration, how to use education as a tool for human resource development, what were the constraints faced for administration, the role of different organizations like UNESCO, UNICEF, UNDP, World Bank and UNFPA, in financing education, the duties and responsibilities of headmasters in school etc.

Prof. Jayant Narlikar (2005) argued that both teaching and research would be integral parts of every college/University and it was necessary to create excellent institutions of higher education.

Pratap Bhanu Mehta (2005) in his study revealed that the regulation of higher education would lead to enhancement of cost of supplying education. The regulation followed in that respect is faulty.

Prof. Deepak Nayyar (2005) inaugural NCERT-IIC lecture on Globalization and Education, at the India International Centre, said that in a world of unequal opportunities, where idea and knowledge rather than traditional resources liked land were emerging as the factors that decided development or the lack of it, education cool not be left entirely to the market forces. India and other developing countries were needed to formulate policies to minimize the dangers and capture the opportunities that globalization had presented us.

Prof. V.C. Kulandaiswamy, (2005) former Vice Chancellor of Madurai Kamaraj University, Anna University and Indira Gandhi National Open University analyzed the problems with the current higher education system in India. In his study he argued that

1.The affiliating system should be abolished.

2.Post-graduate education didn't have any link with quality research

3.The number of Universities in India is far too low for a country of our size and demand for higher education

4.Universities were overwhelmed by administration and cumbersome procedures and end up doing very little research

5.They were falling behind in their ability to provide higher education and generate qualified people, when compared to other countries

Sharma R.S (2005) in his book tried to bring various aspects related to administration of an educational institution. He proceeded to describe functions, roles, and responsibilities of the Principal in general education curriculum, management and administration of outside class activities, along with his leadership personality in the overall management of the school.

Sundaram.V, (2005) in his article revealed that the rate of growth of Universities, engineering colleges, medical colleges, arts and science colleges had all become teaching shops with brazen commitment to maximization of profit and not acceleration of excellence. He further stated that a University would be worth very little if it did not enjoy autonomy as an institution: autonomy in the pursuit of knowledge as well as some autonomy in the disposal of funds. Both academic politicians and academic administrators appeared much more concerned about the latter

than about the former. This was the essence of the national tragedy in the sphere of University education.

2.2.2. SCHOOL ADMINISTRATION

Chaya Shukla, (2003) explained the need for collective leadershipped democratic management in schools. According to him teachers were to be trained for effective participation in educational administration, administrative officers were given proper training for democratic leadership, the personnel were to be given in-service training for effective participation in city school administration.

Marlow Ediger & Digumarti Bhaskara Rao (2003) explained that the school curriculum and administration were closely interwoven and each one's success depended upon each ones effective implementation. The totality of curricular experiences was to be provided to the students through an efficient administration.

Chaya Shukla (2004) discussed various facets of administering and managing the elementary schools in different ways. According to him administration and management of elementary schools were at most important because, the future success and foundation of their future life depended upon the study done in the elementary schools. He explained the general features of elementary school organization, how the children were to be grouped for their wholesome development, organization for instruction and supervision.

V.V Satya Narayana, G Krishna and Digumarti Bhaskara Rao (2004) in their study on School Administration and Management revealed that too many changes were taking place in educational thought and practice in few decades. It had a considerable effect on school administration. The size of the educational enterprise was increasing. There was a sharp up gradation in the qualification of teachers. The concept of the role of leadership had broadened. Those were the few forces, which are causing a newer definition of the administrative function, and rethinking of the role of the Principal in the elementary school.

Alfred Holbrook (2005) in his book School Management explained the need for effective management in schools. He explained the qualifications needed by teachers, difficulties in school management, class management strategies and tactics used in school administration etc.

2.3. CONCLUSION

Now it is apparent from the review of literature that quite a lot of studies have been made on various aspects of University administration and administration of other educational institutions. Few studies have attempted a detailed analysis of the subject of 'University administration' in other states of India. But a study related with University administrative pattern and changes required in administrative pattern of Universities of Kerala was not so far done. The present study has been suggested in this background.

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CHAPTER-3

UNIVERSITY-A HISTORICAL

PERSPECTIVE

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UNIVERSITY-A HISTORICAL PERSPECTIVE

3.0. INTRODUCTION

All over the world, higher education is vested in Universities. These are big campuses comprising mass of students and staff strength and can sustain large libraries, modern laboratories and advanced centres with adequate infrastructure. Modernization of Universities is necessary in view of the changes happening in the globalized era. This chapter is devoted to explain the concepts of University, historical perspective of Universities, higher education in India and other relevant matters related to Universities, which has a significant bearing on the present study. It consists of three parts.

Part A: concepts and definitions. It consists of definition of University, functions of University, and objects of University and autonomy of Universities.

Part-B: Universities in world-an overview.

Part C: Higher education and Universities in India-a brief view. It consists of present scenario of education in India, higher education in India-an overview, higher education institutions, Universities and higher education, University education, coordinating agencies in higher education, organization pattern of Universities, organization

structure of the University, visitor and officers of the University, University administration, and University governance.

3.1. PART A: CONCEPTS AND DEFINITIONS

3.1.1. UNIVERSITY

University is an institution of higher education usually comprising a liberal arts and science colleges and graduate and professional schools and having authority to confer degrees in various fields of study. A University is a place not merely for courses of varied teaching but one for imparting education[1].

The purpose of a University is to create knowledge, disseminate knowledge and transfer knowledge and skill to the society.

 A University is the whole body of teachers and scholars engaged, at a particular place, in giving and receiving instruction in the higher branches of learning; such persons associated together as a society or corporate body, with definite organization and acknowledged powers and privileges (especially that of conferring degrees), and forming an institution for the promotion of education in the higher or more important branches of learning; also the colleges, buildings and other property belonging to such a body[2].

3.1. 2. FUNCTIONS OF UNIVERSITY

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[1] Dr.A.R.Lakshmanan, "Autonomy of Universities", *University News,* 2001 July, pp.16-22

[2] New Encyclopedia Britannica; 15th Edition; p- 165

The primary duty of a University is to maintain the highest standards of its teaching and examinations. A University is a place of higher education where the personalities and capacities of the students are developed to the maximum by teachers who should themselves be at work at the frontiers of knowledge in their respective fields. The success of a University is to be judged as much by the type of graduates it turns out as by the amount and quality of research contributed by its teachers and research students. So a University has a two-fold function.

1. To educate its members and

2. To advance the frontiers of knowledge. Both functions are complementary.

The Universities should promote national integration and a common culture and bring social transformation. The Universities also provide trained personnel to advance the country's prosperity by making full use of modern knowledge.

3.1.3. OBJECTS OF UNIVERSITY

1) To provide instructions, teaching and training in higher education and make provisions for research, advancement and dissemination of knowledge.

2) To create higher levels of intellectual abilities;

3) To establish state of the art facilities for education and training;

4) To carry out teaching and research and offer continuing education programs.

5) To create centres of excellence for research and development and for sharing knowledge and its application;

6) To provide consultancy to the industry and public organizations

3.1.4. AUTONOMY OF UNIVERSITIES

The autonomy is a distinctive feature of the Universities. The autonomy of a University or a college, like that of the judiciary, involves freedom from state control and the demand of social pressure to pursue its own values – truth in the one case, justice in the other. It is the responsibility of an autonomous institution in a free society to examine issues independently of state policies and to function as the conscience and critic of that society. This role cannot be fulfilled if the institution is subservient to the Government. The concept of autonomy arises from the conviction that some educational institutions will achieve their purposes better by self-government than with the public authorities breathing down on their necks. Designing one's own syllabus, setting one's own norms – these are aspects of autonomy, but only secondary in significance.

It emphasizes mainly on the following aspects.

1) Freedom to achieve academic excellence.

2) Freedom to administer the institution through its own rules and regulations.

It is desirable for generating free environment so that knowledge may originate and perpetuate towards free flow of ideas and views. Thus autonomy paves the way for excellence because only an autonomous institution is able to pursue truth fearlessly. Autonomy by and large means 'self governance' i.e., power to act without the external control and pressure. It is to be viewed as an organizational or managerial requirement for the fulfillment of responsibility.

The Gajendragadker Committee Report (UGC 1971, pp 9-10) mentioned that, "the concept of University autonomy, however, meant that it would be appropriate on the part of democratic legislatures not to interfere with the administration of the University life, both academic and non academic. The claim of autonomy was made by the Universities not as a matter of privilege, but on the ground that such autonomy was a condition precedent if the Universities were to discharge their duties and obligations effectively and efficiently[3]."

The Committee of Model Act of Universities, the Education Commission of 1964-66 and the Committee on Governance of Universities and Colleges explained the importance of the autonomy of a University. All these report indicated that autonomy was a pre-condition for universities to discharge their duties and obligations effectively and efficiently as regards imparting and advancement of knowledge and also making their

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[3] Rashmi Agarwal, *"The erosion of the University autonomy"*, University News, Vol 38, 2003 November 13-19

unique contributions to the life and development of the nation. To achieve excellence in higher education, autonomy in the working of Universities was a necessity.

3.2. PART B: UNIVERSITIES IN WORLD-AN OVERVIEW

The modern University evolved from the medieval schools known as 'studia generalia'; they were generally recognized places of study open to students of all parts of Europe. The earliest 'studia' arose out of efforts to educate clerks and monks beyond the level of the cathedral and monastic schools. Inclusion of scholars from foreign countries constituted the primary difference of the studia and schools from which they grew.

The earliest Universities were institutions in which the essences or "universals" were studied. They were corporations of students and masters and they received their charters from popes and emperors. The first of them at Bolongo was founded late in the eleventh century. Those "Universities" were at first merely private societies formed for the personal interest   of their members. The early corporations were free to govern themselves, provided they taught neither atheism nor heresy. Students and masters together   elected their own their rectors (presidents). As the price of the independence, however, the Universities had to finance themselves. So teacher charged fees and to assure themselves of a lively hood, they had to please their students.

By the thirteenth century, several "Universities" of scholars developed into corporate bodies with well-defined administrative functions, which were later known as "universitas studii". In the course of time, probably toward the later part of the fourteenth century the term University begun to designate a community of teachers and scholars whose just existence was recognized by civil authority. These early Universities had no permanent buildings and little corporate property, and they were subject to the loss of disgruntled students, who could migrate to another city and to establish a place of study there. The history of Cambridge began 1209, when a number of dissatisfied students moved from Oxford. Until the end of the eighteenth century Universities concentrated on preparing young man for careers in church and state. Courses of study were fixed.

The first modern Universities– institutions for graduates and undergraduates – were found in Germany late in the 17th century. Throughout the eighteenth century, higher education in the United States was limited to colleges sponsored almost entirely by religious denominations. Considerable autonomy remained with in the colleges[4].

The American Universities of the early 19th century tended to imitate German models. Free elective systems were introduced instead of fixed

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[4] "Micropaedia", The New Encylopaedia Britannica, Vol 12, 15 ed., p.165

curriculums in most Universities. The courses of study multiplied and changed with the growth of knowledge and the needs for increasingly complex societies. During 1960's Universities everywhere plunged into turmoil as students demanded to be treated as adults with political as well as educational rights, and to take part in University governance. Students demonstrated on campuses and off against racism, imperialism, colonialism and sexual inequality. Universities responded by way of liberalizing their curriculums, placing more students on faculty and permitting some students to pursue experimental studies. Then social and professional studies were included service courses and fieldwork to meet some of the needs of local communities and test of students' commitment to his chosen profession. Ethnic and women studies were created in many Universities[5].

3.3. PART C: UNIVERSITIES IN INDIA –A BRIEF VIEW

India is one of the most ancient civilizations in the world with a rich cultural heritage. In ancient period, education system known as "Gurukulam" was in existence. It was treated as the old form of Universities. At that time, it was not a profession as it is today. The relationship between teachers and students was very intimate like father and son. "Ashram" was the centres of learning and most of this ashram were the homes of teachers popularly known as Gurukulam.

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[5] *ibid*., p.186

Takshila, Nalanda, Vikramshila, Nadia, Vallabi etc were the important Universities in ancient India. Subjects like 'Vedanta', 'vedam', 'arts', 'medicine', 'astronomy', 'agriculture', 'accountancy' etc were taught in these Universities. Apart from these, research facilities were also offered. They attracted the scholars from various parts of the world for the sake of knowledge. Higher intellectual atmosphere was the important characteristic of these centres. Some of these centres were of the residential nature and can be compared to the modern Universities in some aspects. Nalanda was one of them and it was believed that about four thousand students were residing in its campus. A number of students of these Universities were from countries such as China, Tibet, Malaysia, Java, Japan and Ceylon. Later a number of educational institutions were established in Lahore, Delhi, Lucknow, and Allahabad, under the rule of Mugal emperors. Different subjects like logic; law, astronomy, history, metaphysics, theology, philosophy, arabi-persian literature etc were taught in these Universities.

The higher education in modern India began with the establishment of Hindu College at Calcutta in 1817 by Raja Ram Mohan Roy with his friend David Hare. The modern Universities owed their origin to British raj. East India Company established 'Sanskrit College' in Calcutta in 1824. Later in 1834 Elphinstone College was established in Bombay. Madras Christian College was founded in 1937.

As per the recommendations of the Wood's Educational Despatch (1854) three Universities were set up in the presidency towns at Bombay (now Mumbai), Calcutta (Kolkotha) and Madras (Chennai) in 1857. The main functions of these Universities were to conduct examinations and to award degrees. At the end of the nineteenth century there were five Universities in India. Two other Universities were founded in Lahore (1882) and Allahabad (1887). The Government appointed a commission to study the problems related to Calcutta University. The committee found that the problems of all Universities were common. The report of the committee helped to develop a number of Universities in India. A large number of Universities were created in the period between 1917 and 1922. Banaras Hindu University, Osmania University, Lucknow University, and Aligarh Muslim University were prominent ones. At the time of independence, we had only twenty Universities in the country. Most of them were teaching Universities. The post independence period was an era of educational institutions. In 1948, an educational commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The commission recommended rapid expansion of higher education on priority basis. University Grants Commission was set up in 1953 as per the recommendation of the commission. It got statutory status in 1956. Seven Universities were created in between 1947 and 1950.

3.4. PRESENT SCENARIO OF EDUCATION IN INDIA

Today, we have a federal system of Government with two-layer

administrations- the Union Government at centre and State Government at state level. At present there are twenty-eight states governed by elected legislatures and six union territories administered by Union Government. States are further divided into districts and there are currently 599 districts. India has an estimate population of 102 crores, living in more than half a million villages. India is the second largest populated country in the world. India is home to 17 percent of the World's total population accommodated in an area, which is 2.4 percent of the World's total area. As against 2820 languages in the entire world, as many as 325 languages are effectively used in India alone. Local dialects vary in India almost after every 8-10 Kilometers.

The country has witnessed phenomenal educational development – both in quantitative and qualitative terms, since independence. However, the national goals of universal elementary education and total eradication of illiteracy have still remained elusive. The Government is committed to achieve these national goals and has been steadily increasing the budgetary allocation for education. The country has also made significant strides in higher and technical education. The education edifice in India is one of the largest one of the world with a network of more than 1142 thousand institutions with more than 78.11 crore students enrolled in various levels in 2003-04[6].

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[6] *Educational statistics at a glance, 2003-04*, Ministry of Human Resource Department, Government of India

The number of students in India outnumbers the total population in Germany, England and Canada taken together. Every sixth student in the world enrolled at the primary level, every seventh in the secondary level and eight in territory level is an Indian. Education was a state responsibility until 1976, when it was brought into concurrent list of the constitution that gave more powers and responsibilities to the union Government. But even until 1976, the union Government was responsible for maintenance and improvement of quality in higher education and a few areas of school education. In general, though education is a concurrent subject, state Governments enjoy a considerable degree of freedom in designing courses, curriculum, and planning and general management of the system. At the higher education level, however, the University Grant Commission plays a significant role. The education system in India comprises three levels such as primary, secondary and higher.

3.5. HIGHER EDUCATION IN INDIA-AN OVERVIEW

Higher education supplies skilled manpower not only for the various sectors of the economy but also for the various economies of the world. Higher education in India has evolved divergent and distinct stream with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development. India has a large and complex higher education system. Indian higher education is one of the best and second biggest in the world after USA. But it is yet inadequate

to educate all the youth in the age group of 17 to 24. Generally two types of higher education are offered in India.

1) General education

2) Professional education

While many normal Universities in India provide both types of education, there are some Universities that exclusively provide professional education only and some, which are exclusively general. Besides the Universities and other institutions, art, science and commerce colleges and professional (engineering, medicine, agriculture, teacher education etc) colleges provide these two types of education respectively. Higher level comprises undergraduate level, postgraduate level, (master's level), research (pre-doctoral), doctoral and postdoctoral levels and diploma and certificate courses.

3.5. 1.HIGHER EDUCATION INSTITUTIONS

The institutions of higher learning in India fall into the following broad categories:

1) *Universities:* Universities are established by an Act of Parliament or State Legislature and are of unitary or affiliating type. They are called Central Universities and State Universities respectively.

2) *Deemed to be Universities:* These institutions are given deemed to be University status by the Central Government on the recommendation of the UGC in terms of Section 3 of the UGC Act. Some of these institutions offer advanced level courses in a particular field or specialization while

others award general degrees.

3) *Private Universities:* These universities are established by various State Governments through their own legislation.

4) *Institutes of National Importance:* These institutes are declared as such by the Government of India by an Act of Parliament and are empowered to award degrees. In some cases, the Government through an Act of State Legislation also sets up such Institutes.

5) *Premier Institutes of Management:* These are the Institutes that have been set up by the Central Government and are outside the formal University system. They offer Post-Graduate Diploma Programmes, which are equivalent to Master's Degree Programmes in area of management.

3.5.2. UNIVERSITIES AND HIGHER EDUCATION

Higher education in India is offered by a variety of institutions and in a variety of ways as well. The higher education system in the country has rapidly expanded after independence. The University system is supported by junior colleges that are run as the higher stages of the school system or the lower stages of the system of higher education. Universities in India are either set up by an Act of Parliament or the State legislatures.

TABLE NO: 3.1

GROWTH OF RECOGNIZED HIGHER EDUCATIONAL

INSTITUTIONS FROM 1950-51 To 2006-2007

(In numbers)

Years	Colleges	Universities*	Total	Increase	% of increase
1950-51	505	27	605	-	
1960-61	1819	45	1864	1259	208
1970-71	3227	82	3359	1495	78
1980-81	3542	110	7073	3714	110
1990-91	5748	184	5932	1141	161
1994-95	7319	219	7538	1606	27
1999-00	9906	244	10150	2612	35
2003-04	14169	254	14423	4273	42
2004-05	16885	329	17214	2791	19
2005-06	17625	338	17963	749	4
2006-07	18064	364	18,428	465	2.6

∗ Universities /Institutions Deemed Univ. / Institution of National Importance

(Source: Compiled Educational Statistics, Ministry of Human Resource Department, Government of India)

There has been an upsurge in the demand for higher education after independence of the country in 1947, and a virtual explosion in the number of

Universities and colleges. At present there are about 364 Universities/ Deemed Univ./ Institutions Of National Importance (242 Universities, 109 Deemed Universities and 13 Institutions of National Importance) and around 18, 064 colleges in 2006-07. The total students enrolled in all Educational Institutions (School to University) are around 224 million. The higher education institutions are increasing from year to year. In 1950-51 the total number of higher educational institutions in India was 605. In 2006-07, it enhanced to 18428. (See Table No 3.1)

3.6. UNIVERSITY EDUCATION

In the words of Pandit Jawaharlal Nehru, "A University stands for humanism for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the Universities discharge their duties adequately then it is well with the nation and the people.[7] The above great words highlighted the basic truth that Universities have to play a crucial role for the development and the welfare of our nation. University is a society of students and teachers dedicated to the pursuit of learning, accumulation of knowledge, and its transmission to succeed generation and exploration of new knowledge. Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional

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[7]Lord Butter, *"Survival Depends on Higher Education",* Indian council for Cultural Relations, New Delhi: Vikas Publications, 1971, p.12.

functions such as research, innovations, teachings, human resource development and continuing education. Universities have been known as centres of higher learning and research aimed at shaping the youth of the country for their development and for the country's better future.

3.6.1. TYPES OF UNIVERSITIES

In India, the first three Universities were established in 1857 at Calcutta, Bombay, and Madras. They were all affiliating type of Universities, which followed the model of London University. The Universities in India, today, fall into two broad categories. First category is the oldest one, which follows the model established by Presidency Universities under the Act of 1857. This is the affiliating type of Universities, which in the beginning was doing not more than prescribing syllabi and holding examination for students in the affiliated colleges. But during the last fifty years the Universities have developed postgraduate teaching departments and research centres. Calcutta and Madras Universities are of this type. They function into two parts -teaching and examining. Several of the new Universities are of this type. Example: Kerala University. In short, affiliating Universities have the twin responsibilities.

1) Establishing and administering their own campus of teaching and research

2) Managing and supervising their affiliated colleges and institutions.

The second type of universities is unitary or federal University. In a

unitary University almost the entire teaching is done by the University in its own departments and as far as possible. Students reside inside the campus. In the case of federal Universities, the boundary is restricted in town, but a number of colleges are working under the direction of the University. Colleges are working as constituent members of the University.

3.6.2. KINDS OF UNIVERSITIES

The Universities in India are of various kinds with single faculty, or many faculties, teaching or affiliating, or teaching cum affiliating, single campus or multi-campus, agricultural Universities, medical Universities, technological Universities, language Universities, women's Universities, central Universities, state Universities etc. In simple terms there are three types of institutions in India engaged in higher education; unitary Universities, affiliating Universities and deemed Universities.

3.6.2. 1. CENTRAL UNIVERSITIES

 Central Universities are established by the Union Government and are funded by the University Grant Commission to a great extend. As on 27.04.2005 there are 18 central Universities in the country[8]. At present the total number of central Universities is 20.

3.6.2. 2. STATE UNIVERSITIES

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[8] Central Advisory Board of Education (CABE) Committee on Autonomy of Higher Education Institutions, Ministry of Humana Resource Development, Department of secondary and higher education, New Delhi, 2005, p.6.

The state Government establishes state Universities. State Governments provide plan grants for their development and non-plan grants for their maintenance.

3.6.2.3. OPEN   UNIVERSITIES

Open Universities offer a wide variety of courses leading to diplomas and degrees. Many of them are identical to those awarded by formal Universities. At present there are eight open Universities in our country including one central University and five state Universities. Distance education system offers a few additional   diplomas and degrees as well. There are 59 institutes/ directorates of distance education in India functioning as a part of conventional Universities.

3.6.2. 4.WOMEN'S UNIVERSITIES

There are   five Universities exclusively meant for women, while all other Universities are open to both males and females. There are no Universities exclusively for men. Similarly there are a thousand colleges in the country, in which admission is exclusively for women.

3.6.2. 5. INSTITUTIONS DEEMED TO BE UNIVERSITIES

Some special institutions of higher learning, generally specialized   in a major area of study are accorded the status of Universities. They are called institutions deemed to be Universities. In other words deemed Universities represent a category of University level institutions, that have been distinguished for quality, relevance and diversity of their programmes. In past, academic institutions were conferred the status of

deemed Universities in recognition of their rich academic traditions, unique character, academic excellence or relevance to their national requirements. But after the issue of guidelines for the conferment of deemed University status, by University Grants Commission, in 2000, a number of academic institutions has been designated as deemed Universities. Birla Institute of Technology and Science is such a type of institution. They are not generally multi faculty institutions. These are created by and /or with the approval of the central Government.

3.6.3. COORDINATING AGENCIES IN HIGHER EDUCATION

There are several coordinating agencies in higher education in India. Most of the general higher education falls with in the jurisdiction of the University Grants Commission. But professional institutions are coordinated by other bodies like All India Council for Technical education (AICTE), Medical Council of India, Central Council of Indian Medicine, The Homeopathy Central Council, The Indian Council of Medical Research etc. There are also such bodies at state level namely state councils of higher education. There are three other bodies that functions some what differently, viz., Institute of Chartered Accountants, Institute of Cost and Work Accountants and the Institute of Company secretaries. The UGC, AICTE, MCI, ICAR are some of the prominent ones.

3.6.3.1. ASSOCIATION OF INDIAN UNIVERSITIES

There is   another type of coordinating agency called Association of Indian Universities which was earlier known as the Inter University Board of India. All the Universities and other University equivalent institutions are members of the AIU. It has no executive powers, but plays an important role as an agency of dissemination of information, as an advisor   to the Government and/or University Grant Commission and Universities.

3.6.3.2. UNIVERSITY GRANTS COMMISSION

University Grants Commission was set up in 1953 on the recommendations of the University Education Commissions 1949. It was given an autonomous status by an Act of the Parliament in 1956. It discharges the constitutional mandate of coordination, determination, and maintenance of standards of teaching, examination and research in the field of University and Higher Education. UGC serves as a vital link between the Union and State Governments and the institutions of higher learning. It monitors developments in the field of collegiate and University education; disburses grants to the Universities and colleges; advises Central and State Governments on the measures necessary for the improvement of University education; and frames regulations such as those on the minimum standards of instruction. It provides financial assistance to the Universities and colleges under the various schemes /programmes for promoting

relevance, quality and excellence and also promoting the role of social change by Universities.

3.6.3.3. NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

National Assessment and Accreditation Council was promoted by University Grants Commission and the Ministry of Human Resource Development in 1994.It is an apex body to promote and focus on the quality consciousness among the institutions of higher learning and to ensure quality. It was established for assessing and accrediting institutions of liberal arts, sciences and other disciplines with the objective of helping these institutions to work continuously to improve the quality of education, through self-evaluation of performance of an institution and /or its units based on self study and peer review through defined criteria. Accreditation is the certification given by NAAC, which is valid for a period of five years. The process of assessment done by NAAC is in accordance with the internationally accepted practice after making certain modifications.

3.6.4. ORGANIZATION PATTERN OF UNIVERSITIES

The main authorities of the University are

1) The Court/Senate

2) The Executive Council/Syndicate

3) Academic Council

The other authorities in Universities are Faculties, Board of Studies, Students Council, Finance Committee and Selection Committee.

3.6.4.1. COURT/SENATE

Senate is the supreme authority in the University system. In other words, it is the general policy making body. The Senate (in some Universities it is called Court) is a larger body representing diverse groups from academics and other social groups, mostly elected. In certain Universities non-academic groups are also included. It includes representatives from local bodies, non-teaching staff, trade unions, women organizations, commerce and industry, farmers, students etc. Apart from them, Members of Parliament, Members of Legislative Assembly, Members of Legislative Council and nominees of the Government are also included. In Kerala University a wide cross section of the society is represented in the Senate. In some Universities former Vice Chancellors are nominated in the Senate. Few University Acts provide representation for women. As per Karnataka University Act two women students and one woman graduate can represent in the University Senate.

3.6.4.2. THE EXECUTIVE COUNCIL/ SYNDICATE

Syndicate is the executive body, which manages the administration of the University. It usually consists of not more than twenty members. It includes elected/nominated representatives of Principals, teachers, senators, Academic Council etc. Besides them, there are ex-officio

members and Government nominees. In some Universities like Jawaharlal Nehru University, Syndicate consists of only ex-officio/nominated members. But in majority of Universities, faculty members are included in the Syndicate. In few other Universities, like Madras University, non-teaching faculties are eligible to be elected /nominated to the Syndicate. In Kerala University, the dominating members are elected members. The Vice Chancellor presides over the meetings of the Executive Council.

3.6.4.3. THE ACADEMIC COUNCIL

The Academic Council deals with the academic curricula, syllabi and regulations. This body determines what admission qualifications are needed, what courses the students should undergo, and in general, in what manner the main purpose of education can be secured. But they are not the ultimate authority. Their decisions are to be approved by the Syndicate. It comprises the representatives of faculties, Principals, University Heads of Departments, Deans, and Senate etc. Majority of members of the Academic Council are ex-officio/nominated persons. In Universities like Kerala University, students are also given representation in Academic Council. In Kerala University, all the Syndicate members are the members of the Academic Council also. In some Universities, the representatives of the Senate are included in the Academic Council. Example: University of Karnataka. Apart from this, in certain states University representatives and Government officials are included in

Academic Council. In Universities of Karnataka, Scheduled casts/ scheduled tribes are represented in Academic Council.

3.6.4.4. FACULTIES AND BOARD OF STUDIES

Faculties and Board of Studies are discipline based. Faculty coordinates the work of the Board of Studies. Board of Studies is attached to each subject of study. The Chairman and members of the Board of Studies are nominated by the Chancellor. The University Heads of the Department are to be the ex-officio chairmen of the Board of Studies. It comprises some University teachers, some senior teachers from affiliated colleges and one or two teachers from other Universities. Generally the number of the members varies in between five to eleven. Besides the preparation of the course of studies, the Board of Studies recommends the name of the textbooks and names of persons suitable for being examiners. The basic design of the curricula is done by the Boards of Studies. The Board decides the pattern of examination, the nature of the student assessment and also gives direction about the conduct of examination, besides drawing up the Syllabi.

It is the duty of the each Board of Studies to consider and report on any matters referred to it by the Academic Council or Syndicate or the Senate or the faculty or the Vice Chancellor concerned with the subject with which it deals.

3.6.4.5. THE STUDENTS' COUNCIL

The Students' Council makes recommendations to the Syndicate and Academic Council in matters relating to the academic work of the students. The Council consists of elected students from various Colleges and University Departments and ex-officio members including the Vice-Chancellor who is the Chairman of the Council.

3.6.4.6. SELECTION COMMITTEE

The power to appoint teachers is vested with the Syndicate. But it is done on the recommendation of the Selection Committee. The Selection Committee consists of Vice Chancellor, the Heads of the Departments concerned and certain number of subject experts.

3.6.4.7. FINANCE COMMITTEE

The Syndicate appoints a sub-committee to look after the University finance known as Finance Committee. The finance officer shall be the secretary of the Finance Committee.

3.6.5. ORGANIZATION STRUCTURE OF THE UNIVERSITY

There are mainly three levels of management people in the University. The hierarchical order of them is:

3.6.5.1. TOP LEVEL MANAGEMENT

Top-level management consists of higher levels of officials of the University. It consists of

1) Vice Chancellor,

2) Pro-Chancellor,

3) Registrar,

4) Finance and Accounts Officer,

5) Controller of Examinations,

6) Director, Board of College and University Development

3.6.5.2. MIDDLE LEVEL MANAGEMENT

It is the tactical level of management. It consists of

1) Head of Departments

2) Deputy Registrar

3) Assistant Registrar

3.6.5.3. BOTTOM LEVEL MANAGEMENT

The lower level management is the operational level of management through which the work of the University is carried on. It   consists of the following officials.

1) Section Officers

2) Assistants

3) Clerical Assistants

4) Peons

5) Other supporting Staff

3.6.6. VISITOR AND OFFICERS OF THE UNIVERSITY

The principal officers of the University are the Chancellor, the Vice Chancellor, and the Registrar. Other officers are Pro- Chancellor,

Treasurer, Rector, Principal, Dean, and Librarian etc. All these however do not exist in all the Universities.

3.6.6.1. THE VISITOR/ CHANCELLOR

In Central Universities the President of India is the constitutional head The Governor of the respective State is the constitutional head of the state Universities. In some Universities like Utter Pradesh the Chancellor has the power to suspend or remove the Vice Chancellors. Recently the Chief Minister of Andhra Pradesh has been made the Chancellor of two Universities. Chancellors have the power to interpret the University act, supervise the formulation of the statutes, in accordance with the University Act and resolve conflicts between different authorities of the University.

3.6.6. 2. THE CHIEF RECTOR

In some Central Universities, the Governor happens to be the Chief Rector. He has no independent role or power.

3.6.6. 3. THE PRO-CHANCELLOR

Education Minister of a State is the ex-officio Pro-Chancellor of many state Universities in India. In Kerala Education Minister is the Pro-Chancellor of Universities. Among the central Universities, in University of Delhi, the Pro-Chancellor is the Chief Justice of the Supreme Court of India.

3.6.6. 4. THE VICE CHANCELLOR

The Vice Chancellor is the principal academic/administrative head of a University. The power to administer the affairs of the University is vested in The Vice Chancellor. It can be done with the approval or ratification of the Syndicate and other bodies wherever it is necessary. The terms of the office of the Vice Chancellor in most state Universities is three years with a provision of the second term. The term of office of the Vice Chancellor in Central Universities is normally for five years.

3.6.6. 5. PRO-VICE CHANCELLOR

 The Chancellor appoints a Pro-Vice Chancellor on the recommendation of the Vice Chancellor in the Universities. He exercises such powers and performs such functions as may be determined by the Chancellor in consultation with the Vice Chancellor.

3.6.6. 6. THE REGISTRAR

The Registrar is appointed by the Syndicate on the recommendation of the selection committee. The selection committee consists of the Vice Chancellor as chairman, two other Syndicate members and one expert. The Registrar has the power to act as the Secretary to the Senate, the Syndicate, the Academic Council, the Faculties, the Board of Studies and the Committees appointed by these authorities. On the general direction and control of the Vice Chancellor, he can hold the charge of the administration of the University office and shall have the power to fix and define the functions and duties of the officers and employees of the University other than those working under the direct supervision of the

Controller of the Examinations and Finance Officer. Overall supervision of the University is vested with the Registrar.

3.6.6. 7. FINANCE OFFICER

The Finance Officer is appointed by the Syndicate on the recommendation of the selection committee consisting of the Vice Chancellor as chairman, two other Syndicate members and one expert. He shall be the whole time salaried officer of the University. Subject to the general direction and control of the Vice Chancellor, he should be in charge of finance, accounts and audit branch of the University. He shall supervise the funds of the University and shall advice on matters related to financial policy.

3.6.6. 8. CONTROLLER OF EXAMINATIONS

The Controller of Examinations is appointed by the Syndicate on the recommendation of the selection committee, which consists of Vice Chancellor and two other Syndicate members. He has the power to conduct all University examinations.

3.6.6. 9. OTHER OFFICERS

Syndicate is empowered to appoint Joint Registrar, Deputy Registrar, and Assistant Registrar etc. The Joint Registrars and Deputy Registrars shall devote their whole time in the performance of their duties and discharge such work as may from time to time be allotted by the Vice Chancellor and also render such assistance as may be required by the Registrar from time to time in the performance of his official duties. The Assistant

Registrars shall devote their whole time in the performance of their duties and discharge such work as may from time to time allotted by the Vice Chancellor. They are also required to render such assistance as the Registrar may require from time to time in the performance of their official duties.

3.6 .6. 10. OTHER STAFF

Other staff like assistants, peons etc are appointed in the University from time to time as decided by the Syndicate.

3.6.7. UNIVERSITY ADMINISTRATION

The present University administration comprises broadly three aspects-academic, personnel and financial. These three aspects are interdependent each other. All these aspects, as a whole influences the quality and well being of the Universities independently and collectively. So these three aspects should be properly managed to achieve excellence.

For effective administration of Universities different layers are created. It follows a line and staff organization. All the officers of the University are given specific roles and jurisdiction with in the framework of the University Act. The Universities have University Code, Administrative Manual, and standing orders of the Executive Council, which clearly defines the duties and responsibilities to be discharged by each employee of the University in general and officers in particular.

3.6.8. UNIVERSITY GOVERNANCE

The University governance consists of Visitor (generally in the case of the Central Universities only), Chancellor, Pro-Chancellor, Vice-Chancellor, Pro-Vice Chancellor, Senate or a Court, Syndicate or Executive Council, the Academic Council and other bodies. Not all the Universities have Pro-Chancellor and Pro-Vice Chancellor. The Visitor (Chancellor in the case of State Universities) is the formal head of the University. He approves all the statutes and ordinances made by the Executive Council and he has appellate powers and can request an inspection and inquiry into the functioning of the University. He appoints the Vice Chancellor. Generally he exercises all the powers through the Ministry /Department of the Education of the Government (at the centre or state). The Senate or Court is the supreme body of the University and has the power to approve (or repeal) ordinances made by the Executive Council, before they are sent to the Visitor for approval. The Vice Chancellor is the most important functionary in the University and is responsible for the administration of the University as a whole. He is the principal executive and academic head of the University. He is the ex-officio chairman of the Executive Council, the Academic Council, and the Finance Committee. The Executive Council is the chief governing body of the University and exercises its authority on all matters of the administration, grievances and financing of the University. It is however, dependent upon the advice of the Academic Council and other bodies. The Academic Council is a large body exercising powers on all academic matters including new courses, curriculum and degree/diploma

programmes, which are to be later, approved by the Executive Council before they are sent to the UGC for approval.

3.7. CONCLUSION

Universities play a significant role for spreading higher education. It has a major role in supporting knowledge driven economic growth strategies and in the construction of democratic, socially cohesive societies. Various committees have suggested that autonomy is a pre condition for this purpose. From the history of Universities it can be noted that the modern University was evolved from the medieval schools of Europe. The first modern Universities were founded in Germany late in the 17th century. In ancient period, education system known as "Gurukulam" was in existence in India. It was treated as the old form of Universities. The modern Universities owe their origin to British raj. In India the first three Universities were established in 1857 at Calcutta, Bombay, and Madras. We have three types of institutions engaged in higher education such as unitary Universities, affiliating Universities and deemed Universities now. There are several coordinating agencies to coordinate University education in India namely University Grants Commission, National Assessment and Accreditation Council etc. The Court/Senate, the Executive Council/ Syndicate, Academic Council, the Faculties, the Board of Studies, the Finance Committee and the Selection Committee are the main authorities of Universities of India. For effective administration of Universities different layers are created. It follows a

line and staff organization. There are mainly three levels of management people in the University. The Vice Chancellor is the most important functionary in the University and is responsible for the administration of the University as a whole. The policies framed by authorities are implemented through different level of management.

Notes

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UNIVERSITIES IN KERALA- A BRIEF

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UNIVERSITIES IN KERALA- A BRIEF VIEW

4.0. INTRODUCTION

Kerala is a slim narrow piece of land in the southern tip of Indian subcontinent. Beautiful and benign, this Indian state lies along a sun-drenched coastline flanked by the Arabian Sea on the west and the mountains of the Western Ghats on the east. Kerala is known as Gods Own Country. Kerala is endowed with unique natural resources and is supported by a thriving diaspora. It covers an area of 38,863 sq.km. According to 2001 census, the population of Kerala was 3, 18, 41,374. Kerala has several firsts to its credit. It is the most literate state in the country. The literacy rate of Kerala, which was 47.18 percent in 1951, became almost double in 2001 census. As per 2001 census, the literacy rate of Kerala is 90.92 percent as against the all India literacy rate of 65.38 percent.[1] It is also the first state to fulfill the constitutional mandate of providing universal, free, primary education to all children up to the age of fourteen years. In 1991 Kerala has achieved the distinction of the first state in India to be declared as 100% literate. In the field of high school education, Kerala can feel proud of being ahead of other states. Kerala provides free school education to all. In the field of general higher

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[1] Economic Review, 2005, State Planning Board, Thiruvanathapuram, February 2006,p.482

education, Kerala perhaps stand first in terms of the number of seats available for every 10,000 of its population[2].

4.1. UNIVERSITY AND HIGHER EDUCATION IN KERALA

The higher education system of Kerala has increased double both in the number of Universities and colleges in comparison to their numbers at the time of the formation of the state. Universities of Kerala have a significant role to impart higher education in Kerala. At present we have 7 Universities and 2 deemed Universities. The total number of Arts, Science & Commerce colleges affiliated to Universities in Kerala is 356[3]. In 2003-04 no higher educational institutions were started. (See table No: 4.2).

The following are the name of the Universities of Kerala.

1. University of Kerala, Thiruvananthapuram

2. University of Calicut, Malappuram district.

3. Mahatma Gandhi University, Kottayam.

4. Kannur University, Kannur

5. Cochin University of Science and Technology, Cochin

6. Kerala Agriculture University, Trichur

7. Sree Sankaracharya University of Sanskrit, Kalady.

8. Sree Chitra Tirunal Institute of Medical Science and Technology,

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[2] Dr. M.C Pylee, *"Kerala Educational Scenario -strengths and weaknesses"*, Kerala Calling, Vol 24, Number 3, Jan 2004.

[3] Economic Review, 2006, State Planning Board, Thiruvanathapuram, p.344.

Thiruvananthapuram.

9. National Institute of Technology, Calicut

TABLE NO: 4.1

ACCREDITED UNIVERSITIES IN KERALA

	Name of the University/Location	Accredited Status
1	University of Calicut	Three Star
2	Cochin University of Science and Technology, Cochin.	Three Star
3	Mahatma Gandhi University, Kottayam.	B^+
4	University of Kerala, Thiruvananthapuram.	B^{++}

(*Source:* www.naac-india.com.)

TABLE NO 4.2

HIGHER EDUCATIONAL INSTITUTIONS OF KERALA
(1986 to 2007)

Year	Universities ➤	RI	Colleges ●	♥ En	MC	Total	Increase	% of Increase
1986	5	0	129	6	16	156		
1997	8	0	151	11	20	190	34	22
1999	8	0	186	22	20	236	46	24
2000	8	1	186	23	20	238	2	0
2001	8	1	191	32	37	269	31	1

2002	9	1	224	71	59	364	95	13
2003	9	1	286	83	79	458	94	26
2004	9	1	290	83	86	469	11	.02
2005	9	1	356	84	94	544	75	16
2006	9	1	356	84	113	563	9	.01
2007 June	9	1	356	84	116	566	3	.0

(Source: Data compiled from Educational statistics 2003-04, state profile, Ministry of Human Resource Development, Government of India and Economic Review 1986 to 2006, State Planning board, Thiruvananthapuram)

➢ Universities include Deemed Universities, Institutions of National Importance.

• Colleges include Arts, Science & Commerce

    MC-Medical Colleges include Allopathy, Ayuveda, Homeo, Unani , Nursing, Pharmacy etc

RI-Research Institutions

♥   Engineering, Technical and Archeological colleges

University of Kerala, University of Calicut, Mahatma Gandhi University, Kottayam and the Kannur University are affiliating type of Universities. These four Universities were considered for study. Four Universities of Kerala had got NAAC accreditation. (See Table No: 4.1)

4.1.1. UNIVERSITY OF KERALA, THIRUVANANTHAPURAM

The University of Travancore came into existence in 1937 by a promulgation of Travancore Maharaja-Sri Chithira Thirunal Balarama Varma and later it became the University of Kerala. It was the sixteenth University to be set up in India.

Kerala University Act was passed in 1957. On the basis of the Act, the name of the University of Travancore was changed into University of Kerala. Ten colleges with in the State of Travancore (earlier affiliated to Madras University) became the affiliated colleges of the University of Kerala. The University had three campuses at Thiruvananthapuram, ErnaKAUlam and Kozhikode. In 1968 the Kozhikode centre became a full-fledged University covering the districts Trichur, Palakkad, Kozhikode and Kannur of Kerala state. The Cochin University of Science and Technology and the Kerala Agricultural University came into existence in 1971 and the Mahatma Gandhi University was established in 1983. This has resulted in limiting of the University area to Thiruvanathapuram, Kollam, Alappuzha districts and some parts of the Pathanamthitta districts.

4.1.1.1. FACULTIES AND DEPARTMENTS

At present, the University has sixteen faculties namely Faculty of Arts, Faculty of Ayurveda, Faculty of Commerce, Faculty of Education, Faculty of Engineering and Technology, Faculty of Law, Faculty of Management Studies, Faculty of Oriental Studies, Faculty of Physical Education, Faculty of Science, Faculty of Fine Arts, Faculty of Social Sciences, Faculty of Medicine, Faculty of Homeopathy, Faculty of Applied Sciences and Faculty of Dentistry. It has forty-one departments of teaching and research. The University Departments offer a wide range of teaching and research at post-graduate M.Phil and PhD levels. The courses in the Departments are conducted in the Credit and Semester

system. The University has also decided to extend the Semester system to all the Postgraduate courses.

4.1.1.2. AFFILIATING COLLEGES

At present eighty-one affiliated colleges are affiliated to university. Out of these, forty five colleges are aided first grade Arts and Science Colleges and eight are unaided first grade Arts and Science Colleges. The other colleges include two Law Colleges, four Engineering Colleges, two Medical Colleges, seven aided Teachers Training Colleges, six unaided Teachers Training Colleges, one Ayurveda College, one Homeopathy College, two Fine Arts Colleges, one Music College and one College of Physical Education. Besides this, there is an affiliated institute conducting 2-year full time MBA course. The University has recently started an Engineering College in its Kariavattom campus. This college offers courses like Information Technology, Computer engineering etc… At present, the University has ten Teacher Education centres. The six University Institutes of Technology offer courses like Computer Science, Electronics, and Business Administration etc. The University has also recognized a number of colleges and other institutions engaged in research or specialized studies as the recognized institutions of the University. All these institutions conform to the aims and objectives of the University and its programme of teaching and research.

4.1.1.3. THE INSTITUTE OF DISTANCE EDUCATION

The Institute of Distance Education caters   the educational needs of

thousands of people who wish to enroll for different courses. In addition to the traditional degree and postgraduate courses, the Institute now runs degree courses like Computer science and Computer application. A course in e-Commerce and a Post Graduate Diploma in Computer Applications will also be started soon.

4.1.1.4. INFORMATION CENTRES

With a view to making the services available to the masses, the University has set up District Offices/Information Centres in all districts in the University area and information Centres in ten Taluks.

4.1.1.5. CENTRES FOR SPECIALIZED STUDIES

In addition to the University departments of teaching, research and affiliated Colleges, the University also maintains several centres for carrying on specialized studies and research in special areas. The International Centre for Kerala Studies, the Centre for Canadian Studies, the Centre for Australian Studies, the Centre for Comparative Literature, Centre for Women's Studies, Centre for Adult Education and Extension, Sree Narayana Study Centre, Centre for English Language Teaching, Centre for Vedanta Studies, V.K. Krishna Menon Study Centre, Christian Study Centre for Cultural and Social Change and Centre for Gandhian Studies are functioning under the University.

4.1.1.6. ACADEMIC STAFF COLLEGE

The University has set up an Academic Staff College with the assistance of the UGC. This College offers orientation and refresher courses to the

teachers in affiliated colleges.

4.1.1.7. UNIVERSITY LIBRARY

The Kerala University Library, established in 1942, has a very large stock of books and journals. It has over three lakh books and over 1000 bound volumes of Journals. The library subscribes to 43 foreign Journals, over 400 Indian periodicals, 35 popular magazines and 20 newspapers. The total number of membership of the library is over 30, 800 out of which student memberships comes to over 12, 270 and that of teachers comes to 2850. The library has now installed computer system for a LAN & CD-ROM network. A microfilm reader printer and a rare collection of journals in microfilm are available here. The Library has CD-ROM on many subjects. Internet facility is offered at slashed rates. The Oriental Research Institute and Manuscripts Library is one of the prestigious Departments of Research. It has an invaluable collection of rare and precious manuscripts in a variety of subjects in different languages.

4.1.1.8. THE DEPARTMENT OF PUBLICATIONS

The Department of Publication is one of the oldest Departments of the University and it has done splendid work in bringing out a series of glossaries in science subjects, popular science books and translations of classics.

The University is engaged, since the fifties, in the greatest organized Lexicographical effort undertaken in any modern Indian language. It has

planned the publication of a comprehensive Malayalam Lexicon. Out of the proposed eleven volumes, seven have already been released.

The University has been publishing since 1946 the Journal of Indian History, the foremost Journal of historical studies and research. A newsletter entitled The University Herald is also published on a quarterly basis. The Thiruvananthapuram Observatory is another important Institution functioning under the University. Maharaja Swathi Thirunal founded this in 1837.

4.1.1.9. STUDENTS IN THE UNIVERSITY SYNDICATE

The University of Kerala has the honour of being the first University in India to ensure participation of students in the University Syndicate. Students are given representation in other authorities like the Academic Council and the Senate.

4.1.1.10. UNIVERSITY STUDY CENTRES

University Study Centres were set up with UGC assistance at Kollam, Alappuzha and Pandalam. These Centres cater to the needs of the student community in areas outside Thiruvananthapuram.

4.1.1.11. AUTHORITIES OF THE UNIVERSITY

Authorities of University comprise the Senate, the Syndicate, the Academic Council, the Faculties, the Board of Studies, the Students' Council and the Finance Committee. The Syndicate of the University consists of Vice Chancellor, Pro-Vice Chancellor, Director of Public Instructions, Director of Collegiate Education, the Secretary to the

Government Higher Education Department, the Secretary to Government Information Technology Department, Government of Kerala, three Principals of the different colleges, three teacher representatives of the different colleges affiliated to the University, three University teachers, one student representative and eight others. In total, there are twenty-four Syndicate members. Apart from the above officers there are six Joint Registrars, fifteen Deputy Registrars and fifty Assistant Registrars.[4]

4.1.2. UNIVERSITY OF CALICUT

The University of Calicut was formed bifurcating the then Kerala University in 1968. It was the second University of Kerala state. Full fledged campus was established in Thenhippalam in Malappuram district. The University campus, located at Thenhippalam in Malappuram district, 24 km south of Calicut city, is the main hub of academic activities. The objective of the University is to develop human resources in the northern districts of Kerala by extending the reach of higher education and by promoting research in all areas of development with particular emphasis on technology, art and culture of Kerala.

The University made the beginning by taking into its fold the four postgraduate departments set up by the University of Kerala at Calicut and 54 constituent colleges spread across seven northern districts. With 'Nirmaya Karmana Sree' as its motto, the University has surmounted

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[4] Annual Report ., University of Kerala, Thiruvanathapuram, 2004.

challenges to emerge as the largest residential cum affiliating University in Kerala.

4.1.2.1. FACULTIES AND DEPARTMENTS

University of Calicut has 15 faculties namely Faculty of Language and Literature, Faculty of Humanities, Faculty of Commerce and Management Studies, Faculty of Engineering, Faculty of Fine Arts, Faculty of Ayurveda, Faculty of Law, Faculty of Homeopathy, Faculty of Education, Faculty of Journalism and Mass Communication, Faculty of Medicine, Faculty of Pharmacy, Faculty of Health Science, and Faculty of Science. It has 34 departments of teaching and research. These are the Departments of Arabic, Botany, Biotechnology, Chemistry, Commerce and Management Studies, Education, English, Hindi, History, Mass Communication and Journalism, Life Science, Library and Information Science, Malayalam, Mathematics, Philosophy, Physics, Physical Education, Psychology, Russian, Sanskrit, Statistics, and Zoology. With restructured syllabi and well-equipped laboratories and libraries, the Departments offer a variety of postgraduate programmes that meet the changing demands of the academic and industrial sectors. In addition to these departments, the University has set up a School of Health Sciences and a Computer Centre that offer graduate and post graduate courses in their respective areas.

4.1.2. 2. AFFILIATING COLLEGES

The University has 266 affiliated colleges now and become a veritable lighthouse beckoning lakhs of young men and women to benefit from higher education.   The break up in terms of the subjects of study is: 112 arts and science colleges, 24 engineering colleges, 55 training colleges, 23 oriental title (Arabic) colleges, 12 nursing colleges, 8 pharmacy colleges, 5 medical colleges, 5 Ayurveda colleges, 7 applied science (IHRD) colleges, 2 dental colleges, 17 nursing colleges, 9 pharmacy colleges, 2 law colleges, one homeopathy college, 62 colleges for hotel management   and one fine arts college. The total student's enrollment is nearly 2.80 lakhs. As many as 88 colleges, offer both graduate and postgraduate courses in various subjects.

4.1.2.3. ACADEMIC STAFF COLLEGE

 It was in recognition of their potential to extend their expertise in the emerging areas of education, training and extension, that the University Grants Commission funded the establishment of the Academic Staff College in 1987 and the Audio Visual Research Centre in 1996 on the main campus of the University

4.1.2.4. EXTENSION CENTRES

The University has set up extension centres at Thrissur, Calicut and Vatakara. The centre at Thrissur is named after the renowned economist late Dr. John Mathai. Located here are the Department of Economics and the School of Drama and Fine Arts. Courses in Health Sciences and

Costume and Fashion Design are conducted at Calicut Centre. The University Students' Centre is also located in Calicut.

At the Vatakara Centre, the University has set up two postgraduate departments of studies and research. These are: the Centre for Folk Lore Studies and the Kunjali Marakkar Centre for West Asian Studies. To reach out to students closer to their homes, the University has set up Teacher Education Centres and Information Centres in all the five districts under its jurisdiction.

4.1.2.5. NEW PROJECTS

Besides restructuring the graduate and post-graduate courses, the University has introduced integrated M.Phil/ Ph.D programme from 2004-05 academic year. To meet the demand for the trained in the emerging areas, the University has launched new programmes in computer application and information technology, health sciences, fashion design, social work, printing technology, computer hardware and automobile engineering. Another effort in this direction is the establishment of the University Institute of Engineering Technology close to the main campus. The Institute offers B.Tech courses in electronics and communication, printing technology, electrical and electronics and Information Technology streams.

4.1.2.6. CHAIRS OF STUDIES

Chairs of studies namely Chair for Maritime Studies and Research, EMS Chair for Marxian Studies and Research, and Chair for Christian Studies

and Research were started in university campus. The University of Calicut instituted EMS Chair for Marxian Studies and Research on 20th April 2000 to honour late E.M.S. Namboodiripad and encourage and undertake studies in Marxian Philosophy and Literature.

4.1.2.7. OTHER OFFICES

In addition to the office of the Vice-Chancellor, the University administration, Pareeksha Bhavan, School of Distance Education, Academic Staff College, Educational Multimedia Research Centre, Computer Centre, University Library and other central support and service units, were housed in the campus.

4.1.2.8. LIBRARY

The Calicut University Library, established in 1971 and later renamed after C.H.Mohammed Koya, (the former Minister for Education, Government of Kerala), is primarily concerned with the conservation and dissemination of knowledge to its users. It plays an important role in the provision of information to the academic community in the Malabar region. It has a collection of about ninety five thousand books and subscribes to 218 Journals and 10 newspapers. Library follows the Anglo American cataloguing Rules II (with slight modifications) for Cataloguing and Dewey Decimal Scheme of Classification for the classification of books. It has the distinction of being the first fully automated University Library in the state of Kerala. Apart from the

University Library a Study Center Library is functioning in the Calicut city to serve the academic community in the Calicut city and around.

4.1.2.9. AUTHORITIES OF THE UNIVERSITY

The activities of the University are organized and supervised by the authorities namely Senate, Syndicate, Academic Council, Faculties, the Boards of Studies, Students' Council, and Finance Committee. The Senate is the supreme authority of the University. It consists of Ex-Officio members including the Chancellor (Governor of Kerala), the Pro-Chancellor (Minister of Education), the Vice-Chancellor and Pro Vice-Chancellor and other members representing various spheres of life. The Senate has the power to review the action of the Syndicate and Academic Council. The Syndicate is the chief executive body of the University. It consists of 6 Ex-Officio members including the Vice-Chancellor, Pro Vice-Chancellor, Higher Education Secretary, Director of Public Instruction, Director of Collegiate Education, Information Technology Secretary and 14 members elected from the Senate from among themselves and four members who are experts in the field of Information Technology and Biotechnology. The general superintendence and control over the institutions of the University including the executive powers are vested in the Syndicate[5].

4.1.3. MAHATMA GANDHI UNIVERSITY, KOTTAYAM

Gandhiji University was renamed as Mahatma Gandhi University and it

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[5] Annual Report., University of Calicut, 2005

came into existence in October 2, 1983 by the ordinance issued by the Governor of Kerala. The Kerala Legislature passed the Ordinance into an Act in April 1985. The University is located in Athirampuzha about 10 KM North West of the Kottayam Town. It is a member of the Association of Indian Universities and the Association of Common Wealth Universities. The jurisdiction of the university extends to entire revenue districts of Kottayam, Ernakulam and Idukki and few taluks of the other districts like Alappuzha (Kuttanad taluk), Pathanamthitta district (Kozhencherry, Mallappally, Ranny, and Thiruvalla Taluk).

4.1.3.1. SCHOOLS OF TEACHING AND RESEARCH

Mahatma Gandhi University has 10 Inter disciplinary Schools of teaching and research and 12 schools of higher learning in Applied Science and Professional Studies, with academic autonomy. The courses in the Departments are conducted in the credit and semester system. At present, Mahatma Gandhi University offers research facilities and guidance in over 40 disciplines through its own Departments as well as 114 approved research Centres.

4.1.3.2. INTELLECTUAL PROPERTY FACILITATION CENTRE

The University is in the process of setting up a dedicated Intellectual Property Facilitation Centre, in order to promote research and technology transfer.

4.1.3.3. SELF FINANCING INSTITUTIONS

Mahatma Gandhi University boldly took a lead to initiate the Self-financing Stream in the University system in 1993 and was able to carve a niche, especially in professional and job-oriented education in the State. Now, the University has 24 Self Financing Institutions under its orbit, offering Engineering, Applied Sciences, Nursing and Allied Medical Courses. Revolutionizing the professional learning scenario, the University was able to open new vistas to young aspirants, to pursue career-oriented programmes in Kerala State, curbing the resource outflow to other parts of the Country.

4.1.3.4. AFFILIATING COLLEGES AND UNIVERSITY DEPARTMENTS

The University enrolls 1,50,000 students on an average every year to its 410 courses in graduate, post graduate and M.Phil / Ph.D. programmes through 23 University Departments, 22 Engineering Colleges, 1 Law College, 3 Medical Colleges, 20 Nursing Colleges, 7 SME Nursing Institutes, 4 Pharmacy Colleges, 4 Dental Colleges, 3 Ayurveda Colleges, 2 Homoeo Colleges, 1 Music and Fine Arts College, 121 affiliated Arts and Science colleges, 37 Education Training Colleges and 12 University Colleges of Teacher Education.

4.1.3.5. OFF CAMPUS CENTRES

Mahatma Gandhi University has made its presence outside its territorial jurisdiction through the 72 off campus centres – 55 centres within Kerala, 9 outside Kerala and 8   abroad.

4.1.3.6. LIBRARY

The University has a web-enabled Central Library and 21 Departmental

Libraries, 4 Study Centres and 6 Information Centres. The Central Library is linked to the University Grant Commission sponsored INFLIBNET enabling on-line subscription.

4.1.3. 7. AUTHORITIES OF THE UNIVERSITY

It consists of the Chancellor, Vice Chancellor, Pro- Vice Chancellor, the Senate, the Syndicate, the Academic Council, Finance Committee and Planning Board. The Syndicate of the University consists of the Vice chancellor, Pro-Vice Chancellor, the Secretary to Government Higher Education Department, Secretary to Government Finance Department, Secretary to Government, Information Technology Department, the Director of Collegiate Education Department and thirteen other members who are eminent in the field of higher education. The Chancellor nominates the Syndicate[6].

4.1.4. KANNUR UNIVERSITY, KANNUR

Kannur University was inaugurated on 2nd March 1996 by the Hon. Chief Minister of Kerala. The University by the name "Malabar University" had come into existence even earlier by the promulgation of an Ordinance by the Governor of Kerala, on 9th November 1995. The objective of the Kannur University Act 1996 is to establish in the state of Kerala a teaching, residential and affiliating University so as to provide for the development of higher education in Kasargod and Kannur revenue Districts and the Mananthavady Taluk of Wayanad District and such

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[6] www.mguniversity.edu

other places as are necessary for providing study and research facilities to promote advanced knowledge in Science and Technology and other relevant disciplines.

4.1.4.1. SCHOOLS AND DEPARTMENTS

Kannur University has 12 faculties namely Faculty of Language and Literature, Faculty of Science, Faculty of Humanities, Faculty of Social Science, Faculty of Commerce and Management Studies, Faculty of Engineering, Faculty of Ayurveda, Faculty of Modern Science, Faculty of Education, Faculty of Law, Faculty of Communications, and Faculty of Fine Arts. The University has 13 Schools namely School of English and Foreign Languages, School of Social Sciences, School of Life Sciences, School of Commerce and Management Studies, School of Information Science And Technology, School of Development Studies, School of Legal Studies, School of Physical Education and Sports Science, School of Chemical Sciences, School of Pure and Applied Physics, School of Visual and Fire Arts, School of Indian Languages, and School of Distance Education and one Department of Geography. Along with these, there are three Teacher University Education Centres, 11 Information Technology Education Centres and Three Community Colleges.

4.1.4.2. AFFILIATED COLLEGES

 64 colleges are affiliated to the University.

4.1.4.3. LIBRARY

The Library has been recognized as a research centre for Ph.D in the following subjects. Malayalam, Hindi, Sanskrit, Urdu, English, History, Statistics, Philosophy, Mathematics, Political Science, Sociology & Economics

4.1.4.4. AUTHORITIES OF THE UNIVERSITY

It consists of the Senate, the Syndicate, the Academic Council, the Students' Council, the Finance Committee, the Planning Board, Faculties and Board of Studies. The Syndicate consists of the Vice chancellor, the Pro-Vice Chancellor, the Secretary to Government, Higher Education Department, and the Director of Collegiate Education. Thiruvanathapuram, representative of the University Grants Commission, one Government college teachers' representative, one private college teachers' representative, one students' representative and five other members[7].

4.1.5. COCHIN UNIVERSITY OF SCIENCE AND TECHNOLOGY, COCHIN

The University of Cochin was established as a federal University at Cochin by the University Act 1971 for the development of higher education with particular emphasis on post graduate studies and research in applied science, technology, industry and commerce. The University of

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[7] Annual Report., Kannur University, 2004

Cochin has been recognized and converted into a full fledged science and technological University namely the Cochin University of Science and technology of a unitary type by the Cochin University of Science and Technology Act 1986. The jurisdiction of the University extends to the whole of Kerala. The University has a 180-acre campus at Thrikkakara and a Lakeside Campus at Kochi. The atmosphere in the campus is vibrant and highly intellectual and admission to various programmes are strictly competitive. The establishment of a new campus with an Engineering College under the aegis of this University at Pulikunnu, Kuttanad, and Alappuzha is a new feather adorning the diadem of the University. This college offers Bachelor of Technology courses in Information Technology, Computer Science, Electronics and Mechanical Engineering.

4.1.5. 1. FACULTIES

The academic structure of the University comprises eight Faculties namely Engineering, Environmental Studies, Humanities, Law, Marine Sciences, Science, Social Sciences and Technology and several Schools, Departments and Centres. A Sophisticated Test and Instrumentation Centre were established in 1996. There are Centres for Interdisciplinary Studies, Microprocessor Research, National Manpower Information, Instrumentation, Rural Development & Appropriate Technology, Geo-technology, Ocean Electronics and Science in Society besides a Science Park. It has brought within its

reach the resources of several well-established premier research institutions in the country by giving recognition to them. Specializations exist in Mechanical, Electrical and Civil Engineering, Hindi, Foreign Languages, Traditional as well as Modern branches of Law, Human Rights, Marine Geology and Geophysics, Chemical and Physical Oceanography, Environmental Science, Environmental Engineering, Fishing Technology, Fish Processing and Packing Technology, Atmospheric Science, Applied Economics, Commerce, Business Management, Operations Research, Physics, Applied Chemistry, Computer Science, Information Technology, Instrumentation, Ship Building and Naval Architecture, Safety Engineering, Polymer Science, Rubber Technology, Engineering Statistics and Mathematics.

4.1.5. 2. ACADEMIC LINKS AND EXCHANGE PROGRAMMES

The University has academic links and exchange programme with several institutions in North America and Europe. The University is participating with the Netherlands Organization for International Co-operation in Higher Education (NUFFIC) in areas such as applied economics, environment, Photonics and polymer science besides academic collaboration with some of the premier educational institutions in France and U. S. A. Exchange programme are in force in a few departments like School of Management Studies, Department of Applied Economics etc. with academic institutions in a few countries in Europe and America .

4.1.5. 3.LIBRARY

It has a library Local Area Network. It is a part of Campus Wide Network. Library has installed user-friendly library management software that supports all in-house activities of the Library. It has automated library system.

4.1.5.4. UNIVERSITY AUTHORITIES

The main authority of the University is Syndicate, which includes Vice Chancellor, Pro-Vice-Chancellor, The Director of Technical Education, and Directorate of Technical Education. The Principal Secretary to Government Higher-Education Department, The Chairman Kerala State Committee on Science and Technology, four Members of Legislative Assembly, Head, Department of Electronics, Cochin University of Science and Technology Kochi, One Professor, School of Environmental Studies Cochin University of Science and Technology Kochi - Director, Centre for Engineering Studies Cochin University of Science & Technology Kochi, Chairman and Managing Director Air Travels Enterprises India Ltd., Professor, International School of Photonics Cochin University of Science and Technology One Lecturer School of Management Studies, two other eminent professors[8].

4.1.6. KERALA AGRICULTURAL UNIVERSITY

Kerala Agricultural University came into existence on February 24th 1971 by the Act 33 of 1971 of the Kerala State Legislature, entitled 'The

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[8] www.cusat.ac.in

Agricultural University Act, 1971. Kerala Agricultural University became operational since February 1st 1972 when the then existing two educational and 21 research institutions administered by the Departments of Agriculture and Animal Husbandry of the Government of Kerala, were brought under one umbrella for facilitating the sustainable and accelerated development of agriculture in the State. The Kerala Agricultural University is an autonomous public funded institution incorporated in the State of Kerala.

The University under the Kerala Agricultural University   Act is bestowed with responsibility and vested with jurisdiction extending to the entire geographic territory of the State in fulfilling its designated mandate. It is located almost in the middle of the state at Vellanikkara in the Thrissur District on the National Highway (NH47) at about 13 km from the Thrissur Railway Station and 50 km from the International Airport, Kochi.

4.1.6.1. FACULTIES

The University has four faculties such as the Faculty of Agriculture, Faculty of Veterinary and Animal Sciences, Faculty of Fisheries, Faculty of Agricultural Engineering and Technology

4.1.6.2. AUTHORITIES

The authorities of University consist of the General Council, the Executive Committee and the Academic Council. The supreme authority of the University is the General Council. The Council is reconstituted

every three years. Ordinarily, the Council meets once in four months. The General Council has three sub-committees namely Assurance Committee, Statute Committee and Accounts Committee. The members of the General Council are ex-officio members, elected members, Deans of Faculties of the University, representatives of the University teachers, representatives of the students of the University, Permanent labourers of the University, Four eminent Scientists, Farmers, Association of Planters, Presidents of Grama Panchayat, one Representative of Cochin University, one Representative of University of Calicut and one Representative of University of Kerala. The Executive Committee is the chief executive authority of the University. The Executive Committee has six sub-committees namely Finance Committee, Establishment Committee, Works committee, Planning and development Committee, Research review Committee and Students welfare Committee[9].

4.2. CONCLUSION

Out of the seven Universities four Universities are federal type, one is unitary type, and one is agricultural University and another one is Sanskrit University. For the purpose of study four Universities namely University of Kerala, University of Calicut, Mahatma Gandhi University and Kannur University of the same nature were selected.

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[9] www.kau.edu

NOTES

Annual Report ., University of Kerala, Thiruvanathapuram, 2005.

Annual Report., University of Calicut, 2005

Annual Report., Kannur University, 2004

Dr. M.C Pylee, *"Kerala Educational Scenario -strengths and weaknesses"*, Kerala Calling, Vol 24, Number 3, Jan 2004.

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www.cusat.ac.in

www.kau.edu

www.mguniversity.edu

www.naac-india.com.

CHAPTER-5

PART A

PROFILE OF RESPONDENTS

PROFILE OF RESPONDENTS

5A.0. INTRODUCTION

Universities of Kerala have same organization structure and University bodies like Senate, Syndicate, Academic Council and Board of Studies. Out of seven Universities four Universities were selected as sample for study. In the first stage Universities were selected on the basis of geographical location dividing the state into three regions- Southern, Central and Northern. Thiruvanathapuram and Kollam Districts were included in Southern Region; Kottayam and Ernakulam districts were included in Central Region, and Kozhikode and Kannur in Northern Region. In the second stage, Universities were segregated on the basis of their type, such as Conventional, Agricultural, and Deemed Universities. Conventional Universities were considered for study. Out of the conventional universities affiliating type of universities were selected because they were of the same nature. The four Universities, which were selected as sample for study, two Universities namely, University of Kerala and University of Calicut have elected Syndicate. In these Universities, Senate is the supreme authority. But Mahatma Gandhi University and Kannur University have nominated Syndicate. In these Universities, Senate is an advisory body. Syndicate has the supreme authority. Sample respondents were selected from these four Universities. Respondents selected for study comprises

1. Non-teaching employees of Universities

2. University Teachers and

3. Students who are registered in Universities in Kerala.

5A.1. NON-TEACHING EMPLOYEES

5A.1.1. SIZE OF POPULATION

Sample for study were selected from 2792 permanent non-teaching employees who have direct touch with the administration of Universities, examination work and distance education. (See table No: 5A.1).

Out of 1508 assistants, it is found that approximately 314 non-teaching employees were appointed on temporary basis. It is also observed that majority of temporary employees are working in examination sections. These temporary employees were not considered while selecting samples.

5A.1.2. SIZE OF THE SAMPLE

Out of 2792 permanent non-teaching employees, 350 non-teaching employees were selected as sample respondents. Respondents were selected on convenient sampling method. However only 293 respondents took interest and filled the questionnaire. Out of the 293 non-teaching employees, 95 non-teaching employees are from UK, 70 from UC, 79 from MGU and 49 from KU (See table No: 5A.2).

The profiles of non-teaching respondents are arranged in terms of their age, sex, marital status, position held, education, working section and years of service. Out of total non-teaching respondents, 21 percent belongs to 25-35 age groups, 53 percent belongs to 35-45 age

groups and 26 percent belongs to 45-55 age groups. (See table No: 5A.2)

Out of 293 non-teaching respondents 45 percent are men and 55 percent are women. (See Table No: 5A.3)

 Further ninety three percent of non-teaching employees are married and only six percent are un- married. (See table No: 5A.4)

Category wise, 71 percent of the non-teaching respondents belongs to Assistants category. Twenty-three percent of the non-teaching respondents are Section Officers, four percent are Assistant Registrars, and two percent are Deputy Registrars. (See Table No: 5A.5)

Education wise, 42 percent of non- teaching respondents are graduates, 54 percent are postgraduates and 4 percent have secondary education. (See table No: 5A.6)

TABLE NO: 5A.1

NUMBER OF NON-TEACHING EMPLOYEES OF UNIVERSITIES

(In Numbers)

SL. No	Status	UK	UC	MGU	KU	Total
1.	Joint Registrar	6	6	6	1	19

2.	Deputy Registrar	18	14	12	4	48
3.	Assistant Registrar (including pooling officers)	52	32	35	10	129
4.	Section officer	261	141	380	36	818
5.	Office Superidentent		16			16
6.	Assistants	600	244	278	72	1194
	Assistants- temporary basis	111	66	102	35	314
7.	Clerical assistants		31			31
8.	Peons / Last Grade servants	160	46	316	15	537
	Total	1208	598	1129	173	3106

(Source: Data complied from Annual reports 2005 and records of University of Kerala, University of Calicut, Mahatma Gandhi University, and Kannur University March2007.)

TABLE NO. 5A.2

AGE OF RESPONDENTS

(In numbers)

	Non-teaching Employees				
Age	UK	UC	MGU	KU	Total
Below 25	0	0	0	0	0
25-35	20(21)	18(26)	4(5)	20(41)	62(21)
35-45	46(48)	38(54)	52(66)	19(39)	155(53)
45-55	29(31)	14(20)	23(29)	10(20)	76(26)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO 5A-1

Age of Employees
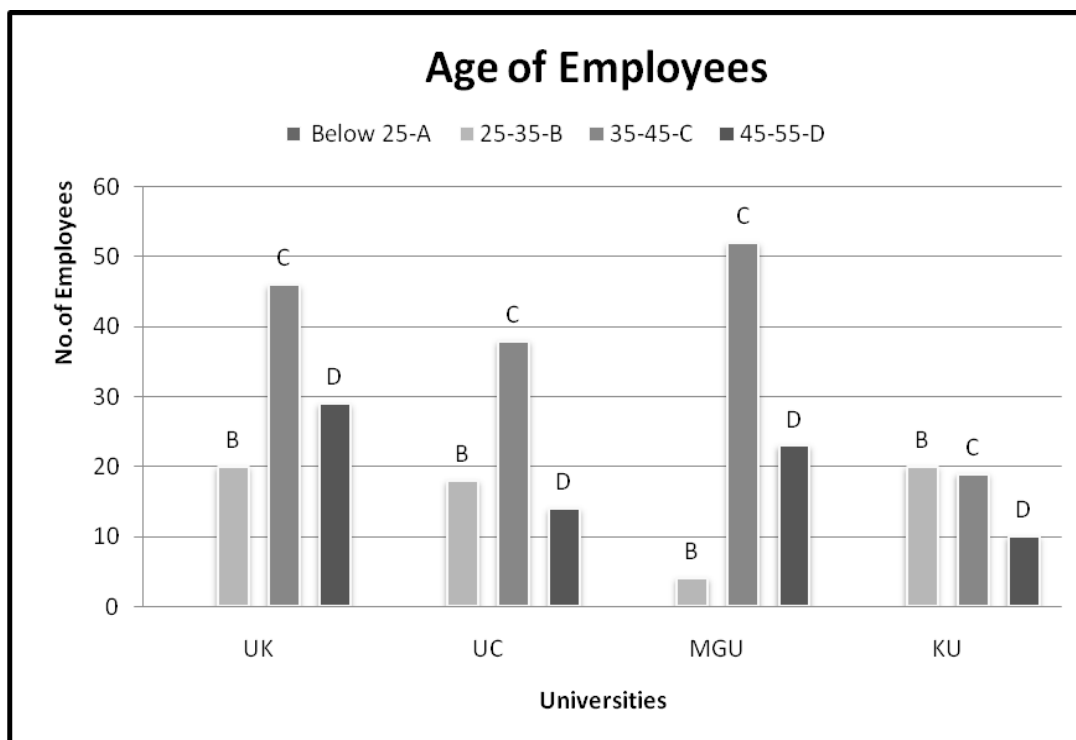
TABLE NO: 5A.3

SEX OF RESPONDENTS

(In numbers)

Sex	Non-teaching Employees				
	UK	UC	MGU	KU	Total
Male	38(40)	25(36)	43(54)	25(51)	131(45)
Female	57(60)	45(64)	36(46)	24(49)	162(55)
Total	95	70	79	49	293

Source: Field Survey

Note: figures in parenthesis indicate percentage to total

FIGURE NO: 5A-2

Gender of Employees
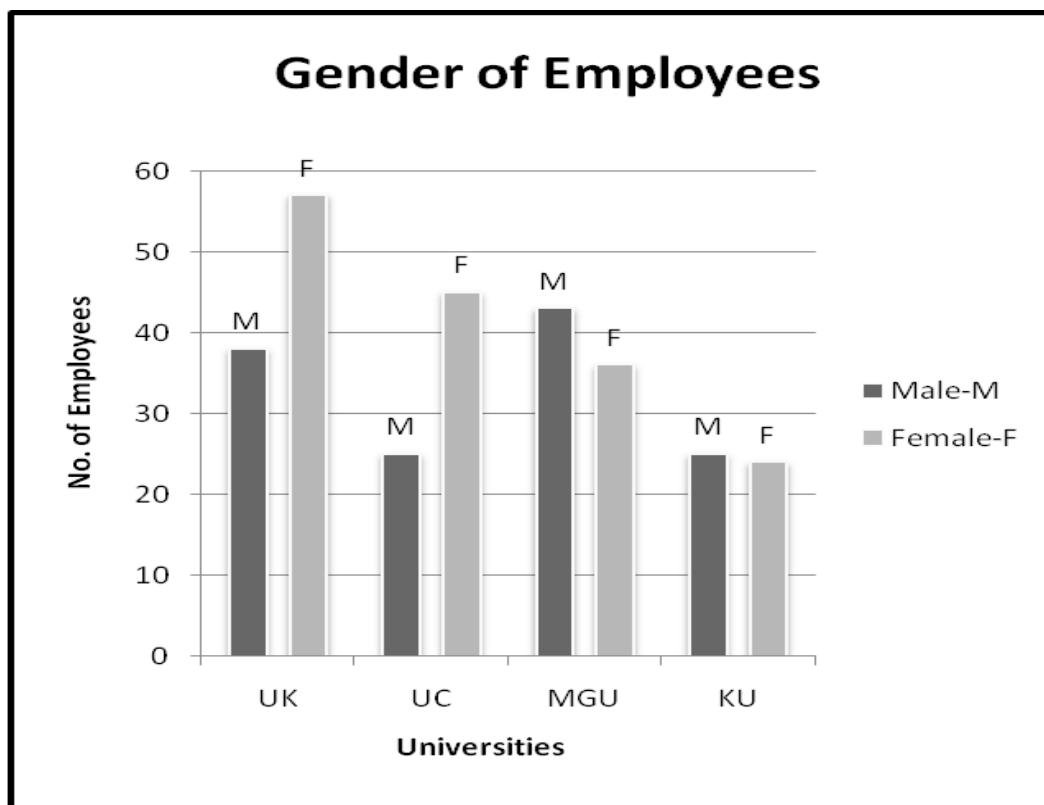
TABLE NO: 5A.4

MARITAL STATUS OF RESPONDENTS

(In numbers)

	Non-teaching Employees				
Marital status	UK	UC	MGU	KU	Total
Married	93(98)	67(96)	76(96)	36(73)	272(93)
Unmarried	2(2)	3(4)	3(4)	11(22)	19(6)
Widowed	0	0	0	2(4)	2(1)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

CHART NO: 5A-3
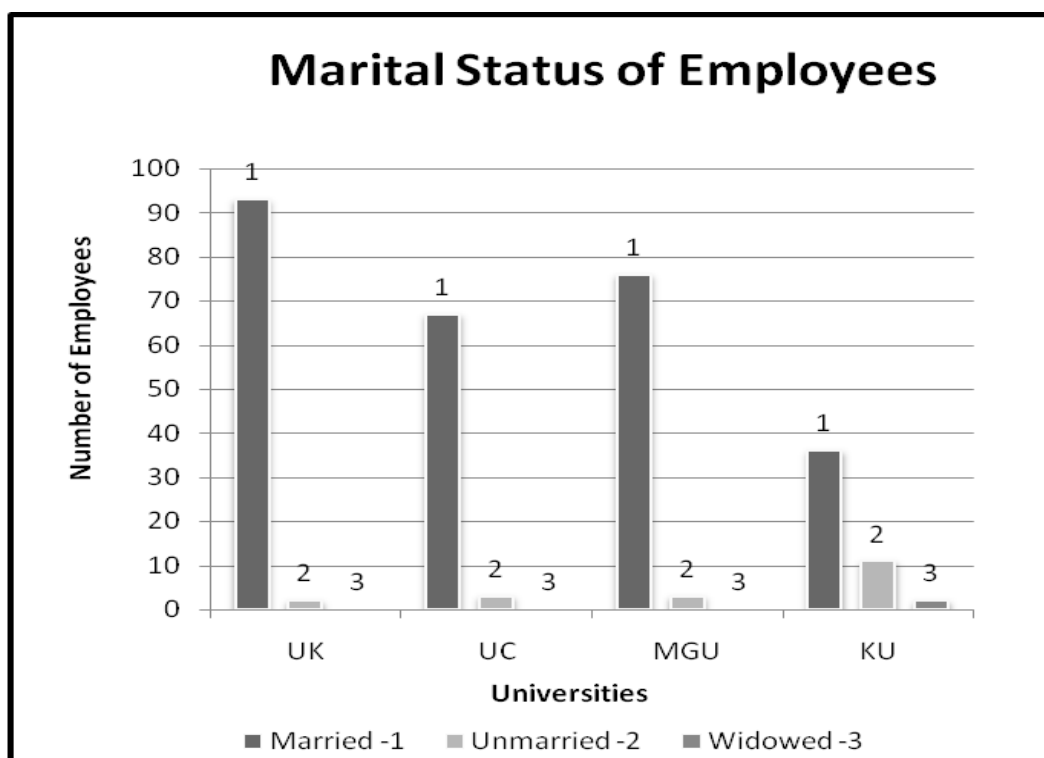
TABLE NO: 5A.5

POSITION OF NON-TEACHING EMPLOYEES

(In numbers)

Post held	UK	UC	MGU	KU	Total
DR	4(4)	0	2(3)	1(2)	7(2)
AR	1(1)	4(6)	3(4)	3(6)	11(4)
SO	20(21)	16(23)	19(24)	11(22)	66(23)
Assistant	70(74)	50(71)	55(69)	34(68)	209(71)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A-4

Position of Employees
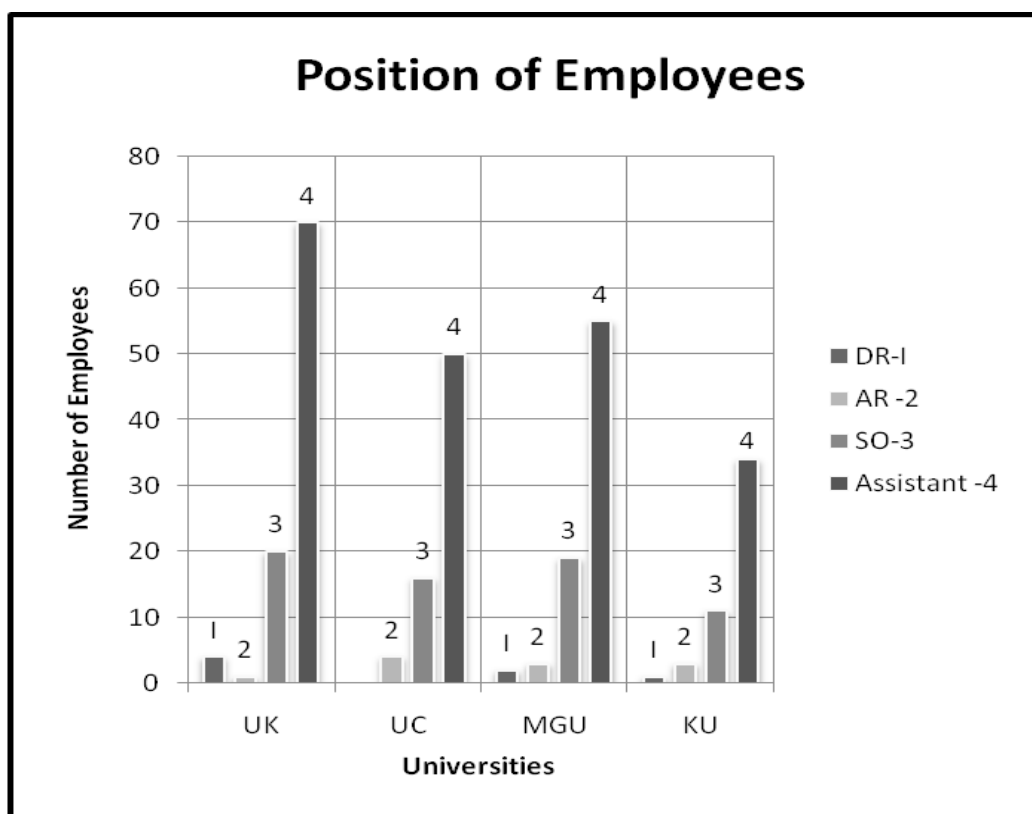
TABLE NO: 5A.6

EDUCATION OF NON-TEACHING EMPLOYEES

(In numbers)

Post held	UK	UC	MGU	KU	Total
Secondary level	4(4)	2(3)	6(8)	0	12(4)
Higher Secondary level	0	0	0	0	0
Graduate Level	35(37)	48(69)	23(29)	17(35)	123(42)
PG Level	56(59)	20(28)	50(63)	32(65)	158(54)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A-5
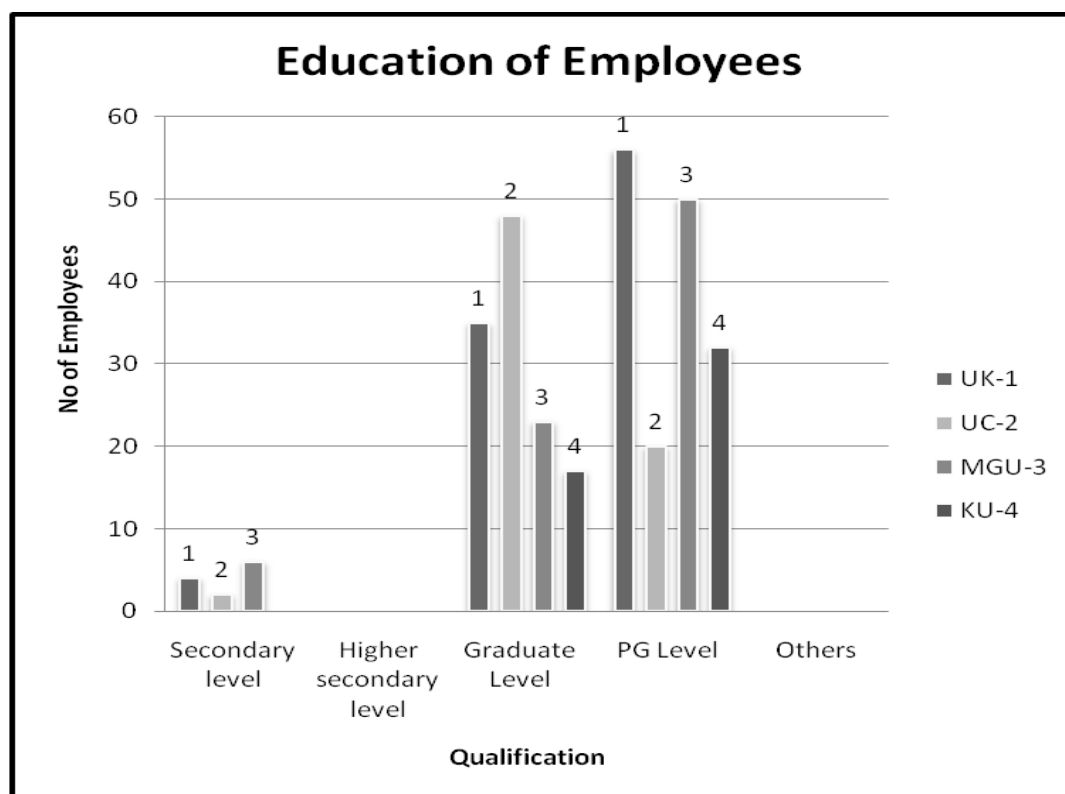
TABLE NO: 5A.7

WORKING SECTIONS OF NON-TEACHING EMPLOYEES

(In numbers)

Sections	UK	UC	MGU	KU	Total
Administration	54(57)	42(60)	44(56)	31(64)	171(59)
Examination	20(21)	16(23)	19(24)	10(20)	65(22)
Distance education	0	12(17)	16(20)	8(16)	36(12)
Other wings	21(22)	0	0	0	21(7)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A-6
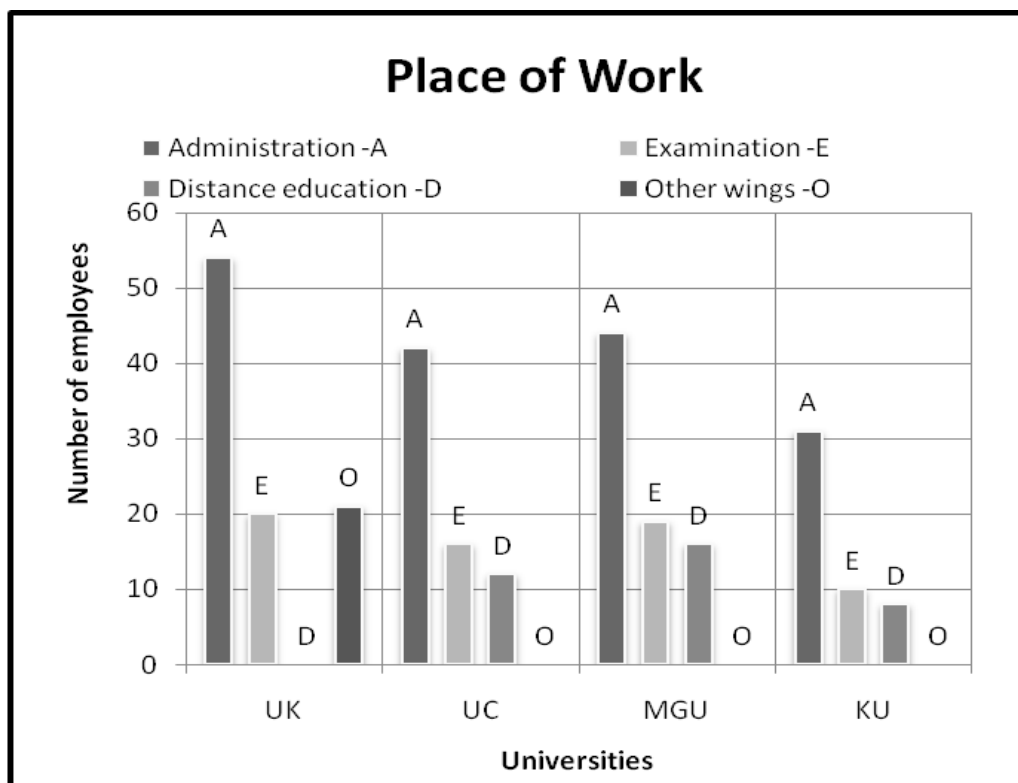
TABLE NO: 5A.8

EXPERIENCE OF NON-TEACHING EMPLOYEES

(In numbers)

Years of service	UK	UC	MGU	KU	Total
Up to 5 years	4(4)	8(11)	2(3)	26(53)	40(14)
5 -10	9(9)	12(17)	10(13)	3(6)	34(12)
10-15	31(34)	31(44)	25(32)	5(10)	92(31)
15-20	28(29)	6(9)	20(25)	5(10)	59(20)
20 years & above	23(24)	13(19)	22(27)	10(21)	68(23)
	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A-7

Experience of Employees
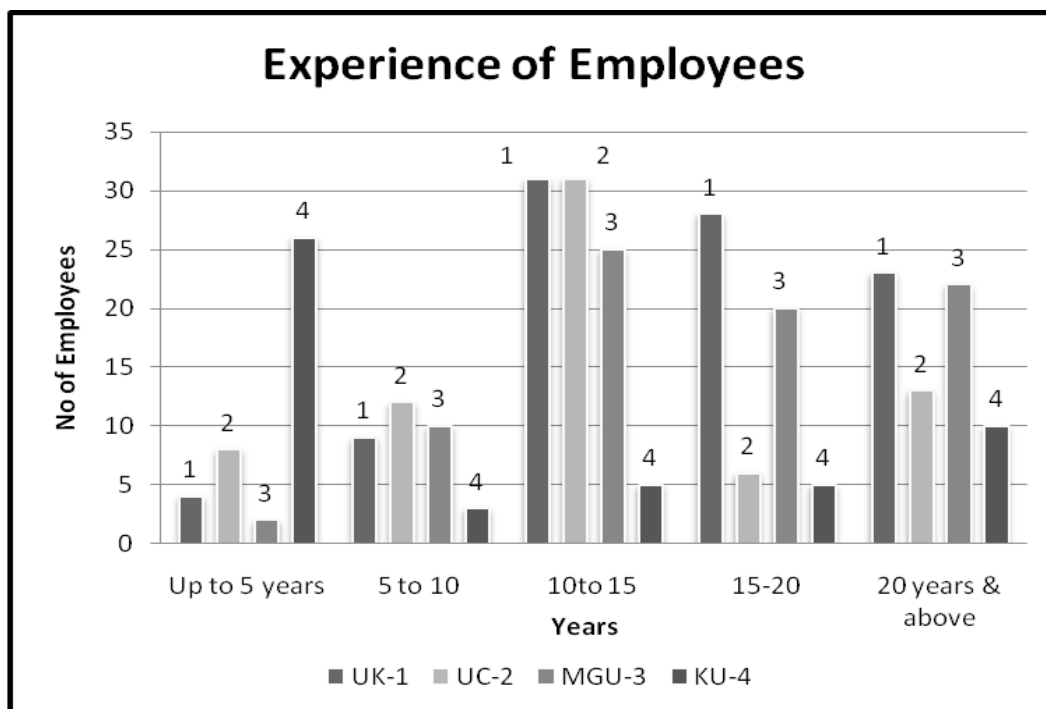
It is found that 59 percent of non-teaching respondents are working in administration wing, 22 percent in examination wing, 12 percent in distance education wing, and 7 percent in other wings like academic wing, national service etc. (See Table No 5A.7)

By examining the total service of employees it has been found that 14 percent of non-teaching respondents have a total service up to 5 years, 12 percent have 10 to 15 years of service, 31 percent have 10 to 15 years of service, 20 percent have 15 to 20 years of service, and 23 percent have 20 years and above service. (See Table No: 5A.8)

5A.2. TEACHING EMPLOYEES

5A.2.1. SIZE OF POPULATION

Lecturers, Senior Scale Lecturers, Selection Grade Lecturers/ Readers and Professors who were permanent in service and working in

University campuses were considered as population. Teachers of self-financing college of Universities were not considered while selecting the sample respondents, as they were non-permanent teachers. The total population of teaching staff in Universities in Kerala was 371. (See Table No: 5.9) In Kannur University centres majority of the teachers were guest Lecturers[1].

TABLE NO: 5A.9

NUMBER OF UNIVERSITY TEACHERS (PERMANENT)

University Teachers	UK	UC	MGU	KU	Total
Professor	57	36	5	6	104
Reader/Sel Scale Lecturer	37	45	31	9	122
Senior Scale Lecturer	4	17	3		24
Lecturer	44	18	44	15	121
Total	142	116	83	30	371

(Source: Data Compiled from Annual reports of UK, UC, MGU and KU and University records-2005)

5A.2.2. SAMPLE SIZE

Out of 371 University teaching staff, 135 University teachers were

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[1] Annual Report., Kannur University, 2004

selected as sample respondents. Convenient sampling method was used for selection. Out of 135 teachers 119 Teachers showed interest and filled the questionnaire.

Out of 119 respondents, 42 teachers were from University of Kerala, 44 from University of Calicut, 24 from Mahatma Gandhi Universities and 9 from Kannur University. (See Table No: 5A.10)

TABLE NO: 5A.10

SEX OF RESPONDENTS

(In numbers)

	Teaching Employees				
Sex	UK	UC	MGU	KU	Total
Male	23(55)	26(59)	16(67)	8(89)	73(61)
Female	19(45)	18(41)	8(33)	1(11)	46(39)
Total	42	44	24	9	119

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A- 8

Gender
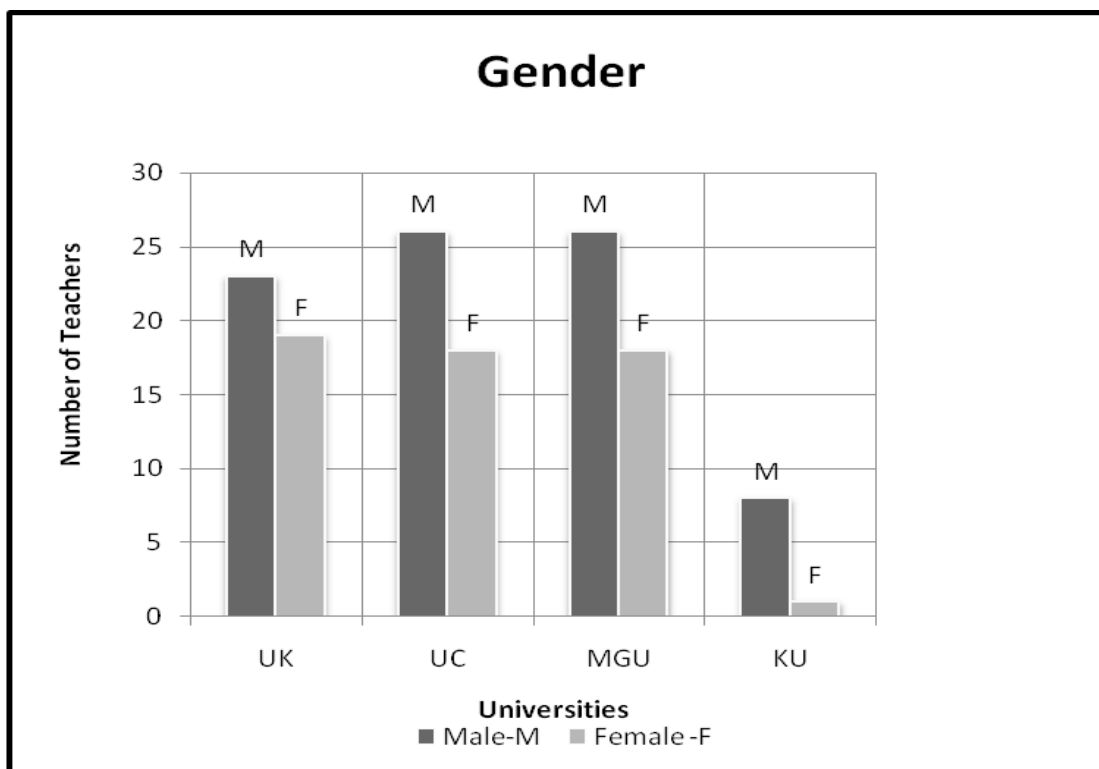
TABLE NO: 5A.11

JOB STATUS OF TEACHERS

(In numbers)

Post held	UK	UC	MGU	KU	Total
Professor	7(17)	9(20)	1(4)		17(14)
Reader / Sel Grade Lecturer	19(45)	19(44)	10(42)	5(56)	53(45)
Senior Scale Lecturer	0	5(11)	1(4)		6(5)
Lecturer	16(38)	11(25)	12(50)	4(44)	43(36)
Total	42	44	24	9	119

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A-9
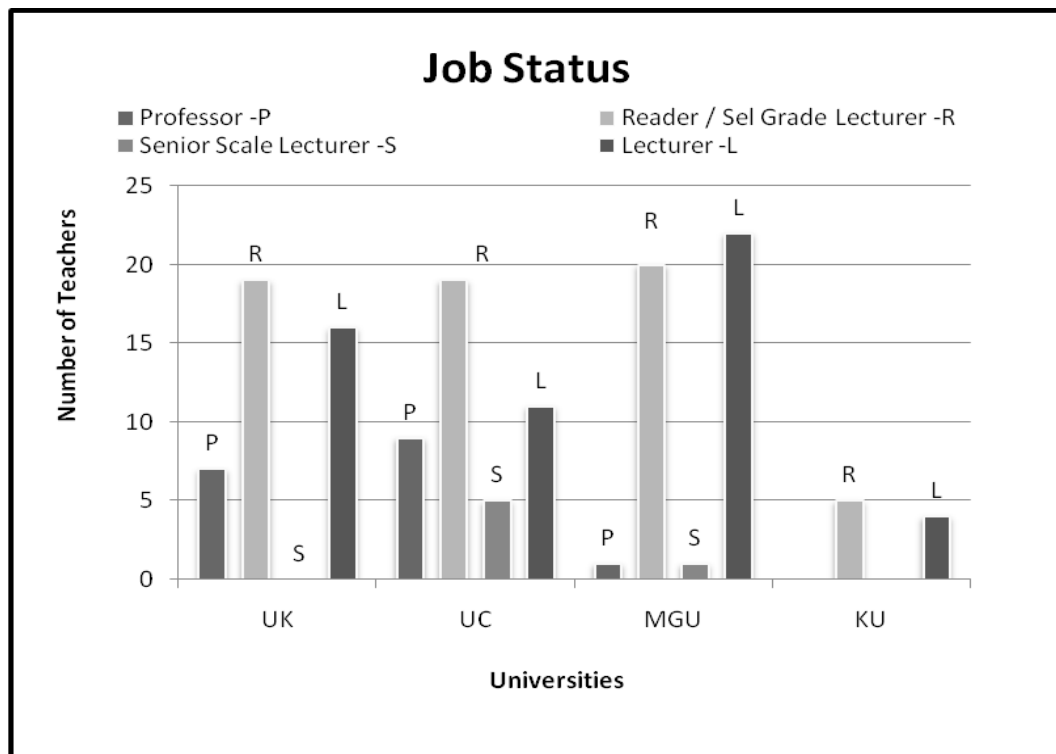
RESULTS

The profiles of the teaching respondents are arranged in terms of their Sex and Job Status. Gender wise, 61 percent of the teaching sample respondents are male and 39 percent are female. (See Table No: 5A.10)

As per the status of the teachers, 14 percent of the teacher respondents are Professors, 45 percent are Readers/ Selection Grade Lecturers, 5 percent are Senior Scale Lecturers and 36 percent are Lecturers. (See Table No: 5A.11)

5A.3. STUDENTS REGISTERED IN UNIVERSITIES

5A.3.1. SAMPLES

Students registered in Universities vary from year to year. So no precise information is available in this respect. Considering the large size of the population, sample respondents were selected from

postgraduate students and professional students. 375 students of four Universities were selected and served with the questionnaire. 345 students filled the questionnaire. (See Table No. 5A.12)

The profiles of student respondents were arranged in terms of their Sex, Course of study, subject of study and Institution of study.

RESULTS

Gender wise, 33 percent of students are male and 67 percent are female. (See Table No: 5A.12)

TABLE NO: 5A.12

SEX OF RESPONDENTS

(In numbers)

Sex	Students				
	UK	UC	MGU	KU	Total
Male	26(27)	27(30)	31(40)	30(37)	114(33)
Female	70(73)	63(70)	47(60)	51(63)	231(67)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A.10
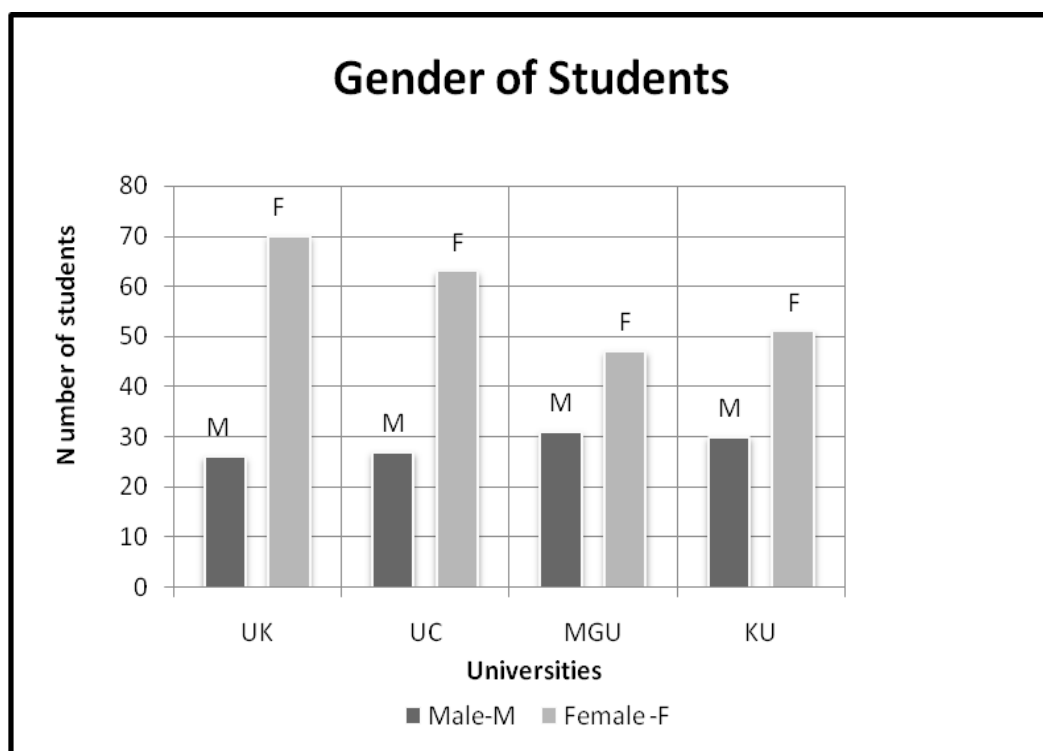
TABLE NO: 5A.13

COURSE OF STUDY

(In numbers)

Category	Students				
	UK	UC	MGU	KU	Total
Post Graduate	62(65)	65(72)	59(76)	64(79)	250(72)
M Phil	14(15)	5(6)	12(15)	15(19)	46(13)
Professional*	20(20)	20(22)	7(9)	2(2)	49(15)
Total	96	90	78	81	345

*Bachelor of Education

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A.11

Course of Study
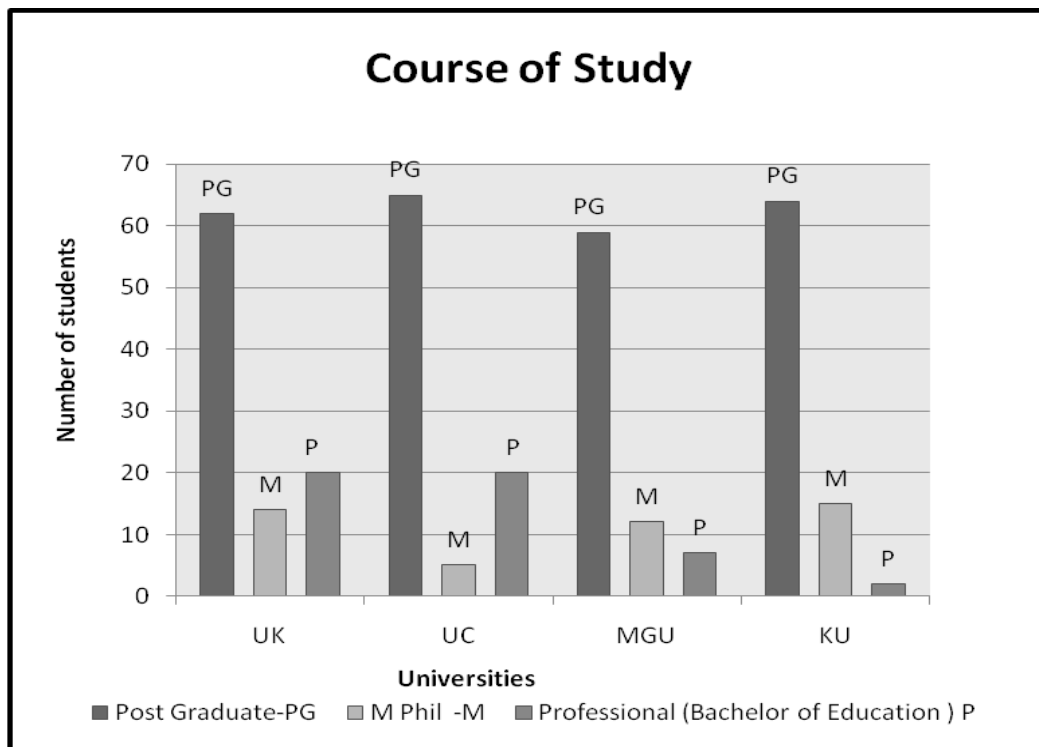
TABLE NO: 5A.14

SUBJECT OF STUDY

(In numbers)

	Students				
	UK	UC	MGU	KU	Total
Arts	39(40)	22(24)	11(14)	23(28)	95(28)
Science	38(40)	15(17)	22(28)	22(27)	97(28)
Commerce	15(16)	45(50)	25(32)	7(9)	92(27)
Professional	4(4)	8(9)	20(26)	29(36)	61(17)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A-12

Subject of Study
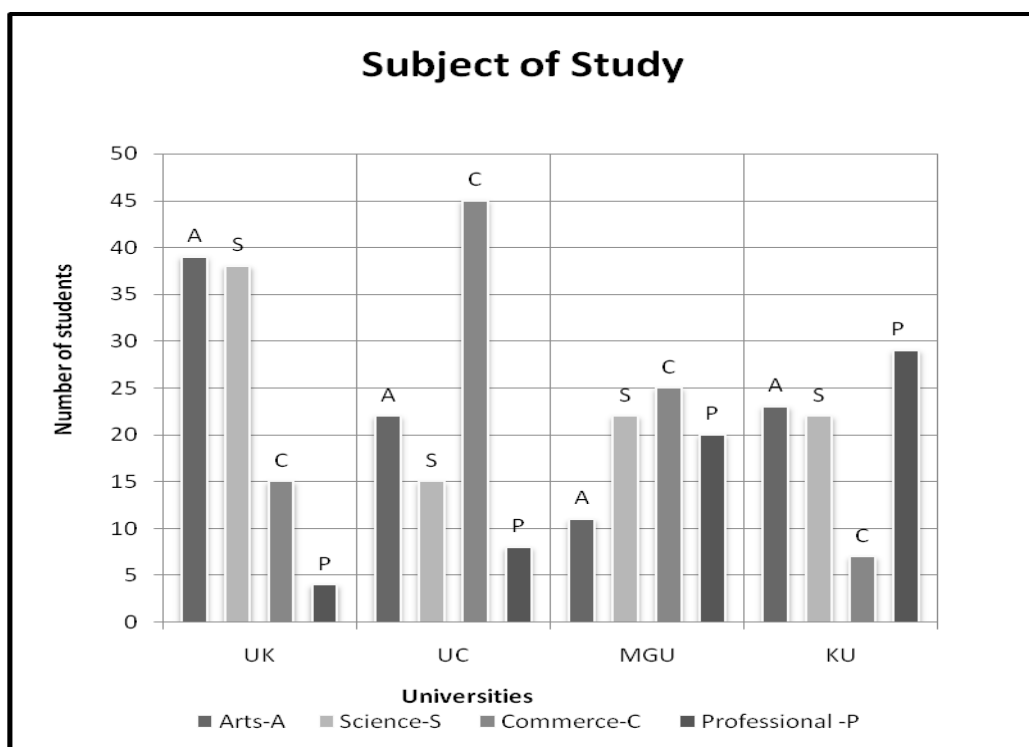
TABLE NO: 5A.15

INSTITUTION OF STUDY

(In numbers)

	Students				
Institutions	UK	UC	MGU	KU	Total
University	38(40)	22(24)	25(32)	15(19)	100(29)
Government College	51(53)	38(42)	14(18)	31(38)	134(39)
Private aided college	7(7)	11(12)	16(21)	19(23)	53(15)
Self financing college	0	8(10)	13(17)	16(20)	37(11)
Others	0	11(12)	10(12)	0	21(6)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

FIGURE NO: 5A-13
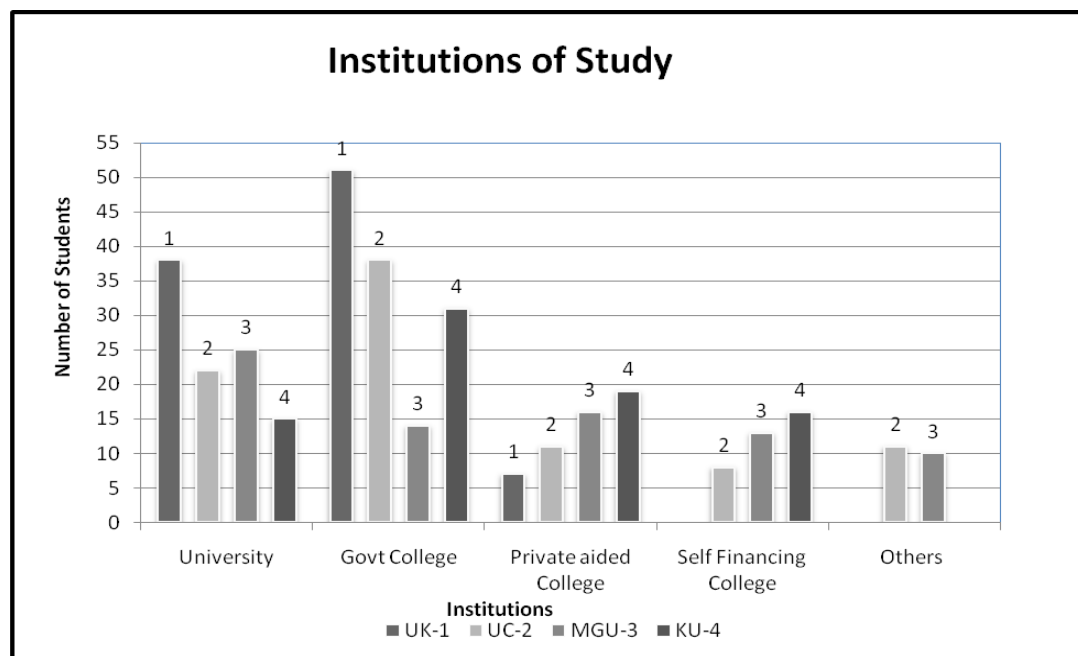
Out of the total sample respondents, 72 percent of students are postgraduate students, 13 percent are M Phil Students, and 15 percent are Bachelor of Education students registered in four Universities. (See Table No: 5A.13)

Categorically, 28 percent of students belong to arts group, 28 percent in Science group, 27 percent in Commerce group and 17 percent in professional group. (See Table No: 5A.14)

Institutional wise classification indicated that 29 percent of students were studied in Universities, 39 percent in Government colleges, 15 percent in private aided colleges and 11 percent in self-financing colleges. 6 percent of students were studied through distance education and private study (See Table No: 5A.15)

5A.4. CONCLUSION

Four Universities were selected for study, One from Southern Region, and One from Central Region and two from Northern region of Kerala. The Universities are University of Kerala, University of Calicut, Mahatma Gandhi University and Kannur University. Out of these four Universities, University of Kerala and University of Calicut has elected Syndicate and Mahatma Gandhi University and Kannur University has nominated Syndicate. Respondents selected for study include Non-teaching employees, University Teachers and students who were registered in the four Universities. Respondents selected from Non-teaching employees include Deputy Registrars, Assistant Registrars, Section Officers, and assistants who were in direct touch with University administration, examination and academic matters. Respondents selected from University teachers include Professors, Readers/ Selection Grade Lecturers, Lecturers (senior scale) and Lecturers who were working in the University campuses. Respondents selected from registered students of University include Post Graduates, M Phil, and professional graduates.

ADMINISTRATIVE PATTERN OF

UNIVERSITIES

ADMINISTRATIVE PATTERN OF

UNIVERSITIES

5B.0. INTRODUCTION

Every University has a structure and administrative pattern. In organizations, duties and responsibilities are clearly determined. Likewise in Universities also duties and responsibilities at each level are clearly determined. Besides, various positions of the organizations are arranged hierarchically. Along with this, there will be an elaborate system of rules, procedures, and practices to govern the manner in which every person performs his duties. The administrative pattern followed by Universities depends upon its rules, laws, policies, procedures and practices followed within the University. Rules, procedures, practices etc are framed by administrative bodies like Senate, Syndicate etc. So the success of administration depends upon the efficiency and ability of the administrative bodies. Academic renewal, reorientation of education programme and research are also required in the Universities to become competitive. It is only possible in well-administered Universities, which have a good administrative pattern. A good and efficient administrative pattern will lead to administrative excellence. An efficient block of employees are required to achieve excellence in administration. Satisfied clientele is an indication of well administered bodies.

A study has been conducted to verify how far the existing administrative pattern is suitable for that and to see what changes are required in the existing administrative pattern to achieve excellence.

Universities are formed as autonomous bodies. The University bodies formed as per statute of the Universities determine its policy, decisions etc. The main University bodies are the Senate and the Syndicate. The success of the administrative pattern depends upon the policies framed by these bodies. So these bodies should be powerful for taking apt policies, which is the preliminary requirement of having a good administrative pattern of Universities in Kerala to achieve higher excellence.

So a study has been conducted to know

1) The suitable University bodies and

2) Autonomy of Universities.

3) Decentralization of authority.

5B. 1. SUITABILE UNIVERSITY BODIES

5B.1.0. INTRODUCTION

In Kerala, University bodies are constituted as per the Act and the statute of the Universities. The University of Kerala and Calicut have elected Senates and Syndicates. The Syndicates of these Universities are formed from the elected members of the Senate along with the Government nominated members. The Senate is the powerful University body in the case of these Universities. But the Mahatma Gandhi and the Kannur Universities have nominated Syndicates. The Senates of these Universities are advisory bodies. The Syndicate is the powerful body for formulating policies of these Universities.

A study has been conducted to identify the suitable administrative body, which is appropriate for a good administrative pattern. As part of the study, the views of University non-teaching employees, University teachers, and students were collected and analyzed. The information collected for study is related to

❖ Categories of Syndicate and

❖ Political Interference.

5B.1.1. CATEGORIES OF SYNDICATE

The Senate and the Syndicate are the powerful administrative bodies of a University. At present, there are two categories of the Syndicate in the Universities of Kerala. The University of Kerala and the University of Calicut have elected Syndicate and the Mahatma Gandhi University and the Kannur University have nominated Syndicates.

5B.1.1.1. INFLUENCE OF UNIVERSITY BODIES

The important University body, which takes policy decisions related to the University, is the Syndicate. The approval of the Syndicate is required for all decisions taken by the other bodies of the University. It is the powerful body, which determines the policy of the University. The opinions of respondents were collected to verify whether the University bodies have direct influence in determining the administrative pattern of the Universities.

Table No: 5B. 1

PERCEPTION OF RESPONDENTS IN UNIVERSITIES ABOUT THE INFLUENCE OF UNIVERSITY BODIES IN ADMINISTRATIVE PATTERN

(In numbers)

Administrative pattern	University Bodies			
Influenced by University bodies	NTE	UT	ST	Total
Positive Response	225(76.8)	76(63.9)	233(67.5)	534(70.5)
Negative Response	48(16.4)	31(26.1)	96(27.8)	175(23.1)
Undecided	20(6.8)	12(10.0)	16(4.7)	48(6.4)
Total	293	119	345	757

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Majority of respondents (70.5 percent) have positive response regarding influence of University bodies in administrative pattern. It indicates that University bodies have direct influence on the administrative pattern of Universities. According to 23.1 percent of respondents the administrative pattern of Universities are not influenced by the University bodies. 6.4 percent expressed that they have no opinion in this respect. (See Table No: 5B.1)

5B.1.1.2. TYPE OF UNIVERSITY BODY

In Kerala, two Universities – UK and UC have elected Syndicates and MGU and KU have nominated Syndicates. A study has been conducted to verify the data to see whether nominated Syndicate or elected

Syndicate is needed for good administrative pattern and which one would be beneficial for a good administration of universities of Kerala in the present context.

Table No: 5B.2

RESPONDENTS OPINION TOWARDS THE CATEGORY OF SYNDICATE

(In Numbers)

Opinion	Respondents			
Syndicate	NTE	UT	ST	Total
Elected	199(67.9)	82(68.9)	269(78)	550(72.7)
Nominated	94(32.1)	37(31.1)	76(22)	207(27.3)
Total	293	119	345	757

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Out of seven fifty seven respondents 72.7 percent are in favour of the elected Syndicate. 27.3 percent of respondents are in favour of the nominated Syndicate. (See Table No 5B.2).

5B.1.1.3. USEFULNESS OF SYNDICATES

An analysis has been made to verify whether the elected or the nominated Syndicate is beneficial to good administrative pattern in Universities.

Table No: 5B.3

USEFULNESS OF SYNDICATES FOR GOOD ADMINISTRATION PATTERN

(In number)

	Beneficial	Not beneficial	Total
Elected	469(61.9)	81(10.7)	550

| Nominated | 164(21.7) | 43(5.7) | 207 |
| Total | 633 | 124 | 757(100) |

Source: Field Survey

Note: Figures in parenthesis indicate percentage to whole total

RESULTS

The table reveals the opinion of the respondents. 61.9 percent of the respondents' responses show that elected Syndicate is beneficial to good administrative pattern of the University. 21.7 percent of total respondents' views indicate that the nominated Syndicate is beneficial to good administrative pattern. (See Table: 5B.3).

It is clear from the table that elected Syndicate is beneficial to good administrative pattern of the Universities.

INFERENCE

Chi square test has been applied to test the hypothesis.

The calculated Chi Square value (as per Table: 5B.3) = 4.01.

Table value (5 percent level of significance) = 3.84.

Since the calculated value of Chi Square falls in the rejection region, the null hypothesis "two categories of Syndicates and administrative pattern are independent" is rejected. It indicates that the category of Syndicates and administrative pattern are related. The respondents' opinion in this respect is proved correct.

University- wise Analysis

Table 5B.4 displays the results which reveal that out of two hundred and ninety three non-teaching employees 67.9 percent of the non-

teaching employees are in favour of the elected Syndicate.

University- wise, 71.6 percent of the non-teaching employees of UK, 61.4 percent of UC, 72.2 percent of MGU and 63.3 percent of KU employees respectively are in favour of the elected Syndicate. A large number of employees of the Universities where nominated Syndicate is in existence   prefer elected Syndicate.

  Out of one hundred and nineteen teaching staff 68.9 percent of the University teachers are in favour of the elected Syndicate.

University-wise analysis shows that 66.7 percent, 65.9 percent, 79 percent and 66.7 percent of UK, UC, MGU and KU teachers respectively, prefers the elected Syndicate. At the same time 31.1 percent of the teaching employees prefer nominated Syndicate. (See Table No 5B.5)

Out of three hundred forty five students 78 percent of the students are in favour of the elected Syndicate and 22 percent are in favour of the nominated Syndicate.

Table No: 5B.4

NON-TEACHING EMPLOYEES'   OPINION TOWARDS THE CATEGORY OF SYNDICATE

(In Numbers)

Opinion	Non-teaching Employees				
Syndicate	UK	UC	MGU	KU	Total

Elected	68(71.6)	43(61.4)	57(72.2)	31(63.3)	199(67.9)
Nominated	27(28.4)	27(38.6)	22(27.8)	18(36.7)	94(32.1)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.5

TEACHERS OPINION TOWARDS THE CATEGORY OF SYNDICATE

(In numbers)

Opinion	Teachers				
Syndicate	UK	UC	MGU	KU	Total
Elected	28(66.7)	29(65.9)	19(79)	6(66.7)	82(68.9)
Nominated	14(33.3)	15(34.1)	9(21)	3(33.3)	37(31.1)
Total	42	44	24	9	119(100)

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.6

STUDENTS OPINION TOWARDS THE CATEGORY OF SYNDICATE

(In Numbers)

Opinion	Students				
Syndicate	UK	UC	MGU	KU	Total

Elected	70(72.9)	72(80)	58(74.4)	69(85.2)	269(78)
Nominated	26(27.1)	18(20)	20(25.6)	12(14.8)	76(22)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

University- wise analysis indicates that 72.9 percent, 80 percent, 74.4 percent and 85.2 percent of UK, UC, MGU and KU students prefer elected Syndicate respectively. 85.2 percent of Students of Kannur University prefer elected Syndicate where the nominated Syndicate is in existence. (See Table No 5B.6)

5B.1. 2. POLITICAL INTERFERENCE

Political involvement in all realms is an important feature of our state. One general view is that it is good and the other view is that it is harmful. The same very important problems discussed at present in connection with the administrative pattern of Universities are

(i) Whether political party members are to be included in University bodies.

(ii) Which one –elected or nominated Syndicate has undue political interference.

(iii) Is this undue political interference in University bodies beneficial for administrative pattern.

The above facts are verified by conducting a study on the basis of data collected from University non-teaching employees, University teachers and Students.

5B.1.2.1. INCLUSION OF POLITICAL PARTY MEMBERS

It is observed that the members of administrative bodies of Universities in Kerala are included on political consideration. A survey conducted in this respect indicates the following results.

Table No 5B.7

POLITICAL PARTY MEMBERS' INCLUSION IN THE UNIVERSITY BODIES

(In numbers)

Opinion	Respondents			
	NTE	UT	ST	Total
Included	107(36.5)	37(31)	74(21.4)	218(28.8)
Not included	147(50.2)	77(64.7)	237(68.7)	461(60.8)
Undecided	39(13.3)	5(4.3)	34(9.9)	78(10.4)
Total	293	119	345	757

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULT

Nearly sixty one percent of the respondents agree that political party members are not to be included in University bodies. Only

28.8 percent of respondents are in favour of inclusion of political party members in the University bodies. (See Table No: 5B.7)

University- wise Analysis

Table No: 5B.8

POLITICAL PARTY MEMBERS' INCLUSION   IN ADMINISTRATIVE BODIES (NON-TEACHING EMPLOYEES VIEW)

(In numbers)

Opinion	Non-teaching Employees				
Political Party Members	UK	UC	MGU	KU	Total
Included	42 (44.2)	28(40)	28(35.4)	9(18.3)	107(36.5)
Not included	48(50.5)	32(45.7)	43(54.4)	24(49)	147(50.2)
Undecided	5(5.3)	10(14.3)	8(10.1)	16(32.7)	39(13.3)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Table 5B.8 shows the responses of 293 non-teaching employees. 50.2 percent of them are not supporting the inclusion of political party members in administrative bodies. It is also seen that 36.5 percent of the employees are in favour of inclusion of the political party members in the University bodies and 13.3 percent of the respondents   have no opinion in this respect.

Table No: 5B.9

POLITICAL PARTY MEMBER'S INCLUSION   IN ADMINISTRATIVE BODIES (UNIVERSITY TEACHERS VIEW)

(In numbers)

Opinion	University Teachers				
Political party Members	UK	CU	MGU	KU	Total
Included	14(33.3)	14(31.8)	5(20.8)	4(44.4)	37(31)
Not Included	27(64.3)	28(63.6)	17(70.8)	59(55.6)	77(64.7)
Undecided	1(2.4)	2(4.6)	2(8.4)	0	5(4.3)
Total	42	44	24	9	119

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.10

POLITICAL PARTY MEMBER'S INCLUSION   IN ADMINISTRATIVE BODIES (STUDENTS VIEW)

(In numbers)

Opinion	Students				
Political Party Members	UK	CU	MGU	KU	Total
Included	8(8.3)	17(18.9)	19(24.4)	30(37)	74(21.4)
Not included	71(74)	68(75.6)	56(71.8)	42(51.9)	237(68.7)
Undecided	17(17.7)	5(5.5)	3(3.8)	9(11.1)	34(9.9)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Out of 119 University teachers, 64.7 percent are not approving the inclusion of political party members in the administrative bodies of the University. At the same time 31 percent of University teachers   are in favour of inclusion of political parties in administrative bodies. (See Table No 5B.9)

Out of three hundred forty five students, 68.7 percent do not like the inclusion of political party members in the administrative bodies of the University. But 21.4 percent of the students approved the inclusion of the political party members   in the administrative bodies. (See Table No: 5B.10)

5B.1.2.2. UNDUE POLITICAL INTERFERENCE

The Universities have freedom to frame their academic programmes, conduct researches and chalk out and implement extension activities in accordance with their mission of national development. It has also freedom to take decisions with regard to means and methods of organizing and conducting them. It is a common notion that   undue political interference in Universities reduces this freedom of Universities. The study has been done to know which University body- elected or nominated has undue political interference and whether this undue political interference is beneficial to good administrative pattern.

Table No: 5B.11

OPINION TOWARDS UNDUE POLITICAL INTERFERENCE

(In Numbers)

Opinion	Respondents			
high in	NTE	UT	ST	Total
Nominated bodies	212(72.4)	73(61.3)	225(65.2)	510(67.3)
Elected bodies	46(15.7)	43(36.1)	98(28.4)	186(24.6)
Undecided	35(11.9)	392.6)	22(6.4)	61(8.1)
Total	293	119	345	757

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.12

USEFULNESS OF POLITICAL INTERFERENCE FOR GOOD ADMINISTRATIVE PATTERN

(In numbers)

Respondents opinion	Administration		
Undue political Interference in	Beneficial	Not beneficial	Total
Nominated	50(7.2)	460(66.1)	510
Elected	14(2)	172(24.7)	186
Total	64	632	696(100)

Source: Field Survey

Note: Figures in parenthesis indicate percentage to whole total

RESULTS

The majority of the respondents (67.3 percent) outlook indicates that nominated Syndicate is politically polluted than elected Syndicate. It is also seen that out of the total respondents, University employees' response is very high in this respect. (See Table No: 5B.11)

Out of six hundred and ninety six respondents who have well-established idea about Syndicate, 66.1 percent of the respondents' opinion shows that

undue political interference is not beneficial to good administration. (See Table No: 5B.12)

Chi square test is applied to test the hypothesis.

Calculated value of Chi Square = 0.846.

The table value (at 5 percent level of significance) =3.84.

Since the calculated value of Chi Square falls in acceptance region, the null hypothesis "undue political interference in two categories of Syndicate is not beneficial for good administrative pattern" is accepted. It is proved that undue political interference in two categories of Syndicate is not beneficial to good administrative pattern. The respondents' opinion in this respect is proved correct. (See Table No: 5B.12)

University- wise Analysis

Table No: 5B.13

EMPLOYEES OPINION TOWARDS UNDUE POLITICAL INTERFERENCE

(In numbers)

Opinion	Non-teaching Employees				
High in	UK	UC	MGU	KU	Total
Nominated Bodies	75(78.9)	48(68.6)	58(73.4)	31(63.2)	212(72.3)
Elected Bodies	9(9.5)	16(22.8)	11(13.9)	9(18.4)	45(15.4)
Undecided	11(11.6)	6(8.6)	10(12.7)	9(18.4)	36(12.3)

Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.14

TEACHERS OPINION TOWARDS UNDUE POLITICAL INTERFERENCE

(In numbers)

Opinion	Teachers				
High in	UK	CU	MGU	KU	Total
Nominated bodies	26(61.9)	24(54.5)	17(70.8)	6(66.7)	73(61.3)
Elected bodies	16(38.1)	19(43.2)	5(20.8)	3(33.3)	43(36.1)
Undecided	0	1(2.3)	2(8.4)	0	3(2.6)
Total	42	44	24	9	119

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.15
STUDENTS OPINION TOWARDS UNDUE POLITICAL INTERFERENCE

(In numbers)

Opinion	Students				
High in	UK	UC	MGU	KU	Total
Nominated Bodies	68(70.8)	56(62.2)	55(70.5)	46(56.8)	225(65.2)
Elected Bodies	23(24)	29(32.2)	17(21.8)	29(35.8)	98(28.4)
Undecided	5(5.2)	5(5.6)	6(7.7)	6(7.4)	22(6.4)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

The majority of non-teaching employees' (72.3 percent) opinion indicates that the nominated administrative body has undue political intervention. 15.4 percent employees' opinion is that the elected administrative body has undue political intervention. (Table No: 5B.13).

The majority of University teachers' (61.3 percent) opinion shows that undue political interference is high in nominated administrative body than in elected one. 36.1 percent of the teachers admit that undue political interference is high in the elected Syndicate. It reveals that political interference is there in both bodies but undue political interference is high in the nominated Syndicate than the elected Syndicate. (See table No: 5B.14)

The views of 65.2 percent of 345 students reveal that undue political interference is occurring in nominated Syndicate. The chance of too much political interference in the elected Syndicate is less than in nominated one. (See Table No: 5B.15)

5B.1.3. CONCLUSION

The respondents' opinion indicates that University bodies have a direct influence in determining the administrative pattern of Universities and they prefer elected administrative bodies than nominated bodies. According to the respondents, undue political involvement is high in the nominated Syndicate. They do not like to include the political party members in the administrative bodies of the University. It does not mean that all of the respondents are rejecting the political involvement in administrative bodies. 37 percent of the employees prefer inclusion of political party members in administrative bodies. Even though political involvement is there in elected Syndicate to some extent, the respondents' vote is for elected Syndicate. As a whole, the study indicates that the elected Syndicate is beneficial to the

good administrative pattern of the Universities of Kerala and undue political interference in two categories of Syndicate is not beneficial to good administrative pattern.

5B.2. AUTONOMY OF UNIVERSITIES

5B.2.0. INTRODUCTION

Another area which is important in University administration is autonomy. An honest exercise of autonomy – administrative, financial and academic –will lead to make the Universities as centre for excellence. A general consensus is that the autonomy enjoyed by the Universities is a limited one and even that varies from state to state. Educational experts emphasize on autonomy because over the years there has been a continued erosion of the freedom, rights and privileges of the Universities[1].

It is observed that the Government has reservations on administrative and financial autonomy of Universities. The important problem discussed in various academic conferences is that whether full autonomy is retained by the Universities for good administration. So a study has been conducted to verify

1) Whether autonomy is retained.

2) Whether autonomy is beneficial for good administrative pattern.

3) Whether financial autonomy is to be provided to Universities.

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[11] Baidyanath Misra, "Problems and Prospects of University Administration", *University News,* 2004 October, pp.6-9

4)   Whether providing financial autonomy is beneficial to attain excellence in administration.

5)   Whether financial autonomy is to be provided at departmental level.

6)   Is financial autonomy to departments helpful to achieve excellence in administration.

7)   Whether Government interference is essential in administration of Universities of Kerala.

Opinion of University non-teaching employees, University teachers and students were collected for study.

5B.2.1. RETAINING AUTONOMY

RESULTS

The majority of the respondents' (91.1 percent) point of view is that autonomy is to be retained. Only 8.9 percent view is that autonomy is not to be retained. Study indicates that students are more vigilant to retain autonomy compared with University employees. (See table 5B.16)

The majority of the respondents (73 percent) feel that retaining autonomy is beneficial to good administrative pattern of Universities and 4 percent of the respondents view is that there are no benefits deriving from retaining autonomy to administrative pattern. (See Table 5B.17)

Table No: 5B.16

RESPONDENTS' OPINION TOWARDS AUTONOMY

(In numbers)

Opinion	Respondents			
Retained	NTE	UT	ST	Total
Yes	242(82.6)	113(94.9)	334(96.8)	690(91.1)
No	51(17.4)	6(5.1)	11(3.2)	67(8.9)
Total	293	119	345	757(100)

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.17

USEFULNESS OF RETAINING AUTONOMY FOR GOOD ADMINISTRATIVE PATTERN

(In numbers)

Autonomy	Beneficial	Not beneficial	Total
Retained	553(73)	137(18)	690(91.1)
Not	30(4)	37(5)	67(8.9)
Total	583	174	757

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

INFERENCE

Chi square test is applied to test the hypothesis.

The calculated Chi Square value = 45.5.

Table value (5 percent level of significance) = 3.84.

Since the calculated value of Chi Square falls in rejection region and the null hypothesis "there is no significant relationship between retaining autonomy and good administrative pattern" is rejected.

On the basis of the test result it is proved that there is significant relationship between retaining autonomy and good administrative pattern

University- wise Analysis

Table No: 5B.18

NON-TEACHING EMPLOYEES' OPINION TOWARDS AUTONOMY

(In numbers)

Opinion	Non-teaching Employees				
Retained	UK	UC	MGU	KU	Total
Yes	81(85.3)	58(82.9)	64(81)	40(81.6)	243(82.9)
No	14(14.7)	12(17.1)	15(19)	9(18.4)	50(17.1)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.19

TEACHERS' OPINION TOWARDS AUTONOMY

(In numbers)

Opinion	University Teachers

Retained	UK	UC	MGU	KU	Total
Yes	40(95.2)	41(93.2)	23(95.8)	9(100)	113(94.9)
No	2(4.8)	3(6.8)	1(4.2)	0	6(5.1)
Total	42	44	24	9	119

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.20

STUDENTS' OPINION TOWARDS AUTONOMY

(In numbers)

Opinion	Students				
Retained	UK	UC	MGU	KU	Total
Yes	93(96.9)	88(97.8)	75(96.2)	78(96.3)	334(96.8)
No	3(3.1)	2(2.2)	3(3.8)	3(3.7)	11(3.2)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Table 5B.18 presents the opinion of non-teaching employees associated with retaining of autonomy and administrative pattern. 82.9 percent of the non-teaching employees' opinion shows that autonomy is to be retained for

good administration. 17.1 percent have reverse opinion in this respect.

Almost all of the teachers of Universities (94.9 percent) feel that the autonomy is to be retained. Only 5.1 percent of the University teachers have reverse opinion in this respect. (See Table No: 5B.19).

The responses of 96.8 percent of students show that autonomy is to be retained. Only 3.2 percent have revere opinion in this respect. (See Table No: 5B.20)

5 B. 2. 2. FINANCIAL AUTONOMY

Finance is the basic requirement to run an organisation. Income of the Universities comprises of internal sources, plan fund, non plan fund, UGC grant etc. Universities receive financial aid from Government as grant in aid, University Grants Commission, Government of India and other funding agencies. Apart from this, Universities raise funds by way of examination fees, fees collected from students towards private registration, matriculation fee, fee for issuing mark lists and certificates, tuition fee from students of various teaching departments' etc. Today, state Government grant is the major source of finance of the Universities of Kerala. Increase in salary, pension and conduct of examination increase the expenditure and therefore there exists a gap between income and expenditure of Universities. So the Universities in Kerala have been experiencing unprecedented financial strain. (See Table No: 5B.21)

So the problem is whether they may be given financial autonomy or not. Financial autonomy implies freedom to raise resources and decide the

item of expenditure. So a study is conducted to know the present financial position and to verify

(i) Whether financial autonomy is to be provided.

(ii) Whether financial autonomy is beneficial to attain excellence in administration.

Opinion of University non-teaching employees, University teachers and students were collected for study.

RESULTS

The above table reveals that Universities are not able to meet their expenditure due to insufficiency of funds. Funds received and raised by the Universities in Kerala show a decreasing trend. During 2000-01, 86 paisa was received to meet the expenditure of Re 1/-. In 2004-05 it was further reduced to 85 paisa. This forced the Universities to cut non plan expenditure except salary heads.

Table No: 5B. 21

INCOME AND EXPENDITURE OF UNIVERSITIES OF KERALA

(Rs in Lakhs)

Year	Receipts (R)	% of Increase	Expenditure (E)	% of Increase	R/E Ratio
2000-01	12997.48	--	15083.83		.86

2001-02	14195.6	10.9	15460.22	2.49	.92
2002-03	17682.23	24.5	20068.19	29.80	.88
2003-04	18265.03	3.29	20377.14	1.53	.89
2004-05	18678.70	2.26	21931.69	7.62	.85

Source: Compiled data from the budgets of Universities in Kerala, Economic Review 2003, 2004, 2005, and www.ugc.ac.in)

5B.2.2. 1.PROVISION OF FINANCIAL AUTONOMY

RESULTS

The results presented in the table (See table 5B.22) show that 62.5 percent of the respondents are in favour of providing financial autonomy to Universities to raise sufficient resources and 37.5 percent are against providing financial autonomy.

Table No: 5B. 22

RESPONDENTS' OPINION TOWARDS FINANCIAL AUTONOMY

(In numbers)

Financial autonomy	Respondents			
	NTE	UT	ST	Total
Needed	192(65.6)	110(92.4)	171(49.6)	473(62.5)
Not needed	101(34.4)	9(7.6)	174(50.4)	284(37.5)

| Total | 293 | 119 | 345 | 757 |

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B. 23

FINANCIAL AUTONOMY AND ADMINISTRATION

(In numbers)

	Administration excellence		
Financial Autonomy	Beneficial	Not beneficial	Total
Needed	382(50.5)	91(12)	473(62.5)
Not needed	153(20.2)	131(17.3)	284(37.5)
Total	535	222	757(100)

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

50.5 percent of the respondents feel that providing financial autonomy is beneficial to good administration. (See table No.5B.23)

INFERENCE

Chi square test is applied to test the hypothesis.

The calculated   Chi Square value = 61.89.

(As per the Table No: 5B.23)

The table value (5 percent level of significance) = 3.84.

Since the calculated value of Chi Square falls in rejection region, null hypothesis "there is no significant relationship between financial autonomy and excellence in administration" is rejected.

The result of the test indicates that financial autonomy to Universities and excellence in administration are associated.

5B.2.2.2. FINANCIAL AUTONOMY TO DEPARTMENTS

The departments of a University are the main and basic operational units. So the departments are able to work with freedom and wider academic, administrative and financial powers. Study is conducted to assess whether financial autonomy is to be provided to departments in Universities of Kerala for raising necessary funds to enable the Heads of the Departments to incur expenditure on sanctioned projects, routine works etc. Data was collected from teachers and University non-teaching employees.

Table No 5B-24

FINANCIAL AUTONOMY TO DEPARTMENTS

(In numbers)

Opinion	Respondents				
Financial Autonomy to departments	UK	UC	MGU	KU	Total
Yes	65(47)	57(50)	41(40)	22(38)	185(45)
No	72(53)	57(50)	62(60)	36(62)	227(55)

| Total | 137 | 114 | 103 | 58 | 412 |

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No 5B-25

FINANCIAL AUTONOMY TO DEPARTMENTS AND ADMINISTRATION

Opinion Financial Autonomy to departments	Administration Excellence		
	Beneficial	Not beneficial	Total
Yes	162(39.3)	23(5.6)	185(45)
No	211(51.2)	16(3.9)	227(55)
Total	373	39	412(100)

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

University- wise Analysis

Table No: 5B-26

FINANCIAL AUTONOMY TO DEPARTMENTS

(NON-TEACHING EMPLOYEES VIEW)

(In numbers)

Opinion	Non-teaching Employees				
	UK	UC	MGU	KU	Total
Yes	29(30.5)	26(37.1)	23(29.1)	16(32.6)	94(32.1)
No	66(69.5)	44(62.9)	56(70.9)	33(67.4)	199(67.9)

Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.27

FINANCIAL AUTONOMY TO DEPARTMENTS

(TEACHERS VIEW)

(In numbers)

Opinion	Teachers				
To departments	UK	UC	MGU	KU	Total
Yes	36(86)	31(70)	18(75)	6(67)	91(76.5)
No	6(14)	13(30)	6(25)	3(33)	28(23.5)
Total	42	44	24	9	119

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Results depicted in the table (See Table No: 5B.24) reveal that 55 percent of 412 respondents are against giving financial autonomy to departments. It is a noted fact that 45 percent of respondents agree to provide financial autonomy to departments.

Nearly 51 percent of the respondents opine that providing financial autonomy to departments is not beneficial to attain excellent administrative pattern. (See Table No: 5B.25)

Among 293 non-teaching employees, 67.9 percent feel that there is no need of providing financial autonomy to departments of the

Universities. They like to continue the existing system. (See Table No: 5B.26)

Out of 119 teachers 76.5 percent of the teachers are in favour of financial autonomy to departments. 23.5 percent of teachers prefer to continue the existing pattern. (See table No: 5B.27)

The above analysis reveals that the University teachers are in favour of providing financial autonomy and the non-teaching employees are not so.

INFERENCE

Chi square test is applied to test the hypothesis.

 The calculated   Chi Square value = 3.47.

The table value (at 5 percent level of significance) = 3.84.

Since the calculated value of Chi Square falls in the acceptance region, the null hypothesis "there is no significant relationship between financial autonomy to departments and excellence in administration" is accepted.

From the test it is proved that financial autonomy to University academic departments and excellence in administration are independent. (See Table No: 5B.25)

5B.2.3. GOVERNMENT INTERFERENCE IN UNIVERSITY BODIES

In Kerala, the opposition parties' (political parties) main argument is that Government is interfering in administrative matters of University through University bodies and officials, which deteriorates the autonomy of Universities. Survey was conducted among the sample

respondents to know whether the governmental interference is beneficial to good administrative pattern.

RESULTS

The table (See Table No: 5B.28) shows that a major portion of the (75.6 percent) respondents do not like the Government interference. But 24.4 percent of the respondents indicate the need for the Government interference in University bodies. It shows that the respondents do not fully agree with non-interference of Government in University bodies.

Table No: 5B.28

RESPONDENTS' OPINION TOWARDS INTERFERENCE OF GOVERNMENT

(In numbers)

Opinion	Respondents			
In University Administration	NTE	UT	ST	Total
Not	222(75.8)	77(64.7)	274(79.4)	573(75.6)
Required	71(24.2)	42(36.3)	71(20.6)	184(24.4)
Total	293	119	345	757

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.29

GOVERNMENT INTERFERENCE FOR GOOD ADMINISTRATIVE PATTERN

(In numbers)

	Good Administrative Pattern

Government Interference	Beneficial	Not beneficial	Total
Not required	502(66.4)	71(9.3)	573(75.6)
Required	142(18.8)	42(5.5)	184(24.4)
Total	604	153	757(100)

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

A major portion of the respondents' (66.4 percent) opinion confirms that non- governmental interference is beneficial to good administrative pattern. 9.3 percent of the respondents feel that governmental interference is beneficial to good administrative pattern. (See Table No: 5B.29)

INFERENCE

Chi square test is applied to test the hypotheses.

The calculated Chi Square value =22.51.

The table value (at 5 percent level of significance) = 3.84.

Since the calculated value of Chi Square falls in rejection region, the null hypothesis "there is no significant difference in the effects of governmental interference and non-governmental interference in good administrative pattern" is rejected.

It is proved that there is significant difference in the effects of governmental interference and non-governmental interference for good administrative pattern. (See Table No: 5B.29)

University- wise analysis indicates that 75.8 percent of the non-teaching employees do not like interference of Government in administration of the Universities (See table No: 5B.30)

University- wise analysis

Table No: 5B.30

NON-TEACHING EMPLOYEES OPINION TOWARDS GOVERNMENT INTERFERENCE

(In numbers)

Opinion In University Administration	Non-teaching Employees				
	UK	UC	MGU	KU	Total
Not	78(82.1)	49(70)	58(73.4)	37(75.5)	222(75.8)
Required	17(17.9)	21(30)	21(26.6)	12(24.5)	71(24.2)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.31

TEACHERS' OPINION TOWARDS GOVERNMENT INTERFERENCE

(In numbers)

Opinion In University Administration	Teachers				
	UK	UC	MGU	KU	Total
Not	29(69)	28(63.6)	27(61.4)	5(55.6)	89(64)
Required	13(31)	16(36.4)	17(38.6)	4(44.4)	50(36)
Total	42	44	44	9	139

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5B.32

STUDENTS' OPINION TOWARDS GOVERNMENT INTERFERENCE

(In numbers)

Opinion	Students				
University Administration	UK	UC	MGU	KU	Total
Not	77(80.2)	74(82.2)	69(88.5)	54(66.7)	274(79.4)
Required	19(19.8)	16(17.8)	9(11.5)	27(33.3)	71(20.6)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

The responses of 64 percent of the teachers of Universities show that there is no need of governmental interference in the administration of Universities. (See Table No 5B.31)

Likewise the responses of the majority (79.4 percent) of the students indicate that they do not like Government interference in administration of Universities. (See Table No 5B.32)

5B.2.4.CONCLUSION

Autonomy is an important area of University administration. Reaction of the majority of the respondents reveals that autonomy is to be retained.

Likewise 73 percent of the respondents' answers point out that retaining autonomy is beneficial to good administrative pattern of Universities. It is also found that there is significant relationship between retaining autonomy and good administrative pattern. The Universities in Kerala have been experiencing unprecedented financial strain. To solve the problem 62.5 percent of the respondents opinion exhibits that financial autonomy is to be given to Universities to raise sufficient resources. Responses of the majority of the (80.76 percent) respondents denote that providing financial autonomy to Universities is beneficial to attain excellence in administration. It is also found that there is significant relationship between financial autonomy and excellence in administration. At the same time 55percent of the respondents (University teachers and non-teaching employees) are not in favour of providing financial autonomy to departments, even though 76.5 of the University teachers are in favour of that. By testing the hypothesis it is found that there is no significant relationship between financial autonomy to academic departments and excellence in administration. 75.6 percent of the respondents are not in favour of Government interference in autonomy of Universities. At the same time not all respondents agree with the non-interference of Government in University bodies. It is also found that non-governmental interference in University bodies is beneficial to attain excellence in administrative pattern.

5B.3.DECENTRALISATION OF AUTHORITY

5B.3.0. INTRODUCTION

In Universities it is seen that all matters whether important or unimportant are referred to the Vice Chancellor to get his signature. So there is a pattern of excessive centralization at the level of Vice Chancellor on the one hand and authorities of the Universities on the other hand. Decentralization of authority can be achieved through the delegation of authority to lower levels of management. A study has been conducted to verify whether there is a need for decentralization of authority by analyzing the following factors.

    1) Delegation of authority for implementing policies

    2) Allocation of fund.

5B.3.1. DELEGATION OF AUTHORITY FOR IMPLEMENTING POLICIES

University bodies decide policies of the Universities. Successful implementation of the policies is required to achieve excellence in administration. Policies are implemented through the hierarchy of management. Decisions are to be taken at every level of management to implement the policies. The decisions taking authority is concentrated at top level as per the present statute of the Universities. A study has been conducted to know whether authority is to be delegated to different levels of management. The responses of employees and University teachers were collected for study. The study has been done to verify whether the authority is to be delegated to Heads of Departments and Sectional Heads

within the framework of general administrative and financial rules for the successful implementation of policies.

Table: 5B.33

DELEGATION OF AUTHORITY TO LOWER LEVELS

(In numbers)

Opinion To implement Decisions & policies	Respondents				
	UK	UC	MGU	KU	Total
Required	110(80)	83(73)	78(76)	44(76)	315(76)
Not	27(20)	31(27)	25(24)	14(24)	97(24)
Total	137	114	103	58	412

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Table 5B.33 presents the views of 412 respondents. According to 76 percent of the respondents, delegation of authority is needed. At the same time 24 percent of the respondents opine that there is no need of delegation of authority.

Table No 5B.34

USEFULNESS OF DELEGATION OF AUTHORITY FOR EXCELLENTADMINISTRATIVE PATTERN

(In numbers)

Delegation of authority	Beneficial	Not beneficial	Total
Required	309(75)	6(1.4)	315(76)
Not	15(3.6)	82(20)	97(24)
Total	324	88	412(100)

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULT

Table 5B.34 shows the responses of the 412 respondents. 75 percent of the respondents' reaction reveals that delegation of authority is required to attain excellence in administration. Only a small percent of the respondents (1.4 percent) opinion is reverse.

INFERENCE

The test applied for testing hypothesis is Chi square test

The calculated Chi Square value = 64.41.

The table value (at 5 percent level of significance) = 3.84.

Since the calculated value of Chi Square falls in rejection region, the null hypothesis "there is no significant relationship between the need for delegation of authority and good administrative pattern" is rejected. It is proved that there is significant relationship between the need for delegation of authority and good administrative pattern.

__University-wise Analysis__

Table- 5B.35

DELEGATION OF AUTHORITY TO LOWER LEVELS

(In numbers)

Opinion	Non-teaching employees				
To implement decisions & policies	UK	UC	MGU	KU	Total
Required	74(77.9)	52(74.3)	60(75.9)	38(77.6)	224(76.5)
Not	21(22.1)	18(25.7)	19(24.1)	11(22.4)	69(23.5)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

University- wise analysis indicates that 76.5 percent of 293 non-teaching employees are in favour of delegation of authority to lower levels for speedy implementation of decisions and policies taken by University bodies and Vice Chancellor. At the same time 23.5 percent of respondents' opinion is that there is no need of delegation of authority. (See Table No: 5B.35).

 Likewise 76.5 percent the teachers of Universities expressed the view that the authority should be delegated to Heads of Department to implement the policy decisions. (See Table No: 5B.36)

Table No: 5B.36

TEACHERS' RESPONSES TOWARDS DELEGATION OF AUTHORITY TO LOWER LEVELS

(In numbers)

| Opinion | Teachers |

Total	42	44	24	9	119

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No 5B.38

EMPLOYEES RESPONSE TOWARDS FUND ALLOCATION FOR ROUTINE MATTERS

(In numbers)

Opinion	Non-teaching Employees				
Fund	UK	UC	MGU	KU	Total
Allocated	26(27.4)	14(20)	16(20.3)	9(18.4)	65(22.2)
Reimbursed	69(72.6)	56(80)	63(79.7)	40(81.6)	228(77.8)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Table 5B.37 reveals information about 293 respondents' opinion related to the allocation of fund to academic departments to meet the routine expenses. It is found that majority of the (73.9 percent) teachers are in favour of the allocation of funds to departments to meet routine expenses. At the same time 77.8 percent of the non-teaching employees are against the allocation of funds to the academic departments. Observed facts indicate that they want to continue the existing pattern of reimbursement of expenditure. (See table No: 5B.38)

5B.4. CONCLUSION

The Universities have a pattern of excessive centralization at the level of Vice Chancellor on the one hand and authorities of the Universities on the other hand. According to majority of the respondents (Seventy six percent) authority is to delegated   to lower levels. It indicates that the present pattern of excessive centralization at the level of Vice Chancellor on the one hand and authorities of the Universities on the other hand is to be changed. Likewise, the responses of a major portion of the (seventy five percent) respondents show that delegation of authority to lower levels is beneficial to excellent administration.   It is also found that there is significant relationship between the need for delegation of authority and the good administrative pattern. The majority of teachers are in favour of allocation of fund to departments to meet routine expenses of the academic departments. At the same time the non-teaching employees of Universities are against the fund allocation to academic department heads for routine purposes. Decentralization of authority can be achieved through the delegation of authority to lower levels of management. As a whole, the study indicated that decentralization of authority is required in universities.

CHAPTER-5

PART –C

ACADEMIC EXCELLENCE

ACADEMIC EXCELLENCE

5C.0. INTRODUCTION

Academic excellence is needed to achieve higher excellence. To achieve academic excellence, the curriculum and course should be reviewed from time to time to meet the needs of growing economy. Due Importance should be given to research. Report of the Central Advisory Board of Education Committee on Autonomy of Higher Education Institutions suggested that periodic revision of curriculum should be undertaken in every two to three years and an intensive revision in every four to five years depending on the developments in the subject area[1]. The present norms followed by the Universities in Kerala are to revise curricula with in three years.

The views of teaching faculty of the Universities of Kerala were collected to verify the period under which the curricula and course have to be restructured to meet the emerging challenges raised by foreign Universities in the globalized arena. Along with this, a study is done to identify the importance given in research in the present administrative set up.

5C.1. REVISION OF   CURRICULA AND COURSES

Table No: 5C.1

TEACHERS' OPINION TOWARDS REVISION OF CURRICULUM

(In numbers)

Opinion	Teachers

[1] *Report of the Central Advisory Board of Education Committee on Autonomy of Higher Education Institutions,* Ministry of Human Resource Development Department of Secondary and Higher Education, Government of India, New Delhi-110001, June, 2005

Within	UK	UC	MGU	KAU	Total
2 years	23(55)	24(55)	15(62.5)	6(67)	68(57.1)
3years	15(36)	14(32)	7(29.2)	3(33)	39(32.8)
4years	2(5)	2(5)	Nil	Nil	4(3.4)
5years	2(5)	4(8)	2(8.3)	Nil	8(6.7)
Above 5 years	Nil	Nil	Nil	Nil	Nil
Total	42	44	24	9	119

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Table 5C.1 shows the opinion of   119 University teachers. 57.1 percent of respondents' opine that   the curriculum and course should be restructured within two years. Responses of the 32.8 percent of the respondents reveal that it should be revised within three years. 3.4 percent of teachers' opinion is to revise it within four years.

5C.2. PhDs AWARDED IN UNIVERSITIES OF KERALA

Kannur University awarded three PhDs so far. The information presented in the table indicates that University of Kerala awarded 1737 PhDs; Mahatma Gandhi University awarded 879 PhDs and University of Calicut 765.

In total, PhDs awarded by selected Universities under study are 3381.

It is found that the number of PhDs awarded in 2004 is the largest compared to other years. The total number of PhDs awarded in three Universities showed an increasing trend in the last three years. It indicates that the Universities of Kerala are giving importance to research. (See Table No: 5C.2)

If the same trend continues, MG University's contribution is to be the highest in the coming years compared to other Universities of Kerala. University of Kerala's contribution in the field of research shows a decreasing trend. Contribution of University of Calicut in this respect shows an increasing trend at a decreased rate. (See Figure No: 5C-1).

The trend line in the figure indicates that MG University is in the forefront and has a higher R^2 closer to 1.

Table No: 5C.2

PhDs AWARDED IN UNIVERSITIES OF KERALA

(In numbers)

Year	UK	UC	MGU	Total
1995	183	58	34	275

1996	228	49	40	317
1997	186	66	44	296
1998	139	53	61	253
1999	109	42	59	210
2000	115	57	66	238
2001	116	27	94	237
2002	132	70	55	257
2003	138	54	117	309
2004	238	185	151	574
2005	153	104	158	415
Total	1737	765	879	3381

(Source: Compiled Data from University records and annual reports of University of Kerala, University of Calicut, and Mahatma Gandhi University)

Figure No: 5C –I

PhDs AWARDED(1995 To 2005)

$y = 11.87x - 23666$
$R^2 = 0.802$

$y = 6.881x - 13694$
$R^2 = 0.284$

$y = -2.372x + 4903.$
$R^2 = 0.030$
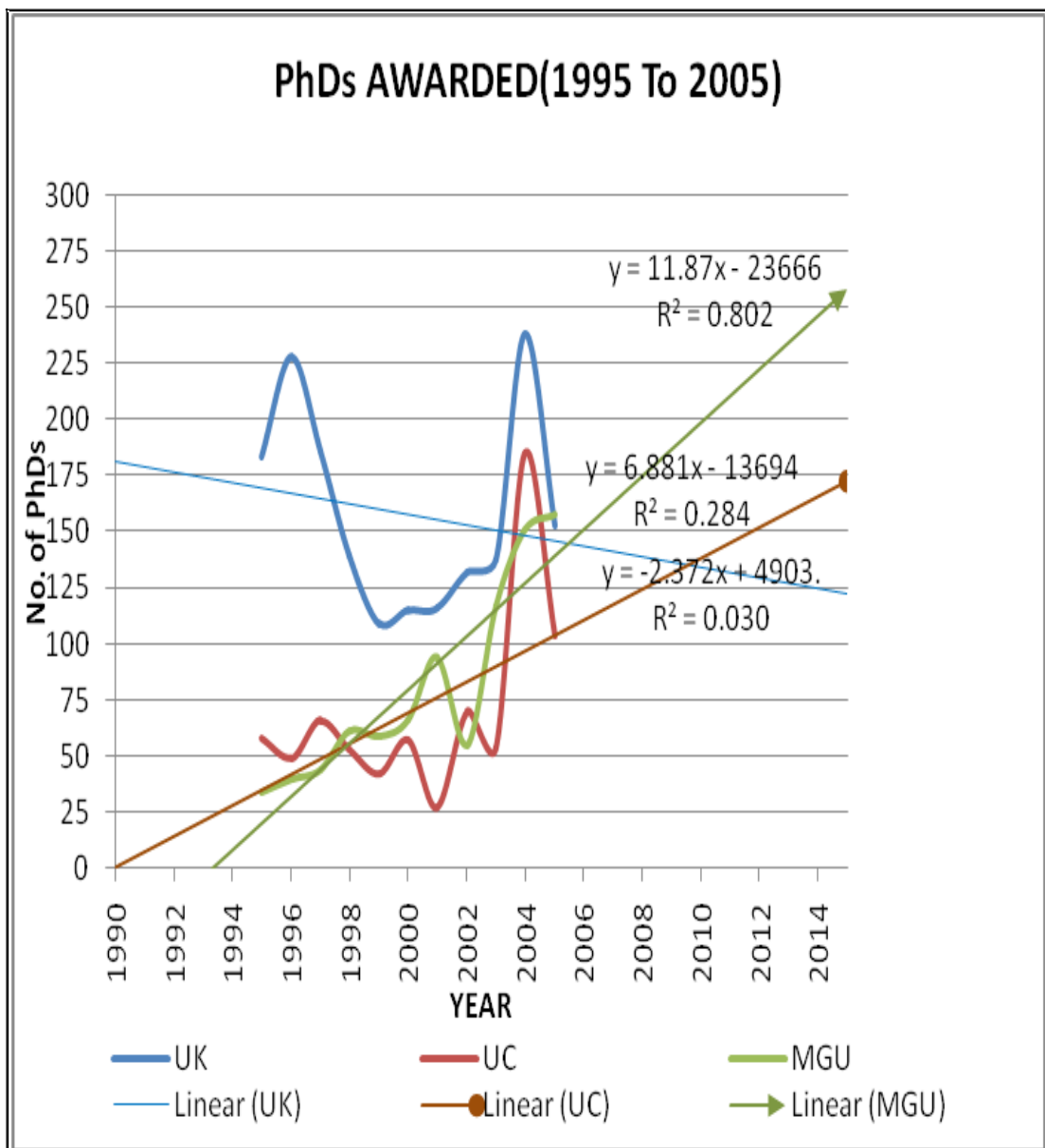
Table No: 5C.3

PhDs (SUBJECT WISE) AWARDED BY UNIVERSITIES OF KERALA

(1995-2005)

(In numbers)

	S S	F A	C/M	S	L	En	Ot	D	M	Ed	Total	% to total
UK	347	18	132	791	340	41	33	3	13	19	1737	51
UC	116	7	32	246	255	59	2	5	13	30	765	23
MGU	159	2	31	380	271	36	0	0	0	0	879	26
Total	622	27	195	1417	866	136	35	8	26	49	3381	100

(Source: Register of Award of PhD degrees; Volume 1 to 6, College Development Council, University of Calicut, University Annual Reports Data Complied from University Library records, Mahatma Gandhi University)

RESULTS

University of Kerala awarded 51 percent of the total PhDs during the period of study. Mahatma Gandhi University awarded 26 percent of the total PhDs. University of Calicut awarded 23 percent of PhDs. It indicates that the number of PhDs awarded by the University of Calicut is lower than the number of PhDs awarded by Mahatma Gandhi University. (See table No: 5C.3)

FIGURE NO: 5C-2

PhDs (subjectwise) (1995 -2005)
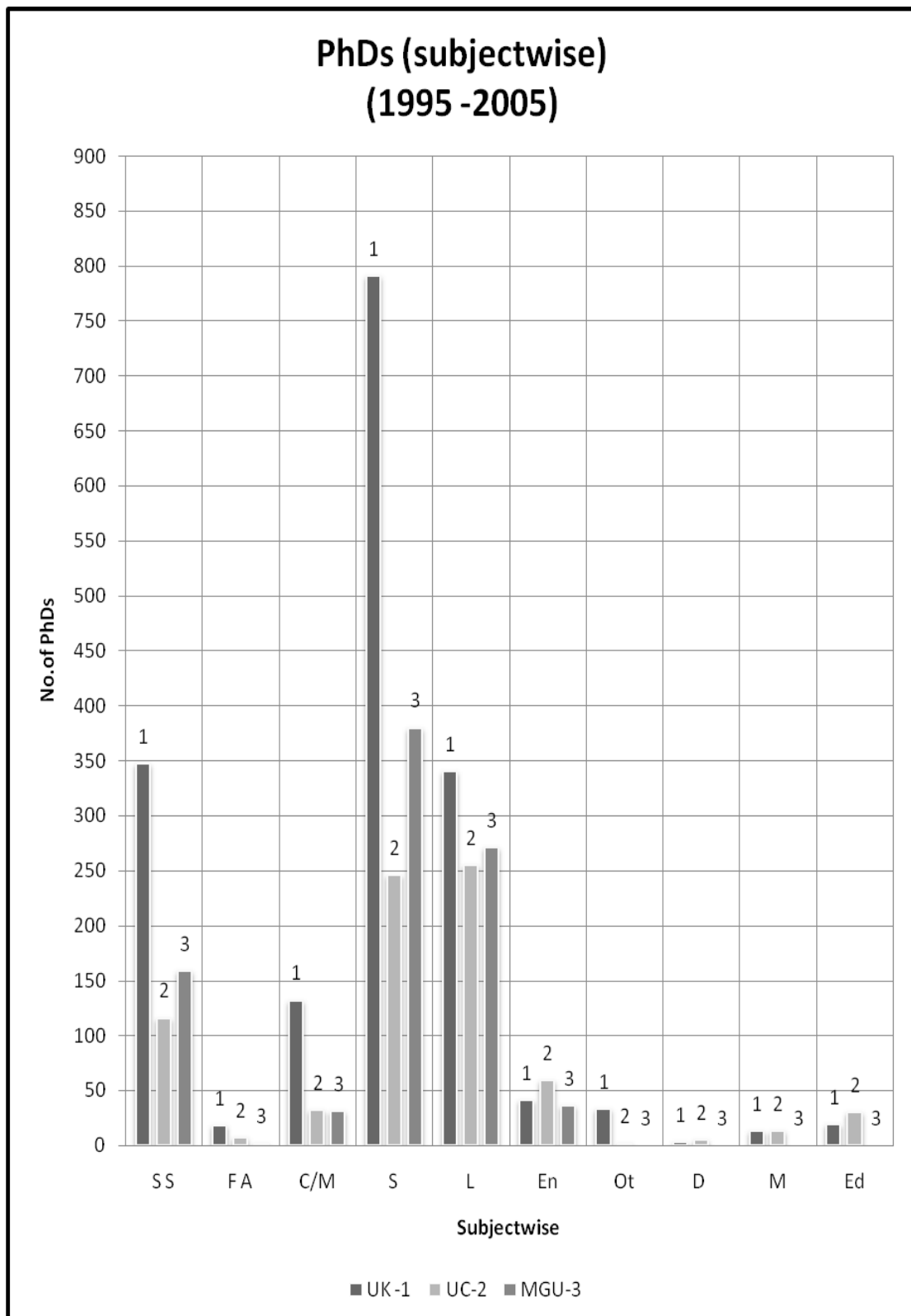
University-wise analysis

Table No: 5C.4

PhDs AWARDED IN UNIVERSITY OF KERALA

(SUBJECT WISE)

(In numbers)

Year	S S	F A	C/M	S	L	En	O	D	M	Ed	Total
1995	43	1	15	67	47	7	2			1	183
1996	41	1	57	68	56	3			1	1	228
1997	36	1	5	90	46	5			1	2	186
1998	31	1	5	69	26	4			1	2	139
1999	26	4	2	49	17	5	4		1	1	109
2000	36	1	5	50	14	3	2		1	3	115
2001	19		10	60	12	5	5	1	2	2	116
2002	22		2	70	28	2	3		2	3	132
2003	4	5	6	81	34	3	3		1	1	138
2004	61	2	15	115	33	1	3	2	3	3	238
2005	28	2	10	72	27	3	11				153
Total	347	18	132	791	340	41	33	3	13	19	1737
Percentage to Total	20	1	8	46	20	2	1	0	1	1	100

(Source: Annual Report 2005- Kerala University)

Table No: 5C.5

PhDs AWARDED IN UNIVERSITY OF CALICUT

(SUBJECT WISE)

(In numbers)

Year	SS	FA	C/M	S	L	En	H S	L IS	M	Ed	Total
1995	5	2	2	18	25	3		1		2	58
1996	7		1	13	20	5			1	2	49
1997	11	1	4	25	21	3				1	66
1998	8		2	12	21	5			3	2	53
1999	3	1		21	10	1			3	3	42
2000	13		2	10	16	11			2	3	57
2001	3		3	8	10	2			1		27
2002	10	2	1	21	25	7				4	70
2003	11			18	17	5				3	54
2004	26		10	66	57	15	1	4	3	3	185
2005	19	1	7	34	33	2	1			7	104
Total	116	7	32	246	255	59	2	5	13	30	765
% to total	15	1	4	32	33	8	0	1	2	4	100

(Source: Register of Award of PhD degrees; Volume 1 to 6, College Development Council, University of Calicut)

TABLE NO: 5C.6

PhDs AWARDED IN MG UNIVERSITY

(In numbers)

Year	SS	FA	C/M	S	L	En	HS	LIS	M	Ed	Total
1995	3			13	18						34
1996	10			13	17						40
1997	11			18	15						44
1998	6			36	17	2					61
1999	2			27	29	1					59
2000	11			35	19	1					66
2001	23			44	23	4					94
2002	8		5	24	17	1					55
2003	23		6	49	32	7					117
2004	30	1	9	60	42	9					151
2005	32	1	11	61	42	11					158
Total	159	2	31	380	271	36		0	0	0	879
% to Total	18	0	4	43	31	4					100

(Source: Data Complied from University Library records)

SS- Social Science, FA- Fine Arts, C/M-Commerce/Management, S-Science, L- Language, Ed-Education, HS-Health Science, LIS- Library Information Science, M- Medicine, En-Engineering

RESULTS

Out of the total PhDs awarded by University of Kerala during the entire period of study, 46 percent of PhDs are in Science. In the case of

Commerce and Management PhDs awarded are only 8 percent. (See Table No: 5C.4)

In University of Calicut the maximum number of PhDs awarded in the period of study is in Language. That was 33 percent of the total PhDs awarded in the entire period of study. In Commerce and Management studies PhDs awarded is only 4 percent. (See Table No: 5C.5)

In Mahatma Gandhi University the maximum number of PhDs awarded under the period of study is in Science. That is 43 percent. PhDs awarded in Commerce and Management is 4 percent. (See Table No: 5C.6).

5C. 3. CONCLUSION

To achieve academic excellence the curriculum and course should be reviewed from time to time to meet the needs of growing economy. Due Importance should be given to research. At present the revision is done within three years. The opinion of fifty percent of teachers indicates that the curriculum should be revised within two years and thirty-three percent of teachers responses point out that it should be revised within three years. The study indicates that the Universities of Kerala are giving importance to research. As per the present trend, MG University's contribution is to be the highest in the coming years compared to other Universities of Kerala.

CHAPTER-5

PART –D

PERFORMANCE OF EMPLOYEES

PERFORMANCE OF EMPLOYEES

5D.0. INTRODUCTION

Success of an organization like University depends upon its ability to accomplish its aims such as achieving its goals and making the best of new and ever changing environment. In order to accomplish these aims, Universities must make changes in the mechanism, techniques and style of University administration. The traditional outlook

followed by the Universities hardly improves   quality of the management. The quality of management can be improved if the individual talents and initiatives of the non-teaching staff at all levels of administrative hierarchy are continuously developed. It is a fact that every individual staff member of the University has the potential of influencing the management processes and tasks. The Universities should take initiative to improve the efficiency and change the behavioural pattern of employees to attain administrative excellence.

A study has been conducted to verify the performance of the non-teaching employees and to identify the problems faced by University non-teaching employees in the present administrative set up.

5D.1. PERFORMANCE OF EMPLOYEES

The students and teachers expect better performance from the non-teaching employees. The better performance of the non-teaching employees can be considered as an indicator of an excellent or very good administration. Likewise, all employees can perform well   if an excellent or very good   administrative pattern exists in the universities. So a study has been conducted to verify the performance of the non-teaching employees to know whether an excellent or very good administrative pattern exists in universities of Kerala. The performance of employees was evaluated by their superiors. Along with this the opinion of the University teachers and the students were collected for analysis.

A further study is conducted to know whether there is any relationship between the background of employees and their performance.

5D.1.1. PERFORMANCE INDEX

For the purpose of measuring non-teaching employees' performance an index was prepared by taking nine variables. These are work results, quality of work, initiation, co-operation, obedience, sincerity, job knowledge, dependability and ability. All these variables are rated on a five-point scale with a weightage of five, four, three, two and one for excellent, very good, good, fair and poor ratings respectively. Thus the performance index of the most performed worker is forty-five and the least performed worker is nine.

5D.1.2. PERFORMANCE EVALUATION

Excellent or very good   performance of non-teaching employees is one of the indicators of the existence of an excellent or very good administrative pattern. In Universities of Kerala, performance appraisal of non-academic staff is made through annual confidential report. It was done by their immediate boss in every year. It assists the University authorities to assess the attributes and shortcomings of the individual staff members. Specific standard of performance is required to assess the performance of the non-teaching employees. The routine evaluation does not reveal the actual contributions or potential of the employees.

Two hundred and ninety three non-teaching respondents, including section officers stated that there was no specific standard of performance in Universities of Kerala. *(Source: Field survey)*

The criteria adopted to assess the quality of the administrative pattern are given below.

Performance level average and above average of

1. 80 to 100 percent of non-teaching employees – Excellent administrative pattern

2. 60 to 80 percent of non-teaching employees –Very Good administrative pattern

3. 40 to 60 percent of non-teaching employees - Satisfactory administrative pattern

4. 20 to 40 percent of non-teaching employees - Poor administrative pattern

5. Below 20 percent of non-teaching employees- Bad administrative pattern

RESULTS

One hundred and eighty eight non-teaching employees have obtained a total score of 6468. (See table No: 5D.1)

The number of non-teaching employees whose performance is higher than the average is ninety-nine. The performance of eighty-nine non-teaching employees is below average.

In the case of University of Kerala, University of Calicut, Mahatma Gandhi University and Kannur University, the number of the non-teaching employees whose performance is higher than the average is thirty-one, twenty-five, twenty-six and seventeen respectively. (See table No: 5D.2)

Table No: 5D.1

SECTION OFFICERS' EVALUATION ABOUT THEIR SUBORDINATES

PI	Compiled Score Sheet									
Score	UK		UC		MGU		KU		TE	
	E	TS	E	TS	E	TS	E	TS	E	TS
23	2	46	1	23	1	23	1	23	5	115
24	0	0	1	24	1	24	0	0	2	48
26	4	104	3	78	4	104	0	0	11	286
27	5	135	4	108	5	135	3	81	17	459
28	1	28	1	28	1	28	1	28	4	112
29	2	58	1	29	1	29	1	29	5	145
30	2	60	2	60	2	60	1	30	7	210
31	5	155	3	93	5	155	2	62	15	465
32	3	96	3	96	3	96	1	32	10	320
33	2	66	1	33	4	132	1	33	8	264
34	1	34	1	34	2	68	2	68	6	204
35	2	70	2	70	0	0	1	35	5	175
36	15	540	12	432	15	540	8	288	50	1800
40	5	200	4	160	2	80	3	120	14	560
45	9	405	7	315	7	315	6	270	29	1305
Total	58	1997	46	1583	53	1789	31	1099	188	6468
WAS	34.431		34.413		33.754		35.4		34.404	

Source: Field Survey

(PI- Performance Index, E- Employees, TS-Total Score, WAS- Weighted Average Score)

Table No: 5D.2

PERFORMANCE OF NON-TEACHING EMPLOYEES

(In numbers)

Average	Number of Non-teaching employees				
	UK	UC	MGU	KU	Total
Above	31(53.4)	25(54.3)	26(49.1)	17(55)	99(53.4)
Below	27(46.6)	21(45.7)	27(50.9)	14(45)	89(46.6)
Total	58	46	53	31	188

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Fifty three percent of the non-teaching employees' performance are average and above average and 46.6 percent of the non-teaching employees' performance are below the mean. The performance of non-teaching employees of the Kannur University is better than the other Universities. (See Table No: 5D.2)

INFERENCE

As per criteria fixed it is seen that 53.4 percentage of non-teaching employees performance is average and above average. It indicates the existence of a satisfactory administrative pattern in Universities of Kerala.

5D.2. PROBLEMS OF UNIVERSITY EMPLOYEES IN THE PRESENT ADMINISTRATIVE SET UP

If a University has an excellent or very good administrative pattern, it will help to enhance the performance of the employees and vice versa. To enhance the performance of its employees, an organization should have sufficient facilities for training their staff, providing good work environment, keeping an excellent superior-subordinate relationship, promotion, good salary, and job satisfaction for employees. Such factors will enhance the performance of the employees, which will help the Universities to achieve an excellent or very good administrative pattern. A study has been conducted to verify whether such avenues exist in the Universities or not and what are the problems faced by non-teaching employees in this respect.

5D.2.1. NEED FOR TRAINING

The aim of the training is to improve the behaviour and performance of the employees. The employees must   acquaint with the new methods of management, rules, procedures and knowledge in computerized management. In general, when an employee is appointed in an organization, he is to be given an orientation training

to acquaint with the procedures, rules, facilities etc. In the same way, when he is in service he may be given further training. In the present day, office management is impossible without the minimum knowledge of computers. National workshop on emerging trends in Information Technology in University Management jointly organized at Kolkata by the Association of Indian Universities and West Bengal University of Technology Kolkata, observed that automation and computerization of management was necessary in present era for effective functioning of Universities[1].

A number of changes are occurring in management activities. Wide changes are happening in the field of computers. New softwares, which are essential for good administration, are being introduced by software companies. So an employee of an organization is required to get further training in the newly developed techniques for improving his performance.

So a study has been conducted to assess whether there is a need for training non-teaching employees in Universities to enhance their performance, and to identify the number of persons who have got training in administrative pattern and computerization at the time of induction and while in service.

Table No 5D.3

_____

[1] National workshop on emerging trends in Information Technology in University Management., University News, 44(49), December 04-10, 2006. P14.

NEED FOR TRAINING

(In numbers)

Opinion	Employees				
	UK	UC	MGU	KU	Total
Essential	86(90.6)	64(91.4)	71(89.9)	38(77.6)	261(89.1)
Not	9(9.4)	6(8.6)	8(10.1)	11(22.4)	32(10.9)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.4

NO. OF TRAINED EMPLOYEES

(In numbers)

Opinion	Non-teaching employees				
	UK	UC	MGU	KU	Total
Trained	25(26.3)	16(22.9)	25(31.6)	6(12.2)	76(25.9)
Not	70(73.7)	54(77.1)	54(68.4.)	43(87.8)	217(74.1)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.5

IN-SERVICE TRAINING

(In numbers)

Opinion	Non-teaching employees				
Training	UK	UC	MGU	KU	Total
Got	41(43.2)	4(5.7)	31(39.2)	8(16.3)	87(29.7)
Not	54(56.8)	66(94.3)	48(60.8)	41(83.7)	206(70.3)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

The majority of the non-teaching employees' (89.1 percent) responses display that training is essential for enhancing their performance. According to 10.9 percent of non-teaching employees, there is no need for training. (See table No: 5D.3).

The table reveals that 74.1 percent of non-teaching employees of the Universities of Kerala are untrained employees. (See Table No: 5D.4)

According to 70.3 percent of the non-teaching employees they have not got in-service training during their entire service. 29.7 percent of employees revealed that they have got training in computers. (See Table No: 5D.5). The results shown in the table indicate that the majority of the employees are not provided with any kind of in-service training.

5D.2.2. WORK ENVIRONMENT

Work environment is an important element needed for a very good

administration in every organization. The assumption of the study is that a proper work environment will increase the working performance of the employees. A study is conducted to verify whether there is good work environment in Universities of Kerala.

Table No: 5D.6

WORK ENVIRONMENT

(In numbers)

Opinion	UK	UC	MGU	KU	Total
Excellent	0	0		0	0
Very good	17(17.9)	4(5.7)	6(7.6)	8(16.3)	35(11.9)
Good	52(54.7)	43(61.4)	36(45.6)	29(59.2)	160(54.6)
Satisfactory	26(27.4)	23(32.9)	30(38)	10(20.4)	89(30.4)
Poor	0	0	7(8.9)	2(4.1)	9(3.1)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Good work environment was felt by 54.6 percent of non-teaching employees and 30.4 percentage felt it only satisfactory. 11.9 percent of the respondents' opinion indicates that work environment is very good. It indicates that not all of the non-teaching employees are satisfied with the present work environment in the Universities of Kerala. (See Table 5D.6)

5D .2.3. SALARY

Good Salary is one of the necessary ingredients which will boost the morale and satisfaction of the employees. It will in turn enhance their

performance. A study has been conducted to know whether the employees are satisfied with the present salary.

Table No: 5D.7

EMPLOYEES' OPINION TOWARDS PRESENT SALARY

(In numbers)

Opinion	Non-teaching employees				
	UK	UC	MGU	KU	Total
Satisfied	79(83.2)	58(82.9)	66(83.5)	38(77.6)	241(82.3)
Not	16(16.8)	12(17.1)	13(16.5)	11(22.4)	52(17.7)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULT

Among 293 non-reaching employees, the majority (82.3 percent) are satisfied with the present salary.

5D.2.4. JOB SATISFACTION

Job satisfaction is the end feeling of a person after performing a task. It is a positive emotional state, which will induce the employees to work well. An enquiry is done to assess whether the non-teaching employees of Universities in Kerala are attaining job satisfaction.

Table No: 5D.8

JOB SATISFACTION

(In numbers)

Opinion	Non-teaching employees				
	UK	UC	MGU	KU	Total
Satisfied	87(91.6)	61(87.1)	62(78.5)	46(93.9)	275(93.9)
Not	8(8.4)	9(12.9)	17(21.5)	3(6.1)	18(6.1)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

The responses presented in the table 5D.8 show that the majority of non-teaching employees (93.9 percent) are satisfied with the present job.

5D.2.5. PROMOTION OF EMPLOYEES

In Universities, the employees will get promotion from Assistant to Section officer, Section Officer to Assistant Registrar etc. To enhance performance of the employees they should be given promotion as per the rules of the Universities in time. In this case, the study is intended to verify whether the employees are getting promotion in time.

Table No: 5D.9

EMPLOYEES' OPINION TOWARDS PROMOTION

(In numbers)

Opinion	Non-teaching employees				
Promotion	UK	UC	MGU	KU	Total
Timely	86(90.5)	63(90)	72(91.1)	44(89.8)	265(90.4)
Not	9(9.5)	7(10)	7(8.9)	5(10.2)	28(9.6)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

The majority of (90.4 percent) the employees are getting promotion in time. Only 9.6 percent of non-teaching employees are not getting timely promotion. (See Table No: 5D.9)

5D.2.6. SUPERIOR-SUBORDINATE RELATIONSHIP

A good and congenial superior- subordinate relationship is essential to enhance the performance of the employees. A good relationship will create a good atmosphere, which in turn will induce the employees to work hard. Likewise, it will create mental satisfaction among employees.

Table No: 5D.10

EMPLOYEES' OPINION TOWARDS SUPERIOR-SUBORDINATE RELATIONSHIP

(In numbers)

Opinion	Non-teaching employees				
	UK	UC	MGU	KU	Total
Excellent	0	0	0	0	0
Very good	23(24.2)	6(8.6)	16(20.3)	12(24.5)	57(19.5)
Good	43(45.3)	50(71.4)	40(50.6)	24(49)	157(53.6)

Satisfactory	29(30.5)	14(20)	22(27.8)	11(22.4)	76(25.9)
Poor	0	0	1(1.3)	2(4.1)	3(1.0)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

According to 53.6 percent of the employees, there is good superior-subordinate relationship in Universities. The responses of the 19.6 of the non-teaching employees point out that there is very good superior-subordinate relationship in Universities. Only one percent of the employees mentioned that the superior-subordinate relationship was poor. (See Table No5D.10) The results presented in the table indicate that good superior-subordinate relationship exists in the Universities.

5D.3. RELATIONSHIP BETWEEN PERFORMANCE AND BACKGROUND

A study has been conducted to verify whether factors like age, qualification, sex, and years of service, training, salary, promotion, job satisfaction, superior-subordinate relationship and work environment have significant relationship to the performance of employees of the Universities of Kerala.

INFERENCE

Out of the 9 variables studied, it is found that there is no significant relationship between performance of non-teaching employees and their age, sex, qualification, years of service, training, job satisfaction,

promotion, superior-subordinate relationship, and work environment in Universities of Kerala. (See Table No: 5D.11)

RESULTS

By analyzing University wise, it is found that there is no significant relationship between performance of the non-teaching employees of University of Kerala and their age, sex, qualification, years of service, training, job satisfaction, promotion, superior-subordinate relationship, and work environment. (See Table No5D.12)

In the case of University of Calicut, it is found that there is significant relationship between the performance of the non-teaching employees of University of Calicut and factors namely superior-subordinate relationship, and work environment. But there is no significant relationship between the performance of non-teaching employees and their age, sex, qualification, years of service, training, job satisfaction and promotion. (See Table No: 5D.13)

In Mahatma Gandhi University it is found that there is significant relationship between performance of the non-teaching employees and superior-subordinate relationship. But it is also found that there is no relationship between performance of non-teaching employees and their age, sex, qualification, years of service, training, job satisfaction, promotion, and work environment. (See table No: 5D.14)

It is also found that there is no significant relationship between

performance of the non-teaching employees of Kannur University and their age, sex, qualification, years of service, training, job satisfaction, promotion, superior-subordinate relationship, and work environment. (See table No: 5D.15)

Table No: 5D.11 (Part-I)

PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF UNIVERSITIES IN KERALA

SL .No		Below Mean	Above Mean	Total	Chi Square Value	Degree of freedom	Table Value at 5% level
	Level of Performance						
		Number of employees					
1	**Age of employees**						
	25-35	23(59)	16(41)	39(100)			
	35-45	57(47)	64(53)	121(100)	3.613 2	2	5.991
	45-55	10(36)	18(64)	28(100)			
2	**Sex**						
	Male	52(54)	44(46)	96(100)			
	Female	38(41)	54(59)	92(100)	3.114	1	3.841
3	**Qualifications**						
	HSL	5(45)	6(55)	11(100)			
	GL	35(49)	36(51)	71(100)	0.104	2	5.991
	PGL	50(47)	56(53)	106(100)			
4	**Year of service**						
	up to 5	20(51)	19(49)	39(100)			
	5 to 10	7(35)	13(65)	20(100)			
	10 to 15	41(51)	39(49)	80(100)	2.103	4	9.488
	15 to 20	20(45)	24(55)	44(100)			
	20 & above	2(40)	3(60)	5(100)			

5	Training						
	Got	20(61)	13(39)	33(100)			
	Not	70(45)	85(55)	155(100)	2.601	1	3.841

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.11 (Part-II)
PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF UNIVERSITIES IN KERALA

		Level of Performance					
		Number of employees					Table
SL.No		Below Mean	Above Mean	Total	Chi Square Value	Degree of freedom	Value at 5% level
6	Job satisfaction						
	High	81(51)	79(49)	160(100)			
	Low	9(32)	19(68)	28(100)	3.262	1	3.841
7	Promotion						
	Timely	81(48)	88(52)	169(100)			
	Not	9(47)	10(53)	19(100)	0.002	1	3.841
8	Superior-subordinate relationship						
	Excellent Very Good	19(51)	18(49)	37(100)			
	Good	51(50)	51(50)	102(100)			
	Satisfactory	20(41)	29(59)	49(100)	1.342	2	5.991
	Poor	0	0	0			
9	Work Environment						
	Excellent Very Good	11(50)	11(50)	22(100)			
	Good	49(48)	53(52)	102(100)			
	Satisfactory	26(45)	32(55)	58(100)	0.257	3	7.815
	Poor	4(67)	2(33)	6(100)			

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

University Wise Analysis
Table No: 5D.12 (Part- I)

PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF UNIVERSITY OF KERALA

Sl. No	Name of variable	Number of employees			Chi-square value	Degree of freedom	Table value at 5% level
		below mean	above mean	Total			
1	**Age of employees**						
	25-35	6(67)	3(33)	9(100)			
	35-45	18(45)	22(55)	40(100)	2.134	2	5.991
	45-55	3(33)	6(67)	9(100)			
2	**Sex**						
	Male	14(61)	9(39)	23(100)			
	Female	13(37)	22(63)	35(100)	3.14	1	3.841
3	**Qualifications**						
	HSL	3(100)	0	3(100)			
	GL	10(56)	8(44)	18(100)	5.16	2	5.991
	PGL	14(38)	23(62)	37(100)			
4	**Years of service**						
	up to 5	3(100)	0	3(100)			
	5 to 10	0	5(100)	5(100)			
	10 to 15	10(38)	16(62)	26(100)	6.378	3	7.815
	15 to 20	14(58)	10(42)	24(100)			
	20 & above	0	0	0			
5	**Training**						
	Got	2(33)	4(67)	6(100)			
	Not	25(48)	27(52)	52(100)	0.469	1	3.841

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.12 (Part- II)

PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF UNIVERSITY OF KERALA

		Level of Performance			Chi-square value	Degree of freedom	Table value at 5% level
Sl. No	Name of variable	Number of employees					
		below mean	above mean	Total			
6	**Job satisfaction**						
	High	26(49)	27(51)	53(100)			
	Low	1(20)	4(80)	5(100)	1.55	1	3.841
7	**Promotion**						
	Timely	25(47)	28(53)	53(100)			
	Not	2(40)	3(60)	5(100)	0.094	1	3.841
8	**Superior-subordinate relationship**						
	Excellent						
	Very Good	6(43)	8(57)	14(100)			
	Good	12(46)	14(54)	26(100)			
	Satisfactory	9(50)	9(50)	18(100)	0.164	2	5.991
	Poor	0	0	0			
9	**Work Environment**						
	Excellent						
	Very Good	4(40)	6(60)	10(100)			
	Good	14(44)	18(56)	32(100)			
	Satisfactory	9(56)	7(44)	16(100)	0.878	2	5.991
	Poor	0	0	0			

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.13 (Part –I)

PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF UNIVERSITY OF CALICUT

Level of Performance

Sl. No	Name of variable	Number of employees			Chi-square value	Degree of freedom	Table value at 5% level
		below mean	above mean	Total			
1	**Age of employees**						
	25-35	8(73)	3(27)	11(100)			
	35-45	12(38)	20(63)	32(100)	4.291	2	5.991
	45-55	1(33)	2(67)	3(100)			
2	**Sex**						
	Male	8(44)	10(56)	18(100)			
	Female	13(46)	15(54)	28(100)	0.017	1	3.841
3	**Qualifications**						
	HSL	1(50)	1(50)	2(100)			
	GL	13(46)	15(54)	28(100)	0.045	2	5.991
	PGL	7(44)	9(56)	16(100)			
4	**Years of service**						
	up to 5	5(63)	3(37)	8(100)			
	5 to 10	3(50)	3(50)	6(100)			
	10 to 15	11(42)	15(58)	26(100)	3.598	4	9.488
	15 to 20	0	3(100)	3(100)			
	20 & above	2(67)	1(33)	3(100)			
5	**Training**						
	Got	5(50)	5(50)	10(100)			
	Not	16(44)	20(56)	36(100)	0.097	1	3.841

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.13 (Part –II)

PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF UNIVERSITY OF CALICUT

Level of Performance							
Sl. No	Name of variable	Number of employees			Chi-square value	Degree of freedom	Table value at 5% level
		below mean	above mean	Total			
6	**Job satisfaction**						
	High	19(48)	21(52)	40(100)			

		below mean	above mean	Total	Chi-square value	Degree of freedom	Table value at 5% level
	Low	2(33)	4(67)	6(100)	0.422	1	3.841
7	**Promotion**						
	Timely	19(46)	22(54)	41(100)			
	Not	2(40)	3(60)	5(100)	0.072	1	3.841
8	**Superior-subordinate relationship**						
	Excellent						
	Very Good	4(100)	0	4(100)			
	Good	12(36)	21(64)	33(100)			
	Satisfactory	5(56)	4(44)	9(100)	6.265	2	5.991
	Poor	0	0	0			
9	**Work Environment**						
	Excellent						
	Very Good	3(100)	0	3(100)			
	Good	9(32)	19(68)	28(100)			
	Satisfactory	9(60)	6(40)	15(100)	6.875	2	5.991
	Poor	0	0	0			

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.14 (Part-I)

PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF MAHATMA GANDHI UNIVERSITY

Sl. No	Name of variable	**Level of Performance**			Chi-square value	Degree of freedom	Table value at 5% level
		Number of employees					
		below mean	above mean	Total			
1	**Age of employees**						
	25-35	1(33)	2(67)	3(100)			
	35-45	16(47)	18(53)	34(100)	1.433	2	5.991

Sl. No	Name of variable	below mean	above mean	Total	Chi-square value	Degree of freedom	Table value at 5% level
	45-55	10(63)	6(37)	16(100)			
2	**Sex**						
	Male	18(50)	18(50)	36(100)			
	Female	9(53)	8(47)	17(100)	0.039	1	3.841
3	**Qualifications**						
	HSL	5(83)	1(17)	6(100)			
	GL	9(53)	8(47)	17(100)	3.241	2	5.991
	PGL	13(43)	17(57)	30(100)			
4	**Year of service**						
	up to 5	1(100)	0	1(100)			
	5 to 10	5(56)	4(44)	9(100)			
	10 to 15	8(33)	16(67)	24(100)	7.232	4	9.488
	15 to 20	11(65)	6(35)	17(100)			
	20 & above	2(100)	0	2(100)			
5	**Training**						
	Got	3(27)	8(73)	11(100)			
	Not	24(57)	18(43)	42(100)	3.112	1	3.841

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.14 (Part-II)

PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF MAHATMA GANDHI UNIVERSITY

Sl. No	Name of variable	Level of Performance			Chi-square value	Degree of freedom	Table value at 5% level
		Number of employees					
		below mean	above mean	Total			
6	**Job satisfaction**						
	High	17(44)	22(56)	39(100)			

	Low	10(71)	4(29)	14(100)	3.194	1	3.841
7	**Promotion**						
	Timely	24(51)	23(49)	47(100)			
	Not	3(50)	3(50)	6(100)	0.002	1	3.841
8	**Superior-subordinate relationship**						
	Excellent						
	Very Good	6(55)	5(45)	11(100)			
	Good	7(26)	20(74)	27(100)			
	Satisfactory	14(93)	1(7)	15(100)	17.604	2	5.991
	Poor	0	0	0			
9	**Work Environment**						
	Excellent						
	Very Good	2(50)	2(50)	4(100)			
	Good	8(33)	16(67)	24(100)			
	Satisfactory	15(75)	5(25)	20(100)	7.61	3	7.815
	Poor	2(40)	3(60)	5(100)			

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.15 (Part-I)

PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF KANNUR UNIVERSITY

		Level of Performance					
Sl. No	Name of variable	Number of employees			Chi-square value	Degree of freedom	Table value at 5% level
		below mean	above mean	Total			
1	**Age of employees**						
	25-35	9(53)	8(47)	17(100)			

		below mean	above mean	Total			
	35-45	5(36)	9(64)	14(100)	0.919	1	3.841
	45-55	0	0	0			
2	**Sex**						
	Male	11(55)	9(45)	20(100)			
	Female	3(27)	8(73)	11(100)	2.203	1	3.841
3	**Qualifications**						
	HSL	0	0	0			
	GL	4(40)	6(60)	10(100)	0.159	1	3.841
	PGL	10(48)	11(52)	21(100)			
4	**Year of service**						
	up to 5	10(38)	16(62)	26(100)			
	5 to 10	0	0	0			
	10 to 15	4(80)	1(20)	5(100)	2.921	2	5.991
	15 to 20	0	0	0			
	20 & above	0	0	0			
5	**Training**						
	Got	3(75)	1(25)	4(100)			
	Not	11(41)	16(59)	27(100)	1.651	1	3.841

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.15 (Part-II)

PERFORMANCE AND BACKGROUND OF NON-TEACHING EMPLOYEES OF KANNUR UNIVERSITY

		Level of Performance					
Sl. No	Name of variable	Number of employees			Chi-square value	Degree of freedom	Table value at 5% level
		below mean	above mean	Total			
6	Job satisfaction						
	High	12(43)	16(57)	28			
	Low	2(67)	1(33)	3	0.62	1	3.841

7	Promotion						
	Timely	13(45)	16(55)	29(100)			
	Not	1(50)	1(50)	2(100)	0.02	1	3.841
8	Superior-subordinate relationship						
	Excellent						
	Very Good	4(50)	4(50)	8(100)			
	Good	7(47)	8(53)	15(100)			
	Satisfactory	3(38)	5(62)	8(100)	0.279	2	5.991
	Poor	0	0	0			
9	Work Environment						
	Excellent						
	Very Good	3(60)	2(40)	5(100)			
	Good	7(44)	9(56)	16(100)			
	Satisfactory	4(40)	6(60)	10(100)	0.565	2	5.991
	Poor	0	0	0			

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

5D. 4. PERFORMANCE EVALUATION BY TEACHERS AND STUDENTS

Registered students of Universities and the University teachers expressed their opinion about the performance of non-teaching employees. Their opinions were also considered for study to have an accurate analysis. Opinion related to five variables such as employees' attitude, co-operation, helpfulness, informative level and ability were collected and analyzed. All these variables are rated on a five-point scale with a score of five (R1), four

(R2), three (R3), two (R4) and one (R5) for excellent, very good, good, fair and poor respectively.

RESULTS

According to 53 percent of the students, the attitudes of the employees are fair. 21.2 percent of the students' responses indicate that the attitude of the non-teaching employees is poor. 57.2 percent of teachers opine that the attitude of non-teaching employees is poor and they are not meeting the administrative needs of them. (See table 5D.16)

Responses of the 49.3 percent of the students show that employees' cooperation is fair. 24 percent of the students' opinion indicates that the non-teaching employees are not cooperative. According to 48 percent of teachers, cooperation of non-teaching employees is fair and 23 percent of teachers feel that cooperation of employees is poor. (Table No: 5D.17)

The opinion of 22.8 percent of the students reveals that the non-teaching employees are not helpful. At the same time, 56.3 percent of the teachers' opinion shows that helpfulness of the non-teaching staff is satisfactory. Only 9 percent of the teachers expressed their view that the non-teaching staff is not helpful. (Table No: 5D.18)

Forty three percent of the students expressed their opinion that the informative level of non-teaching employees is good and 25.8 percent of students' opinion indicates that informative level is poor. Likewise the views of 45.4 percent of the teachers indicate that the informative level

of employees is fair.   14.3 percent of the teachers view denotes that the non-teaching employees are not informative. (See table No: 5D.19)

By analyzing the factor- employees' ability to work, it is seen that 45.2 percent of the students' opinion in this respect is good. According to 34.5 of the students' opinion, it is satisfactory. According to 12.8 percent of the students, the non-teaching employees are not able. According to 43.7 percent of the teachers, the ability of the non-teaching employees is good. 40.3 percent of the teachers' views indicate that the ability of the non-teaching employees is satisfactory and 8.4 percent teachers' views show that the non-teaching staff is not able. (Table No 5D.20)

Table No: 5D.16

RESPONDENTS OPINION TOWARDS ATTITUDE OF EMPLOYEES

(In numbers)

	Attitude of Non-teaching employees								
	UK		UC		MGU		KAU		
n	ST	UT	ST	UT	ST	UT	ST	UT	ST
ent	0	0	0	0	0	0	0	0	0
ood	2(2.1)	0	0	0	3(3.8)	0	29(35.8)	0	34(9.9
	24(25)	2(4.8)	12(13.3)	6(13.7)	11(14.1)	4(16.7)	8(9.9)	4(44.4)	55(15.
	49(51)	15(35.7)	68(75.6)	10(22.7)	34(43.6)	5(20.8)	32(39.5)	5(55.6)	183(5
	21(21.9)	25(59.5)	10(11.1)	28(63.6)	30(38.5)	15(62.5)	12(14.8)	0	73(21.
	96	42	90	44	78	24	81	9	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.17

RESPONDENTS' OPINION TOWARDS COOPERATION OF

EMPLOYEES

(In numbers)

	Cooperation of non-teaching employees									
	UK		UC		MGU		KAU		Tot
pinion	ST	UT	ST	UT	ST	UT	ST	UT	ST
xcellent	0	0	0	0	0	0	0	0	0
ery good	1(1)	0	0	6(14)	0	4(17)	0	4(45)	1(.3)
ood	26(27.1)	8(19)	11(12.2)	6(14)	42(53.8)	4(17)	12(14.8)	2(22)	91(26.4)
air	49(51)	25(60)	68(75.6)	22(50)	23(29.5)	10(41)	30(37)	1(11)	170(49.3)
oor	20(20.9)	9(21)	11(12.2)	10(22)	13(16.7)	6(25)	39(48.1)	2(22)	83(24.1)
	96	42	90	44	78	24	81	9	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.18

STUDENTS' OPINION TOWARDS HELPFULNESS OF

EMPLOYEES

(In numbers)

		Helpfulness of Non-teaching employees								
	UK		UC		MGU		KAU			
n	ST	UT	ST	UT	ST	UT	ST	UT	ST
t	0	0	0	0	0		0	0	0
od	9(9.4)	0	0	0	0	1(4.2)	0	0	11(3.
	22(22.9)	18(42.9)	26(28.9)	8(18.2)	41(52.6)	9(37.5)	20(24.7)	5(55.6)	109(31
	48(50)	22(52.4)	41(45.6)	28(63.6)	17(21.8)	13(54.1)	41(50.6)	4(44.4)	146(42
	17(17.7)	2(4.7)	23(25.6)	8(18.2)	20(25.6)	1(4.2)	20(24.7)	0	79(22
	96	42	90	44	78	24	81	9	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.19

RESPONDENTS OPINION ABOUT NON-TEACHING

EMPLOYEES

(In numbers)

...ts' opinion	Informative Employees								
	UK		UC		MGU		KAU		Total
...on	ST	UT	ST	UT	ST	UT	ST	UT	ST
...lent	0	0	0	0	0		0	0	0
...good	0	0	0	3(7)	0	3(12.5)	0	0	0
	53(55.2)	13(31)	29(32.2)	18(41)	46(59)	8(33.3)	20(24.7)	3(33)	148(42
	15(15.6)	22(52)	36(40)	16(36)	17(21.8)	10(41.7)	40(49.4)	6(67)	108(31
	28(29.2)	7(17)	25(27.8)	7(16)	15(19.2)	3(12.5)	21(25.9)	0	89(25.
	96	42		44	78	24	81	9	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.20

RESPONDENTS OPINION TOWARDS ABILITY OF

EMPLOYEES

(In numbers)

	Ability of employees								
	UK		UC		MGU		KAU		
n	ST	UT	ST	UT	ST	UT	ST	UT	ST
nt	0	0	0	0	0		0	0	0
ood	0	0	0	6(13.7)	0	3(12.5)	26(32.1)	0	26(7.5
	53(55.2)	15(35.7)	38(42.2)	22(50)	43(55.2)	11(45.8)	22(27.2)	4(44.4)	156(45
	35(36.5)	24(57.1)	31(34.4)	10(22.7)	26(33.3)	9(37.5)	27(33.3)	5(55.6)	119(34
	8(8.3)	3(7.2)	21(23.4	6(13.6)	9(11.5)	1(4.2)	6(7.4)	0	44(12.
	96	42	90	44	78	24	81	9	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.21

OVERALL RESPONSES ABOUT PERFORMANCE OF NON-TEACHING EMPLOYEES

Responses	UT Score	ST Score	Total Score	Rank
Attitude	740	186	926	5
Cooperation	700	259	959	4
Helpfulness	742	269	1011	3
Informative	748	275	1023	2
Ability	854	298	1152	1

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.22

TEACHERS RESPONSES ABOUT   PERFORMANCE OF NON-TEACHING EMPLOYEES

Teachers Responses	R1	R2	R3	R4	R5	Total score	Rank
Attitude	0	0	16	35	68	186	5
Cooperation	0	14	20	58	27	259	4
Helpfulness	0	1	40	67	11	269	3
Informative	0	6	42	54	17	275	2
Ability	0	9	52	48	10	298	1

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 5D.23

STUDENTS RESPONSES ABOUT   PERFORMANCE OF NON-TEACHING EMPLOYEES

Students Responses	R1	R2	R3	R4	R5	Total score	Rank

Attitude	0	34	55	183	73	740	4
Cooperation	0	1	91	170	83	700	5
Helpfulness	0	11	109	146	79	742	3
Informative	0	0	148	108	89	748	2
Ability	0	26	156	119	44	854	1

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Table 5D.21 shows the opinion of teachers and students related to performance of non-teaching employees. Ability of the non-teaching staff was ranked first and the attitude of the non–teaching staff was ranked last. It indicates that even though the non-teaching employees are able, their attitude towards the students and teachers are not fair.

Table 5D.22 reveals the teacher's responses about the performance of the non–teaching employees. Ability of the non-teaching employees was ranked first. Cooperation of non-teaching employees was ranked fourth. The attitude of non-teaching employees was ranked last.

Table No: 5D.23 depicts the responses of students. Ability of the non-teaching employees was ranked first. Attitude of non-teaching employees was ranked fourth. Cooperation of non-teaching employees was ranked last.

5D.5. CONCLUSION

To achieve excellence, the University should have a good administrative

pattern.   Excellent or very good performance of non-teaching employees is one of the indicators of the existence of the very good or excellent administrative pattern. From the study it is concluded that fifty-three percent of non-teaching employees performance are average and above average. It indicates the existence of only a satisfactory administrative pattern in Universities of Kerala. Majority of the non-teaching employees' opinion indicate that training is essential for enhancing their performance. But a major portion of the non-teaching employees have not got training at the time of induction   or while in service. The non-teaching employees who have got training are trained in computers. Another factor which enhances the performance of non-teaching employees is work environment. Nearly fifty five percent of non-teaching employees felt good work environment and thirty percent felt it only 'satisfactory'.   It reveals that not all of the non-teaching employees are   satisfied with the present working conditions in the Universities of Kerala. The majority of non-teaching employees of the Universities of Kerala are satisfied with the present salary. They are also getting timely promotion. It indicates that factors like salary, and promotion has no impact on performance of employees in the present set up. Nearly fifty four percent of the employees' views indicate that there is good superior-subordinate relationship in Universities. By analyzing significant relationship between the performance of non-teaching employees and their age, sex, qualification, years of service, training, job satisfaction, promotion,

superior-subordinate relationship, and work environment in Universities of Kerala, it is found that these factors are not affecting the performance. It is found that, in University of Calicut, significant relationship exists between the performance of the non-teaching employees and two factors namely superior-subordinate relationship, and work environment. But in Mahatma Gandhi University, significant relationship exists between the performance of the non-teaching employees and superior-subordinate relationship. Students and teachers opinion about attitude, cooperation, helpfulness, informative level and ability of non-teaching employees indicates that the attitude of the non-teaching employees towards them is not conducive. The ability of non-teaching employees was ranked first and the attitude of the non-teaching employees was ranked last. That means the University non-teaching employees have the ability to perform well, but their attitude towards teachers and students are not fair.

CHAPTER-5

PART –E

UTILIZATION OF INFORMATION

TECHNOLOGY

5E.0. Introduction

5E.1. Progress of Computerization

5E.2. Computerization of Sections

5E.3 Computerized Management System

5E.4. Intranet in Universities

5E.2. Conclusion

UTILIZATION OF INFORMATION TECHNOLOGY

5E.0. INTRODUCTION

Information systems play an important role in all organizations today. The fast changing scene of liberalization, competition and globalization paved the way to emphasis on quality, timeliness, innovation and customer orientation. For this purpose timely dissemination and receipt of information is required. The management is required to take fast and apt decisions to lead the organization to face the fast growing economy. If it is not done, the organization will be thrown out from the scene. Information should be provided to operational level, tactical level and strategic level to take correct decisions. Organisations should provide necessary information to clientele. In developing countries, computerization of management and automation is done for effective functioning of Universities. Information technology is utilized to enhance the performance of organizations. The projects of automation and modernization through the use of computers have tremendously speeded up activities like transactions, management and decision-making. Computers along with internet and intranet facilities can be used in the changing paradigm of University administration. The use of computer and application of information technology in the administration, finance,

examination, teaching –learning process etc are inevitable today to meet the challenges raised by the private as well as foreign Universities. Suitable infrastructures are required for this purpose. To reduce expenditure new software are to be installed. A study has been conducted to identify and report the areas where information technology know how can be utilized for ensuring quality and enhancing performance in rendering services by enquiring

1) What progress was made by Universities of Kerala to computerize offices.

2) The sections to be computerized.

3) Whether computerized management system is required.

4) Whether different sections of the University are to be interlinked with intranet.

5E.1. PROGRESS OF COMPUTERIZATION

In University of Kerala, tabulation work in Examination wing is computerized. All departments are computerized and interlinked. Computerization of University library is not fully completed. Plans have already been made to computerize Finance branch. All sections are not computerized.

In University of Calicut Examination wing is partially computerized. University Library is fully automated. Departments are interlinked with computers.

In Mahatma Gandhi University, the library is fully computerized and different sections of the library are interconnected with LAN.

In Kannur University, computerization is in progress.

(Source: Complied from Annual Reports of Kerala University, 2003, 2004 & 2005, University of Calicut 2003, 2004 & 2005 Mahatma Gandhi University, Kottayam, 2003, Kannur University, 2004)

5E.2.COMPUTERIZATION OF SECTIONS

University has number of wings like Administrative Wing, Accounts Wing, Finance Wing, Examination Wing, Library Wing, etc. All these wings are further divided into different sections. Opinion of non-teaching employees was collected to know whether all sections are to be computerized or which sections are to be computerized.

RESULTS

According to 67.9 percent of non-teaching employees computerization of all sections is necessary. But 19.1 percent of non-teaching employees opinion indicates that all sections are not to be computerized. At the same time, 13 percent of the non-teaching employees opine that they are not aware of whether computerization is required. It indicates that even now all employees are not aware of the need for the computerization of University administration. (See table No: 5E.1)

Multiple responses were collected from the non-teaching employees. These responses indicate that 23.5 percent prefer computerization of Examination Wing among different sections and 19.6 percent prefer to computerize all

sections. It indicates that all the employees are not aware of the need for computerization of all sections. (See table No: 5E.2)

INFERENCE

Chi square test has been applied to test the hypothesis.

The calculated Chi Square value = 13.573.

The table value (at 5 percent level of significance at 6 degree of freedom) = 12.592.

Since the calculated value of Chi Square falls in rejection region, the null hypothesis "there is no variation in opinion among the non-teaching employees of the four Universities in respect of computerization" is rejected. It proved that there is variation in opinion among the non-teaching employees. It indicates that the opinion towards computerization of all sections is not the same among the non-teaching employees of the four Universities. (See table No: 5E.2)

Table 5E.1

EMPLOYEES' OPINION TOWARDS COMPUTERIZATION OF ALL SECTIONS

(In numbers)

Opinion	Employees				
	UK	UC	MGU	KU	Total
Yes	63(66.4)	50(71.4)	61(77.2)	25(51)	199(67.9)
No	16(16.8)	13(18.6)	10(12.7)	17(34.7)	56(19.1)

No opinion	16(16.8)	7(10)	8(10.1)	7(14.3)	38(13)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No 5E-2

EMPLOYEES' OPINION TOWARDS CHOICE OF SECTIONS FOR COMPUTERIZATION

(In numbers)

Responses Sections	Employees				
	UK	UC	MGU	KU	Total
Examination	126(24.7)	42(20.4)	33(21)	38(26.8)	239(23.5)
Administration	54(10.6)	34(16.5)	18(11.5)	17(12)	123(12.1)
Distance Education	86(16.9)	27(13.1)	10(6.4)	19(13.4)	142(14)
Library	95(18.6)	23(11.2)	20(12.7)	20(14.1)	158(15.6)
Enquiry	86(16.9)	30(14.6)	15(9.6)	23(16.2)	154(15.2)
All	63(12.3)	50(24.2)	61(38.8)	25917.5)	199(19.6)
Total	510	206	157	142	1015

Source: Field Survey- Multiple response

Note: Figures in parenthesis indicate percentage to total

5E.3 COMPUTERIZED MANAGEMENT SYSTEM

Computerized management system is inevitable for effective functioning of organizations in the changing scenario. It helps management at different levels to take quick decisions. Top level, middle level and lower levels of management of Universities are required to take quick decisions related to University administration. They want to get information for this purpose. An enquiry has been made to know whether computerized management

system is required at Universities in Kerala at different levels of management. For the purpose of study, non-teaching employees including Joint Registrar, Deputy Registrar and Assistant Registrar opinion were collected.

RESULTS

The table 5E.3 reveals that 81.9 percent of employees are not in favour of computerized management system. It shows that the computerized management system is not so far implemented in Universities of Kerala. The majority of the employees are not aware of whether computerized management system is required in Universities.

Table No 5E.3

NON-TEACHING EMPLOYEES' OPINION TOWARDS COMPUTERIZED MANAGEMENT

(In numbers)

Opinion	Non Teaching Employees				
	UK	UC	MGU	KU	Total
Yes	16(16.8)	7(10)	23(29.1)	7(14.3)	53(18.1)
No	79(83.2)	63(90)	56(70.9)	42(85.7)	240(81.9)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No 5E.4

EMPLOYEES OPINION TOWARDS INTERLINKING OF SECTIONS THROUGH INTRANET

(In numbers)

Opinion	Non Teaching Employees				
	UK	UC	MGU	KU	Total
Yes	32(33.7)	22(31.4)	24(30.4)	17(34.7)	95(32.4)
No	27(28.4)	19(27.1)	24(30.4)	8(16.3)	78(26.6)
Not known	36(37.9)	28(40)	31(39.2)	25(51)	120(41)
Total	95	70	79	49	293

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

5E.4. INTRANET IN UNIVERSITIES

Intranet is an important tool which can be used for University administration. Intranet means connecting all sections and departments through computerized network through which all sections can interact and it will help to get necessary information in time. Usually Universities have big campuses with various departments /sections located at different places. If all the departments /sections of the University are linked with each other through network techniques, then intranet can be used within its campus. It will help to reduce cost, avoidance of repetitive work in different sections, to share information speedily, etc. Annual reports of the Universities of Kerala indicate that the academic departments are only interlinked with computers. But it is observed that proper linking of

academic departments through intranet is not administered properly. The sections or wings are not interlinked with intranet, as the computerization of University is not completed so far. As a part of study, the non-teaching employees' opinion related with intranet were collected and analyzed.

RESULTS

Among non-teaching employees, 41 percent are not aware of the interlinking of sections through intranet. 32.4 percent of non-teaching employees' opinion shows that all sections are to be interlinked with intranet. Nearly 27 percent of non-teaching employees view reveals that there is no need of interlinking sections through intranet. (See table No: 5E.4)

5E.2. CONCLUSION

Nearly sixty-eight percent of employees are in favour of computerization of all sections. At the same time, nineteen percent of non-teaching employees are not in favour of computerizing all sections of the University. Another fact is that even now nearly thirteen percent of the employees are not aware of whether computerization is required. A large portion of the employees who are against computerization of all sections point out that they prefer to computerize Examination Wing. It indicates that all the non-teaching employees are not aware of the needs of computerization of all sections even now. Nearly eighty-two percent of the non-teaching employees are not in favour of computerized

management system. It reveals that computerization of management is non-existent in the Universities of Kerala and the majority of the employees are not aware of that. Forty-one percent of the non-teaching employees do not know about interlinking of sections through intranet. Thirty-two percent of the non-teaching employees' opinion reveals that all sections are to be interlinked through intranet. From the above facts, it is clear that the computerization of different wings is still in its initial stages. Computerized management system has not yet started in Universities, even though it is essential for the excellent administrative pattern in the present era.

PROBLEMS FACED BY STUDENTS

PROBLEMS FACED BY STUDENTS

6.0. INTRODUCTION

Students are the main clients of a University. A good administrative set up will be able to meet the important requirements of the students. The main requirements of the students are

    1). To get the necessary information in time

    2). To conduct the examination as per schedule

    3). To get the results in time

    4). To get the certificates in time.

This part of the study aims at identifying the shortcomings in the administrative set up of the Universities faced by the clientele in relation to the above problems.

6.1. INFORMATION

A number of students approach University enquiry section; information centre of various places to get information and to clear doubts related to courses, examination, and degree certificates etc. The opinion of the students was collected to assess whether the students have problem for receiving necessary information from these centres in time.

Table No: 6.1

STUDENTS' RESPONSES TOWARDS RECEIPT OF REQUIRED INFORMATION

(In numbers)

Responses	Students				
Receipt of Information	UK	UC	MGU	KU	Total
Yes	75(78.1)	29(32.2)	46(59)	40(49.4)	190(55.1)
No	21(21.9)	61(67.8)	32(41)	41(50.6)	155(44.9)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

According to 55.1 percent of students, they get required information from the University centres and enquiry counters in time. By analyzing University-wise, it is found that 21.9 percent of the students of Kerala University, 67.8 percent of the students of the Calicut University, 41 percent of the students of the Mahatma Gandhi University and 50.6 percent of the Kannur University Students do not get required information from the University centres and enquiry counters in time. In total, 44.9 percent of the students' opinion shows that they do not get the information. (See table No 6.1)

Table No: 6.2

CAUSES OF NON-RECEIPT OF INFORMATION

(In numbers)

Opinion	Students

	UK	UC	MGU	KU	Total
Not known to employees	0	19(31.1)	0	0	19(12.2)
Non cooperation of employees	12(57.1)	30(49.2)	21(65.6)	39(95.1)	102(65.8)
Absence of employees	8(38.1)	7(11.5)	11(34.4)	0	26(16.8)
Other reasons	1(4.8)	5(8.2)	0	2(4.9)	8(5.2)
Total	21	61	32	41	155

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Nearly 12.2 percent of the 155 students who have not received information responded that the information was not received due to ignorance of employees. 65.8 percent of the students revealed that the information was not received due to non-cooperation of employees. (See table No 6.2) So the table shows that students do not get required information in time due to non-cooperation of employees.

INFERENCE

Chi square test has been applied to test the hypothesis.

The calculated Chi Square value = 59.6879.

The table value (at 5 percent level of significance at 9 degree of freedom) = 16.919.

Since the calculated value of Chi Square falls in rejection region, the null hypothesis "there is no variation in opinion among the students of four

Universities" is rejected. It proved that there is variation in opinion among the students. It indicates that the opinion about the cause of non-receipt of information is different among the students of four Universities.

6.2. CONDUCT OF EXAMINATION AS PER SCHEDULE

It is observed that the Universities of other states like Pondichery University, are publishing academic calendar and it is provided to the students at the time of admission. Examination, declaration of results, revaluation of papers etc are conducted as per academic calendar. The aim of the study is to verify

1. Whether students are getting academic calendar in Universities of Kerala.

2. Are the courses and examinations conducted as per academic calendar.

In order to verify, the responses of the students and the employees were collected.

Table No: 6.3

OPINION TOWARDS PUBLICATION OF ACADEMIC

CALENDAR

(In numbers)

Responses	Students									
	UK		UC		MGU		KAU		Total	
	ST	UT	ST	UT	ST	UT	ST	UT	ST	U
Yes	49(51)	86(90.5)	13(14.4)	59(84.3)	18(23.4)	66(83.5)	20(24.7)	34(69.4)	100(29.1)	245(

No	0	9(9.5)	26(28.9)	11(15.7)	23(29)	13(16.5)	10(12.3)	15(30.6)	59(17)	48(1
Not known	47(49)		51(56.7)		37(47.6)		51(63)		186(53.9)	
Total	96	95	90	70	78	79	81	49	345	29

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 6.4

RECEIPT OF ACADEMIC CALENDAR

(In numbers)

Responses	Students				
	UK	UC	MGU	KU	Total
Yes	6(12.2)	2(15.4)	4(22.2)	10(50)	22(22)

No	43(87.8)	11(84.6)	14(77.8)	10(50)	78(78)
Total		49	13	18	20	100

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

According to 53.9 percent of the students they are not aware of publication of the academic calendar. 29.1 percent of students' opinion indicates that they knew about the publication of the academic calendar. Further the table reveals that 83.6 percent of employees are sure of the publication of the academic calendar. (Table No: 6.3)

Out of the total respondents who knew about the publication of academic calendar, 78 percent of the students revealed that they have not got the academic calendar. (Table No: 6.4). It indicates that even if Universities publish the academic calendar, it is not served to the students in time.

Table no: 6.5

OPINION TOWARDS CONDUCT OF COURSE AND EXAMINATION

(In numbers)

ses		UK		UC		MGU		KAU		
academic calendar		ST	UE	ST	UE	ST	UE	ST	UE	ST
		33(34.4)	45(52.3)	2(2.2)	15(25.4)	4(5.1)	30(45.5)	18(22.2)	20(58.8)	57(16.
		9(9.4)	36(41.9)	35(38.9)	40(67.8)	14(17.9)	34(51.5)	9(11.1)	12(35.3)	67(19.

own	54(56.2)	5(5.8)	53(59.9)	4(6.8)	60(76.9)	2(3.0)	54(66.7)	2(5.9)	221(64
	96	86	90	59	78	66	81	34	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

Table No: 6.6

NON-CONDUCT OF COURSE AND EXAMINATION AS PER

ACADEMIC CALENDAR

(In numbers)

Responses	Respondents					
Responsible by	UK	UC	MGU	KAU	Total	
						ST
Government	0	0	8(18.2)	0	8(4.4)	0

Employees	0	0	4(9.1)	6(18.2)	10(5.6)	14(16)
University Officers	12(23.1)	12(23.5)	8(18.2)	16(48.5)	48(26.7)	29(32)
Students Union	0	0	0	0	0	14(16)
All	40(76.9)	39(76.5)	24(54.5)	11(33.3)	114(63.3)	32(36)
Total	52	51	44	33	180	89

Source: Field Survey- multiple responses

Note: Figures in parenthesis indicate percentage to total

RESULTS

The academic calendar is not provided to the students at the time of admission as it is done in Universities outside Kerala like the Universities in Pondichery and Karnataka. According to 64 percent of the students, they are not aware of whether the course and the examination are conducted as per the academic calendar. The responses of 49.8 percent of non-teaching employees indicate that the examinations and the courses are not conducted as per academic calendar. (Table No: 6.5).

The reactions of sixty three percent of the non-teaching employees point out that all (University officers, Government, employees and students) are responsible for non-conduct of the courses and the examinations as per the academic calendar. The students have a different view. Thirty two percent of the students' opinion indicates that University officials are responsible for the non-conduct of the courses and the examinations as per the academic calendar. (See table No: 6.6)

6.3. EXAMINATION RESULTS

Students want to get the results at the earliest to apply for higher studies, jobs etc. It is observed that Pondicherry University publishes the result as per the schedule indicated in the academic calendar. Declaration of the results at the earliest is an important activity of the University. The purpose of this part of the study is to verify whether the Universities in Kerala are providing results at the earliest to meet the needs of the students.

Table No: 6.7

STUDENTS' OPINION TOWARDS DECLARATION OF RESULTS

(In numbers)

Responses	Students				
Period taken	UK	UC	MGU	KU	Total
1-3 months	50(52.1)	0	48(61.5)	62(76.5)	135(39.1)

3 to 6	36(37.5)	63(70)	19(24.4)	19(23.5)	153(44.4)
6 to 12	10(10.4)	27(30)	5(6.4)	0	52(15.1)
12 months &above	0	0	6(7.7)	0	5(1.4)
	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Different opinions exist among students related to the declaration of results. The responses of the 70 percent of students of the University of Calicut reveal that 3 to 6 months are taken for declaration of their results. 30 percent of the students' opinion shows that 6 to 12 months are taken for declaration of their results. The opinions of 76.5 percent of the students of Kannur University indicate that 1 to 3 months are taken for declaration of their results. (See Table No 6.7). In total 44.4 percent of the students' opinion indicate that 3 to 6 months are taken for the declaration of the results.

Table No: 6.8

STUDENTS' DIFFICULTIES DUE TO NON-DECLARATION OF RESULTS

(In numbers)

Opinion	Students				
Difficulties	UK	UC	MGU	KU	Total

No	40(41.7)	30(33.3)	43(55.1)	70(86.4)	183(53)
Yes	56(58.3)	60(66.7)	35(44.9)	11(13.6)	162(47)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

The opinion of 53 percent of the total students under study indicates that they have not faced with any difficulties due to non-declaration of results at the earliest. University-wise analysis indicates that 66.7 percent of students of University of Calicut and 58.3 percent of students of University of Kerala have faced difficulties due to non-declaration of results. (See Table No 6.8)

6.4 REVALUATION OF ANSWER SCRIPTS

Students want to get their papers revalued at the earliest. The study intends to verify whether they are getting the results of the revaluation of the answer scripts at the earliest and what period is taken for revaluation.

Table No: 6.9

REVALUATION OF ANSWER SCRIPTS

(In numbers)

Opinion Given	Students				
	UK	UC	MGU	KU	Total
Yes	26(27.1)	11(12.2)	8(10.3)	4(4.9)	49(14.2)
No	70(72.9)	79(87.8)	70(89.7)	77(95.1)	296(85.8)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Table 6.9 shows that 14.2 percent of the students   have applied for revaluation of answer scripts.

Out of 49 students who applied for revaluation, 61.2 percent   revealed that more than 12 months were taken for getting their papers revalued.

Nearly 4.1 percentage of students said that the result of revaluation was got after filing a case in the High court. (See table No: 6.10)

Table No: 6.10

PERIOD TAKEN FOR REVALUATION

(In numbers)

Responses	Students				
Period taken for revaluation	UK	UC	MGU	KU	Total
1-3 months	0	0	0	0	0
3 to 6	1(3.8)	0	1(12.5)	0	2(4.1)
6 to 12	10(38.5)	3(27.3)	2(25)	4(100)	17(34.7)
12 months & above	15(57.7)	8(72.7)	5(62.5)	0	30(61.2)
Total	26	11	8	4	49

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

6.5. DEGREE CERTIFICATES

Table No: 6.11

TIME TAKEN FOR OBTAINING DEGREE CERTIFICATES

(In numbers)

Responses	Students				
Time Taken	UK	UC	MGU	KU	Total
1-3 months	0	18(20)	14(17.9)	0	32(9.3)
3 to 6	18(18.8)	5(5.6)	14(17.9)	0	37(10.7)
6 to 12	26(27.1)	4(4.4)	37(47.4)	61(75.3)	128(37.1)
12 months &above	52(54.1)	63(70)	13(16.8)	20(24.7)	148(42.9)
Total	96	90	78	81	345

Source: Field Survey

Note: Figures in parenthesis indicate percentage to total

RESULTS

Table 6.11 shows the responses of the students. 42.9 percent of students said that they were getting degree certificates after 12 months from the date of submitting application. University-wise analysis indicated that 70 percent of the students of University of Calicut were getting the degree certificate after 12 months. Further 20 percent of the students of CU and 17.9 percent of the students of MGU were getting degree certificates within 1 to 3 months after remitting special fee to the University. The results of the table indicate that UK and KU students are not getting certificates with in one to three months. At the same time 75.3 percent of the students of KU and 47.4 percent of the students of MGU are getting their degree certificates with in three to six months. It specifies that too much time is taken for getting original degree certificates from the Universities of Kerala.

INFERENCE

Chi square test has been applied to test the hypothesis.

The calculated value of Chi Square = 153.99.

The table value (at 5% level of significance at 9 degree of freedom) = 16.919.

Since the calculated value of Chi Square falls in rejection region, the null hypothesis "there is no variation in opinion among the students of four Universities" is rejected. It proved that there is variation in the opinion among the students.

It indicates that the opinion about the period taken for getting certificates is different among the students of four Universities.

6.6. CONCLUSION

A superior administrative system will be competent to meet the main requirements of students. But it is seen that students are facing a number of problems. The responses of the students indicate that nearly forty five percent of the students do not get the required information from the enquiry counter of the Universities and University centres. The majority of the students who have not received information responded that the information was not received due to non-cooperation of employees. Likewise the students are not aware of the publication of the academic calendar. At the same time the University is publishing academic calendar in every year. Out of the total respondents who knew about the

publication of academic calendar, majority of them revealed that they have not got the academic calendar. Due to that, the majority of the students do not know whether course and examinations are conducted as per the academic calendar. It is also seen that more than twelve months are taken to get the examination papers revalued. Another problem faced by them is that they are not getting the original degree certificates even after one year. The application of test statistic helped to prove that there is variation in opinion among the students of the four Universities about receipt of information, obtaining degree certificates etc.

SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS

SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS

7.0. INTRODUCTION

In this globalized era an organization cannot survive without adopting

changes in the functioning style. A change in the traditional management and adoption of sophisticated modern management techniques are inevitable. Only a competitive organization can survive in the present environment. Institutions all over the world are undergoing fast and sweeping renovations due to persistent influence of information technology. These renovations and changes help to improve the efficiency of the personnel to take quick decisions and act accordingly. Universities perform a crucial role in an economy and society. They create knowledge. They impart and disseminate knowledge. Universities are the main functionaries in higher education. Universities must be flexible, innovative and creative. In this globalised era, Universities should have the ability to compete and the motivation to excel. Government of India is initiating moves to allow foreign Universities to start functioning in our country. Private Universities are also in the fray. All this raise challenges to the conventional Universities.

The study aims to analyse the present administrative pattern followed by the Universities in Kerala and to identify the area of administrative pattern where changes are required. Administrative pattern of Universities depends upon the nature of the decision making bodies, autonomy (administrative, finance and academic), external influence in administration, delegation of authority, fund collection and its allocation to different departments, academic excellence, performance of the non teaching employees and their problems and adoption of new technologies.

An efficient administrative pattern helps to raise the academic excellence. An endeavour was made to know the present academic excellence achieved by the Universities on the basis of the number of PhDs awarded so far and the requirement of the revision of course and curriculum. A study has been conducted to verify the performance of the non-teaching employees and to identify the problems faced by them in the present administrative set up. A further analysis has been conducted to know whether there is any relationship between the background of employees and their performance.

Generally students are the clients of the Universities. Satisfied clientele and employees are the indicators of an efficient administrative pattern. Along with this, a study is done to locate the shortcomings faced by clientele in the present administrative set up of Universities. An attempt is made to identify and report the areas where information technology knowhow can be utilized for ensuring quality and enhancing performance in rendering   services.

The study was done on the basis of primary data and secondary data. Secondary data was collected from University Annual reports, Budgets, University office records, University library records, and UGC reports, Reports of the Various Committees, Economic Review 2005and 2006, Newspapers and Educational journals such as University News and New Frontiers on Education. Separate questionnaires were used to collect data from University employees, University teachers and students. Formal and

informal discussions with various people involved in University administration, like union leaders and student representatives were done. The data collected through observation was also used for analysis and interpretation. Multistage sampling was adopted for designing the sample frame for the purpose of study. Four affiliating type of Universities namely University of Kerala, University of Calicut, Mahatma Gandhi University and Kannur University were selected as sample units. The population consisted of University non-teaching employees, University teachers and students registered in Universities in Kerala. 350 permanent non-teaching employees were selected as sample respondents. Respondents were selected on convenient sampling method. However only 293 respondents took interest and filled the questionnaire. Out of 448 University teaching Staff 135 University teachers were selected as sample respondents. Out of 135 teachers 119 teachers showed interest and filled the questionnaire. Due to changes in number of students registered in Universities from year to year the size of the population was not calculated. 375 students of four Universities were selected and served with the questionnaire. 345 students filled the questionnaire. The total respondents were 757. Convenient sampling method was used for selection of sample from respondents. Statistical tools like percentage, weighted average score, trend line method, ranking method and non-parametric test like chi square and Win STAT package were used in study for analysis of collected data. Information has been arranged in

tabular form for better understanding and representation. Graphs have been prepared to analyze and interpret the relevant data.

7.1. SUMMARISATION OF CHAPTERS

The first chapter is begun with introduction. Importance of study, scope of study, objective of study, hypothesis, variables used in study, definitions and concepts used in study, period of study, methodology, and overview of the report and limitations of the study are given in subsequent paragraphs.

The second chapter is devoted to review of literature. The available literature is presented under two major heads namely literature related to University administration and other educational institutions administration.

A historical perspective of University is presented in the third chapter. It is divided into three parts. Introduction, concepts and definitions related to University, functions of University, objects of University and autonomy of Universities is presented in Part A. Universities in world-an overview is explained in Part B. Higher education and Universities in India-a brief view is given in Part C. Scenario of education in India, higher education in India, kinds of Universities, coordinating agencies in higher education, organization pattern of Universities, organization structure of the University and University administration are given in this part.

A brief view of Universities of Kerala is presented in the fourth chapter.

Fifth and sixth chapters are devoted for analytical study. Fifth chapter is divided into five parts. The profiles of respondents are presented in Part A, Administrative pattern of Universities is depicted in Part B, Academic excellence is explained in Part C, Performance of employees are shown in Part D   and Utilization of information technology is elucidated in Part E. The problems faced by students in the present administrative set up of Universities in Kerala are presented in the sixth chapter.

Summary, findings, conclusions and suggestions based on analysis are described in the seventh chapter. Suggestions given mainly indicate the plans and schemes for Universities in Kerala to face competition from within and outside the state and the country.

7.2. FINDINGS

Universities have University bodies like Senate, Syndicate, Academic Council, the Faculties, the Board of Studies, Student's Council, the Finance Committee and the Selection Committee. The most powerful body among these is the Syndicate which has the authority to form polices. Senate is the supreme authority in University of Kerala and University of Calicut. But in Mahatma Gandhi University and Kannur University Syndicate has supreme authority and senates are only advisory bodies.

1) The main University bodies are senate and Syndicate. The success of the administrative pattern depends upon the policies and decisions framed by these bodies. An assessment is done to know whether the

University decision making body has direct influence in administrative pattern of Universities. The study indicates that University bodies have direct influence on the administrative pattern of Universities.

2) At present, there are two categories of Syndicate in Universities of Kerala. University of Kerala and University of Calicut have elected Syndicate and Mahatma Gandhi University and Kannur University have nominated Syndicate. Majority of respondents (72.7 percent) are in favour of elected Syndicate. The opinion of the majority of the respondents (61.9 percent) indicates that elected Syndicate is beneficial to good administrative pattern of the University. Chi square Test has been applied and found that the category of Syndicates and administrative pattern are related. The study indicates that elected Syndicate is beneficial to good administrative pattern of the University.

3) The study done to analyze the inclusion of political party members in University bodies, point out that a major part of the respondents (60.8 percent) are not in favour of inclusion of political party members in University bodies. 28.8 percent of respondents are in favour of inclusion of political party members in University bodies.

4) The study related to know which University body- elected or nominated has undue political interference; point out that nominated Syndicate is politically polluted than elected Syndicate. A major portion (67.3 percent) of the respondents opines that nominated Syndicate is politically polluted than elected Syndicate.

5)It is observed that undue political interference curtails the freedom of Universities. Out of six hundred and ninety six respondents who have well-established idea about Syndicate, 66.1 percent expressed their view that this undue political interference is not beneficial to good administration. X^2 is applied to test the hypothesis and it is proved that undue political interference in two categories of Syndicate is not beneficial to good administrative pattern.

6)Majority of (91.1 percent) the respondents' opinion is that autonomy is to be retained.

7)The views of the majority of the respondents (73 percent) reveal that retaining autonomy is beneficial to good administrative pattern of Universities. X^2 is applied and it is proved that there is significant relationship between retaining autonomy and good administrative pattern.

8) The Universities in Kerala have been experiencing unprecedented financial strain. During 2000-01, 86 paisa was received to meet the expenditure of Re 1/-. In 2004-05 it was further reduced to 85 paisa.

9)A major portion of the (62.5 percent) respondents reveals that financial autonomy is to be given to Universities to raise sufficient resources.

10) More than half of the total respondents (50.5 percent) expressed their opinion that providing financial autonomy to Universities is beneficial to good administration. X^2 is applied to test the hypothesis.

It is proved that there is significant relationship between providing financial autonomy and attaining excellence in administration.

11) Funds are needed to academic departments in Universities of Kerala to meet the expenditure on sanctioned projects, routine works etc. More than fifty percent of the respondents are not in favour of providing financial autonomy to departments to raise these funds. Category wise analysis indicates that majority of the University teachers (76.5 percent) are in favour of providing financial autonomy to departments and major part of the (67.9 percent) of non-teaching employees are against it. X^2 is applied and it is proved that financial autonomy to University academic departments and excellence in administration is not associated.

12) Majority of respondents (75.6 percent) do not prefer governmental interference in University bodies. According to 66.4 percent of respondents non-governmental interference is beneficial to good administrative pattern. X^2 is applied and proved that there is no significant difference in the effect of governmental interference and non-governmental interference in excellent administrative pattern.

13) The opinion of seventy six percent of the respondents indicates that delegation of authority is required for attaining excellence in administration. X^2 is applied and it is found that there is significant relationship between need for delegation of authority and good administrative pattern.

14) In connection with allocation of funds to departments to meet routine expenses of the academic departments, 73.9 percent of teachers said that it was necessary. The opinion expressed by non-teaching staff was contradictory. According to majority of non-teaching employees (77.8 percent) the existing pattern of reimbursing funds is to be continued. X^2 is applied and it is found that "there is no significant relationship between financial autonomy to departments and excellence in administration".

15) The study related to present academic excellence indicates the following.

1. In the case of curriculum and course revision, 57.1 percent of University teachers agree that the curriculum and course should be restructured within two years. 32.8 percent said that it should be revised within three years.

2. The number of PhDs awarded in 2004 is the largest compared to other years. Even though awarding of PhDs shows a mixed trend, the total number of PhDs awarded by the three Universities shows an increasing trend in the last three years. The number PhDs awarded by the University of Calicut is lower than the number of PhDs awarded by Mahatma Gandhi University. Graphical analysis indicates that MG University is in the forefront and has a higher R^2 that is nearer to one. Contribution in the field of research done by University of Kerala showed a decreasing trend. The net result

indicates that the Universities of Kerala are giving importance to research.

16) Analysis of performance of non-teaching employees reveals that the overall performance of the non-teaching employees is satisfactory. It indicates the existence of a satisfactory administrative pattern in Universities of Kerala. The number of non-teaching employees whose performance is higher than the average is ninety-nine. The performance of eighty-nine non-teaching employees is below average. In total 53.4 percent of the non-teaching employees' performance is average and above average and 46.6 percent of the non-teaching employees' performance are below the mean. The performance of non-teaching employees of Kannur University is better than those of other Universities.

17) Analysis conducted to identify the problems faced by non-teaching employees indicates the following.

1. Majority of (89.1 percentage) the non-teaching employees' opinion shows that training is essential for enhancing their performance.

2. 74.1 percent of the non-teaching employees are untrained employees.

3. Among the non-teaching respondents, 70.3 percent of the non-teaching employees have not got in-service training during their entire service and 29.3 percent of employees revealed that they have got training in computers.

4. More than fifty percent of non-teaching employees (54.6 percent) felt that the work environment was good and 30.4 percent felt that it was only satisfactory.

5. Among two ninety three non-teaching employees, the majority (82.3 percent) are satisfied with the present salary.

6. Nearly 93.9 percent of non-teaching employees are satisfied with the present job.

7. Nearly 90 percent of the non-teaching employees have got promotion in time.

8. Almost 54 percent of the non-teaching employees' view indicates that there is good superior-subordinate relationship in Universities. Only one percentage of the non-teaching employees mentioned that the superior subordinate-relationship is poor.

18) Factors like the age, qualification, sex, and years of service, training, salary, promotion, job satisfaction, superior-subordinate relation and work environment have no significant relationship to the performance of non-teaching employees of the Universities of Kerala. X^2 is applied to test the hypothesis. University-wise analysis indicated some variation. In the case of University of Calicut, it is found that there is significant relationship between the performance of non-teaching employees of University of Calicut and superior-subordinate relationship, and work environment. In Mahatma Gandhi University it is found that there is significant relationship between performance of

employees and superior subordinate relationship.

19) Registered students of Universities and the University teachers expressed their opinion about the performance of non-teaching employees. The responses of students and teachers related to the performance of non-teaching employees indicate that the attitude of the non teaching employees towards them is poor. The study further revealed that the employees have the ability to do their work.

20)   Study related to computerization of Universities indicated that even now it is in its initial stage.

1. According to 67.9 percent of non-teaching employees, computerization of all sections is necessary. Even now 13 percent of non-teaching employees are not aware of whether computerization is required. X^2 has been applied and found that opinion is not the same among   the non-teaching employees in this respect.

2. Analysis reveals that 23.5 percent of the respondents prefer the computerization of examination wing among different sections and 19.6 percent prefer the computerization of all sections.

3.   Related to the utilization of information technology, 81.9 percent of non-teaching employees are not in favour of computerized management system. It indicates that the non-teaching employees do not know about computerized management system and it is not introduced.

4. Among non-teaching employees, 41 percent are not aware of the interlinking of sections through intranet and 32.4 percent of employees want to interlink   all sections   with intra net. Nearly 27 percent of non-teaching employees   oppose the interlinking of sections through intranet.

21)   Study conducted to identify the shortcomings faced by the clientele in the administrative set up of Universities indicates the following.

1. Nearly 55 percent of students   get required information from the University centres and enquiry counters. At the same time 45 percent of them do not get the required information.   University-wise analysis revealed that   21.9 percent of the students of Kerala University, 67.8 percent of the students of the Calicut University, 41 percent of the students of the Mahatma Gandhi University and 50.6 percent of the Kannur University Students do not get required information from the University centres and enquiry counters. Out of the students who have not received information, 12.2 percent of the students responded that the information was not received due to ignorance of employees. 65.8 percent of the students revealed that the information was not received due to non cooperation of employees. X^2 is applied and it is found that opinion is not the same among   the students in this respect.

2. According to 53.9 percent of the students they are not aware of publication of the academic calendar. 29.1 percentage of students

mentioned that they knew about the publication of the academic calendar. At the same time majority of the non teaching employees (83.6 percent) are sure of the publication of the academic calendar.

3. Out of the total respondents who knew about the publication of academic calendar, majority of (78 percent) students revealed that they have not got the academic calendar.

4. The responses of 49.8 percent of non-teaching employees indicate that the examination and courses are not conducted as per academic calendar. 63.3 percent of the non-teaching employees point out that all (University Officers, Government, employees, and students) are responsible for the non-conduct of courses and examination as per academic calendar.

5. Different opinions exist among students related to the declaration of results because it depends upon the number of students registered for the courses and the nature of the courses. The responses of 70 percent of students of University of Calicut reveals that 3 to 6 months are taken for declaration of their results and 30 percent reveals that 6 to 12 months are taken for declaration of their results. Majority of the (76.5 percent) students of Kannur University reveal that 1 to 3 months are taken for declaration of their results. In total 44.4 percent of students'

opinion indicate that 3 to 6 months are taken for declaration of results.

6. Out of three forty five students 53 percent are of the view that they are not faced with any difficulty due to non-declaration of results at the earliest. University-wise analysis indicates that 66.7 percent of students of University of Calicut and 58.3 percent of students of University of Kerala have faced difficulties due to non-declaration of results.

7. The students who applied for revaluation of answer scripts are only 14.2 percent. Out of 49 students who have applied for revaluation, 61.2 percent reveal that more than 12 months are taken for getting their papers revalued. According to 4.1 percent of students the result of revaluation is got after filing a case in High court. The results indicate that students are not ready to apply for revaluation due to the delay occurring in revaluation.

8. Out of three forty five students 42.9 percent of students said that they were getting degree certificates after 12 months from the date of submitting application. Further 20 percent of the students of CU and 17.9 percent of the students of MGU are getting certificates within 1 to 3 months after remitting special fee to the University. X^2 is applied and it is found that "there is variation in opinion among the students of four Universities". It indicates that

the opinion about the time taken to get degree certificates is different among students.

7.3. CONCLUSION

The study has provided an insight into the present administrative pattern followed by the Universities in Kerala and the areas where changes are required. Syndicate and senate are the powerful University bodies, that have great influence in administration style of Universities. The study indicates that elected bodies are beneficial to good administrative pattern of Universities. Further the study reveals that undue political involvement is high in nominated Syndicate, political party members are not to be included in administrative bodies of the Universities, autonomy is to be retained, financial autonomy is to be given, Government is not to interfere in the autonomy of Universities, and authority is to be delegated to lower levels. Chi square test has been applied to test the hypotheses. It is found that   elected Syndicate is beneficial to good administrative pattern, undue political interference in two categories of Syndicate is not beneficial to good administrative pattern and respondents' opinion in this respect is proved   correct, there is significant relationship between retaining autonomy and good administrative pattern, there is significant difference in the effect of governmental interference and non- governmental interference for excellent administrative pattern, and there is significant relationship between need for delegation of authority and good administrative

pattern. As a whole it is concluded that the present administrative pattern is interfered by political parties and government through University bodies. Centralization of authority among top officials of the University is hampering the administrative style and it causes delay in taking decision related to routine administrative matters. Financial autonomy is to be provided. Changes are to be needed in these areas to achieve higher excellence.

To achieve academic excellence the curriculum and course should be reviewed from time to time to meet the needs of growing economy. At present the revision is done every three years. On the basis of experience, majority of the University teaching community expressed that curriculum and course should be restructured every two to three years. The Universities in Kerala are giving importance to research.

As per the present trend, MG University's contribution is to be the highest in the coming years compared to other Universities of Kerala.

The performance of employees is taken as one of the indicators of the existence of a good administrative pattern. From the study it is concluded that the performance of the fifty-three percent of non-teaching employees is average and above average. It indicates the existence of a satisfactory administrative pattern in Universities of Kerala. Non-teaching employees are facing a number of problems in Universities. Majority of the existing employees are untrained. They do not get training at the time of induction or while in service. Majority of

the non-teaching employees' opinion indicated that training is essential to enhance their performance. Not all of the non-teaching employees are satisfied with the present work environment and superior-subordinate relationship. At the same time they are satisfied with the present salary and timely promotion. By analyzing significant relationship between performance of the non-teaching employees and their age, sex, qualification, years of service, training, job satisfaction, promotion, superior subordinate relationship, and work environment in Universities of Kerala, it is found that these factors do not affect the performance of employees. University-wise analysis indicates that the performance of non-teaching employees of University of Calicut is related to two factors namely superior subordinate relationship, and work environment. The performance of non-teaching employees in Mahatma Gandhi University is affected by superior-subordinate relationship. Students and teachers opinion about attitude, cooperation, helpfulness, informative level and ability of non-teaching employees indicates that the non-teaching employees have the ability to perform well, but their attitude towards teachers and students are not favourable and they are also not cooperative.

Computerization is inevitable in Universities. Nearly thirteen percent of non-teaching employees are not aware of whether computerization is required. Large portion of the non-teaching employees who are against computerization of all sections points out that they prefer the

computerization of Examination Wing. It indicates that all the employees are not aware of the needs of computerization of all sections even now. Nearly eighty-two percent of employees are not in favour of computerized management system because they do not know about it. Most of them do not like connecting different wings through intranet. From the above facts, it is clear that the computerization of different wings is still in its initial stages. Computerized management system is not yet started in Universities, even though it is essential for good administrative pattern in the present era.

A good administrative system will be able to meet the key requirements of students. But it is found that students are facing a number of problems like not getting required information from the enquiry counter of the Universities and University centres, not getting the results in time, not getting the papers revalued and not getting original certificates in time. According to majority of the students who have not received information, information was not received due to non-cooperation of non-teaching employees. Likewise the students are not aware of the publication of the academic calendar. At the same time all Universities are publishing academic calendar every year. Majority of them are not getting academic calendar. Therefore majority of the students do not know whether courses and examinations are conducted as per academic calendar. It is also found that more than twelve months are taken to get the examination papers revalued.

Another problem faced by them is not getting the original degree certificates even after one year. From the above facts the following suggestions are put forward.

7.4. SUGGESTIONS

7.4.1. TOP LEVEL MANAGEMENT

❖ The top level authorities like Vice Chancellor, Pro Vice Chancellor, Registrar, Finance and Accounts Officer, Controller of Examinations, Director, Board of College and University Development etc are appointed from among academic experts. In certain Universities, University non-teaching employees are also appointed in certain key posts like Finance and Accounts Officer. They are not management or administrative experts. Proper and timely training should be imparted to top level authorities to make them excellent administrators. Continuous and comprehensive re-education and reorientation of the University administrators should be encouraged for innovative practices.

7.4.2. UNIVERSITY BODIES

❖ University Acts and Statutes should be amended to give importance to elected Syndicate.

❖ Members should not be nominated in University bodies; instead provision should be made for election of members. Members should be elected from professional and academic experts

❖ Political party members should not be included in University bodies.

❖ Political interference is a fact today. It should be discouraged as far as possible and undue political interference should not be allowed.

❖ Management and administration of the University should consider the constructive suggestions of the community and incorporate it in the plans of the Universities.

7.4.3. AUTONOMY

❖ Government should not interfere in the autonomy of Universities and steps should be taken to retain full autonomy.

❖ University autonomy should be restored to the fullest extend by making necessary changes in the University Acts and Statutes in order that the Universities as institutions of highest learning, can act without unnecessary obstructions by the Government from time to time.

❖ Financial autonomy is to be provided to Universities to raise sufficient fund to meet the expenditure and developmental activities. For this purpose Statutes are to be amended.

❖ The present pattern of excessive centralization at the level of Vice Chancellor on the one hand and authorities of the Universities on the other hand is to be changed, Suitable amendments in the Acts and Statutes should be made to decentralize authority to lower levels. It will help to improve the working efficiency of employees.

❖ There should be flexibility in sanctioning the utilization of funds by Universities with an overall objective of the development of the University.

❖ The University has to encourage resource mobilization through knowledge and research conducted by faculty and students.

❖ The departments of a University are the main and basic operational units. So the departments should be enabled to work with freedom and wider academic, administrative and financial powers. Financial autonomy should be given to the departments to enable the Heads of the Departments to incur expenditure on sanctioned projects, routine matters etc. The sanctioned budgets should be transferred to the Departments.

7.4.4. ACADEMIC EXCELLENCE

❖ At present   curriculum and course is revised every three years. It should be changed every two years.

❖ Due importance should be given to research and steps should be taken to enhance the number of qualitative research works.

❖ To enhance academic excellence separate schools for each subject are to be started and these schools should be able to determine the nature of the course, syllabus etc for achieving higher academic excellence.

❖ Training is to be provided to teachers of the Universities to acquire up to date knowledge about all relevant rules, procedures and

computers. Selection for training should be done on the basis of seniority.

7.4.5. PERFORMANCE OF NON TEACHING EMPLOYEES

❖ A human resource department is to be created to deal with recruitment, selection, transfer and promotion of human resources in the University. It will provide the required staff to different wings of the University in time without interruption. Qualified professionals are to be appointed as heads in this department.

❖ The administrative style can be improved by enhancing the performance of the employees. Steps should be taken to improve the performance of the employees by adopting the following measures.

➢ Provide training to the employees at the time of induction and while in service relating to rules, procedures, computers etc.

➢ A favourable work environment is to be created within the University.

➢ A congenial room should be provided to each section with sufficient facilities.

➢ Steps should be taken to enhance superior-subordinate relationship.

➢ The culture of hospitality should be developed among employees.

➢ Behavioural training should be provided to non-teaching employees to improve their attitude towards students and University teachers.

➢ Participative management at departmental level is to be introduced. It will enhance the confidence of the employees.

❖ A redressal forum should be constituted to solve the problems of all employees of the Universities.

7.4.6. COMPUTERIZATION

❖ The top-level authorities should take measures to speed up computerization in Universities, which will be helpful to speed up the work.

❖ Information technology should be utilized at different levels of management, as it will help in taking quick decisions.

❖ Computerized management information system is to be developed in Universities to provide information at all levels of authorities for taking quick decisions.

❖ An awareness programme should be conducted to educate the employees about the need for computerization and computerized management information system.

❖ Enquiry sections and information centres are to be computerized and all the relevant rules, regulations etc are to be stored in the system to impart it to the students.

❖ All sections of the University are to be interlinked with intranet.

7.4.7. CLIENTELE

❖ Indian University system should revamp its administrative pattern and style for benefiting clientele.

❖ Published academic calendar should be given to the students at the time of admission and courses and examination should be conducted as per the schedule mentioned in the academic calendar.

❖ The authorities should make proper arrangements to speed up revaluation of answer papers. All the relevant details of answer papers of each course are to be stored in the computer system and it will help the employees to search the answer papers which are to be revalued.

❖ Degree certificates are to be given to the students with in two months of the declaration of the results. A separate full fledged computerized branch is to be started in the Examination Wing to issue the certificates.

❖ Steps should be taken by the University authorities to empower the local people with knowledge. It will help in getting support from the local people against the competition raised by private Universities and outside Universities including foreign Universities.

7.4.8. SELF FINANCING COURSES

❖ Self financing courses conducted by Universities should be under the control of a separate wing. A monitoring committee is to be constituted to monitor the conduct of the self financing courses. To

enhance the academic excellence of these courses, well qualified teachers are to be appointed. They should have a minimum qualification of Post graduation with M Phil.

To conclude, it would not be wrong to hope that if the above suggested measures are implemented in totality or even partially, it would go a long way in fostering and stimulating the administrative pattern of Universities which will help to achieve excellence and face competition from within and outside the state and the country.

7.5. SCOPE FOR FURTHER RESEARCH

The study done would be of a great help to a researcher who is doing research in the field of University administration. Any researcher who is interested in work can further extend the study rationally by considering the other sides of administration like finance, human resource management, academic excellence etc in detail.

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APPENDIX

NON-TEACHING EMPLOYEES

QUESTIONNAIRE

Section A: Personal Data   **(Highly Confidential)**

Kindly put a **tick mark** *in the appropriate column in respect of the following.*

1. Name:

2. Your Age   3. Your Gender

Below 25	
25 to 35	
35 to 45	
45 to 55	

Male		Female	

4. Your highest completed level   5.

Your Marital Status

of education

Secondary	
Higher Secondary	
Graduate	
Post Graduate	

Married	
Unmarried	
Widowed	
Divorced	
Others	

7. Present Position

6. Name of the University

Kerala	
Mahatma Gandhi	
Cochin	
Calicut	
Kannur	

Registrar	
Joint Registrar	
Deputy Registrar	
Assistant Registrar	
Section Officer	
Office supdt	
Assistants	
Clerical Assistants	
Others	

8. Number of Years of Continuous Service in University

9. Now works in

Up to 5 years	
5 to 10 years	
10 to 15 years	
15 to 20 years	
20 years & more	

Administrative Wing	
Examination Wing	
Distance Education	
Other wings	

10. Section   11. Are you a member of a trade union?

I	
II	
III	
IV	
Member	
Secretary	
Joint secretary	
President	
Other official	

12. Your position in the union

Yes	
No	

Section-B: Administrative Pattern

*Put a **Tick Mark** on the appropriate response*

1.Is the university body like syndicate has direct influence in determining the administrative Pattern of the universities?

Yes	
No	
Undecided	

2.(i) Which type of university body (Syndicate & Senate) is required?

Elected	
Nominated	

(ii) Is it beneficial to good administrative Style?

Yes	
No	

3.Are the political party members included in university bodies as members?

Yes	
No	
Undecided	

4.(i) Which one –elected or nominated syndicate has undue political interference in university bodies is beneficial to political interference?

Elected	
Nominated	
Undecided	

(ii) Is this undue political interference beneficial to administrative pattern?

Yes	
No	

5.(i) Is the autonomy to be retained?

Yes	
Not	

(ii) Is it beneficial to good administrative pattern?

Yes	
No	

6.(i) Is the financial autonomy to be (freedom to raise resources) provided to universities?

ii) Is it beneficial for attaining excellence in administrative pattern?

Yes	
No	

Yes	
No	

7.(i)Is the financial autonomy to be provided to academic departments?

Yes	
No	

(ii) Is it beneficial for attaining excellence in administrative pattern?

Yes	
No	

8.(i) Is the governmental interference required in university administration?

Required	
Not	

(ii) Is it beneficial to good administrative pattern?

Yes	
No	

9.(i) Is the authority to be delegated to lower level management - Section officers for speedy implementation of matters?

Required	
Not	

(ii) Is it beneficial to good administrative style?

Yes	
No	

10.Is a sum to be allocated to academic departments to meet daily expenses or present practice of reimbursement is to be continued?

Allocated	
Reimbursed	

11. Is the University publishes an academic calendar?

	Yes
	No
	Not Known

12. Is the courses and examination conducted as per the academic calendar?

	Yes
	No
	Not Known

13.If no, who is responsible?

	Government
	Employees
	University Officers
	Students organization
	All

Section C: Problems

*Please put a **tick mark** the appropriate response*

1.Have you got any training   2. Do you think that training

 while joining in Service?   is essential?

Yes	
No	

Essential	
Not	

3. Have you got in-service training?

Got	
Not	

4. Work environment?

Excellent	Very Good	Good
Satisfactory	Poor	

5.Are you satisfied with the present   6. Are you satisfied with the present

 job?   salary?

Yes	
No	

Yes	
No	

7. Are you getting promotion in time as per the rules?

Yes	
No	

8. Superior-subordinate relationship

Excellent	Very Good	Good
Satisfactory	Poor	

Section D: Computerization

*Please put an **tick mark** the appropriate response*

1. Is the computerization needed in different sections of the university?

Yes	
No	
Undecided	

2. If no what are the sections to be computerized?

Examination	
Administration	
Distance education	
Library	
Enquiry section	
All	

	Excellent	Very Good	Good	Fair	Poor
Work Results					
Quality of work					
Initiation					
Cooperation					
Obedience					
Sincerity					
Job knowledge					
Dependability					
Ability					

Yes	
No	

Yes	
No	
Not Known	

3. Do you think that computerized

   Management system will help

   the officers   to take decisions?

4. Is all sections to be linked

   with   network?

Yes	
No	

Section F: Performance Evaluation of Subordinates

(To be filled by Sections Officers & Assistant Registrars)

1. Name of the Assistant :

2. Is there any specific standard for measuring performance of employees?

Please put a *tick mark* the appropriate column

I sincerely appreciate you for your cooperation for providing sufficient information in this respect. Please check to make sure that you have not skipped any question carelessly.

K.Venugopalan

UNIVERSITY TEACHERS

QUESTIONNAIRE

Section A: Personal Data   **(Highly Confidential)**

Kindly put a *tick mark* on the appropriate response

1. Name   2. Your Gender

3. Your Age

Male		Female	

	Below 25
	26 to 35
	36 to 45
	46 to 55
	56 & above

4. Your Marital Status   5. Job status

	Married
	Unmarried
	Widowed
	Divorced
	Others

	Lecturer
	Senior Lecturer
	Reader/Sel Grade Lecturer
	Professor

6. Name of the University

	Kerala
	Mahatma Gandhi
	Cochin
	Calicut
	Kannur

7. Your highest completed level of

Education

	Post Graduate
	M Phil
	PhD
	Post Doctoral

8. Number of Years of Continuous

Service

	Up to 5 years
	5 to 10 years
	10 to 15 years
	15 to 20 years
	20 years & more

9. Academic qualifications acquired

after joining in the service

	M Phil
	PhD
	Post Doctoral
	Nil

10. Number of workshops, refresher courses etc attended in whole of your service?

	Less than 2
	2 to 4
	4 to 6
	6 to 8
	8 to 10
	10 & above

Section B: Administrative Pattern

*Put a **Tick Mark** on the appropriate response*

1. Is the university body like syndicate has direct influence in determining the administrative style of the universities?

Yes	
No	
Undecided	

2.(i) Which type of university body (Syndicate & Senate) is required?

Elected	
Nominated	

(ii) Is it beneficial to good Administrative Pattern?

Yes	
No	

3. Are the political party members included in university bodies as members?

Yes	
No	
Undecided	

4.(i) Which one –elected or nominated syndicate has undue political interference?

Elected	
Nominated	
Undecided	

(ii) Is this undue political interference in university bodies beneficial to administrative pattern?

Yes	
No	

5. (i) Is the autonomy to be retained?

Yes	
Not	

(ii) Is it beneficial to good administrative pattern?

Yes	
No	

6.(i) Is the financial autonomy (freedom to raise resources) to be provided to universities?

Yes	
No	

ii) Is it beneficial for attaining excellence in administrative pattern?

Yes	
No	

7.Is the financial autonomy to be provided to academic departments ?

Yes	
No	

ii) Is it beneficial for attaining excellence in administrative pattern?

Yes	
No	

8.(i) Is the governmental interference required in university administration?

Required	
Not	

(ii) Is it beneficial to good administrative pattern?

Yes	
No	

9.(i) Is the authority to be delegated

to lower level management -

Section officer for speedy

implementation of matters?

Required	
Not	

(ii) Is it beneficial to good administrative Pattern?

Yes	
No	

10. Is a sum   to be allocated to academic departments to meet daily expenses or present practice of reimbursement is to be continued?

Allocated	
Reimbursed	

Section C: Academic Excellence

*Please put a **tick mark** the appropriate response*

1. To achieve academic excellence the curriculum and course should be restructured   within

2 years		3 years		4 years	
5 years		Above 5 years			

Section E Performance Evaluation of Non-teaching employees

*Please put an **tick mark** the appropriate column*

	Excellent	Very Good	Good	Fair	Poor
Attitude					
Cooperation					
Helpful					
Informative					
Able					

I sincerely appreciate you for your cooperation for providing sufficient information in this respect. Please check to make sure that you have not skipped any question carelessly.

K.Venugopalan

STUDENTS

QUESTIONNAIRE

Section A: Personal Data   **(Highly Confidential)**

Kindly put a **tick mark** on the appropriate response

1. Name:

2. Gender   3. Residence

                                      (District Only)

	Male		Female	

4. Institution of study   5. Age

	Govt College
	Private aided college
	Self financing college
	University
	Other

	Below 17
	17 to 20
	20 to 23
	23 to 26
	26 and Above

6. University in which the   7. Course of study

   registration is done

	Kerala

	Arts
	Science
	Commerce
	Professional
	Other

	Mahatma Gandhi
	Cochin
	Calicut
	Kannur
	Outside Kerala

8. Category

	Degree
	Post graduate
	M Phil
	PhD
	Professional *	
	Others

9.Year of completion of the course

	Below 2000
	2000 to 2003
	2003 to 2006
	2006 to 2009
	2009 & Above

Indicate course

Section B: Administrative Pattern

Kindly put a ***tick mark*** on the appropriate response

1. Is the university body like syndicate has direct influence in determining the administrative style of the universities?

Yes	
No	
Undecided	

2.(i) Which type of university body (Syndicate & Senate) is required?

| Elected | |
| Nominated | |

(ii) Is it beneficial to good administrative   Style?

| Yes | |
| No | |

3.Are the political party members to be included in university bodies as members?

Yes	
No	
Undecided	

4.(i) Which one –elected or nominated syndicate has undue political interference?

Elected	
Nominated	
Undecided	

(ii) Is this undue political interference in   university bodies is beneficial to administrative pattern?

| Yes | |
| No | |

5.(i) Is the autonomy   (ii) Is it beneficial to good

to be retained?

Yes	
Not	

administrative pattern?

Yes	
No	

6.(i) Is the financial autonomy to be
(freedom to raise resources)
provided to universities?

Yes	
No	

ii) Is it beneficial to good
administrative pattern?

Yes	
No	

(ii) Is it beneficial to good
required in university
administration?

Required	
Not	

7. (i) Is the governmental interference

administrative pattern?

Yes	
No	

Section C: Academic

1. Is the university offers different courses suitable for the present global scenario?

	Yes
	No
	Not Known

2. Are you getting necessary
information from the university enquiry
section or Information centre?

	Yes
	No

3. If Not, Why?

	Not known to the employees of the centre
	Employees non cooperation
	Absence of employees
	Other reasons

4. Is the University publishes
any academic calendar?

	Yes
	No
	Not Known

5. If yes, have you got a copy?

	Yes
	No

6. When you got it?

	Joining in the course
	After Ist term
	After 2nd term

7. Is the courses and examination
conducted as per the academic
calendar?

	Yes
	No
	Not known

8.If no, who is responsible?

	Fault of Employees
	Fault of government
	University officers
	Fault of students union
	Fault of all

9. Time taken by the University for Declaring results

	1 to 3 months
	3 to 6 months
	6 to 12 months
	12 months and more

10. Is there any problem faced by you due to delay in declaration of results?

	Yes
	No

11.If yes, what is the problem faced by you?

	Not able to apply for higher studies
	Not able to apply for jobs
	Not able to go for foreign countries

12. Have you applied for revaluation of any paper?

	Yes
	No

13. If yes, what period is taken to get its result after applying for revaluation?

	1 to 3 months
	3 to 6 months
	6 to 12 months
	12 months and more

14. What period is taken to get the degree certificates from the university after giving application?

	1 to 3 months
	3 to 6 months
	6 to 12 months
	12 months and more

Section D: Performance Evaluation of non-teaching employees

*Please put a **tick mark** the appropriate column*

	Excellent	Very Good	Good	Fair	Poor
Attitude					
Cooperation					
Helpful					
Informative					
Able					

I sincerely appreciate you for your cooperation for providing sufficient information in this respect. Please check to make sure that you have not skipped any question carelessly.

K.Venugopalan