From an ancient Bharat to modern India, the place occupied by higher education in India. In ancient times, Nalanda, Taxila, and Vikramshila University were transformed seats for higher learning education to attract students not only from our country but also from far-off countries like Korea, China, Burma, Ceylon, Tibet, and Nepal. All over the world, India is one of the largest higher education systems.

A constitution of India provides for the continuation of that situation although it has by article 246 given by the central government of India. It has started in 1945 when the government of India appointed a commission i.e. the University Grant Commission. Four members are included in the commission for advice to the government on supply of grants. The grants given to a central university for development. After independence in 1948, the government of India appointed the University Education Commission. The chairman of the commission was Dr. S. Radhakrishnan. The function of the commission was to report on the Indian University education. Commission suggests improvement and extension that was beneficial to suit present and future requirements of a country.

Finally, the university education commission recommended the setting up of a committee or commission for allocating both recurrent and capital grants to university. The efforts made by the central government and state government took note by the state and central government to assess the financial needs of the universities. The University Grant committees of the government of India are reconstituting on the general model of a university Grant committees of the United Kingdom. A committee includes a Chairman who was full time and other members who were appointed between the outstanding educationalists known for their wisdom and integrity. In this body, the ministers of finance and education were also represented.
4.1 FUNCTION OF UNIVERSITY GRANT COMMISSION:

The function and power of the commission made under section 12 in the UGC act. Function and power is a responsibility of the commission to take in discussion with universities and their concerned bodies.

The commission can be:

1. To Inquire Universities financial requirements.
2. To distribute and pay grant for the Universities.
3. To establish services and facilities in Universities.
4. To advise for Central Government, state Governments for getting the promotion to University education.
5. To advise on the allocation of grants and establishment of new university.

Part 26 of the UGC act provide that commission can frame regulations, amongst others on qualification of teaching staff of universities defining the least standards of instructions to the grant of any degree.

4.2 AMENDMENTS:

In 1972 the UGC act 1956 was amended with view to regulating the unplanned proliferation of university by involving section 12 B which states that,

In September 1984, the UGC act was further amended with two important features, which come in force after 1\textsuperscript{st} September 1984, which are follows:

1) Establish in accordance with the regulation made under this act, institutions for providing common facilities, services and programmers for a group of universities or for the universities in general and maintain such institution or provide for their maintenance by allocating and disbursing out of the funds of the funds of the commission such grant as the commission may be deem necessary”.

2) It may after consultation with the university or universities concerned specify by regulations matters in respect of which fees may be charged
and the scale of fees in accordance with which fees shall be charged in respect of these matters on and from such date as may be specified in the regulations on this behalf by any college providing for such course of study from or in relation to any student in connection with his admission to and prosecution of such course of study”.

4.3 LIMITATIONS:

In India the organization of higher education is very complex in nature different types of institution offers the higher education such as constituent and affiliated colleges of universities. By the act of parliament the central university was established. And by the act of state legislation the state university was established. Some universities are unitary some are teaching and affiliating. In Rajasthan there is a purely affiliating type of university has been established. The eligible institutions for receiving the institutional development assistance from the UGC are as follows.

1) All Colleges(except Agricultural medicine engineering and veterinary science)
2) All state universities(except Agricultural Universities)
3) All central universities
4) All deemed universities

The consolidated fund of India through UGC received by the central university for development and maintain of University. Some deemed university and colleges of Delhi and constituted College of Banaras Hindu University, state government established state university which is funded for maintain by state government. The maintenance grants are meant for salaries of all staff, buildings maintenance, library, laboratory etc. only development grant, state university depends on the UGC, which is also not obligatory.

UGC disposal funds by the government of India to provide grant to university and college. It is responsibility of UGC for examine these funds is utilized for improvement of standers and development of higher education.
The UGC adopted the following approaches for allocating grants:

A. University development grant
B. College development grant
C. Grants for variety of schemes
D. Researcher development programme grants
E. Quality improvement programme grants

The funds to the UGC are provided by the central government and in turn UGC provides grants to University. The UGC is enjoying appreciable autonomy in the reallocation of funds to the universities given by the government.

The relation of UGC and state government of and state universities is highly complex. All the Indian universities except central universities and deemed to be universities have into existence through acts of various legislatures. The Sapru committee had recommended as far back as in 1964 that UGC act should be amended to make it compulsory on part of state government to ask the commission before setting up a new University. States in certain cases are creating university with or without consulting the UGC.

Any university can recommended by the UGC on the evaluate necessary for the improvement of university education. Advice to the university on the action to be taken for implementing such recommendations as per clause D section 12 of the UGC act. The organizational relationship of college and university depends upon the forms and condition of affiliation of college by university for this a college under clause (b) of the sub section (1) of the (12A).

In India, the UGC is the apex body for higher education. The state powers of the funds at its disposal it has come to be regarded as an integral part of the academic community out the university system in general.
4.4. MEMBERSHIP OF THE UGC:

The commission consists of one full time chairman, vice chairman and 10 other members who attended its meetings. The ex.officio members are two officers representing the government of India i.e. secretary of ministers of human resource development and secretary of minister of finance. More than 4 members who are appointed university teacher at the time of appointment. Other member

1. Experience knowledge of agriculture, commerce, forestry or industry.
2. The members of medical Engineering, law, or any other learned professionals
3. Who was vice chancellor of university or who are not teacher of university are in the opinion of central government, educationalists of standing or who have high educational destination.

The chairman standing for service about 5 yrs and vice chairman, members for 3 years. All the members are appointed by minister of human resources development. The meeting of commission is in one month to discuss various matters like allocation of funds to the universities, college development scheme, research scheme, financial matter, administrative matters and takes a policy decision.

The concern divisions under the authority of the secretary and chairman is implemented the policy decisions. The matters of academic refer to expert committees and the decision are taken on the recommendation of the expert committees.

4.5. REGIONAL CENTERS OF THE UGC:

1. Western Region:
   Maharashtra, Gujarat, Goa, Ganeshkhind, Pune University campus Pune Maharashtra.

2. Northern Region:
   U.P, Punjab, J.K, Haryana, Himachal Pradesh, Chandigarh, Nehru Vikas Minar, Nehru Privahan complex, G.T Road Ghaziabad (U.P)
3. **Southern Region:**
   Karnataka, Andhra, Tamil Nadu, Kerala, Pondicherry, A.P.S.F.C. IV th Floor, 5-9 -194 Chirag Ali Lane, Hyderabad (A.P)

4. **Central Region:**
   Rajasthan, M.P, Hindi Granth Academy Building, R.N Tagore Marg, Bhopal, Assam, Manipur, Nagaland, Tripura, Mizoram, Meghalaya, Arunachal Pradesh.

5. **North-Eastern Region:**
   North Eastern Regional office 3rd Floor house Fed, Rental Block-5, Beltola-Basishta Road Dispur, Guhati Assam.

6. **Kolkata Office:**
   West Bengal, Orissa, Bihar, and Sikkim.

**4.6. FINANCIAL SUPPORT OF UGC FOR EDUCATIONAL PROGRAMMES:**

Central government provides funds to the UGC for both non-plans, plan grants through the minister of human resources development to bring out the responsibility assigned by law to it. A variety of programme under financial assistance is available by UGC for promoting career advancement and research. In promoting many development activities through financial allocating UGC plays important role in too many leading areas to educational development.

The quote of UGC annual report “notwithstanding the constrain of resources from time to time, the commission has sought for achieve this objective by providing funds to the institution of higher education. The funds provided under various programmes for improving their laboratories, libraries and their syllabi, initially new courses, introducing examination reforms, hiring faulty, promoting research and for upgrading the knowledge and skills of their faculty and administrative staff”. Important activities being financed by UGC are as follows:
- Hundred percent funding of the academic staff colleges and department of the universities to provide training courses to teachers of the system of higher education in order to improve their skill and technology.

- Research support under the special assistance programme, on a selective basis to such of the University departments of science, engineering, technology, humanities and social science which have shown promise of undertaking quality research as also to the reputed centers of learning and instruction.

Briefly, description of UGC financial support to various programmes helps us to understand the immense and invaluable contribution of UGC to educational advancement as universities with their limited resources would not have been able to carry out these innovative and vital programmes. UGC deserves all appreciation on this account.

**4.7. UGC EFFORTS ON FACULTY DEVELOPMENT:**

In the law of the faculty development must included extension of knowledge in a teacher, both umbral and penumbral. In Indian universities cross fertilization of discipline is on the increase but real interdisciplinary course have yet to get established our universities needs regularly to organize lecture series and discussion groups to analyze current national educational issues and developments in the teaching methods achieved abroad. Now a days the UGC universities and educationalist are treading in numerous ideas which fail to reach the ordinary teacher the most concerned actor.

Reading, thinking, writing and discussion in groups on areas of teaching and learning methods will benefit our teachers all over the country in their development. Faculty development should no more be limited to a individual isolated efforts in earning an additional degree, practically an end in itself.

The university grant commission needs to help organise some workshops at earliest. There are sound programmes on ‘Effective teaching’
and ‘Effective listening’ marketed abroad and they are also in expensive. The UGC could acquire and use these teachers under the faculty development programme. In fifth five-year plan, UGC provided greater financial support for activities to promote the development of teacher by keeping abreast of advances in their subjects. The scheme also conceived of placing a young teacher in the contact with an expert in the field foe exchange of ideas. To achieve the objective the following programme were floated.

a. University leadership projects.
b. All- India advanced level institutes for six weeks on a topic.
c. Refresher courses of six weeks during vacation and through correspondence with two weeks contact.
d. Fellowships to college teachers with extra payment per month.
e. Short period conferences.
f. Provision of associate’s ship for a period of 8-12 weeks.

UGC worked out some guidelines for these programmes and operated these schemes. There are two observations about this programme. It was two very desirable that elements of COSIP and COHSIP should also be properly integrated with all these project of faculty development.

4.8. OBJECTIVE OF COHSIP:

1. New teaching methods:

   To strengthen and enrich the teaching, learning, and examination process in the department of social sciences and humanities at the undergraduate level in the colleges. To provide opportunities for change and innovations within the framework of the existing curriculum. This programme together with COSIP should eventually help the college towards autonomous status within the university system in the country.

2. Optimum use of common facilities:

   Physical and material facilities already available in the colleges should be used by all the departments of the colleges particularly the audio-visual
equipment and duplicating facilities. The college should try to train four or five teacher in the operation of audio-visual aids.

3. **Maximum utilization of existing resources:**
   
   No worthwhile quality programme can be implemented in the colleges unless a deliberate and concrete effort is made to make the maximum library facilities which are central to the improvement of teaching and learning in the humanities and social sciences. The library hours should be extended to at least 12 hours a day. An attempt should be made to see that both teachers and students use books and journals available in the library for best advantages.

4. **Particle orientation to the course:**
   
   It should be possible to given practical orientation to some courses. The teachers should prepare materials for practical orientation courses, teach them accordingly and helps students to better comprehend their courses, ultimately providing the ground work for reforming the university syllabus.

5. **Tutorials and seminars:**
   
   Seminars and tutorials to be meaningful and productive will have to be organised on an institutional basis. Every student should know in advance the number of tutorials he has to attend in a course. The student should also know how he has been assessed. Colleges could institute a certificate of their own which would include an account of cumulative records of the students. Special provision of remedial teaching may have to be undertaken to enable the student not only to improve their capacity for comprehension and expression in the language concerned, but also in understanding courses in other subjects.

6. **Identification of priorities:**
   
   Each college will have to identify its own priorities in the light of the guidelines mentioned above. The programme should have flexibility within
the general framework recommended by the principals. For instance while it may be necessary for some colleges may find it more of profitable to invite guest teachers for extended periods.

7. **Internal assessment:**

The important which a university attaches to internal assessment will ultimately determine the success of the internal assessment and tutorial system. But even so the principals agreed that the internal assessment in connection with the certificates to be issued by the colleges should stimulate the students and teachers to do better work.

8. **Improvement of reading habits:**

Special efforts will have to be made up improve the reading habits of students. For this purpose it may necessary to provide to the students: notes of bibliographies; duplicated periodical literature; and regional language transitions of materials that arrange seminars where their own students together with postgraduate and research scholars in and around the college could periodically review new books in the subjects. All the students should be oriented to the college library and instructed in the use of the library services. It is also important that the student know right from the beginning how to locate reading materials in the library, how to consult dictionaries and encyclopedia and how to collect reference for their tutorials.

9. **Improvement of study habits:**

Special efforts will have to be made to improve the study habits of the students. For this purpose it may be necessary to organise a workshop on how to read and get most out of studies for the benefits of the students. The various programmes introduced by the colleges in this regards include: programme of guided readings; paper reading sessions; term paper writing and reading faster courses.
10. Audio-visual and other teaching aids:

Most COHSSIP colleges have made extensive use of various audio-visual and other teaching aids: (a) Transparencies (b) Languages records (c) Educational films, slides, strips (d) Use of business games, management films and studies (e) Cassette tapes, tape records, record players (f) Epidiascope (g) typewriters, calculators, duplicating machines and Photostat machine.

11. Book review programme:

Book review programme helps to expose students to contemporary reality through current literature. Under this programme, new books are reviewed by students and teachers jointly.

12. Guided study tours/ socio economic surveys:

Social science department in COHSSIP colleges have organized guide study tours/ fields visits and undertook socio-economic survey and projects to relate learning to reality. Purpose of these activities is to build social responsiveness amongst students to develop in them the ability of critical thinking and provide experience in investigation field.

13. Programmes of creative writing:

Programmes may be organised to promote creative writing among students as illustrated below:

a. Collecting palm leaf manuscript for editing and study.

b. Students are shown in incident or one picture and then asked to write a story based on it.

c. Reading and editing old manuscript.

d. Students are asked to write stories on their own these are then corrected by teachers, keeping in mind the main features of story as literary form.

e. Introduction of wall magazines.
14. Evaluation of teachers:

Evaluation of the performance of teachers by students had also been tried out. For this purpose the students are given a questionnaire at the end of a sessional test to evaluate the performance of their teachers. The feedback received the teachers has led to improvement in teaching, which is the main objective of evaluation of teachers.

15. Other programmes:

Other programmes initiated by the college include remedial teaching for weaker students, orientation in the use of library and distribution of cyclostyle material relating to: Bibliographical notes; lecture synopsis/plans; slandered reading material translated into regional languages. For the developing various skills the preparatory courses may be organised by colleges such as (I) habit of listening to spoken English (II) taking down notes (III) need to do independent study at home (IV) Development of an independent scholarly attitude towards learning.

16. Changing in course curriculum:

The COHSSIP programme has also provided opportunity to the colleges to introduce changes in the course curriculum as details below:

A. Introduction of a paper on applied component.
B. Introduction of job-orientation courses.
C. Courses in language skills/reading, writing, listening and speaking.
D. Courses in mathematical and statistical methods for students of commerce and economics.

The schemes of COSIP and COHSSIP are basically projects on improving instruction. These are efforts for modernizing college and university teaching. For both COSIP and COHSSIP the focus was the college and its teachers.
4.9. DEVELOPMENT ASSISTANCE BY UGC:

With a view to improving the standard of collegiate education in the real sense in the country, it is necessary that there is an all around development of colleges and that is possible if the conditions of teaching and learning there in ate improved substantially. For the proper and integrated development of colleges, the commission provides developmental support to colleges, which are under UGC act 1956 of section 2(f) and 12(b). To acquire essential infrastructure facilities. This also has a component to enhance the career of teachers and remedial classes for S.C. and S.T. Student is high as well as women colleges are assisted on relaxed eligibility criteria.

On the beginning of each plan period, the commission prepares guidelines for colleges highlighting the items for which assistance can be provided and the ceiling of assistance for different categories of colleges. These guidelines are circulated among the universities and colleges are expected to submit proposal on the basis of these guidelines.

The colleges will formulate composite proposal for development during the plan period for getting better the standard of teaching and research at various levels. The college may include proposal for following things:

a) Books and journals required for setting up of book bank. Due to the increasing book and journals, there is improvement in reading habits of the students.

b) Curative coaching for weaker students belonging to SC/ST categories with the help of senior students and part-time staff.

c) For improving, the standards equipments are require.

d) Additional teaching and technical staff with a view to improving the standards of teaching.

e) Data collection, field work and related work if any relating to research work

f) Examination reforms.
4.10. SCHEME OF RESEARCH PROJECTS:

Economic support for minor and major research projects. Doctorate teachers will be provided all facilities for their research work on thorough study in specialize area by University grant commission. One teacher or group of them and some time as a departmental work may perform this research work also. Joint projects with other universities across various disciplines will also be considered. In case of joint project principal investigator is hole and sole responsible for all matters related to projects. Retired teachers can take part in research project not above 70 years. He will get consolidated payment of 6000 on monthly basis. The research personnel will get consolidated payment when she / he will retire during research project. But for that host institution should given receipt of certificate.

Financial support:

The financial support, which is provided by the commission to such things as equipments, periodicals and books, investigators and assistance, emergencies, staffing, chemicals and consumable, filed work and travel. Permission is prohibited for use of imported equipments. Apart from research equipments buying of computer and data analysis software by equipments, grant by commission. Rise in the research project can be done previous permission of the commission. Grant allocated for project can be utilized for the expenditure like conference/seminar, group meetings and actual working in the field. Under this scheme, overseas visits are not permitted. The maximum financial support in case of major research project will be Rs 7 lakhs.

Term of the project is about three years for all types of subjects. This can increase to five years with the previous permission of commission yearly subjected to development of the work, which will be decided by midterm monitoring committee of UGC.
4.11. FINANCIAL SUPPORT FOR MINOR RESEARCH PROJECT:

The commission offer economic backing to the teachers who are working on permanent basis at college and wish to do a minor research project or an investigation for doctorate degree under permitted guidance along with teaching work. Economical help of fifty thousand rupees will be given for minor project and it is applicable for equipment, periodicals and books, printing of questionnaire, cyclostyling, chemicals, computation work etc. which is not offered/accessible to teacher at her/his working institution. Time limit for such project is 2 years that can extend for 6 months by permission from commission.

4.12. THE UGC AND THE ACADEMIC LIBRARIES:

In history of college and university education in India. Most important event on 28th of December 1953 was organization of University Grant Commission (UGC). On the model of UGC of Britain, the UGC was establishing in India. The UGC gives the statutory form in 1956 by UGC ACT no three of parliament. Since it inceptions the UGC has given to priority to the development of facilities of academic libraries in the country. The growth and development of the academic institution can be determined by the fact that, at the independence, there were only 623 colleges and 18 universities, but upto 1980 there were 124 universities and institutions and 8347 colleges.

In 1958-59 UGC gives grants to universities amounting to Rs. 24, 60,655 for the construction and equipping of the university library building and a further sum of 10, 95,000 for the purchase of journals and books. In 1963-64 the UGC launched a new scheme for grants to be affiliated and the constituent colleges to setup “Text Book Libraries” providing multiple copies of standard textbooks for the use of poor students.
4.13. GUIDELINES FOR ORGNISATION OF SEMINARS AND CONFERENCE.

Objectives: The main intension of organising the conference and seminars is to bring together all the faculty members and expert person from all parts of the country. For the discussion, the time is allotted. All the papers presented or discussed in that seminars or conference. All the papers were published in the proceedings that includes the discussion took place and recommendations.

Financial supports from UGC:

Organising the seminar in college the limits of expenditure to Rs.50,000/- only all inclusive. The colleges may organize state level and national level conference not more than two in a year so as to enable others also to share the limited resource equality. The UGC gives the assistance to a state level conference should be limited to Rs. 65000/- and for a national level conference to Rs. 75000/-.

For organising the international conference can be organized once in a year by a college with the prior clearance of the ministers of External Affairs, government of India as referred earlier. The UGC gives the assistance within the overall limit of Rs. 1.50 Lakhs.

4.14. GUIDELINES FOR JUBILEE, CENTURY GRANTS TO COLLEGES

The colleges which are completing 50 yrs and 100 yrs Colleges will be assisted for undertaking any activity requiring capital expenditure, such as renovation of old buildings and construction of new building. The eligibility criteria for this scheme are those Colleges included under Section 2(f) and 12 B of UGC Act, 1956 which are completing their 50, 100 years during the XI Plan.

The UGC gives the assistance to Colleges completing their 100 yrs is eligible to received Rs.50 Lakhs, the colleges which completing their 50yrs is eligible to received Rs. 25 Lakhs.
4.15. DEVELOPMENT OF UNDERGRADUATE EDUCATION:

The colleges which fulfilling the condition UGC provides assistance for development of under graduate education.

1. Arts commerce colleges:

The colleges have minimum 8 fulltime teachers; the ceiling assistance is as follows:

- Up to 400: the assistance is 11 Lakhs.
- 401 to 1000: the assistance is 13 Lakhs.
- 1000 to 1500: the assistance is 14 Lakhs.
- 1501 to 2000: the assistance is 15 Lakhs.
- 2001 to 2500: the assistance is 16 Lakhs.
- 2501 to 3000: the assistance is 17 Lakhs.
- 3000 and above: the assistance is 18 Lakhs.

2. Science / multy faculty colleges:

The colleges have minimum 12 regular teachers; the ceiling assistance is as follows:

- Up to 400: the assistance is 14 Lakhs.
- 401 to 1000: the assistance is 16 Lakhs.
- 1000 to 1500: the assistance is 17 Lakhs.
- 1501 to 2000: the assistance is 18 Lakhs.
- 2001 to 2500: the assistance is 19 Lakhs.
- 2501 to 3000: the assistance is 20 Lakhs.
- 3000 and above: the assistance is 21 Lakhs.

3. Single faculty colleges like physical, fine arts, law, social work, etc:

The colleges have minimum 05 regular teachers; the ceiling assistance is as follows:

- Up to 200: the assistance is 10 Lakhs.
- 201 to 400: the assistance is 12 Lakhs.
- 401 to 600: the assistance is 14 Lakhs.
- 601 and above: the assistance is 16 Lakhs.
4. Colleges of education like B.Ed, B.P.Ed, etc.

The colleges have minimum 05 permanent teachers; the ceiling assistance is as follows:

- Up to 200 the assistance is 10 Lakhs.
- 201 to 400 the assistance is 12 Lakhs.
- 401 to 600 the assistance is 14 Lakhs.
- 601 and above the assistance is 16 Lakhs.

4.16. DEVELOPMENT OF POSTGRADUATE EDUCATION:

The colleges have a minimum 5 full time regular teachers. The humanities departments must have 4 faculty including 2 faculty members holding M.Phil or Ph.D. The Science departments must have 5 including 2 faculty members holding M.Phil or Ph.D. The assistance given to development of post graduation education is for department of humanities and social sciences having 5 Lakhs for each department, for science department having 8 Lakhs for each department with practical and field work.

4.17. THE ASSISTANCE GIVEN BY THE COMMISSION FOR MERGED SCHEMES:

The UGC has given financial assistance for 14 merged schemes. The schemes are as follows.

A. Rejuvenation of infrastructure in old colleges.

A few of the older establishments **have capable for keep up their substantial infrastructure, new buildings constructed**. However, some of the establishments necessitate elevating their building from falling down circumstances. Keeping the vision, the commission will provide the monetary support for the restoration, construction, extension of the building to the colleges establish prior to independence.
The assistance given by the commission under the schemes is upto Rs.15 Lakhs for renovation of buildings, including the classroom, staffroom, hostels, laboratory, etc.

B. **Catch Grant for Young Colleges:**

In this schemes the assistance given for built up fundamental internal structure in the appearance of the buildings, books and journals equipments. The maximum assistance for the scheme is Rs.12 Lakhs, and the amount allocated for building should not exceed Rs.9 Lakhs.

C. **Colleges located in Rural or Remote or Border or Hill or Tribal Areas:**

Aims of this scheme to reduce location disparities and increase access to higher education by providing residential accommodation for students for students and faculties on the rental basis allowances to deserving students of colleges located in Rural/Remote/Border/Hill/Tribal Areas.

Rs.10 Lakh assistance given for this scheme for Accommodation of teachers and students on the rental, Conveyance allowances to students, and Developing and implementing location specific curricula.

D. **Colleges with relatively higher proportion of SC or ST or OBC (Non-creamy layer) and Minorities.**

The financial assistance given for this scheme to encourage access of students belonging to SC/ST/OBC (Non-creamy layer) and Minorities students, the students facing the problems of financial constraints and physically changed students. The financial assistance given by the commission is Rs. 10 Lakh. For providing the stipend per month of Rs. 500. Belonging to the SC/ST/OBC Non-creamy layer and Minorities students on the merit cum means basis to select by the college for purchasing books, stationary, and for incurring contingent expenditure.

E. **Special grant for Enhancement of intake Capacity in Colleges (initiative or capacity building):**

The assistance given by the commission to colleges for providing infrastructural facilities to increase the intake capacity of exiting courses,
and for starting the new teaching programme. The assistance given by the commission is up to Rs. 7 Lakh. For books and journals, construction, extension of classroom and laboratory, furniture and fixture for the newly constructed classroom/laboratory.

F. Establishment of Day Care Centers in Colleges:

The UGC gives the assistance for children of around three months to six months of age during the day their parents are away from home. This scheme includes male or female employees, scholars, students. In this scheme the financial assistance from the commission is once time grant of Rs. 2 Lakh.

G. Colleges in Back Ward Areas:

In this scheme the assistance given by the commission for expansion of internal structure and teaching, learning assets to college positioned in educationally rearward districts, in higher education to access better opportunities. The sealing assistance given by commission is Rs.12 Lakh.

H. Establishment of UGC Network Resource Centers:

In the scheme UGC, create awareness among students about the use of computers in various activities like administration, finance, examination and research. The ceiling of assistance non-recurring is 2.50 Lakh First Time Assistance for

a. Hardware: Consists of one Pentium PC with Color Monitor Up to 5 Nos. Latest version of Software preloaded, Printer 01, UPS - 1 KVA Up to 05.

b. Software: Consist of Windows Vista Business Operating System, MS Office, Anti Virus One set, Fax Modem Internal or External

The sealing assistance Recurring Rs.12, 000/- p.a, Network–Internet Connectivity Rs.12, 000/- p.a. ERNET, India, Ministry of Information Technology, and Govt. of India will provide such facility.
I. Equal Opportunity Center in Colleges:

The commission gives the grants to overseas the effective implementation of policies and programme for disadvantaged groups to provide guidance and counseling with respect to academic, financial, social, and other matters to enhance the diversity within the campus. The nature of assistance to meet emergency payments for organising meetings and hororium to the counselor. For postgraduate colleges Rs.50, 000/-per annum and for undergraduate colleges of Rs.30, 000/- per annum. Hororium charges for advisor is Rs. 1000/-per month.

J. Remedial Coaching for SC/ST/OBC (non-creamy layer)Minorities:

The UGC provides the grant for remedial coaching is to be organized at under alumnae and post graduate level for improving educational proficiency and linguistic expertise for students in verity of subject. Elevating their rank of basic conception, subject to provide stronge groundwork.

The assistance given to the commission is non-recurring objects not to exceed 1) for tools Rs.3 Lakh. 2) For journals, books and study material Rs.2 Lakh. The help given to the commission is recurring objects not go beyond is Rs.10 Lakh for each plan era.

K. Coaching for NET for SC/ST/OBC(non-creamy layer) & Minorities:

The commission give the grant to prepare SC/ST candidate and from minorities students which appearing in NET or SET. Limited no of students become available for lectures in the university system. The assistance given to the commission is non-recurring objects not to exceed 1) for equipments Rs.2.50 Lakh. 2) For journals, books and study material Rs.1 Lakh. The help given to the commission is frequent items not not go beyond Rs.7.5 Lakh for each plan time.
L. Coaching class for entry in services for SC or ST or OBC (non-creamy layer) & Minorities:

UGC provides grants for the coaching classes for the students belonging to SC/ST & minorities communities under this scheme. It should be oriented for particular examination conducted by state public services, Bank recruitment, IAS Examination. The nature of assistance given by UGC for non recuring items is 1.Equipment is Rs. 3 Lakh, for Books & Journals and other study materials Rs.2 Lakh. The nature of assistance given by UGC for recurring items Rs.10 Lakh for this plan period.

M. Career and Counseling Cell.

The UGC provides these grant to colleges to support the students in the Development of soft skills and communication ability to challenge the rigors of competitive tests and on-job-training in add-on or vocational courses. As a purveyor of healthy inter and intra personal relations, There may be a team of teachers with different subjects and attentions to generate a regulated group to convert this vision and carry out its healthy functions as crucial for an institution. Nature of assistance given by the commission for Non-recurring Rs.2.00 lakhs for Computers with internet for the, Laser Printer, Photocopier, FAX. For Recurring Rs.5.00 lakh per annum with Salary of counselor (Hiring charges, TA/DA for services of Resource persons, payment of Honorarium.

4.18. UGC FIVE YEAR PLANS:

In India all five year plans have emphasized the important and necessity of education, especially higher education for the success of the country, as is evident from some of the statements by the committees in supports of education given below: The focal point of planned development become all the branches of national life education. At all stages of education the aims must be to develop both the skill and knowledge and a creative
outlook. The government of India and UGC spent a lot of money on development of higher education. The expenditure of plan is as follows:

**First plan (1951-1956):**

The government of India established first five year plan of the education department for library development. This plan included the scheme of “development of library service”. Libraries spread all over the country in the scheme. The proposed was made of setting up a national central library in New Delhi.

**Second plan (1956-1961):**

The government of India allocated about 140 lakhs for setting up of network of libraries in 320 districts all over the countries. In university of Delhi there is Institute of Library Science was also established. In most of the states in the country had several state library, central library, and district library as the main distributing centers.

**Third plan (1962-1967):**

In the third plan government of India has recognized hat an adequate system of any well organized system of India. During the third plan a steps were taken or development of all four national libraries i.e. Calcutta, Delhi, Bombay, and Madras. In this plan there was provision of strengthening libraries at the district and taluka levels. In this plan facilities provided for research in library science and training the library personnel were provided by other universities.

**Fourth plan (1967 -1971):**

The planning commission has appointed the working groups of eminent librarians and educationalist of India. The chairman of working groups is the
V.K.R.V.Rao. The chairman evolves a second programmer of library development consistent with the needs and requirements of the country as well as its resources. For the foundation of public libraries system this group prepared a scheme of phased and coordinated programmes.

**Fifth plan and sixth plan (1971-1980):**

In this plan the no working groups was established. For library development activities was covered under the sectoral plans of individual organization. In 5th and 6th five year plan there was a considerable scope in science and technology. It was planned to establish the national information system (NISSAT) for science and technology. In June 1977 NISSAT was implemented.

**Seventh Plan (1985-1990):**

In seventh five year plan, government of India proposed to library development and stressed on the appointment of working group for the purpose of modernization of library services and information. In the seventh plan the chairman is the Dr.N.Sheshagiri. The report of the plan was submitted to two parts in July 1984. The first part of the plan dealing with the requirement of the public, academic, special, and national libraries, information centers and systems. The second part of plan deals with computer application and informatics.

During the 7th plan commission provided additional allocation for libraries. For acquiring books and journals for building and equipments the UGC helping University and College. The association of Indian universities took the initiative to formulate a national policy on university libraries to submit to UGC for adoption in 1947. In April 1988 the UGC setup the most important project which is the INFLEBNET project. INFLEBNET is the cooperative computer communication network for connecting libraries and information centers in all universities, institutions of national importance and colleges.
Eight Plan (1990-1995):

In March 1990 the six task groups constituted by the UGC on the information and library and library network project submitted its report to facilitate launching of this multiple function and service cooperative network project. During the 8th plan the INFLEBNET was designated to establish between educational institution and research and development laboratories by pooling sharing, optimizing resources, facilities and services of libraries and information centers in university system as well as in the research and development.

The UGC recommended CCF format for the INFLEBNET project for its network. In China, Columbia, and Yugoslavia CCF had been used as the national standers format. In Africa, Europe, Latine America CCF is used as cross international boundaries.

Ninth Plan (1997-2000):

The working group of the ninth plan is reported that the amount received for libraries and informatics, sectors, giving maximum, privilege to academic libraries and to the university and higher education sector. In the ninth plan the chairman is the B.P.Singh secretary in the minister of human resource developments, the reports submitted by department of culture to the planning commission.

In ninth the working group suggested that for national library system Rs. 525 crore, for informatics Rs. 310 crore, for the apex body on libraries and information systems Rs. 5 crore, and Rs.5 crore for other activities. On the pattern of online computer library centre (OCLC) a national data base created and network may be developed in different cities.

Tenth Plan (2001-2006):

To accomplish a thoughtful alteration of higher education in order that it become an efficient advocate of sustainable human improvement and at the same time progress the application with closer links with the world of work
and reach quality in its teaching, research and business and community extension functions including enduring wisdom. The most important thing of the tenth plan is to recognize the flaw and strength of the higher education institutions and then do focused findings and higher level to either remove the weakness or to achieve higher order of excellence.

**Eleventh plan (2007-2012):**

In this five year plan the University Grants Commission released grants to the college for college development, merged schemes and for purchasing Teaching and Learning Aids. In this plan the special scheme for construction of women’s hostel in college. In XI Plan, greater importance has been placed on decrease of disparities between urban or rural and developed or under developed areas by ornamental support to colleges located in backward and rural areas. The focus on the schemes for colleges with merged scheme. A special grant to colleges for construction of women’s hostels and other facilities for women.

**4.19. RECOMMENDATIONS OF VARIOUS COMMITTEES**

The value of libraries in higher education as emphasized through various commissions has appointed for development of libraries.

**1) INDIAN EDUCATION COMMISSION (1882):**

British Indian government appointed a commission in 1882 to study the progress of the secretary of state in 1859. The commission known as the Hunter commission after the name of its Chairman Sir William Hunter reviewed the Indian education system including the status of academic libraries. The commission was disappointed to see the condition of libraries and declared them ‘hardly creditable’. The recommendation of hunter commission about unique grant to libraries was first administrator statement stressing the require for assistance to libraries emotionally involved to the institution of higher learning.
2) THE INDIAN UNIVERSITY COMMISSION (1902):

In 1902 Lord Curzon appointed a commission under the chairmanship of Sir Thomas Raleigh. The special attention of the commission to the university libraries. University libraries there not much to say the commission founded. The libraries appear to be entirely neglected in Madras. Bombay has good collection of oriented and other books. The use of library by graduate was little and hardly by all students. Calcutta has a library and granted money for purpose of making auxiliary to other libraries in Calcutta. The commission recommended, “Good reference library should be provided in this link both college and universities in order that student may have appointed of forming the routine of self-regulating and intelligent reading.”

3) CALCUTTA EDUCATION COMMISSION (1917-1919):

In 1917 government appointed commission for the study the situation. After studying the situation, commission makes recommendations to solve the problems. The commission is popularly known as Sadler commission after its Chairman Sir Michael Sadler. In 1919 the commission published the final report the commission made important recommendations and looked into affairs of libraries found in very poor condition with minute collection. The commission pointed out due to majority of academic libraries did not provide open access of their collection books and that could not be borrowed for home use.

The general observations about the university and college libraries are quite in adequate for the needs of the students and still more for those of the teachers. The commission recommended 2 Lakhs rupees be provided to Calcutta university for initial expenditure on books with minimum of 50000 per year to keep the books and periodicals collection upto date. There is no improbability that the recommendations of the commission are very radical and in fact, a land marks in the university development in India.
4) THE UNIVERSITY EDUCATION COMMISSION (1948-49):

A vital role Libraries play in higher education has been well recognised by our educationalists, librarians, education commission and committees, planners and by all other concerned with expansion of higher education in a country, particularly during the post independence era. As early as 1950, the Radhakrishanan commission on the university education report says the library “The library is the heart of all the university works straight so as regards it’s research work, and ultimately as regards its educational work which derives its life form research work. Scientific research needs a library as well as its laboratories while for humanistic research the library is both library and research are mainly a question of learning how to use the tools and if the libraries tools are not there how the students can learns to use them”.

The Radhakrishanan commission on higher education also found the state of development of college and university libraries in general in the country not quite satisfactory. To quotation from its report, “While at a few universities the libraries are fairly well stocked grants for their upkeep are more or less sensible. Arrangements for leadings books to teacher and students are competent and the reading room space is rationally sufficient.

It was worrying to find that in most colleges and universities the library facilities are very poor indeed. Not only is the provision of keeping the library up to date very insufficient but at one place no attempt had been made to weed out old and obsolete book or old editions and replace them with newer editions of the same books”. Radhakrishanan commission has suggested 6.5% of the total budget of college and universities for library finance. Copy of declaration is communicated to all state government and administration of union territories and all ministers of the government of India. For information to other, in the gazette of India the order of resolution is published.
5) LIBRARY COMMITTEE OF THE UGC, INDIA 1957:

Libraries play an important role in the institutional progress of higher education. The UGC attaches immense significance to the resourceful performance of University and college libraries. The commission desired that they should be of real help to research work and advanced studies and should play a vital role in education in the universities and colleges. However, libraries of many of the universities are now too ill equipped while colleges have hardly anything like an adequate library. The UGC has been spending during the second plan period nearly a corer of rupees for helping the university libraries to acquire books and periodicals.

The commission is also spending more than two corers of rupees on library buildings, fittings and furniture. It hopes to give similar help to college libraries also during the third plan period. Therefore, it was only natural that the commission wished to have advice on various problems connected with provision of grant to libraries, book purchase, development of reading habit and help to students in the use of libraries, documentation, status, salary, scale, and strength. The commission also desired to have advice on standards for the design of library building and fittings of furniture. Accordingly, the chairman UGC a committee appointed in 1957 to advice a commission on matters relating to the appropriate functioning and organization of libraries.

The commission consisted of the following five members:

1. Dr. S. R. Ranganathan (Chairman)
2. Shri K.S. Hingwe
3. Shri S. Parthasarthy
4. Shri S. Bashiruddin
5. Shri B.S. Kesavan

6) DR. P.J.PHILIP UGC acted as secretary of the committees:

On 18th of February 1958 in New Delhi the library committee was inaugurated by Dr. C.D. Deshmukh the chairman of University Grant Commission. Several problems were suggested by him. The recommendation
of the committee and views regarding the matters referred to it for advice would be given due consideration by the commission.

6) EDUCATION COMMISSION 1964:

Government of India set up the resolution of dated 14 July 1964 for appointment of the education commission. To advise government on the national pattern of education and on the general principle and policies for the development of education at all stages and in all aspects.

The number of distinguished international educator was associated with the commission as member and as its associate secretary. The report entitle and “Education and National Development”. The reports have divided into three parts.

The first part of the report covers Chapter 1-6 and deal by means of general feature of educational renovation, which are ordinary to all states and sectors of education for example the reorientation of the educational system of national objectives, structural reorganization, and improvement of teachers, enrolment policies and equalization of educational opportunities.

The second part of the report covers Chapter 7- 17 and deals with the different stages and sectors of education and is further divid into four sections. Section-I comprises of chapter 7-10 on the same aspects of school education such problems of expansion, curriculum, teaching methods, guidance, evaluation, administration, supervision. Section- II includes Chapter 11- 13 and deals with the same aspects of higher education such as establishment of major universities, programmes of qualitative enhancement, enrolments and university governance.

Section III consists of Chapter 14-16 and deals with the science education, scientific research and the preparation of trained personnel needed for modernization of agricultural and development of industry. Section VI comprises of Chapter 17, where in problems of grown-up education including
the insolvency of illiteracy, the development of library services and university extension have been dealt with.

The third part of the report covers concern problems of implementation. It has chapter 17, which deals with learning arrangement and administration and chapter 19 dealing with education finance.

The commission set up their task on Mahatma Gandhi birthday on Oct 2, 1964. The commission submitted its reports on June 29, 1966 to the union education minister. The commission made 12 task forces and 7 working group.

They are follows:

1. Task force on higher education.
2. Task force on technical education.
3. Task force on school education.
4. Task force on adult education.
5. Task force on agricultural education.
6. Task force on science education and research.
7. Task force on new techniques and methods.
8. Task force on educational administration.
10. Task force on manpower.
11. Task force on student welfare.
12. Task force on educational finance.

Working groups:

1. Working groups on education of backward classes.
2. Working groups on women’s education.
3. Working groups on statistics.
4. Working groups on school buildings.
5. Working groups on school curriculum.
6. Working groups on school community relations.
7. Working groups on pre-primary education.
7) FORMULATING STANDERS FOR COLLEGE LIBRARIES (KHANDALA WORKSHOP):

In Khandala University Grant Commission arranging workshop on formulating standers for college libraries on 5th to 7th March 1979. The recommendations of the committee are as follows:

- For the library, minimum 4% of the total budget of institution should be allowed.
- The budget of library for this purpose indicates provision for 1) Books 2) Journals 3) binding.
- The 80% of budget of library should be utilized for books, non-books material and binding, remaining 20% of budget should be the expenditure of journals.
- In the initial stages of the library sufficient capital budget provision is necessary.
- Salaries for library staff, fittings and furniture, library stationary, insurance etc. should be part of general college budget.
- **Reading room:** For each student 25sq.ft for 15-20 % of the total student’s enrolment and for each student 40 Sq.Ft for 15-20 % of the total no. of teachers.
- **Librarian’s room:** 150 sq. ft space requires.
- **Stack Room:** 7 books per sq. ft which include space for providing double faced steel book racks with sufficient space for aisle and main gangway between rows of racks. Vertical expansion room and for magazines flooring. 3000 sq. ft space requires 20000 books requires.
- **Processing section:** 250 Sq. ft space requires.
- **Reference Material:** Reference section requires 300 sq. ft space for stander collection of reference materials.
- **Leading section:** 300 sq. ft to 500 sq. ft space for circulation counter and with that space catalogue cabinet with a small lounge.
- **Non book material section:** 100 sq. ft space requires.
Periodical section: For displaying and stacking current journals and for back issues there are requires 1500 sq. ft hall, and also requires seating capacity of 60 readers at a time.

Future Expansion: For future expansion a sufficient space requires in and all around the building must be provided horizontal and vertical.

8) THE NATIONAL POLICY ON LIBRARY & INFORMATION SYSTEM, 1986:

This committee was established under M.P. Chattopadhyaya for development of different types of libraries including academic libraries as part of the institutional infrastructure in the information work. The report of commission state that the government of India and state government will be made available adequate financial support for development of libraries and information system. A national as well as state government should provide for an expenditure of 6.10% of their education budget for the libraries. All the education of institution should similarly provide for their own libraries 6.10% of their total budget.

9) PUNNAYYA COMMITTEE (1992-93):

Under Chairmanship of Justice Dr. K. Punnayya University Grant Commission has appointed the committee. The committee appointed for founding higher education institution under the constitution of a high powered committee. The committee examine present financial situation in general to central university, deemed university, Delhi colleges and technical institute funded by the Government of India. The committees make recommendations about their financial needs and systems for the future. The committee gives some important recommendations regarding funding of institutions and higher education are given as below.
10. Joy Committee Reports January 1994:

Joy committee work is the first serious attempt in India to reform and modernized college libraries. It identifies the basic defeats of the present system and suggests suitable measures for improvement. Joy committee report already have an impact, various conferences and seminars conducted all over the India discusses the report. It has been acclaimed as the Bible of college libraries in India and as a milestone in the history of academic librarianship. One important recommendations of committee implemented by Government of Kerala is the replacement of the term Book in rules and regulation by documents with an explanation that it includes all non-book material in which information is recorded like CD-ROM, Floppy diskettes, cassettes, microfiche etc. This reform can support college libraries to keep pace with the developments in current information technology.