CHAPTER VII

SUMMARY, MAJOR FINDINGS AND SUGGESTIONS

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CHAPTER VII
SUMMARY, MAJOR FINDINGS AND SUGGESTIONS

7.1 INTRODUCTION :-

In this chapter an attempt is made to summarise the present work concerning the University Grants Commission and Higher Education. This final chapter is mainly concerned with two major objectives. Firstly, to integrate the major findings on the basis of the earlier chapters concerning the University Grants Commission, higher education in India, Maharashtra and under the jurisdiction of Shivaji University, Kolhapur, with a view to study the development of higher education in the area under the study and to examine critically the impact of the UGC grants on the development of higher education under five year plan period. Secondly, to suggest remedial measures for correcting distortions or imbalances in the allocation and utilisation of the UGC grants and to make suggestions for future developments of higher education on the basis of the analytical frame work. In order to follow the above mentioned objectives, this chapter is divided into suitable sections and subsections.

7.2 UNIVERSITY GRANTS COMMISSION :-

The second chapter covers the brief history of the University Grants Commission. As we are aware of the fact that the UGC in its present form was thus officially established in November, 1956 on the basis of the First University Education Commission, 1948. We have already discussed how the University Grants Commission came into existence in the second
chapter. Now we would like to give more stress on the impact of University Grant Commission on the area of higher education and to reveal how it has become a cause to develop the higher education.

A) The UGC is not only a grant giving body but also a co-ordinating body for academic purposes. The statutory responsibility of the UGC is to promote, co-ordinate and maintain the standards of higher education.

For performing its responsibilities the UGC has to deal with the number of functions like enquiry into financial needs of the universities, allocate and disburse grants to the universities and colleges, establish and maintain common services and facilities, recommend measures necessary for the improvement of university education and advise on the allocation of grants, establishment of new universities etc. Besides these statutory functions UGC has to perform the following unspecified functions:

1. Assessment of universities for grant disbursement for the purpose of maintenance, development, specific purpose and general purpose.

2. The UGC acts as an recommending and advising body in connection with allocation of grants and recommendations of measures for improvement in academic standards.

3. As an apex body in the system of higher education the UGC has to collect all the necessary information regarding higher education in India and outside India.

4. As statutory body UGC has to make the inspection of a university as per the Act of UGC.

5. The UGC has a right to appoint its own staff and also has right
to ascertain the terms and conditions of the employees for efficient performance and functions.

6. In order to overcome the problems of complicated nature and to study in detail the UGC may appoint various committees.

7. The UGC can take penal action on university, in case it does not comply with the recommendations within the time given. i.e. UGC can withholds grants proposal to be made to a particular universities.

B) In addition to the above functions, with a view to achieve the objectives of promotion, co-ordination and improvement and maintenance of standards of higher education, the UGC has adopted number of the schemes as shown below :-

C) Funds are given by the Central Government to the UGC to provide grants to the universities and colleges. It becomes the responsibilities of the UGC to see that these funds are utilised for the improvement of standards and development of higher education. With a view to improvement of standards and quality of higher education, and removal of disparities and regional imbalances in higher educational facilities, the UGC has providing various grants for the purpose of development of colleges to all Arts, Science and Commerce colleges which fulfill minimum eligibility conditions. The pattern and nature of the UGC grants i.e. share of the UGC grants for development of colleges for the various items like, Basic Grants, Development Grants for undergraduate education, Assistance for Intensive Development, Colleges in Backward and Rural areas and Colleges Catering the needs of SC/ST students, Development of Post Graduate Education etc. is given in detail in second chapter.

D) With the amendments to The University Grants Commission Act, 1956, upto the 20th December, 1985 the UGC consists of 12 members in all, including a Chairman and Vice Chairman. They are appointed by the Central Government. To make the appointment of the members is a great discretionary power of the Ministry of Education. According to the government rules the term of the chairman is five years subject to an age limit of 65 years. The term of Vice Chairman and other 10 members is 3 years or until he / them attains the age of 65 years, whichever is earlier.

The Chairman is chosen from among persons who are not officers of the Central Government or of any State Government. Of the other members,
two are chosen from among the officers of the Central Government to represent that Government. Not less than four are chosen from among persons who are at the time when they are so chosen, teachers of the universities. The remaining 6 are from the field of Agriculture, Commerce, Forestry, Engineering, Legal, Medical.

The commission generally meets once in a month to discuss various matters like allocation of fund to the universities and colleges, development schemes, research schemes, administrative matter and to take policy decisions.

Thus, UGC is functioning well with a view to achieve the objectives of promotion and co-ordination and maintenance of standards in the field of higher education. For achieving the objectives UGC has adopted number of schemes for the development of higher education during the sixth and seventh five year plan period.

7.3 DEVELOPMENT OF HIGHER EDUCATION

This chapter presents the trend of development of higher education in three phases viz. in India, in Maharashtra and under the jurisdiction of Shivaji University, Kolhapur. We have tried our level best to give the data in respect of number of universities, colleges, students and teachers from 1857-58 to 1995-96, specifically in case of development of higher education in India.

A) India -

As we know that, the development of higher education has a long back history. India has very rich educational heritage. Therefore, the development of higher education is broadly divided into three period.
1. Ancient period -

The roots of the higher education go back to ancient times when a guru imparted knowledge about the vedas to select group of students. The gurukula system gradually expanded and converted a school known as ‘Parishads’ “Rich tradition of learning predominantly religious in character was the main characteristic of our education in ancient India”. Buddhist, Takshashila, Nalanda and Vikramshila were famous centres of education in North India. One of the largest and earliest of such centres was Nalanda in Bihar. In this centre near about 10,000 students received education in various subjects. Some two thousand years ago, Taxila University was particularly noted for Science, specially medicine and the arts, which attracted the students from all over the parts of Asia. During these days there was another university Vallabhi in Kathiawar. In ancient period there were famous universities viz. Vikramshila in Bihar, and Amravati University in South.

By the 18th century one of the earliest university was established by the Dunes at Serampore near Calcutta in 1818.

2. British Period -

The development of higher education in India was actually started in 1813. Therefore, the year 1813 is an important landmark in the educational history of India. The higher educational system had a major structural changes in its shape, size and content during the British Colonial role. With the objective to encourage education in Persian and Arabic Calcutta and Madrassah Colleges were open in 1781. Agra College was established in 1811 and in 1817 the Hindu College at Calcutta was established by
Raja Ram Mohan Roy with the intention of spreading Christianity besides teaching of English. Doctor William Millar founded a Madras Christian College at Madras in 1837. Robert Nobel, Stephen Ilislop and Church Missionary Society founded a college at Masulipatnam in 1841, college at Nagpur in 1844 and St. John College at Agra in 1853 respectively.

The development of Higher Education in the number of colleges, universities and enrolment from 1857 to 1947 may be seen from the following data -

In 1857 there were only 3 universities which went up to 20 in 1947. Whereas the total number of colleges of general education rose from 27 in 1857 to 496 in 1947. Thus, the number of colleges increased by more than 18 times. The number of colleges of technical education also increased from 4 in 1891-92 to 38 in 1947-48. The number of students was only 6000 in 1881-82 which increased to 2,15,000 in 1947-48. Number of students increased by more than 35 times.

Thus, it can be said that, the remarkable development of higher education had been taken place in the British period.

3. Independence Period -

After independence of India, education was made a ‘State Subject’. Each state had given the right and responsibility to organize and to operate its education deemed appropriate. Only higher education and technical education was under the concurrent list of the state and the union. As soon as India took charge of country, started to prepare a scheme of planned development. The higher education system virtually underwent an expansion.
The development of higher education in India, in the independence period has been phenomenal in terms of all four indicators of quantitative development viz. number of universities, number of college, and number of enrolment of students and number of teachers. There were only 19 universities in 1947-48 whose number increased up to 250 in 1995-96. There was also remarkable increase in the number of colleges. At the time we got independence the number of colleges were only 400 and by the year 1995-96 there were 9278 colleges. After the independence there was also enormous increase in the number of students in the universities and colleges. The number of students increased from 2,65,917 in 1947-48 to 64,25,624 in 1995-96. There was also a rapid growth in the number of teachers in higher education. In 1950-51 there were only 18,648 teachers whose number went up to 3,10,572 in 1995-96.

Thus, during the period of about 50 years the number of universities, colleges, students and teachers has increased more than 13, 23, 24 and 16 times respectively.

B) Maharashtra -

Maharashtra has a rich and glorious past in the culture and education. Immediately after independence there was rapid expansion of higher education in Maharashtra. In Maharashtra private institutions viz. Rayat Shikshan Sanstha, Deccan Education Society, Peoples Education Society and Swami Vivekanand Shikshan Sanstha playing important role in the field of education. Maharashtra state is divided into three zones for the purpose of administration - Western Maharashtra, Marathwada and Vidarbha. It is
worthwhile to know the progress of higher education in Maharashtra in regards to the number of universities, colleges, students and teachers.

Within a period of about 50 years, the number of universities in Maharashtra increased from 2 in 1947 to 15 in 1995-96. The number of students has also increased from 3,35,312 in 1980-81 to 9,50,946 in 1994-95. The average percentage of the number of students in Maharashtra to the total number of students in India was 13.94% in 1992-93 which is significantly considerable. The number of colleges also increased from 273 in 1980-81 to 1001 in 1994-95. On the basis of number of colleges in 1994-95 Maharashtra stood first among the major states of the country. Maharashtra state is the second highest state in the country so far as the number of students is concerned.

In Maharashtra there are 15 universities as on 31-3-96 with 6 institutes recognised as deemed university. These 15 universities have 1474 colleges as on 31-3-95 covering an enrolment of 9,50,946 students.

C) Shivaji University, Kolhapur -

The Kohapur city has been a place of importance not only in the field of social, economical but also in the field of education. It was Shahu Maharaj who with his liberal and progressive outlook, put the uplift of the socially and economically backward classes at the forefront of his policy. In order to give uplift to the backward classes he had given importance to education. His policy for education gave great encouragement to the spread of higher education among the socially and economically backward classes. Kohapur soon become an ideal centre of educational activity for the students. It is a
matter of pride that the Rajaratn College is one of the oldest colleges in our country. This college has produced many distinguished personalities in various walk of life. Another important feature is that education for girls was entirely free. Thus, the former State of Kolhapur was in the forefront of educational progress.

Kolhapur has been a place of importance in the field of education, trade, industry and co-operation. All these factors have contributed the selection of Kolhapur as the university centre for the five districts (Now four districts) It was Dr. Balkrishna the then Principal of Rajaram College, Kolhapur who first conceived the idea of university in Kolhapur.

The establishment of Rajaram College in 1880, Law College, in 1933 and Secondary Teachers Training College, in 1934 at Kolhapur gave a new direction to the demand for a separate university in this place. A past student of Rajaram College and great son of India Shree Yashwantraoji Chavan who was the then, the Chief Minister of Maharashtra decided to transform the dream into a reality.

A committee appointed under the chairmanship of Shree S. R. Tawde submitted its report of establishment of university to the Government on 4th January, 1962. This report was accepted by the both the houses of the legislative on 24th July, 1962. It ultimately received the assent of the Governor on 17th August, 1962. Shivaji University, Kolhapur, thus came into existence in September, 1962 and fulfilled the long standing aspiration of the people. Dr. Appasaheb Pawar, the first Vice Chancellor of Shivaji University, Kolhapur took the charge of his duties on 20th September, 1962 and worked
like Titan all these years to bring the university in its present shape.

Five districts viz. Kolhapur, Ratanagiri, Sangli, Satara and Solapur were separated from the jurisdiction of Poona University and placed under Shivaji University, Kolhapur. Recently the Ratanagiri district has been placed under the jurisdiction of Bombay University.

When Shivaji University, Kolhapur started functioning, it had only 33 colleges and 1 research institute with an enrolment of about 14,000. The number of colleges increased from 33 in 1962 to 201 in 1991-92. On the other hand the students enrolment during the period 1961-65 was only 164 which reached a level of 2114 during the period 1986-91 in Shivaji University, Kolhapur. The number of teachers also increased from 28 in 1961-66 to 247 in 1986-91.

Thus, there was tremendous expansion of number of colleges, students and teachers after the establishment of Shivaji University, Kolhapur.

The number of affiliated colleges of Shivaji University, Kolhapur included in the list maintained under section 2(f) and 12 b of the UGC act, 1956 as on 30-6-92 where - from Kolhapur district 20, Sangli district 15, Satara district 18 and Solapur district 17 only. These colleges were eligible to avail the UGC grants under five year plan period.

It is also interesting to see the number of Ph.D. and M.Phil degrees awarded by Shivaji University, Kolhapur during the period from 1962-67 to 1990-91. From the data available it is clear that the number of Ph.D. degree awarded by Shivaji University, Kolhapur increased from 26 in 1967-68 to 261 in 1990-91. On the other hand number M.Phil degree awarded also
increased from 20 in 1978-79 to 121 in 1990-91.

In conclusion it can be said that, the remarkable progress has been made in the higher education after the establishment of Shivaji University, Kolhapur. The university become more numerous, the number of affiliated colleges multiplied even faster. The growth of number of colleges no doubt remarkable but more impressive is the increase in the number of students particularly during the sixth and seventh five year plan period.

7.4 A STUDY OF THE SAMPLE -

This fourth chapter deals with analysis and interpretation of the data collected from the sample of the affiliated colleges of four districts under the jurisdiction of Shivaji University, Kolhapur. In order to make the data simplified the collected data regarding the students enrolment, number of teachers M.Phil and Ph.D. degrees awarded, infrastructural and other relevant information during the sixth and seventh five year plan period has been put in statistical tables.

A) With a view to know the year of establishment of the college the question was asked to the respondence of the colleges and on the basis of year of establishment it is found that majority of the colleges. (62.50 %) are established during the period between 1960-70.

B) As we are aware of the fact that the higher education open its door to everybody irrespective of area. The colleges were started here and there with a view to spread of higher education in rural area. Before 30 - 35 years ago the colleges were located only in urban area particularly at district place. On the basis of the data collected from the sample colleges it is found that
50 % of the colleges are located in rural area and 50 % of the colleges are located in urban area. It means at least the regional imbalance in case of location of colleges has been removed. 

C) There has been an accelerated growth of students enrolment after the independence of India. The trend of the growth has been collected from the sample colleges of four districts during the sixth five year plan period (1980-81 to 1984-85) and seventh five year plan period (1985-86 to 1989-90).

D) The growth of enrolment of students during the sixth five year plan period in the colleges located in urban area and rural area of four districts taking together the total of each year it is observed that -

The enrolment of the students in urban colleges was 6210 in 1980-81 which increased upto 12083 in 1989-90. This data clearly indicates that during the period of 10 years there has been 1.95 fold increase in the number of students in urban colleges of four districts under the jurisdiction of Shivaji University, Kolhapur.

In 1980-81 the number of students enrolled in the rural colleges was 1945 spread over 8 colleges from four districts. In 1989-90 i.e. at the end of the seventh five year plan period the number of students reached the level of 4881. It is clear that during the period of 10 years there has been 2.5 fold increase in the enrolment in rural colleges.

Thus, the total number of students (taking together enrolment in urban colleges and rural colleges) increased from 8155 in 1980-81 to 16964 (163 percent of 1980-81) in 1989-90. During the ten years period there was 2.08
times increase in the number of students. It has been seen that enrolment in
the higher education in all selected colleges under the jurisdiction of Shivaji
University, Kolhapur registered an upward trend (though disproportionate).

The percentage share of enrolment of students in urban colleges in
total enrolment for the year 1980-81 was 76.15 %. This share has been
decreasing over time, although rather slowly i.e. it has come down to 71.22%
in 1989-90. On the other hand the percentage share of enrolment of students
in rural colleges in total enrolment for the year 1980-81 was 23.15 % which
has been increasing rather very slowly thus, bringing the percentage to
23.78 % in 1989-90.

E) Accompanied by expansion of the higher education system in terms
of students there was corresponding expansion growth in the number of
teachers in the urban and rural colleges in four districts under the jurisdiction
of Shivaji University, Kolhapur.

The growth of number of teachers in the colleges located in urban
and rural area, districtwise is given in Table No. 4.8 and Table No. 5.8
during the sixth and seventh five year plan period from these tables it is
found that -

The general trend is that, the number of teachers in the colleges located
in urban area has been increasing from 211 in 1980-81 to 261 (123.69 percent

In 1980-81 the number of teachers in the rural colleges was 143 spread
over 8 colleges from four districts. In 1989-90 i.e. at the end of seventh five
year plan period the number of teachers reached the level of 221 (154.54

274
percent of 1980-81)

The Table No. 4.10 presents the total number of teachers in higher education in each district as well as total number of teachers in four districts under the jurisdiction of Shivaji University, Kolhapur during the sixth and seventh five year plan period. This table clearly indicates that the total number of teachers in higher education in all selected affiliated colleges from four districts was 354 in 1980-81. At the end of the seventh five year plan period (1989-90) the number of teachers increased upto 482 (136.15 percent of 1980-81).

In terms of absolute numbers, there has been a consistent increase in the number of teachers over a period of 10 years.

F) The annual growth rate of teachers in four districts brings out the fact that there was no definite trend which increase in one year and decrease in another. The average growth rate of the number of teachers during the sixth five year plan period was 2.40 % as compare to 4.5 % in the seventh five year plan period.

In terms of absolute number of teachers in each district in 1989-90, the Kolhapur district has highest number of teachers and Solapur district the lowest.

From the data regarding the percentage of number teachers in urban colleges and rural colleges in total teachers it is observed that -

The number of teachers in urban colleges increased from 211 in 1980 to 261 in 1989-90. On the other hand the number of teachers in rural colleges also increased from 143 in 1980-81 to 221 in 1989-90.
A few important facts become evident that the relative proportions of teachers in urban colleges and rural colleges during the sixth and seventh five year plan period. The general trend is that the percentage of number of teachers in urban colleges has been decreasing slowly from 59.60% in 1980-81 to 54.15% in 1989-90. On the other hand the percentage of teachers in rural colleges has been increasing slowly from 40.40% in 1980-81 to 45.85% in 1989-90.

Thus, the number of teachers increasing slowly in the colleges under the jurisdiction of Shivaji University, Kolhapur. The total number of teachers in the colleges of four districts increased from 354 in 1981 to 482 in 1989-90.

G) With a view to provide opportunities to the teachers in affiliated colleges to know the recent developments in their field of study and research the UGC has provided the facility of teacher fellowship of one year duration to complete M.Phil degree and three year duration for the completion of Ph.D degree in sixth and seventh five year plan period. On the basis of data collected from the selected colleges in regards the number of M.Phil and Ph.D. degrees awarded it is found that 36 M.Phil degrees were awarded over a period of 10 years (1980-81 to 1989-90) to the teachers working the colleges located in urban area of four districts. On the other hand, 21 M.Phil degrees were given to the teachers of the colleges located in rural area. It is also noteworthy to say that 16 Ph.D. degrees were awarded by the Shivaji University, Kolhapur to the teachers from urban colleges and 3 Ph.D. degrees were awarded to the teachers from rural colleges over a period of 10 years.
Thus, total M.Phil and Ph.D. degrees awarded to the teachers of the colleges were 76 during the sixth and seventh five year plan period under the scheme of teacher fellowship.

H) A college without adequate infrastructural facilities adversely affect the quality of higher education. Therefore, each and every college must have essential adequate infrastructural facilities viz. college building, classrooms, hostels, laboratories, principal quarters, teachers quarters etc. The UGC provides the basic and development grants for the purpose of infrastructural facilities. On the basis of information provided by the respondent of the colleges it is observed that -

The majority of the colleges have the following mentioned infrastructural facilities.

(i) Adequate furnished class rooms (ii) Library building (iii) Library books (iv) Ladies room (v) Staff room (vi) Play ground and sports material (vii) Gymkhana Hall.

But on the other hand majority of the colleges don’t have the following mentioned infrastructural facilities.

(i) Hostel (Men) (ii) Hostel (Women) (iii) Teachers quarters (iv) Health centre building and equipment (v) Canteen building (vi) Workshop shade and animal house (vii) Computer and computer lab

7.5 ALLOCATION AND UTILISATION OF THE UGC GRANTS -

After making a study of the important institutions of the system of higher education viz. The University Grants Commissions and University we can conclude that these two institutions are powerful means of improving
the standard of higher education.

The UGC is the authorised body for allocating and distributing the various types of the grants viz. Basic Grants and Development Grants to the development of the colleges. At present, financial source of the colleges are the UGC, the Government and the Management. The UGC provides various types of the grants to the colleges for the purpose of improving the infrastructural facilities of the colleges and to raise the academic standards. Now a days the UGC is mainly engaged in allocation and distribution of public money placed at its disposal for the fulfillment of objectives. For the purpose of development, the UGC grants can be divided into two groups viz. maintenance and development grants.

The data presented in this study is mostly concerned with the development grants to the affiliated colleges under the jurisdiction of Shivaji University, Kolhapur.

Development grants further subdivided into two groups (1) Itemwise (2) Facultewise.

**Itemwise Grants** - The UGC has given the grants for the following items during successive plan period with the objective of improvement of standards and quality of education and removal of disparities and regional imbalances in higher education facilities - (1) Library building (2) Laboratory building (3) Library books (4) Library equipment (5) Salaries.

**Facultewise Grants** - The UGC has allocated the grants to the following faculties (1) Human and social sciences (2) Natural sciences (3) Engineering and technical education (4) Constituent and affiliated colleges of Delhi
University includes grants on building, equipment, laboratories, books and journals, staff and special studies.

A) The UGC has laid down the terms and conditions of grants approved by the UGC to the colleges for development of undergraduate education during the sixth and seventh five year plan period. It is inconvenient to give in detail the terms and conditions. Therefore, the highlights of the items of the grants for which terms and conditions are laid down are as follows:

1) General terms and conditions
2) The terms and conditions regarding the non-recurring items viz. books and journals, equipment and buildings.
3) The terms and conditions of recurring items - teacher fellowship creation of additional post - remedial courses - extension work etc

B) The University Grants Commission gives top priority to the development of colleges because 85% of the total students learn in affiliated colleges and about five out of every six teachers work in the affiliated colleges. For the purpose of development of colleges, the UGC provides basic and development grants to eligible colleges to acquire essential infrastructural facilities. In order to remove of disparities and regional imbalances in higher education facilities UGC provides grants to enhance the career of teacher, remedial classes for SC/ST students, the colleges located in rural and backword area etc.

The UGC has issued guidelines for submission of proposal of the grants during the sixth and seventh five year plan period. The guidelines
includes the criteria for sanctioning the following grants (number of student, number of teachers etc.)

a) **Basic Grants** - Faculty improvement programme including short term teacher fellowship - books and journals including book banks - essential equipments

b) **Assistance for development of the development of undergraduate education in colleges.**

   Teaching and technical staff - books and journals - equipments including library equipments - academic building including extension of library and laboratories building.

c) **Assistance for intensive development (AID) colleges tribal colleges and colleges located in backward and rural area.**

d) **Development of post-graduate education**

   Teaching and technical staff - books journals and equipment - faculty improvement programmes - academic and other buildings - extension programmes - equipment including audio-visual and reprographic facilities

e) **Additional programme for faculty improvement**

   Participation of teachers in international conferences - participation in workshops, seminars etc. - support for research.

In order to study the basic and development grants allocated and utilised by the affiliated colleges we have selected 16 colleges (four from each district) as sample colleges. Because this study is restricted to a sample of colleges in four districts viz. Kolhapur, Sangli, Satara and Solapur under the jurisdiction of Shivaji University, Kolhapur.
C) On the basis of data collected from the colleges it is found that majority of the colleges (81.25%) have received and utilized the basic grants during the sixth five year plan period. The total basic grants under the various items allocated to the colleges located in urban area and rural area from four districts during the sixth five year plan period are as follows -

Kolhapur district - Rs. 1,46,200/-, Sangli district - Rs. 5,76,477/-
Satara district - Rs. 2,17,611/-, Solapur district - Rs. 3,79,077/-.

It is also observed that the UGC is rather liberal for providing the grants for purchasing books and journals and equipment during the sixth five year plan period.

Taking into account the total basic grants received and utilized by the affiliated colleges located in rural area and urban area in four districts it is clearly observed that, the percentage share of basic grants to the affiliated colleges located in urban area was very high as compared with the basic grants to the colleges located in rural area (urban colleges 73.90% and rural colleges 26.10%)

It is also found that the basic grants received and utilised for the purpose of attending conference and faculty improvement programme by the colleges was very less as compared with other purposes like books and journals, equipment and teacher fellowship.

D) during the seventh five year plan period mostly all the colleges (93.75%) have received and utilized the basic grants under the various shades for the development of colleges. Only 6.25% of the colleges have not availed the facility of basic grants during the seventh five year plan period
Basic grants received and utilised by the affiliated colleges located in urban and rural area of four districts under the jurisdiction of Shivaji University Kolhapur are summarised as follows -

Kolhapur district - Rs. 8,96,298/-  Sangli district - Rs. 9,61,964/-
Satara district - Rs. 4,38,874/-  Solapur district - Rs. 6,81,864/-

It is also found that the percentage of basic grants to the urban colleges to total basic grants received and utilized was 68.20 % as against 31.80 % to the rural colleges of four districts under the jurisdiction of Shivaji University Kolhapur.

The total basic grants increased from Rs. 13,35,195/- in sixth five year plan period to Rs. 30,28,346/- in the seventh five year plan period i.e. basic grants increased by about 2.26 times.

The data also brings out the fact that the basic grant received and utilized by the affiliated colleges for the purpose of books and journals, equipment were significant. But for the purpose of attending conference, faculty improvement programme were not remarkable both in sixth and seventh five year plan period.

E) Development grants (undergraduate education) -

It is found that 50 % of the colleges have received and utilized the development grants during the sixth five year plan period for the following purposes -

(i) Books and journals  (ii) Equipment (iii) Additional teaching staff (iv) Remedial courses for weaker section  (v) Extension programmes (vi) Building (vii) Improvement facility in existing hostel (viii) Teacher fellowship
(ix) Sports development and library etc.

During the sixth five year plan period the affiliated colleges from urban area and rural area have received and utilized the development grants as shown below -

Kolhapur district - Rs. 7,14,000/- Sangli district - Rs. 4,69,952/-
Satara district - Rs. 15,07,000/- Solapur district - Rs. 6,67,996/-

So far as development grants during the sixth five year plan is concerned, the UGC was quite liberal for allocating the development grants for the purpose of books and journals, equipment and building. Because a considerable amount of development grants was utilised by the affiliated colleges for these three important purposes. It is also found that development grants for additional teaching staff and extension programme were not availed by any single college from the four districts during the sixth five year plan period.

If we compare the total development grants received and utilised by the colleges located in urban and rural area it is found that, the share percentage of development grants to the urban colleges is much higher than the development grants to the rural colleges (78.21 % to urban colleges and only 20.79 % to rural colleges)

F) The development grant facility was availed by the majority of the colleges (87.5 %) from four districts under the jurisdiction of Shivaji University, Kolhapur during the seventh five year plan period. Only 12.5 % have not received and utilise the development grants for the various purposes during the seventh five year plan period. Table No. 5.12 shows the colleges
located in urban and rural area selected for study from four districts and received and utilize the development grants during the seventh five year plan period as follows -

Kolhapur district - Rs. 18,80,678/- Sangli district - Rs. 15,13,500/-
Satara district - Rs. 11,85,000/- Solapur district - Rs. 15,12,200/-

Attending conferences was the only one item for which the development grants were not received and utilised by the colleges of four districts. It may be noted that, books and journals equipment, building, teacher fellowship and sports infrastructure are the purposes for which the affiliated colleges of four districts have received and utilized development grants for development of undergraduate education during seventh five year plan period. It can also seen that among the various purposes of development grants, construction of building is important, because considerable amount of development grant as compared to other purposes was given.

It is noteworthy to say that share percentage of development grants to urban colleges and rural colleges was about equal (urban colleges 49.49% rural colleges 50.51%)

An important point emerging from the data is the development grants received and utilised by the affiliated colleges increased from Rs. 33,59,048/- in sixth five year plan period to Rs. 60,91,378/- in seventh five year plan period. Thus it is calculated that the affiliated colleges understood how the development grants important are

**G) Development grants (post graduate education)**

Post graduate education is also an important area in the system of
higher education. Therefore UGC allocates development grants for the various purposes under the five year plan period. The following are the departments to which the UGC has offered the grants to the colleges for development of postgraduate education during the sixth and seventh five year plan period.

(i) Humanities and social science departments
(ii) Geography, Mathematics, Statistics and Psychology departments
(iii) Physics, Chemistry, Botany, Zoology, Geology, Bio-chemistry, Home science and Micro-biology departments.

At the outset it should be noted that the total number of affiliated colleges selected for the study were 16. Out of 16 colleges, 8 colleges (50%) fulfill the prescribed conditions of affiliation for postgraduate courses. Out of 8 colleges, 5 colleges (31.25% of total selected colleges) are conducting the postgraduate courses and out of 5 colleges, 2 colleges (12.50% of the total colleges) have received and utilised the development grant during the sixth and seventh five year plan period. i.e. very small number of colleges has availed the facility of development grants to postgraduate education.

The analysis of data reveals that the development grants for the purposes of teaching technical staff were received only the colleges located in urban area of Kolhapur district during the sixth five year plan period only. The development grants were also received to the colleges located in the urban area of Sangli district for the purpose of teaching technical staff during the seventh five year plan period. It is also noted that the development grants...
for books and journals, were received and utilised only by the colleges located in urban area of Sangli district during the seventh five year plan period.

But, the colleges from Satara and Solapur districts have not availed the development grant facility for post graduate education. Another thinking is to be noted that no single selected college has received the development grants for the purpose of equipment, faculty improvement programme, academic and other building, extension programme etc. during the sixth and seventh five year plan period.

H) Assistance for Intensive Development of Colleges situated in educationally backward area

With a view to remove regional imbalances in higher education facilities the UGC allocates the grants to the colleges situated in economically backward area as Assistance for Intensive Development of colleges. The practice of the UGC is to provide the assistance not more than one or two colleges in a district. The selection of such colleges is to be made by the Commission in consultation with the universities.

On the basis of the views of the respondents it is clear that, out of 14 colleges only 3 colleges are situated in educationally backward area and no single college has received and utilized the grants under the scheme of AID

I) Colleges catering to the needs of Schedule Caste and Schedule Tribes students -

The UGC also provides the grants to the colleges catering to the need of SC/ST students under five year plan period. But from the respondents of the colleges it is found that only four colleges out of 14 were catering to the
needs of SC/ST students and the same colleges have also not received and utilised any grants during the sixth and seventh five year plan period.

J) Orientation and refresher courses -

This scheme was introduced with a view to improve the quality of higher education and to encourage the teachers to take initiative for innovation and creative work. Number of university departments and institutions were allowed to conduct the refresher courses for in-service teachers. The UGC has provided 100% assistance to the Academic Staff Colleges for organisation of orientation and refresher courses during the sixth and seventh five year plan period.

The Orientation and Refresher Courses attended by the teachers from the colleges of four districts are as under -

Kolhapur district - 14  Sangli district - 12  
Satara district - 23  Solapur district - 8

7.6 THE VIEWS OF THE RESPONDENTS -

This final chapter is totally based on the primary data collected with the help of questionnaire. For the purpose of the study and to know the views of the respondents of the colleges we have selected 16 colleges. In order to know the opinions, views and facts in connection with our study the various types of questions (some of them along with answers) were given to the respondents and their answers and opinions are summarised as follows -

1) Additional grant in aid

Mostly all the colleges have not received and utilised any additional
grant in aid in the form of scholarship, extraordinary talents and excellent achievement.

2) Procedure adopted by the UGC for grants -
56.25% of the colleges are satisfied with the procedure adopted by the UGC for grants but considerable percentage of the colleges (i.e. 31.25%) are not satisfied with the procedure adopted by the UGC.

3) Satisfaction regarding the various types of grants -
Majority of the respondents of the colleges are of the opinion that the grants paid by the UGC are not sufficient for the development of colleges.

4) Development schemes of the UGC -
All the respondents are of the opinion that the development schemes of the UGC under five year plan period helped to improve the standard of higher education.

5) Committee in the college -
50% of the colleges have a committee to deal with the procedure and proposal of the UGC grants. The proposals are prepared and sent on the basis of the recommendations of the committee and all the committees of the colleges are functioning properly.

6) Terms and conditions of the UGC -
50% of the respondents are of the opinion that the terms and conditions imposed by the UGC regarding the grants are up to mark and 37.50% of the respondents replied that the terms and conditions of the UGC are not up to mark.
7) Acceptance of the proposal of grants by the UGC -
81.25 % ie. 13 out of 16 respondents replied that the UGC has never rejected their proposals for grants under five year plan period.

8) Co-operation from Management -
All colleges are getting proper co-operation from its management regarding the UGC grants. That means all the managements are ready to contribute their share in the grants sanctioned by the UGC under five year plan period.

9) Role of Shivaji University -
The Role of Shivaji University, Kolhapur in selection of the colleges for the UGC grants is positive / co-operative / favourable.

10) Difficulty in getting the UGC grants -
43.75 % of the respondents have replied that they have to face the various difficulties and 43.75 % of the respondents have no any difficulty to get the UGC grants under five year plan period.

11) Arrangement to overcome difficulties -
All the colleges have made various arrangements to overcome the difficulties in getting the UGC grants during the sixth and seventh five year plan period.

12) Help from Shivaji University, Kolhapur to solve the difficulties -
Majority of the colleges have taken the help of Shivaji University, Kolhapur to solve the difficulties in getting UGC grants under the five year plan period.
13) **Vital Role of the UGC grants in the development of higher education**

All the colleges have agreed that the UGC grants play a vital role in the process of development of higher education under five year plan period.

14) **General performance of the UGC**

75% of the colleges are satisfied with the general performance shown by the UGC regarding the grants / schemes under five year plan period.

15) **Pattern of distribution of the UGC grants**

In 75% of the colleges, the pattern of the distribution of the UGC grants is based on the need of the faculty. Only in 12.50% of the colleges the pattern of the distribution of the UGC grants is based on students strength.

16) **Determination of the allocation of the UGC grants to each department**

In majority of the colleges the allocation of the grants is determined by the Principal in consultation with the Heads of the Departments. In some colleges Principal has full power to determine the allocation of grants to each departments.

17) **Criteria of selection the college for the UGC grants**

The following criteria were put before the respondents and they were asked to prefer the criteria of selection of the college for the UGC grants.

1) College with adequate infrastructural facilities
2) College not having infrastructural facilities
3) College located in rural area
4) College securing better academic performance.
The 6 (37.50 %) out of 16 respondents of the colleges are of the opinion that the college securing better academic performance should be selected for the UGC grants. 18.75 % of the respondents of the colleges mentioned that the colleges located in rural area should be preferred for the UGC grants. College with adequate infrastructural facilities, college newly established and college not having infrastructural facilities criteria was selected by 12.5%, 12.5 % and 6.25% of the respondents of the colleges respectively.

18) **Proposals of the colleges for the UGC grants** -

On the basis of information supplied by the respondents of the colleges it is observed that no single proposal of the college was denied by the UGC even though fulfilling all the norms and conditions of the grants.

19) **Problems and difficulties in utilization of UGC grants** -

At the college level there may be the problems and difficulties like delay in receipt of next installment, non-receipt of management share in the UGC grants, preparation of plans and estimates of buildings, laboratories, increasing prices of material, fulfillment of the requirement of the various types of documents etc. But it is found that 65.50 % of the colleges don't have any problem and difficulty in utilization of the UGC grants under five year plan period. Only 25 % of the colleges have the problem and difficulties in utilization of the UGC grants and these all colleges have the only problem that delay in obtaining next installment of the grants from the UGC

20) **Guidelines** -

The UGC issues guidelines regarding the various types of grants to enable the college to prepare the proposals of grants without any difficulty.
and in time. 87.25 % of the respondents of the colleges told that they are getting proper guidelines from the UGC. Only 6.25 % of the respondents of the colleges said that they are not getting proper guidelines from the UGC.

21) Availability of Infrastructural facilities after utilization of the UGC grants -

One of the important factors which adversely affects the quality in higher education, is the non-availability of infrastructural facilities viz. college building, class rooms, equipment, hostels, laboratories etc. under the scheme of development of colleges the UGC provides the grants for the availability of the infrastructural facilities under five year plan period. 10 colleges (62.50%) out of 16 have all infrastructural facilities and only 4 (25%) don’t have infrastructural facilities after utilization of the UGC grants.

22) Grants of the UGC under various schemes -

The UGC provides various types of grants viz. basic grants, development grants, assistance for intensive developments, assistance for faculty improvement programme etc. with the objective of promotion and improvement and development of Higher education. But 43.7 % of the respondents of the colleges think that the basic grant is the best scheme for the development of higher education and 43.75 % of the respondents of the colleges are of the opinion that the development grant is the best for the development of higher education.

23) Development of Higher Education -

Adequate infrastructural facilities, modernisation and rationalisation of under graduate education, improving standards etc. are the factors of
development of higher education. But on the basis of opinion of the respondents it is observed that 31.25% of the respondents of the colleges feel that the development of higher education depends upon adequate infrastructural facilities. 31.25% of the respondents of the colleges expressed that development of higher education depends upon improving of standards and 25% of the respondents are of the opinion that development of colleges takes place due to modernisation and rationalisation of undergraduate education.

24) **Fulfilment of objectives** -

Improvement of standards and quality of education, restructuring and diversification of education and removal of disparities and regional imbalances in higher education facilities etc. are the objectives of providing the UGC grants. But 62.50% of the respondents view, the improvement of standards and quality of education is the only objective which would be fulfilled due to the UGC grants.

25) **Grants sanctioned and utilised on the same heads** -

Majority of the respondents of the colleges answered that the grant sanctioned under different heads are spent on the same heads.

26) **Utilisation Certificates** -

97.56% of the respondents of the colleges think that utilisation certificate is a proof of the UGC grants, are properly used by the colleges.

**7.7 MAJOR FINDINGS :-**

1. The UGC as an apex body at the centre in the system of higher education has not only performed its functions as statutory responsibility
but, also in addition to that it has performed the following unspecified functions -

i) Assessment of universities

ii) Acts as an recommending and advisory body.

iii) Collection of necessary information regarding higher education in and outside India

iv) Inspection of the universities as per the Act.

v) Appointment of its own staff and ascertain the terms and conditions of the employee

vi) Appointment of committee to study the complicated problems

vii) Withholds grants proposal as penal action on university

In addition to above, the UGC has adopted the number of schemes with a view to promote, co-ordinate, improve and maintain of standards of higher education.

2. The pattern and nature of the UGC grants during the sixth and seventh five year plan period was mostly the same, except for few items. The share of the UGC has increased from 75% in the sixth plan to 100% in the seventh plan for the following items.

1. Teaching and technical staff including professional staff for library

2. Books and journals

3. Equipment including library equipment

4. Extension programme

The share of the UGC has also increased from 50% in the sixth plan to 100% in the seventh plan for the workshop shade and animal house.
3. The UGC has tried its level best to remove disparities and regional imbalances by offering the grants to the development of colleges under the following heads.

i. Basic assistance

ii. Assistance for the development of undergraduate education in colleges

iii. Assistance for intensive development to the colleges in backward rural area

iv. Development of post graduate education

v. Additional programmes for faculty improvements

4. It is found that the organizational structure of the UGC is as per the rules laid down by the Union Government in University Grants Commission Act, 1956. It is also observed that the amendment 1972 raised the total number of membership of the UGC from 9 to 12, the same was upto the amendment 1985.

5. The development of higher education has a long back system. In ancient period number of universities were established. During the british period also there was a rapid expansion of higher education. In 1857 there were only 3 universities which went upto 20 in 1947. The total number of colleges increased from 27 in 1857 to 496 in 1947. The number of students was only 6000 in 1881-82 which increased to 2,15,000 in 1947. Thus, it can be said that the remarkable development of higher education had taken place in the british period.

Immediately after independance there was unprecedented expansion
of higher education and mushroom growth of colleges and universities. At the time we achieved independence the number of students pursuing higher education was only 2,65,917. In 1950-51 i.e. before the commencement of the first five year plan period, the enrolment was 3,96,745 which increased to 64,25,624 in 1995-96.

There was also remarkable in the number of colleges. In 1947-48 there were only 400 colleges which went up to 9278 in 1995-96 during the period of 50 years the number of colleges increased more than 23 times.

There was enormous increase in the number of universities also. The number of universities increased from 19 in 1947-48 to 250 in 1995-96. Thus, there was more than 13 fold increase in the number of universities.

The number of teachers in higher education has also increased from 18648 in 1950-51 to 310572 in 1995-96. There was a rapid growth in the number of teachers also.

The growth of higher education in India from 1947-48 to 1995-96 has been remarkable in terms of all three indicators of quantitative growth viz. number of universities, number of students, number of colleges and number of teachers.

6. In Maharashtra also there was rapid expansion of higher education in terms of universities, colleges, students and teachers.

The number of universities increased from 5 in 1947-48 to 15 in 1995-96. In Maharashtra, there were 335312 students in 1980-81 which reached the level of 950946 in 1994-95. The number of colleges also increased from 273 in 1980-81 to 1001 in 1994-95. On the basis of number of colleges and
students Maharashtra rank first and second respectively among the major states of the country.

7. Shivaji University, Kolhapur has been a place of importance in the field of higher education. After the establishment of Shivaji University, Kolhapur, there was tremendous expansion of higher education in terms of number of colleges, number of students and number of teachers. When this university started functioning, it had only 33 colleges and 1 research institute with enrolment of about 14000. The number of colleges increased from 33 in 1962-63 to 201 in 1991-92. The number of students during 1961-65 was only 164 which reached a level of 2114 during the period 1986-91 in the Departments of Shivaji University, Kolhapur. The number of teachers has also increased from 28 in 1961-66 to 247 in 1986-91.

It is also found that the number of Ph.D. degree awarded by Shivaji University, Kolhapur increased from 26 in 1967-68 to 261 in 1990-91. On the other hand, number of M.Phil degrees awarded also increased from 20 in 1978-79 to 121 in 1990-91.

Thus, we found that, the remarkable progress has been made in the higher education. The university become more numerous, the number affiliated colleges even faster particularly during the sixth and seventh five year plan period.

8. Majority of the colleges are established during the period between 1960-70 i.e. during the third plan period and after the establishment of Shivaji University, Kolhapur. In shorts, launching of plan period an establishment of Shivaji University, Kolhapur were the causes for establishment of number
of colleges.

9. It is found that the higher education has opened its door to everybody irrespective of area which resulted to remove the regional imbalance in case of location of colleges under the jurisdiction of Shivaji University, Kolhapur.

10. Over a period of 10 years (1980-81 to 1989-90) there was more than 2.08 times increase in the number of students. The number of students increased from 8155 in 1980-81 to 16964 in 1989-90. It has been seen that enrolment in higher education in all selected colleges under the jurisdiction of Shivaji University, Kolhapur had registered an upward trend.

11. It is worth noting here that, the percentage share of enrolment in urban colleges has been decreasing and the percentage share of enrolment in rural colleges has been increasing over a period of 10 years.

12. The statistics clearly highlights that, there was also corresponding expansion in the number of teachers both in urban and rural colleges of four districts under the jurisdiction of Shivaji University, Kolhapur during the sixth and seventh five year plan period. The data brings out the fact that the number of teachers increased from 354 in 1980-81 to 482 in 1989-90. A few important fact become evident that, the percentage of number of teachers has been decreasing slowly in the colleges located in urban area and it has been increasing in the colleges located in rural area. This is because the establishment of the colleges in rural area.

The unprecedented an unplanned expansion of higher education has now created mainly the following problems -
a) **Low Quality of Higher Education** -

Phenomenal growth of students enrolment has created the number of institutions in the higher education system. But this growth of institution is not in proper proportion with the growth in students enrolment. The result of this the unwieldy size of institutions without corresponding minimum infrastructural facilities required has caused much damage to the quality of higher education.

b) **Unemployment** -

The unprecedented unplanned growth of higher education naturally has not only affected the quality of education but has also created additional serious problem of unemployment. Higher education has provided too many graduates and post graduates and these graduates are not getting employment when they are needed.

c) **Financial Strain** -

With the unprecedented growth in terms of number of students, colleges, universities and teachers, the Government of India has to find resources for meeting mounting financial requirements of education which caused heavy financial strain on the Central Government.

13. The teachers of the colleges under the jurisdiction of Shivaji University, Kolhapur have taken the benefit of Teacher Fellowship during the sixth and seventh five year plan period. But, the number of M.Phil and Ph.D. degrees awarded under this scheme was very small as compared with the total number of teachers in the affiliated colleges of Shivaji University, Kolhapur. It is also noted that the number of M.Phil and Ph.D.
degrees awarded to the teachers from the colleges located in rural area was also very small. Our point of view, this is because of the teachers from the colleges located in the rural area are not much aware of the fact that there is a provision of teacher fellowship under which M.Phil and Ph.D. degree can be obtained.

14. It is found that the majority of the colleges have an essential (minimum) infrastructural facilities to run the colleges. But, on the other hand, majority of the colleges don’t have additional infrastructural facilities viz. hostel building, teachers quarters, principal quarters, health centre building, computer and computer lab etc. The colleges in urban area have comparatively better infrastructural facilities than the colleges in rural area.

15. The Central Government provides funds to the UGC and in turn UGC allocates grants to the universities and colleges. It is noted that, the UGC is not only performing its duties as per Act 1956, but also in addition to that, it has adopted significant role for allocation of the various types of the grants for the development of colleges under five year plan period.

Item-wise and faculty-wise allocation of the UGC grants are the good means of achieving the objective of improvement of standards and quality of education and removal of disparities and regional imbalances in higher educational facilities.

16. The terms and conditions of grants approved by the University Grants Commission to the colleges for development of undergraduate education during the sixth and seventh five year plan period were rigid type of nature. The terms and conditions of sixth and seventh plan period were...
almost the same except for some items. The UGC grants were limited for various items.

17. The UGC has given top priority for the development of colleges. For the purpose of development of colleges the UGC has provided various types of grants to acquire essential infrastructural facilities.

18. Majority of the colleges i.e. 81.25% and 93.75% have received and utilised the basic grants during the sixth and seventh five year plan period respectively. The total basic grant received and utilized by the selected colleges from four districts were Rs. 13,19,365/- and Rs. 30,28,340/- during the sixth and seventh five year plan period respectively. The UGC was rather liberal for providing the grants for purchasing books and journals and equipment during the sixth and seventh five year plan period.

The percentage share of basic grants to the affiliated colleges located in urban area was very high as compared with the basic grants to the colleges located in rural area during the sixth and seventh five year plan period. It is also observed that majority of the colleges have not availed the facility of basic grants for attending conferences and faculty improvement programme to the full extent both in sixth and seventh five year plan period.

19. 50% of the colleges have not availed the facility of development grants during the sixth five year plan period but, majority of the colleges have availed this facility of grants in seventh five year plan period. The total development grants received and utilised by the selected colleges were Rs. 26,45,662/- and Rs. 60,91,378/- during the sixth and seventh five year plan period respectively. No single college has received and utilise
development grants for the purpose of attending conferences during the seventh five year plan period. Considerable amount of development grants has been received and utilized for the purpose of construction of building in the sixth and seventh five year plan period.

It is interesting to know that the share percentage of development grants to urban colleges and rural colleges was about equal i.e. the colleges in rural area are aware of the fact that, the development grants for undergraduate education are useful for the development of undergraduate education.

20. The UGC has also offered the facility of development grants for the development of post graduate education during sixth and seventh five year plan period. But it is not worthwhile to say that the majority of the colleges have not availed the facility of development grants during the sixth and seventh five year plan period.

21. No single college has received and utilized the UGC grants for intensive development of colleges situated in educationally backward area in sixth and seventh five year plan period. It is also found that the colleges catering the needs of SC / ST students have also not availed the facility of development grants both in sixth and seventh five year plan period.

22. UGC has offered number of schemes with the intension of improvement of higher education. One of the important scheme is orientation and refresher courses to the college teachers. But, facility of this scheme has enjoyed only by those colleges which are listed under 2 (f) and 12 (b) of the UGC Act. A large number of colleges are unable to enjoy this facility.
The number of teachers attended the refresher courses is very high than the number of teachers from rural area.

23. All the colleges are not aware of the fact that, UGC provides an additional grant in aid in the form of scholarships, extraordinary talents and excellent achievements.

24. a. The UGC grants under the various heads are inadequate to meet the requirements of present conditions. The procedure adopted by the UGC for grants is satisfactory. The various schemes of the UGC under five year plan period are useful to improve the standards of higher education

b. The terms and condition imposed by the UGC are not upto mark i.e. the conditions are very rigid, hard and strict and difficult to understand.

c. All the proposals of the colleges for UGC grants were accepted during the sixth and seventh five year plan period. Many colleges have failed to receive the UGC grants during the sixth and seventh five year plan period. The question was asked to the respondent of the concerned colleges why the colleges fail to receive UGC grants during sixth and seventh five year plan period under the various schemes but, there was no response in this case from the concerned.

25. a. All the colleges are getting the co-operation from their management and university in connection with selection of college for the UGC grants under five year plan period.

b. But, nearly about half of the colleges have faced the difficulties in getting UGC grants during the sixth and seventh five year plan period viz. non-availability of guidelines, preparation of proposals in time, co-operation
from management, preparation of various documents, strict and hard conditions of the UGC, delay in receipt of grants etc. But Shivaji University, Kolhapur has given hand of co-operation to solve the difficulties in getting the UGC grants under five year plan period.

26. Mostly in all colleges the allocation of the UGC grants is determined by the Principal in consultation with the Head Of the Departments. This way of determination of allocation of grants gives justice to all departments in a college.

27. It is found that all the colleges are of the opinion that the various types of grants given by the UGC are very useful and play vital role in the process of development of higher education.

28. The UGC allocates the grants to the colleges on the basis of students strength. But mostly in all colleges the pattern of distribution of the UGC grants is based on the need of faculty which enables the development of all departments simultaneously.

29. Majority of the colleges are of the opinion that the college securing better academic performance and the college located in rural area should be selected for the UGC grants.

30. It is observed that the majority of colleges don't have any difficulty in utilization of the UGC grants under five year plan period. But, considerable number of colleges have the problems and difficulties like delay in obtaining next instalment of grant, increasing prices of the materials etc. in utilization of the UGC grants.

31. The UGC issues the guidelines regarding the development grants.
under five year plan period to the colleges to enable them to prepare the proposals of grants without any difficulty and in time.

32. The data brings out the fact that 62.50% of the colleges have adequate infrastructural facility after utilization of the UGC grants but, on the other hand 25% of the colleges don’t have infrastructural facilities after utilization of the grants, that means the grants provided by the UGC to improve the infrastructural facilities are not sufficient.

33. Among the various types of grants of the UGC, the basic grants and development grants are the best schemes of the development of higher education. Because under these schemes significant amount of grant is given by the UGC during the sixth and seventh five year plan period.

34. Majority of the colleges are of the view that the development of higher education is mainly depends upon the infrastructural facilities and improvement of standards.

35. The UGC grants are provided for fulfillment of various objectives, but majority of the colleges are of the opinion that improvement of standards and quality of education is the only objective which would be fulfilled due to the UGC grants.

36. All the grants allocated to the colleges under the various heads are properly used, there was no any transfer of grants from one head to another. All the colleges are of the opinion that utilization certificate is the best evident of proper use of UGC grants.

It can be concluded that the University Grants Commission as an apex body in the system of higher education is making efforts to fulfil the
objectives viz. promotion, co-ordination, determination and maintenance of standards of teaching, research in higher education. On the other hand the expansion of the higher education, in India, Maharashtra and under the jurisdiction of Shivaji University, Kolhapur has been phenomenal in terms of number of universities, colleges, students and teachers.

The number of educational institutes, students has rapidly increased. Better facilities are available through UGC eventhough number of colleges are running with inadequate infrastructural facilities. Adequate provisions and better facilities are unfortunately not utilized even where they are available. Fortunatly the improvement and progress of the teaching technology in the form of resources and facilities such as audio-visual aids, and guiding or training facilities is quiet significant today than it was earilier.

7.8 SUGGESTIONS -

The University Grants Commission and its grants undoubtely played an important and vital role in the development of higher education in India and under the jurisdiction of Shivaji University, Kolhapur. We have made an attempt to study in detail the UGC grants and its impacts on development of higher education particularly during the five year plan period.

But it is a fact that the higher education system in India is now expanding rapidly particularly in terms of number of universities, colleges, students and teachers. The mushroom and unplanned growth of higher education without proportional availability of infrastructural facilities has adversely affected the quality of higher education. In short, the higher education system in India is now in state of crisis due to the phenomenal expansion
But ways, means and remedies have to be found to overcome such state of affairs by the factors concerned in the system of higher education. Here we have made an attempt to give some suggestions in this regard.

1. The UGC provides various types of grants to all eligible colleges for development purposes. But, the system of determination of such grants is entirely based on past traditions. One of the traditions is number of students. The colleges having less number of students don’t get adequate amount of grants. Therefore, the system of determination of such grants should be flexible. The system of determination of grants should be based on changing conditions like prices of the materials, urgent need of college, nature of the education, size and location of the college and academic performance of the college etc.

2. The pattern of the UGC grants for development of colleges for the purpose of academic building including extension of laboratories, men’s hostel, staff quarters, canteen building, improvement facilities in existing building and health centre building and equipment was rigid. i.e., 75% for seventh and eighth five year plan period. Taking into account the current prices of the materials need of the college and importance of these purposes in the development of colleges the grant should be allocated on 100% basis.

3. At the time of commencement of five year plan period, the UGC decides the allocation pattern and nature of the grants for the development of the colleges. But, the colleges don’t have any role to play in the procedure of fixation of the grants. Therefore, proper representation may be given to the colleges in the procedure of fixation of the grants. At least suggestions
from the colleges should be invited before finalisation of the allocation pattern of grants so as to college enables to put before the UGC their problems and difficulties in advance.

4. The past tradition and rigid method of fixing, ceiling of the UGC grants for the development of undergraduate education for Arts, Science, Commerce/Multy faculty colleges and rigid criteria in respect of minimum number of students, permanent teachers and departments should be made flexible based on the current developments, market conditions and genuine need of the college.

5. While allocating the basic and development grants the preference should be given to the college which is in developing stage. It is not necessary to allot the same grants to the college which is already developed in all respects. Of course UGC should have to ascertain such type of colleges before allocation of the grants under five year plan period.

6. Permanent affiliation should be given within 4 to 5 years of the opening of colleges subject to condition that it is securing better academic performance and having minimum infrastructural facilities.

7. The college which has received and utilized the development grants in earlier plans, should be asked to develop the modern technique such as Networking, Internet, Globe access etc. For this purpose the UGC should encourage the college in form of continuing the grants or allocating more grants. The UGC in coming plans, while deciding the amount of grants for various purposes should be liberal. Availability of audit-visual facilities like Computer through Networking in the colleges and universities will surely
make an appreciable impact of quality of teaching and research.

8. The allocation of plan resources to the higher education has shown a remarkable decline from 22% in fifth plan to 7% in the eighth plan. The Government of India should make a provision for higher funds to the UGC, so that it could allot sufficient amount of grants to the number of colleges to develop the undergraduate education.

9. In order to get the sanction amount of grants from the UGC, many times the principal has to write letters, sometimes has to rush to the UGC office to remind them for disbursement of the various type of grants. In short, there is enormous time lack involved between sanction of the grants and actual implementation. The time lack involved between the procedure should be minimised. Normally the project cost gets accelerated by the time the final instalment of grants is received. In this case compensation should be given to the concerned college, so as to cope with increased cost of project.

10. Some items which are based on equal share system, create much problem in rural area, as the parent institutions are not sound financially. As the aim of UGC is to improve the standards and quality of the higher education, the colleges located in rural area have not sufficient support of finance from their parent institutions. If the UGC considers this obstacle and provide maximum funds as special grants (irrespective of ceiling) to rural area, it will be fruitful in removal of disparities and regional imbalances in educational facilities.

11. The regional office of the UGC must make a survey for ascertaining
the need of the colleges and proper and end-use of the various grants. Proper authority of the UGC must visit the grantee college in person and get themselves satisfied by the fact that all the different grants allocated to the college have been properly and duly utilized, this is the proper way to stamp the utilization certificate.

12. In order to motivate, encourage and maintain the standards in higher education, the UGC should make a provision of grants for meritorious students. Atleast the UGC should start some scholarships as an incentive who tops in the merit list in every university. A college should enjoy an additional grant in-aid in the form of scholarship, extraordinary talents and excellent achievements.

13. The basic and development grants should not be offer, to the colleges of long standing existence which have been beneficiaries for more than two five year plan period. By non-allocating the various grants to such old colleges, the UGC will be in position to allot the grants to new and developing colleges.

14. The affiliated colleges should get the benefit of the grants by and large for the purpose of attending conferences, faculty improvement programmes and major and minor research grants, so as to get advanced and up to date knowledge in their field. The colleges which have not availed these facilities, should not be given grants for other purposes like construction of building classrooms etc.

15. In order to improve the quality of teachers, to know the recent developments in their field, the teacher should attend the required number
of orientation and refresher courses. But the teachers from the colleges which are not listed under section 2(f) and 12(b) of the UGC Act are not called to attend the refresher courses. More than 50% of the colleges are not listed under section 2(f) and 12(b) of the Act. The teachers from non-listed colleges may be called to attend the refresher and orientation courses. The expenditure on such courses may be equally divided among the UGC and the concerned college.

16. Many a time the colleges fail to receive the UGC grants during the plan period due to non-submission of proposals and non-submission of various documents. In this case the principal of the college: has to seek the co-operation from the Heads Of the Departments, the management, administrative staff, university and concerned experts. The management should also ascertain whether the proposal and documents are submitted or not in time to the UGC for grants.

17. Simplification of the procedure of allocating the UGC grants, adoption of flexible approach within the norms and conditions of its grants is not only the dire need to make the higher education system work smoothly but also enables the colleges to satisfy their important and urgent needs.

18. The colleges which have various difficulties in obtaining and utilizing the basic and development grants under five year plan period should immediately contact to the university or regional office of the UGC so as to overcome the difficulties in time.

19. The UGC should provide special facilities and special grants to the colleges located in earthquake prone area and naturally affected area.
Apart from this, the committed involvement of the UGC, University, College, State and Central Government, Management, Teachers and Students is very important for the development of higher education.

The number of students, colleges has increased but the quality of education is degenerated. The nature of functioning the whole system has got to be dynamic, so as to suit to the changing conditions, but it is unfortunately not. In order to overcome the problem of the unprecedented growth of higher education we would like to suggest:

20. **Check on Growth of Universities and Colleges**

Mushroom growth of universities and colleges without proper and adequate infrastructural facilities one of the principal reasons for decline in the academic standards. Therefore, it is imperative to check effectively the unplanned growth of ill-equipped educational institutions.

21. **Legislation Ban**

The government should bring a legislation to ban the establishment of new colleges and universities at least for the next 10 years. But the facilities to admit additional students in the existing institutions alone should be encouraged and expanded. Under any circumstances opening of colleges by politicians in their constituencies to please their people should not be permitted.

22. **Separation of Politics from the field of Education**

In the system of higher education there should not be political politicians interference in order to maintain clean and healthy atmosphere. Therefore, a need arises to create a separate autonomous body / board to deal
23. **Admission Policy**

The phenomenal growth of higher education in terms of number of educational institutions viz. universities and colleges is only due to the large number of students seeking admission to higher education. Therefore, it is necessary to adopt a proper admission policy.

a) The Government should frame and implement a strict admission policy in the existing institutions so that, higher education is made accessible only to those who have genuine interest and motivation to pursue higher education.

b) Admissions to higher education should be highly selective and based strict on merit for this purpose, the 10+2 system should be made more effective and job oriented to divert average students to go in for vocational education and self-employed oriented courses and only talented and deserving students should go in for higher education.

c) The doors of higher education institutions should be closed to indifferent and disinterested students who would like to join the colleges and universities just for passing their time or for getting a degree for the sake of social status.

d) The number of students to be admitted should be decided on the basis of infrastructural facilities available in the institutions.

e) The goal of future admission policy should be quality upgradation rather than quantitative expansion.

f) Apart from regular quota, additional number of students should be
diverted to open universities, autonomous colleges and various self employed
courses, so that the financial burden on Government will become less.

But, apart from the above cited problems one great positive outcome
of this development is that the higher education system is able to produce all
the man power needed for the country’s economic, political and social
developments.

Summing up, the present state of higher education is not satisfactory.
The quality has deteriorated. In order to get good results of higher education,
the number of students should be restricted. Institutions having inadequate
infrastructural facilities and not securing better academic performance should
be closed down. Professional colleges and universities should devise means
to raise their own funds to meet their expanses.