CHAPTER – III

STUDY OF ORGANIZATION AND METHODS
OF HIGHER EDUCATION IN MAHARASHTRA
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1.0 General Information about Maharashtra:

Today’s Maharashtra State came into existence by the Act of Parliament on 1 May 1960. Maharashtra has four geo-climatically different areas namely, Konkan, Western Maharashtra, Vidarbha and Marathawada. Location of Maharashtra is between 15°48′ N-26°06′ N latitude and 72°36′ E – 80°54′ E longitude. The state has approximately 720 km long coastal strip on West, Dadra and Nagar Haveli on North, Gujarat on North-West, Madhya Pradesh on North, East and North-East and Goa, Karnataka and Andhra Pradesh on South. “The land area acquired by Maharashtra State is nearly equal to 3,07,690 Sq.Km.” (1) As per 2001 Census, population of the state was 9.68 Crores, literacy rate was 77.27% and women literacy rate was 67.51%.

The state mainly gets rain from Southwest monsoon. It rains heavily in coastal areas and in some places in Vidarbha. In rest of the state rainfall is moderate. Average yearly rainfall in the state is 720mm, though it rains to the extent of 75.00mm at places like Mahabaleshwar. Most rivers in the state originate from Sahyadri while a few originate from Satpuda and Aravali mountains. All the rivers either meet Arabian Sea or Bay of Bengal. The important rivers are Tapi, Narmada, Krishna, Godavari and their innumerable tributaries. The Average maximum temperature in the
state is 32°C while average minimum temperature is 18°C. In and around Akola and Nagpur, maximum temperature even reaches 43° – 45°C in May-June, while around Pune and Nashik, minimum temperature sometimes drops to 1°-2°C in December–January.

Maharashtra is industrially a developed state. Industries are concentrated around Mumbai, Thane, Pune, Nashik, Kolhapur, Nagpur and Aurangabad. Aurangabad being the fastest developing city in Asia. The State has more than 100 co-operative sugar factories. Sugar cane, cotton, jowar, bajra and oil seeds are the main agricultural products in addition to fruits such as alfonso–mangoes, grapes, oranges and bananas.

The State is cosmopolitan and multilingual, and its capital Bombay, being most advanced city in the country, is having maximum financial importance. Peoples belonging to all religions viz. Hindu, Muslim, Sikh and Isai live in the state. Similarly people from all other states of the country and belonging to all major languages spoken in the country, live in the state.

The state has following districts viz.

2.0 Educational development in Maharashtra:

Prior to the arrival of British, Maharashtra had many one-teacher schools. When Britishers came, they closed down such schools by law and gradually the society fell into illiteracy. Missionaries from Europe laid the foundation of modern education in Maharashtra in 18th Century. In 1821, British Govt. started a Sanskrit college in Pune, which was later converted into an English School. Later it was converted into a college and came to be known as Deccon College, Pune. In 1848, Mahatma Jyotiba Phule opened the first school for untouchables and women and thus led to the foundation of educational resolution. In 1851, Mahatma Phule also started a school for scheduled class students and for women in Pune. In 1855, the then Govt. of Bombay established Department of Education at Pune. The university of Bombay was established in 1857 and it started conducting matriculation and other degree examinations for students in whole province. Lokmanya Tilak, Agarkar and Chiplunkar were the leaders of National Education Movement after 1880.

After 1880, many educational institutions were opened in Bombay Presidency. Mahadeo Govind Ranade, Mahatma Jyotiba Phule, Gopal Krishna Gokhale, Lokmanya Bal Gangadhar Tilak and Gopal Ganesh Agarkar were responsible for spreading education in Maharashtra through voluntary agencies. In 20th century efforts made by Karmaveer Bhaurao Patil (Rayat Shikshan Sanstha), Bapuji Solunkhe (Vivekanand Sanstha), and Punjabrao Deshmukh (Shri Shivaji Shikshan Sanstha) were mainly responsible for making education to reach rural masses in Maharashtra.

Thus Maharashtra state has been blessed in the field of education by great thinkers like Mahatma Jyotiba Phule, Rajarshi Chattrapati Shahuji
Maharaj, Mahadeo Govind Ranade, Gopal Krishna Gokhale, Lokmanya Bal Gangadhar Tilak, Gopal Ganesh Agarkar, Dr. Ambedkar, Karmaveer Bhaurao Patil, Bapuji Solunkhe, Dr. Punjabrao Deshmukh and many others. Main concern of all of them was for the poor and the downtrodden. They envisioned that no needy student should be denied education. Maharashtra is a progressive state and it can play a very meaningful and constructive role in country’s development. In this endeavour, universities have to play a lead and critical role. The education, research and technology transfer need to be thoroughly interlinked, so that the fruits of knowledge may reach to the poorest of the poor in the country.

Stage wise progress of Education in Maharashtra, number of education institutes and number of students enrolled uptill 2003 is as given in the table below:

**Stage wise progress of Education in Maharashtra**

**Table No. 3.1**

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Stage of Education</th>
<th>1970-71</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Primary Educational Institutes</td>
<td>45,143</td>
<td>68736</td>
</tr>
<tr>
<td></td>
<td>No. of Students (in 000)</td>
<td>6229</td>
<td>11709</td>
</tr>
<tr>
<td>2.</td>
<td>Secondary Educational Institutes</td>
<td>5339</td>
<td>16647</td>
</tr>
<tr>
<td></td>
<td>No. of Students (in 000)</td>
<td>1936</td>
<td>10094</td>
</tr>
<tr>
<td>3.</td>
<td>Higher Education (all types)</td>
<td>547</td>
<td>1786</td>
</tr>
<tr>
<td></td>
<td>Educational Institutes</td>
<td>328</td>
<td>1035</td>
</tr>
</tbody>
</table>

It is clear from the above table that total number of educational institutes in Maharashtra providing higher education is 1786 and students enrollment is 10,35,000 uptill 2003. Thus education has been expanded well quantatively but a lot more is to be done to expand and develop education both quantitatively and qualitatively.

Regarding Women’s Education, the condition is as given in the table below:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Stage</th>
<th>% of Girl Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary</td>
<td>48%</td>
</tr>
<tr>
<td>2</td>
<td>Secondary</td>
<td>46%</td>
</tr>
<tr>
<td>3</td>
<td>College Education</td>
<td>43%</td>
</tr>
<tr>
<td>4</td>
<td>Other Higher Education</td>
<td>40%</td>
</tr>
</tbody>
</table>

3.0 Methods of University/Higher Education in Maharashtra:

Higher Education broadly comprises education at university level, which includes degree courses, post-graduate courses and research work for Doctorate, Post Doctorate degree, instructional courses of graduate and postgraduate level in different disciplines. Higher educational institutions includes colleges, universities, institutions Deemed to be Universities, Institutions of National importance etc. There are government colleges as well as aided colleges. The structure of Higher Education consists of 3 years of education after 12 years of school education, leading to a bachelor’s degree in Arts, Commerce and Science and 4 years in professional fields like Engineering & Medicine. This is followed by 2 years of study for a Master’s degree & 3 years at least beyond the
master’s degree, P.hd Degree which generally takes longer time. There are also postgraduate diploma programmes for graduates and certain professional programmes like those in education and law requires a first degree as pre-condition for admission. Pt. Jawaharlal Nehru, the first Prime Minister of our Country defines university as follows, “A University stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search for truth. It stands for the onward march of the human race towards higher objectives. Universities are places of ideals and idealism. If the universities discharge their duties adequately, then, it is well with the nation and the people.” (2) Universities are of various kinds with a single faculty or many faculties, teaching or affiliating or teaching cum affiliating, one campus or multi campus, languages universities, technological universities, agricultural universities, special institutes of medicine, science, engineering technology, social sciences, culture etc. There are following five types of universities in our country viz.
i) Residential and Teaching or Unitary Universities affiliating some colleges as well.
ii) Unitary university, which generally do not affiliate any college.
iii) Federal university.
iv) Affiliating University.
v) Single Faculty University.

(a) Affiliating University: - “Affiliating Universities recognize external colleges offering instructions in its courses of studies. They are diffused over a large area and keep within their fold scattered colleges”. (3)
(b) Unitary University: - A Unitary University has been defined as, “One, usually socialized in a single center, in which the whole of the teaching is conducted by teachers appointed by or under the control of the university.” (4) It has feed control over its administration, teachers and teachings.

(c) Federal University: - “The main characteristics of a university of this type are –

i) The University and its constituent colleges are situated in close proximity of each other.

ii) Each constituent college is actively engaged in work of university standard.

iii) Each constituent college is prepared to forgo some measures of its autonomy in order to share in and contribute to the type and government of the university as a whole.

iv) The actual teaching, as far as possible, is provided by the constituent colleges under the guidance of the university”. (5)

In Maharashtra higher education is provided from any affiliated college, Govt. or Non-Govt. College and the departments of graduate and post-graduate studies in the universities. Prior to 1974 each university in the state was established by a separate enactment. However, in order to bring uniformity in the privileges conferred upon the universities and with a view to defining the duties and functions of universities, ‘Uniform University Act’ was enacted in 1994. The universities were delegated certain well-defined functions by the Act and the structure of universities was also uniformly laid down within framework of the universities Act 1994. Universities have to frame statutes for their efficient functioning, administratively as well as academically. The primary functions of
universities are to run courses for instructions at various levels of Higher education, to implement them effectively, to bring about improvement in them with a view to attain excellence in academic standard etc. Each university functions within the area of its jurisdiction laid down in the Act. As per policy enumerated in the statement of educational reconstruction of the state, it shall be the duty of universities to provide adequate and equal opportunities of higher education learning and research for the benefit of students of all levels of society. Higher education includes 3 years course at the first-degree level of non-professional education. The duration of degree course at first-degree courses in professional subjects varies according to the requirement of each profession. For example, the duration of first degree course in Engineering and technology is 4 years, that of architecture is 5 years and that of medical course is 4 ½ years after senior secondary stage i.e. XII standard.

4.0 Development of University Education in Maharashtra:

For the development of higher education, a new university was established at Amravati for four districts of Amravati region viz. Akola, Amravati, Buldhana and Yeotmal with effect from 01/05/1983. ‘Yeshwantrao Chauhan Maharashtra Open University was established at Nashik in 1989-1990 to provide, through instructions, teaching and training and other educational opportunities, access to larger and larger segments of the population and in particular to the disadvantaged group such as those living in remote and rural areas including working peoples, housewives and other adults who wish to upgrade or acquire knowledge in various fields. As per demand from peoples of Northern Maharashtra
districts; separate non-agricultural university was established at Jalgaon in 1990-91 for Dhule and Jalgaon Districts. In 1993 State Govt. had announced the establishment of Kavi Kulguru Kalidas Sanskrit University at Nagpur. The State Govt. has changed the name of Marathwada University to Dr. Babasaheb Ambedkar Marathwada University in 1994. For the development of Marathwada region, a new university named Swami Ramanand Teerth Marathwada University was established at Nanded in 1994-95. It has been the policy of State Govt. to allow liberal scope to private managements to play their role in imparting higher education. As a result more than 865 colleges are being run by registered societies as against only 25 government colleges. State Govt. used to give financial assistance to the affiliated colleges running by these societies upto 1982-83. After 1983, new colleges were permitted on no grant-in-aid basis, having their own fee structure. Rules and regulations for affiliation of colleges and other norms as prescribed by the Maharashtra Universities Act, 1994 are dealt separately in chapter fifth. Shiv chattrapati Sports University was established at Pune in 1996 having 14 sports Centres established in different parts of the state.

In the same year, State Government had announced for the establishment of International Hindi University at Wardha. In 1998, Maharashtra Health Science University was inaugurated at Nashik having facilities for modern medical techniques, nursing, dental science and all other medical sciences. Private agencies played a major role for the development and expansion of education upto districts and taluka level in Maharashtra. Without their contribution educational facilities may not be reached to rural areas. For e.g.: - Rayat Education Society, Deccan Education Society, Vivekanand Education Society, Konkan Education Society,
Peoples Education Society, Indian Harijan Girijan Society upliftment board, Shivaji Education Society, Anjumane Islam society, Anjuman Khairul Islam Society and many others. In addition there are a number of schools and colleges run by the educational societies of industrial center and sugar factories.

4.1 Non Agricultural Universities in Maharashtra:
Various Universities, year of their establishment and number of colleges affiliated to them are as given below in tabular form. All the universities provide education for graduation, post graduation and research in various faculties.

**Non Agricultural Universities in Maharashtra**

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Name of University</th>
<th>Year of Establishment</th>
<th>No. of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mumbai University</td>
<td>1857</td>
<td>240</td>
</tr>
<tr>
<td>2</td>
<td>Nagpur University</td>
<td>1923</td>
<td>185</td>
</tr>
<tr>
<td>3</td>
<td>Pune University</td>
<td>1948</td>
<td>231</td>
</tr>
<tr>
<td>4</td>
<td>S.N.D.T. University</td>
<td>1949</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Babasaheb Ambedkar Marathwada University</td>
<td>1958</td>
<td>156</td>
</tr>
<tr>
<td>6</td>
<td>Shivaji University</td>
<td>1963</td>
<td>209</td>
</tr>
<tr>
<td>7</td>
<td>Amravati University</td>
<td>1983</td>
<td>105</td>
</tr>
<tr>
<td>8</td>
<td>Yeshwant Rao Chavan Open University</td>
<td>1988</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>North Maharashtra University</td>
<td>1990</td>
<td>116</td>
</tr>
<tr>
<td>10</td>
<td>Swami Ramanand University</td>
<td>1994</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>Dr. Ambedkar Technical University</td>
<td>1990</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Maharashtra Health Science University</td>
<td>1998</td>
<td>15</td>
</tr>
</tbody>
</table>

(Source: Dr. Nandkumar Naik: Maharashtra Prashasan, Vidya Book Publishers, Aurangabad, P-97)
4.2 Agricultural Universities in Maharashtra:

In our state there are following four agricultural universities viz.

1) Mahatma Phule Agricultural University Rahuri, Dist. Ahemadnagar, established in 1968.

2) Punjabrao Deshmukh Agricultural University Akola, established in 1971.

3) Konkan Agricultural University, Dhapoli, Dist. Ratnagiri established in 1971.

4) Marathwada Agricultural University, Parbhani, established in 1972.

All these four agricultural universities have total 28 colleges affiliated to them. In addition there are 25 agricultural schools and 9 Gramsevak Training Centres providing agricultural knowledge to common peoples. Besides these, Govt. also undertakes long and short-term training programmes. In order to meet changing requirements, there is always the need of research and improvement in prevailing techniques. For this, there are in all 8-research Centres in the above-mentioned four agricultural universities. In each university some crops and techniques are undertaken for research. For example:

i) In Mahatma Phule Agricultural University, Rahuri, Dist Nagar- jowar, wheat, moize, pulses, sugarcane, cotton, turmeric, grapes etc.

ii) In Dr. Punjabrao Deshmukh Krishi Vidyapeeth, Akola – jawar, wheat, oil seeds, pulses, cotton etc.

iii) In Marathwada Agricultural University Dhapoli – rice, mango, coconut, fruits, spices etc.
4.3 Deemed University:
There are following deemed universities in Maharashtra.
1) Tilak Maharashtra University, Pune.
2) Indian Institute of Technology Powai, Mumbai.
3) Tata institute of Social Sciences, Mumbai.
4) Gokhale Institute of Economics, Pune.
5) Deccan College, Pune.
6) Vaikunth Mehta National Co-operative Management Institute, Pune.
7) Bhartiya Vidyapeeth, Pune.
8) International Institute for Population Sciences, Mumbai.
9) Indira Gandhi Institute of Development Research, Mumbai.
10) Central Institute of Fisheries Education, Mumbai.
Only Indira Gandhi Institute of Development Research, Mumbai has been awarded A++ grade by National Assessment and Accreditation Council (NAAC), New Delhi.
Besides, there are a number of Centres of Indira Gandhi National Open University, Delhi.

4.4 Technical Education:
In Maharashtra, there are 11 technical colleges providing post-graduate education and 80 colleges providing technical education for degree courses. Similarly facilities for technical education are also available in more than 250 colleges for graduation and post-graduation through correspondence. Government Industrial Training Institutes are established at every talukas through which training in 56 different streams is provided. From 1993-94, emphasis was given to increase the efficiency of engineering and medical colleges, to promote education for employment, to develop productivity, to provide technical education to backward
classes etc. Therefore State Govt. had taken the decision of giving full fees concession to all industrial training institutes in 1999.

4.5 Developed Study Centres:
Developed study centres in Maharashtra, run by University Grants Commission (UGC) are as follows: -
1) Pure Mathematics: Mumbai University in co-operation with Tata Institute of fundamental research.
2) Public Finance and Industrial Economics Mumbai University.
4) Sanskrit: Pune University, Pune.
5) Chemistry: Mumbai University, Mumbai.
6) Language Sciences Pune University, Pune.
7) Statistics: Pune university, Pune.
8) Chemistry: Pune University, Pune.

4.6 Important Research Centres:
Important Research Centres in Maharashtra recognized by Central Government are as follows: -
i) Central Water and Power Research Station Khadak Vasla, Pune.
ii) Indian Institute of Tropical Meteorology, Pune.
iii) Indian Institute of Geomagnetism, Mumbai.

Central Research Institutes in Maharashtra are as follows: -
i) National Chemical Laboratory, Pune.
ii) National Environmental Engineering Research Institute, Nagpur.
iii) Automotive Research Association of India, Pune.
iv) Bombay Textile Research Association, Mumbai.

Institutes Sponsored by Indian Agricultural Institute in Maharashtra are as follows:
i) Central Institute for Cotton Research, Nagpur.
ii) Cotton Technological Research Laboratory, Mumbai.
iii) National Bureau of Soil Survey and Land Use Planning, Nagpur.

Development and Research Institutes run by Defence Ministry in the State are as follows:
i) Armament Research and Development, Pune.
ii) Explosive Research and Development Laboratory, Pune.
iii) Research and Development (Engineers) Didhi, Pune.
iv) Vehicle Research and Development Establishment, Nagar.
v) Naval Chemical and Metallurgical Laboratory, Mumbai.
vi) Institute of Armament, Pune.

Research Institute run by Department of Atomic Energy in the State are as follows:
i) Bhabha Atomic Research Center (BARC), Mumbai.
ii) Atomic Power Plant, Nagpur.
iii) Tata Institute of Fundamental Research, Mumbai.
iv) Tata Memorial Center, Mumbai.

Research Institutes Working in Medical Field in the State are:
i) All India Institutes of Physical Medicine and Rehabilitation, Mumbai.
ii) International Institute of Population Studies, Mumbai
iii) Institute for Research in Reproduction, Mumbai.
iv) Institute of Naval Medicine (INS) Ashwini, Mumbai.
v) Indian Drug Laboratory, Pune.

vi) National Institute of Virology, Pune.

vii) Hoffkin Institute, Mumbai.

4.7 Distance Education:
Distance education is meant for those students who had to give up education due to certain circumstances beyond their control, although they possess a strong desire for higher education. For providing access to such students, Indira Gandhi National Open University (IGNOU) has established its Centres in major cities of Maharashtra. Similarly State Government has established “Yeshwantrao Chavhan Maharashtra Open University at Nahsik in 1989-1990 in order to provide, through instructions, teaching and training and other educational opportunities, access to larger and larger segments of the population and in particular to the disadvantaged group such as those living in remote and rural areas including working peoples, housewives and other adults who wish to upgrade or acquire knowledge in various fields.

4.8 Academic Staff Colleges:
Education can be imparted only by a teacher and never by any method. Teacher plays a major role in imparting right education to the students. But with vast changes and due to globalization, they must also keep themselves update. It is rightly said by Gurudev Rabindranath Tagore, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds, he cannot quicken them. Truth not only must
inform but also inspire. If the inspiration dies out, and the information only accumulates, then truth loses its infinity.” Academic staff colleges arrange various programmes for overall development of the teachers. Such colleges are established in some universities in our state. The objectives of Academic Staff colleges are to enable newly appointed teachers to develop their abilities, so that they may acquire and develop the skill of teaching at college/university level. The academic staff college organizes in-service Refresher courses for teachers of different subjects from time-to-time. These courses enable them to share their experiences with their peers and mutually learn from one another. Academic Staff College conducts 4 weeks orientation programmes for training new teachers and also 3-4 weeks refresher courses in various disciplines for in-service teachers to enable them update their knowledge.

4.9 Autonomous Colleges:
A number of regulatory measures have been taken to bring about structural reforms and ensure quality in higher education. A scheme of autonomous colleges has been launched under which teachers in the colleges themselves prescribe the curriculum and conduct evaluation of their students through a system of continuous evaluation. Maharashtra proposes to grant autonomy to 90 colleges affiliated to nine non-agricultural universities during the ninth plan.

4.10 Accreditation:
As far as universities are concerned, UGC took the initiative and established a mechanism called National Assessment and Accreditation Council (NAAC) as an autonomous council, to carry out periodical assessment of universities and colleges. NAAC is established under
section 12-CCC of the UGC Act, 1956. It was registered at Bangalore on Sept. 16, 1994 under the Karnataka Societies Registration Act of 1960 and Karnataka Societies Registration Rules of 1961. A General Council (GC) and an Executive Council (EC) comprising senior academics and educational administrators from universities, colleges and professional bodies and representatives from UGC and the Ministry of Human Resource Development governs NAAC. The methodology developed by NAAC for assessment involves:

i) A self-appraisal by each university/college on the basis of specified parameters and documenting its performance with reference to each of them.

ii) An assessment of performance by an expert committee on the basis of probes identified in respect of each parameter.

iii) A peer review of the self appraisal and experts evaluation and

iv) A judgment of performance.

The assessment and accreditation system of NAAC covers following seven points viz. (i) Curricular aspects (ii) Teaching learning and evaluation (iii) Research, consultancy and extension (iv) Infrastructure and learning Resources (v) Student support and progression (vi) Organization and Management and (vii) Healthy practices.

NAAC has adopted initially a five-point scale for accreditation where the highest scorer is placed in 5 star (***** ) category and the lowest in one star (*) category. From 2000 onwards NAAC has adopted 9 point scale viz. C, C+, C++, B, B+, B++, A, A+ and A++. The highest scorer is awarded ‘A++’ grade while the lowest ‘C’ grade.
5.0 Dr. Babasaheb Ambedkar Marathwada University, Aurangabad:

Dr. Babasaheb Ambedkar Marathwada University was named after Dr. Babasaheb Ambedkar – a great reformer, educationist and chief architect of Indian Constitution. Initially the university was named as Marathwada University but the State Govt. has changed the name of Marathwada University to Dr. Babasaheb Ambedkar Marathwada University in 1994. Marathwada region has been a sacred land and karm bhoomi of several great thinkers, social reformers and freedom fighters. Saint Namdeo, Saint Eknath, Ramdas Swami, Swami Ramanand Teerth and several others have been associated with this region.

Dr. Babasaheb Ambedkar Marathwada University was inaugurated by the first Prime Minister of our country Pt. Jawaharlal Nehru on 23rd August 1958. The university was established at Aurangabad – land of world famous heritage Ajanta and Ellora and Valued arts and sculpture. The University rechristened on 14th January, 1994, now has 182 institutes affiliated to it, and has developed 13 different faculties representing diverse disciplines like arts, social sciences, science, commerce, fine arts, physical education, medicine, engineering, law, ayurveda, homeopathy, management etc. The National Assessment and Accreditation Council (NAAC) of UGC awarded B+ accreditation status to this university. The university follows the norms as prescribed in Maharashtra Universities Act 1994 and Maharashtra Universities Amendment and Continuance
Act, 2000 according to which major objectives of the university are as follows:

i) To disseminate, create and preserve knowledge and understanding by teaching, research, extension and service, and by effective demonstration and influence of its corporate life on society.

ii) To promote discipline and spirit of intellectual inquiry and to dedicate itself as a fearless academic community to the sustained pursuit of excellence.

iii) To promote freedom, secularism, equality and social justice as enshrined in the Constitution of India, and to be catalyst in socio-economic transformation by promoting basic attitudes and values of essence to national development.

iv) To extend the benefit of knowledge and skills for development of individuals and society.

v) To identify and cultivate talent, to train the right kind of leadership in all walks of life and to help younger generation to develop right attitudes, interests and values.

vi) To promote equitable distribution of facilities of higher education.

vii) To provide for efficient and responsive administration, scientific management and develop organization of teaching, research and extension.

viii) To promote acquisition of knowledge in a rapidly developing society and to continually offer opportunities of upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavor by developing higher educational network with use of modern communication media and technologies appropriate for a learning society.
ix) To generate and promote a sense of self-respect and dignity amongst weaker sections of the society.

x) To strive to promote competitive merit and excellence as the role-guiding criterion in all academic and other matters relating to students.

Major functions and responsibilities of the university are as follows:

i) To provide for instruction, extension, teaching and training in such branches of learning and course of study as the university may determine from time to time.

ii) To make provision for research and for the advancement and dissemination of knowledge and generally to cultivate and promote arts (including fine arts), commerce, sciences, medicine, engineering, technology, law, physical education and other branches of learning and culture and their interdisciplinary areas.

iii) To make provision to enable conducted and affiliated colleges and recognized institutions to undertake specialized studies.

iv) To organize, maintain and manage university departments, laboratories, libraries, museums, and equipments for teaching, research or extension.

v) To establish, maintain and manage departments and institutions of research, of specialized studies or of academic services unit.

vi) To establish, maintain and manage Colleges, Institutions, Hostels, health Centres, auditorium and gymnasiums.

vii) To provide for establishment of autonomous institutions like inter-university centres, research laboratories, modern instrumentation centres and like centres of learning, set up by the University Grants Commission, Central Government or State Government, which may be used by a university or college or group of universities or colleges.
Powers of universities are as follows:

i) University can create post of directors, principles, professors, readers, lecturers and other teaching or non-vocation academic posts required by the university with prior approval of State Govt. and can prescribe their qualifications and make appointments thereto.

ii) It can appoint or recognize persons working in any other university or organization as adjunct professors, adjunct readers, adjunct lecturers, visiting professors of the university for specified periods.

iii) It can create non-teaching, skilled, administrative, ministerial and other posts and prescribe qualifications and pay scales with prior approval of State Government and make appointments thereto.

iv) It can prescribe courses of instruction and studies for various examinations leading to specific degrees and diplomas or certificates.

v) To supervise, control and regulate admission of students for various courses of study in university departments, conducted colleges, institutions, schools and recognized institutions.

vi) To guide teaching in colleges by deputation of teachers from a pool of teachers of the university and supplement teaching in colleges for improving their standards.

vii) To institute degrees, post-graduate diplomas, post-higher secondary diplomas, certificates and other academic distinctions on the basis of examinations or by other tests.

viii) To hold examinations and confer degrees and post-graduate diplomas and award post-higher secondary diplomas and certificates and other academic distinctions.

ix) To lay down conditions of affiliation of colleges and recognition of institutions taking into account credibility of the management and the norms of academic performance of colleges, faculties and subjects as may
be laid down from time to time and satisfy itself by periodical assessment.

x) To admit to the privileges of the university, affiliated colleges and institutions not maintained by the university and withdraw all or any of those privileges and recognize hostels not maintained by the university and withdraw such recognition, temporarily or permanently.

xi) To designate a university department, conducted college, an affiliated college, institution or school as an autonomous body.

xii) To monitor and evaluate the academic performance of affiliated colleges and recognized institutions for affiliation and periodical accreditation.

xiii) To inspect colleges and recognized institutions through suitable machinery established for the purpose, and take measures to ensure that proper standards of instruction, teaching and training are maintained by them, and adequate library, laboratory, hostel, workshop and other academic facilities are provided for.

xiv) To hold and manage trusts and endowments, award fellowships, traveling fellowships, scholarships, studentship, models and prizes for teachers and students of the university and colleges.

xv) To fix demand and receive or recover such fees and other charges as regulated by the ordinal from time to time.

xvi) To supervise, control and regulate the conduct and discipline of students of the university, colleges, institutions, recognized institutions, schools and hostels.

xvii) To co-ordinate and regulate teaching, research and extension in colleges and recognized institutions.
6.0 Organizational Set Up of Education:

6.1 Organization:
An organization is a machine for doing work. The fundamental task of an administration is organizing, setting up rules, regulations, and framework within which to function. All the factors human as well as materials have to be organized in such a way so that the whole programme can be successfully put into practice. Organization and planning are interlinked as things are organized on the basis of what has been planned. The goal or purpose of administration is service to the peoples. As the goals are already set, therefore concentration is on the technique to achieve the goal. “The technique to achieve the goal is first to devise a structure with the help of man and available material through which the purpose can easily be achieved. This creation of administrative structure for the accomplishment of the purpose is called as organization.”

An organization is combination of the necessary human being, materials, tools, equipment, working space etc. brought together in a systematic and effective correlation to accomplish some desired objectives. Management is the force, which leads, guides and directs an organization in the accomplishment of predetermined object. Organization is the primary factor in efficient administration. It is the positioning of workers through whom effort will flow i.e. assignment of duties and responsibilities, the coordination and integration of activities of all the persons engaged in the pursuit and tool for attaining the objectives.
Different writers have highlighted different aspects of organization. Some of the definitions of organization are as follows:

1) **J.B. Sears**: “The term organization is used widely to refer to any collection of persons, materials, procedures, ideas or facts, so arranged and ordered that in each case the combination of parts makes a meaningful whole.” (7)

2) **Herbert Simon and his Collaborations**: Organization means “A planned system of co-operative efforts in which each participant has a recognized role to play and duties and tasks to perform” (8)

3) **Prof. Pfiffner**: Organization consists of the relationship of individual to individuals and of groups which are so related as to bring about an orderly division of labours.” (9)

4) **J.D. Mooney**: Organization is the form of every human association for the attainment of a common purpose. (10)

5) **Ryburn**: Organization simply means the practical measures which we take to ensure that the system of work we use will be of the greatest possible assistance in carrying out our aims and of the greatest benefit to our childrens.” (11)

Thus organization refers to the timely combination of men and materials and utilization of their services through supervision, co-ordination, planning and control to achieve the desired objectives. An efficient organization need to have a strong base i.e. there must be sufficient ground for constructing the organizational structure. The basic principles of good organization are as follows:

i) An efficient organization requires continues reorganization therefore it should not be static.
ii) It should be flexible so as to improve both relationship and standards of efficiency.

iii) It should be modified as and when educational theory advances, bringing in curricular and other changes. New challenges cannot be met with old machinery. But changes should be brought about slowly and with consultation and consent.

iv) It should provide for participation in policy-making and other administrative activities by teachers, students, parents and community.

v) Organizational charts detailing functions, jurisdictions, responsibilities, relationship, limits of authority, objectives and methods of measuring performances etc, promote better understanding and larger output.

A good organization must take following factors into consideration: a) A clear and distinct aim to be accomplished b) An idea of the method by which the goal will be best achieved and c) An idea of the obstacles which must be overcomed to achieve that aim. In modern scientific age, society is changing fast and educational practices must confirm to the changing needs of the society. Therefore persons, places and things have to be so arranged that effort flows freely towards the desired objectives, and this is the process of organizing. Thus as a process, organizing means directing and controlling the relationship between persons and persons and between persons and their work. Organization is a means to an end, but not an end itself. It means the act of putting things in proper places with efficient working order.

Dynamic personality of an efficient organizer are as follows:

i) One who is capable of taking firm decisions.

ii) One who is able to provide leadership.
iii) One who is able to co-ordinate all the multifarious activities.
iv) One who can make correct use of human and material resources.
v) One who is a good judge of right and wrong.
vi) One who possesses presence of mind to face unforeseen emergencies.

6.2 Educational Organization:
Educational organization aims at contributing to the effectiveness of educational programme, simplifies tasks by providing guidelines and ensures best results. Educational administration has to deal with human as well as material elements. Human side includes students, parents, teachers, employers and society. On the material side it has to deal with instructions, equipments, principles, rules, regulations, laws and codes. It has to solve problems related to staffing, classifications, curriculum, syllabi, timetable, evaluation, promotion, discipline, rewards and punishments, supervision and organization of activities. All this is impossible without sound-educational organization. Educational organization is concerned with the management of things as well as human relationships i.e. close working together with the peoples. It requires a pattern of administration to propel the organization effectively towards its goals, maintain and sustain it on an even keel, steer it through unsheltered problems and keep it energized and prepares to weather challenges of fast changing times. It is with and through educational organization that an institution must function and operate. While educational organization is a part of administration dealing with the systematic arrangement for definite purpose, it clarifies the functions and activities of the agencies of education. Effectiveness in an educational
organization is judged by how well the objectives of education are realized. Educational organization is not merely a matter of arrangements of timetable, syllabi, types of buildings etc. It is essentially a matter of our attitude to our work and to those with whom we work. It secures cooperation of teachers and the taught, head masters/principal and staff, and of teachers and parents to ensure smooth running of the institution. It reduces chances of indiscipline to minimum and secures maximum results with minimum efforts in minimum time. It is through educational organization that harmony in educational work is achieved. It minimizes waste in both man and material resources by filling up gaps, avoiding overlapping and by regulating the work in a systematic manner. It places the right person in the right place at the right moment and in a right manner.

Hence educational organization is very important as it brings all the components of an educational programme in fruitful relationship and harmonizes their mutual action. It ensures sound planning, efficient execution, good direction and proper economy. Thus educational organization is an extremely complex task involving an array of human and material elements, unsurpassed and perhaps unequalled in any other enterprise.

6.3 Educational Organizations at Central Level:
Govt. of India has set up a large number of educational organizations to discharge specific responsibilities. Major among them are as listed below:
i) Central Advisory Board of Education (CABE).
ii) National Council of Educational Research & Training (NCERT).
iii) National Institute of Educational Planning and Administration (NIEPA).
iv) University Grants Commission (UGC).
v) Central Board of Secondary Education (CBSE).
vi) Central Tibetan Schools Administration (CTSA).
vii) Kendriya Vidyalaya Sanghatan,
viii) Indian Institute of Advanced Study, Shimla.
ix) Central Hindi Institute Agra.
x) Central Institute of Indian Languages.
xi) Central Institute of English and Foreign languages Hyderabad.
xii) National Sanskrit Institute, New Delhi.
xiii) National Book Trust, New Delhi
xiv) Netaji Subhash National Institute of Sports.
xv) Laxmibai College of Physical Education, Gwalior
xvii) Indian Council of Agricultural Research (ICAR).
xviii) Indira Gandhi National Open University, New Delhi (IGNOU).
xix) Medical Council of India (MCI).
xx) National Council for Teacher Education (NCTE).
xxi) All India Council of Technical Education (AICTE).
xxii) Association of Indian Universities, New Delhi (AIU).

Central Universities:
There are following Central Universities in our country:
a) Benaras Hindu University Varanasi
b) University of Delhi, Delhi.
c) University of Hyderabad, Hyderabad.
d) Jawaharlal Nehru University, New Delhi.
e) Northeastern Hill University, Shillong.
f) Vishwa Bharti, Shantiniketan.
Some of the major organizations are as follows:

**Central Advisory Board of Education (CABE):**

Central Advisory Board of Education was established initially in 1920, but due to economy it was abolished in 1923. Later on, as a result of recommendations of the Hertag Committee (1928) it was reviewed in 1935. The composition of CABE is as follows:

a. Chairman – Union Minister of Education

b. Representative of Govt. of India–All State and Dy. Ministers of Education of Central Ministry of Human Resource Development.

a. Representatives of State Govt.–Minister of Education of each state and one representative of each of the Union Territories.

b. Six elected members of Parliament viz two from Rajya Sabha and four from Lok Sabha.

c. Members: Two members of Inter-University Board, Two Members of All India Council of Technical Education, one representative of Indian Council of Agricultural Research, one representative of Medical council of India, sixteen ex- official members such as the chairman of UGC, education member of the planning commission etc, sixteen educationists nominated by Govt. of India, and member secretary-Educational Advisor Govt. of India. All the members except ex-officio members hold office for three years. The Education Secretary, Govt. of India prepares agenda with the help of member secretary. The Board appoints ad-hoc committees to prepare the broad outlines of advice.

**National Council of Educational Research and Training (NCERT):**

National council of Educational Research and Training is an autonomous organization established on 01/09/1961 under the societies registration Act of 1860 at New Delhi, in order to improve school education. It
functions as an academic wing of Ministry of Education under the Ministry of Human Resource Development. The Ministry of Education uses its expertise in formulating and implementing its policies and programmes in the field of school education. It has general body, whose members are all the State ministers of education and eminent educationists and teachers. It is wholly financed by the Govt. of India.

**General Body of NCERT:**
Union Education Minister, All Education Minister in the states and Union territories, Chief Executive counselors Delhi, UGC Chairman, Secretary – Ministry of Education Govt. of India, four Vice – Chancellors of Universities one from each region, 12 nominees of Govt. of India among whom four are teachers and all members of the executive committee. The general body takes policy decisions at the highest level in mutually agreed manner.

Executive Committee- The administration of NCERT is vested in the executive committee with Union Education Minister as its President, and Minister of States for education as its Vice President. Other members are Dy. Ministers of education in Union Ministry, Director and Jt. Director of NCERT, Chairman of UGC, one representative each of the Union Education Ministry and Union Ministry of Finance and two eminent educationists. The executive committee takes decision on all matters concerning the affairs of NCERT.

**National Institute of Educational Planning & Administration (NIEPA):**
National institute of educational planning and administration was established in May 1979, by Govt. of India. It is an autonomous body in the field of educational planning and administration and plays an important role in training educational planners and administrators. The
organization of NIEPA includes state Education Planning Officers, Directors of Education, District Education Officers, Principals of Schools and Colleges, University Vice-Chancellors, Deans of Universities and Heads of Departments etc. It undertakes training of educational planners and administrators, research, diffusion of innovations, consultancy services, publication programmes and collaborative activities.

**University Grant Commission (UGC):**

University Grants Commission was set-up in 1953 due to the recommendations of University Education Commission 1949. It was given an autonomous statutory status by the Act of Parliament 1956. It consists of a full time Chairman, a Secretary and nine members generally selected from among eminent educators and administrators. The duty of UGC as described in section 12 of the Act is, “It shall be the general duty of the commission to take in consultation with the universities or other bodies concerned, all such steps as may think fit for promotion and co-ordination of university education and for determination and maintenance of standards of teaching, examination and research in universities.”

**University Grants Commission performs following functions:**

Promoting and coordinating university education, determining and maintaining standard of teaching, determining and maintaining standards of examinations, determining and maintaining standards of research in university. The University Grants Commission gives full grants to central universities and also development grants approved by the commission. Grants are also given to State Universities for their various development projects. It also renders assistance for the development of existing postgraduate departments and establishment of new ones in various
universities and colleges. It contributes liberally towards the improvement of salary scales of teachers, construction of student’s hostels and staff quarters and institution of fellowships and scholarships for post-graduate work. In order to promote research work, UGC not only gives a large number of junior and senior fellowships but also pays a number of grants to universities to enable teachers and research workers to visit Centres of learning in pursuance of their work and to obtain specialized training in their respective field. Similarly grants are given to such research workers and teachers for the purchase of books and journals to be used as references.

All India Council for Technical Education (AICTE):
All India council for Technical Education was set up by Govt. of India in order to deal with technical education. It spreads technical knowledge and offers advice to scientists, universities, industries and other. In order to encourage research, several Research Fellowships have also been instituted. Stipends are offered for practical training. This council also improves the economic condition of institutions offering courses in various branches of Engineering and Technology at degree level, through recurring and non-recurring grants. Scholars are also sent abroad for training in subjects, for which adequate facilities are not available in India. It has several Boards of technical studies under it in following subjects viz.
(i) Engineering and Metallurgy
(ii) Chemical Engineering and Chemical Technology
(iii) Textile Technology
(iv) Architecture and Regional Planning
(v) Applied Art
(vi) Commerce and Business Administration.

These Boards frame schemes of courses and examination in various subjects for the training of supervisory personnel and for a level corresponding to university degrees.

6.4 Organizations in Maharashtra:
At State level, the Ministry had set up following offices, organizations and institutions to discharge specific responsibilities.
1) State Council of Educational Research and Training (SCERT)
2) State Institute of Educational Technology (SIET)
3) State Resource Center (SRC)
4) Institute of Advanced Studies in Education
5) Colleges of Teacher Education (CTES)
6) Districts Institute of Education and Training (DIET)
7) District Resource Units (DRU)
8) Block Resource Units (BRU)
9) State Institute for Administrative Careers
10) Bhandarkar Oriental Research Institute, Pune
11) The Folklore Committee, Pune
12) Deccan College Post-Graduate and Research Institute, Pune
13) Maharashtra State Bureau of Textbook Production and curriculum Research
14) Maharashtra Universities Book Production Board, Nagpur
15) Maharashtra State Council for Higher Education
16) Maharashtra Institute of Education Planning and Administration
State Council of Educational Research and Training (SCERT):
The National Council of Educational Research and Training (NCERT) maintains a network of field offices in order to keep close link with State Governments. State Council of Educational Research and Training is one of these offices, which came into existence on 5th Jan. 1979 by transformation and upgradation of former state institute of Education (SIE). SCERT has a programme Advisory Committee under the chairmanship of Education Minister. It also has special Advisory committees for programmes like Population, Education, Educational Technology and Non-formal Education.

Various Departments of SCERT are as follows: -
(i) Department of Pre-School Elementary Education.
(ii) Department of Non-Formal Education.
(iii) Department of Curriculum Research and Special Curriculum Renewal Projects.
(iv) Department of Science and Mathematics Education.
(v) Department of Population Education.
(vi) Department of Teacher and in service education.
(vii) Department of Educational Technology.
(viii) Department of Examination Reform and Guidance.
(ix) Department of Research Co-ordination.
(x) Department of Art and Aesthetic Education.
(xi) Department of Adult Education and Education for Weaker Section.
(xii) Department of Publication.

State Institute for Administrative Careers:
The State Institute for Administrative careers, has been established at Mumbai in December 1976 in order to give special coaching to
promoting candidates of the state with required qualifications, to improve their chances of success at competitive examinations held by Union Public Service Commission and Central Services like Indian Administrative Services (IAS), Indian Police Services (IPS), Indian Forest Services (IFS) etc. The candidates undergoing training at the institute get free training, lodging, library facilities and stipend also. The examinations are conducted by Union Public Service Commission, New Delhi. It is observed that, the percentage of candidates appearing from Maharashtra for said examinations is very less. Therefore in order that more candidates may appear to such examinations, Maharashtra Govt. had opened training Centres at Mumbai, Kolhapur, and Aurangabad. The first center at Mumbai has been started from 1976 and other had been started vide Govt. Resolution No. IAS 1084/28607/(61/84)/UNI-1, dated 30/09/1985. The pre-I.A.S. Centres have been opened and started in the premises of following colleges. viz

(i) Kolhapur - Rajaram College, Kolhapur.
(ii) Aurangabad- Government College of Arts & Science, Aurangabad.
(iii) Nagpur - Vasantrao Naik Govt. Institute of Arts & Social Science, Nagpur.

The administration of all above I.A.S. Centres are run through the Director of respective center under overall control of the Director of Education, Higher Education, Maharashtra State, Pune.

**Maharashtra State Institute of Educational Technology (SIET):**

Under “INSAT FOR EDUCATION” project, launched in 1982, State Institute of Educational Technology (SIET) was set up in Maharashtra. The Ministry of Human Resource Development (MHRD) provides
financial assistance to the institute. For proper implementation and development of the potential of modern communication technology in the country, Govt. has decided to make SIET autonomous and more professional. Thus in our state the SIET has been conferred an autonomous status.

**Bhandarkar Oriental Research Institute, Pune:**
Bhandarkar Oriental Research Institute, Pune is an institute of international repute doing research work in oriental language mainly the old Sanskrit classics and has published a number of volumes of Maharashtra and other branches of old Sanskrit learning. The work preparation of critical addition on Mahabharata is in progress and has been accepted as research work of proceeds merit. Govt. pays annual grant of Rs. 80,000 (Eighty Thousand) to its publication department. In addition Govt. also pays 50% grant to the institute towards payment of dearness allowances (DA) to the staff.

**Folklore Committee, Pune:**
Maharashtra Folklore Committee, Pune was established in the year 1956 in order to perform following functions: -
(i) To research folk literature from Marathi areas, to preserve and publish it.
(ii) To make subject wise classification of collected folk literature and to publish it.
(iii) To publish good quality of folk literature at reasonable price and make it available to the readers.
(iv) To give publicity to collected folk literature.
(v) To make a comparative study of folk literatures from other language with Marathi Literatures. To introduce Marathi Literature to foreigners.
(vi) To make study of Marathi Literature in usual and social manner.
(vii) To study folk culture.
(viii) To study folk songs and folk arts.
(ix) To record folk songs, folk stories, novels etc.
(x) To demonstrate folk songs and folk arts.
(xi) To publish folk arts through photography and to organize exhibition on it.
(xii) To introduce folk songs / folk stories through radio.
(xiii) To organize cultural folk programmes.
(xiv) To organize seminars on folk literature.
(xv) To organize function on folk songs and dances.
(xvi) To organize exhibition of folk arts.

Deccan College, Post-Graduate and Research Institute, Pune:
This institute was established in 1938-39 at Pune, by the Britishers. It is a research institute conducting post–graduate studies and research in Linguistic, History, Anthropology and Experimental Psychology with special reference to education. The research work of the institute has been claimed as Research of Merit in India and abroad. Being an institute of advanced research, it provides facilities in terms of library and staff for research, guidance to research students etc. Maharashtra Govt. pays full grant to institute to cover its net expenditure. In addition to grants from State Govt. it also receive grants from Govt. of India and UGC for specific projects.
**Maharashtra State Institute of Education:**

The Maharashtra State Institute of Education was established at Pune in 1964. The work of this institute has been divided into four aspects viz. research, extension, training and consultative and clearing house functions.

**Maharashtra State Bureau of Textbook Production and Curriculum Research:**

Maharashtra State Bureau of Textbook Production and Curriculum Research was established on 27th Jan 1967. Main functions of the bureau are as follows: -

(i) To produce textbooks, handbooks for teachers, and work books for students.

(ii) To print, publish, stock, distribute and sell these items or make arrangements to make them available at reasonable price.

(iii) To undertake research for the improvement of curriculum, syllabus, textbook production and ancillary materials.

(iv) To establish and maintain libraries for facilitating research in curriculum and textbooks.

(v) To assist and advice Govt. in selecting and approving school textbooks for standards I to VI, submitted by private authors or publishers and

(vi) To assess the utility of textbooks, teacher’s handbooks and other educational literature produced by other agencies.

**Maharashtra Universities Book Production Board, Nagpur:**

The universities have to pay special attention to promotion of research and producing literature useful for research and studies as it is achieving
increasing importance today. Therefore Maharashtra Universities Book Production Board was established in 1969 at Nagpur, to produce literature in regional languages at university level. The administrative expenditure limited to Rs. 50,000/- per annum of the Board is borne by the State Govt. with effect from 1977-78. The Board publishes standard books on various subjects useful to university or students. The books published by the Board are the books in original or translations of standard work. All these books are produced in the original language i.e. Marathi. The Board has so far produced 421 books in various disciplines under different faculties in the universities.

**Maharashtra State Council for Higher Education:**
The composition of Maharashtra State Council for Higher Education is as follows viz, the Chief Minister is the Chairman of the council, Minister for Higher Education is Vice-Chairman, and Director of Higher Education is the Secretary. The list of other members is as follows:
- Minister for Medical Education
- Minister for Sports
- Minister of State for Higher Education
- Minister of State for Medical Education
- four Members of Legislative Assembly nominated by the speaker of Maharashtra Legislative Assembly
- two members of Legislative council nominated by the Chairman of Maharashtra Legislative Council
- Ten eminent educationists or educational administrators nominated by the Chancellor of which two shall be representatives of the management,
- two Principals from amongst office bearers or the members of Executive Committee of State level representative body of principals nominated by Chancellor,
- two teachers from amongst office bearers or the members of Executive Committee of State level representative body of teachers nominated by Chancellor,
- Vice-Chancellors of all statutory Universities
other than Agricultural Universities in the State, The Secretary-Higher and Technical Education, the Secretary-Medical Education, the Secretary Planning, the Secretary-Finance, the Secretary-Sports, the Director of Technical Education, Director of Medical Education etc. Maharashtra State Council for Higher Education is the authority of State Government and is responsible for State Higher Education. It undertakes planning, monitoring, co-ordination and evaluating authority and acts as think-tank for Higher Education including technical, medical and professional education.

Thus Maharashtra Government has taken all possible efforts to expand higher education both qualitatively and quantitatively. But education has been developed comparatively well in Mumbai and North Maharashtra region while the development of education in Marathwada region is not to the desirable extent.
List of References:


4. ibid.

5. ibid.


