CHAPTER – IV

EXISTING HIGHER EDUCATIONAL POLICIES AND PLANNING
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CHAPTER - IV

EXISTING HIGHER EDUCATION POLICIES AND PLANNING

1.0 Educational Planning: Introduction

Planning is an approach and a tool for public authorities to intervene and direct the course of development of an economy. It is a process of working out the future course of action to attain a set of commonly agreed objectives. Education contributes towards enhancing individual productivity, national income and improving social well being. The role of educational planning is to set educational priorities in tune with development strategies and to direct investment decisions accordingly. Educational planning takes into account the interface between education and economic development. The progress of education and the direction of change in education are related to the demand derived from economic planning. Achievement of targets set by economic planning in various sectors requires manpower of varied skill levels. Educational planning precisely attempts to develop these categories of manpower to facilitate economic development. Therefore educational planning becomes an integral part of overall economic planning process. According to Wombs, “Educational planning in its broadest generic sense, is the application of a rational, systematic analysis of the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and societies.”(1)

Education deals with human beings therefore educational planning has to focus on the co-operation between different actors involved in the process.
of educational development. Educational planning to be successful has to encourage co-operation from teachers, students, parents, administrators and community at large. This co-operation is necessary to draw up and implement educational plans. Therefore educational planning must involve a regular dialogue and consultation between those who provide education and those who benefit from education. The practice of educational planning must be a process of constant negotiation between the logic and principles of planning and the actual situation confronting educational progress and development.

Before independence, British Government had announced various commissions, committees, despatches and declarations for development of education in our country. But the system was to be utilized as an instrument for strengthening their rule. Development of individual or society had no place in their system. The English education system, patterned on British Model was imposed on Indians having no chance for success. It gave birth to a new class of intellectuals in India, who in their feelings and aspirations were much closer to English. During the period of their rule of about 175 years, they could educate only 15% of our population. Lastly due to the efforts and sacrifices of our great freedom fighters, out country got freedom on 15\textsuperscript{th} August 1947. After independence our educationist felt necessary to change the structure of education. The major purpose of education was supposed to grant an individual, maximum possible opportunities for the fullest development of his capabilities. It was felt that education should expand at all stages and in all aspects. The basic goals and aspirations of the peoples of free India as enshrined in the Constitution have guided the development of education in our country. In order to give concrete shape to these goals
and aspirations several Commissions and Committees have examined the progress of education in its various dimensions from time to time.

The list of all such Commissions and Committees is as given below:

List of Educational Documents After Independence:

1) University Education Commission (1948-49)
2) Secondary Education Commission (1952-1953)
3) Religious and Moral Instruction Committee (1959)
4) Indian Education Commission (1964-1966)
5) National Policy on Education (1968)
6) Working Party on Educational Planning, Administration and Evaluation (1968)
7) Seminar on Institutional Planning (1968)
8) Committee on Ten Plus Two Plus Three (1973) (10+2+3)
10) National Commission on Teachers (1983-1985)
12) Acharya Ram Murti Committee (1990)

2.0 University Education Commission (1948-49):

After achieving political independence in 1947, a great venture of overall development of national reconstruction with the objectives of economic and social freedom of equality, justice and dignity was launched. The progress of national economy and education were recognized interdependent and essential for cultural development of the country. Too
much stress was put to educational reconstruction because the freedom struggle leaders very well realized the fundamental role of education. Gandhiji was of the view that education should be directly relevant to the life of peoples. Maulana Azad, a great scholar and educationist, said in his one of the speeches “Our special attention after independence, one of the most important was that of National Education and what may be called its system of pattern.” Therefore ‘University Education Commission’ was appointed through a resolution of Central Ministry of Education on November 4, 1948 under the chairmanship of Dr. S. Radhakrishnan. The Commission was appointed in order “to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country.”

It covered problems of admission, length and content of courses, the relation between teaching and research, examinations, student discipline and teachers service conditions. The commission submitted its report within a year. According to this commission, keeping in view the past traditions, present conditions, future prospects and the personal interests of students and also of the nation, the aims of university education were defined as follows viz.

(i) The aim of university must be to preserve and develop the culture and civilization of our country in order to make our country very strong. It must provide leadership in various walks of life in the best interest of the nation and must produce able administrators and suitable workers in various occupations and industries. It must help the students to imbibe good aspects of
their culture and to accept new values for all round development.

(ii) The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields.

(iii) The university has to make new inventions and discoveries and to develop new original ideas in order to make the society strong. It should generate new ideas and discard those, which are likely to prevent the growth of the nation. It should provide opportunities to acquire all kinds of knowledge.

(iv) The university has to educate the mind and soul of the students in order that they may grow in wisdom. It has to instill moral values in them while making them well disciplined.

(v) The university must create a consciousness among students for protecting the directive principles as to be laid down in the Constitution. It has to make the foundation of democracy strong and to develop the spirit for ensuring equality, fraternity and social justice to all while maintaining integrity of the nation.

(vi) The university has to develop the spirit of universal brotherhood and internationalism among the students.

The commission had made various recommendations and suggestions for improving the standard of universities which are as given below.

(i) It recommended a twelve-year schooling proceeding to admission to the universities. Admission to university courses should be after the completion of 12 years of study at school and an intermediate college.
In order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened.

To avoid overcrowding at universities and colleges, maximum number of students in Arts and Science faculties of a teaching university be fixed at 3000 and in an affiliated college at 1500.

The number of working days be substantially increased to ensure a minimum of 180 in the year exclusive of examination days, with three terms, each of about 11 weeks duration.

Lectures should be carefully planned and supplemented by tutorials, library work and written exercises.

There should be no prescribed textbooks for any course of study.

Tutorial instructions should be developed in all institutions imparting university education.

University Libraries should be greatly improved.

The Laboratories should be improved in buildings, fittings, equipment, workshops and technicians.

In addition to above, the commission also made recommendations regarding courses of study, Post-Graduate Training and Research, Research in Education, Examinations, Medium of instruction, Rural Education, Agriculture education, Women and Muslim Education, Scales for University teachers, finance etc.


The Secondary Education Commission was appointed by Govt. of India on the advice of Central Advisory Board of Education (CABE) on 23rd
September, 1952. Dr. Lakshaman Swami Mudaliar, then Vice-Chancellor of Madras University was appointed Chairman and hence this commission is popularly known as Mudaliar Commission. The report of the commission was published in 1953 and it was said in their report that, “As political, social and economic conditions change and new problems arise, it becomes necessary to re-examine carefully and study clearly the objectives which education at each stage should keep in view. Moreover, this statement must take into account, not only the facts of existing situation but also the direction of its development and the nature and type of the social order that we envisage for the future to which education has to be geared.” (3)

Regarding Higher Education, the commission had made various recommendations, some of which are as follows:

(i) The first-degree course in the university should be of three years duration.

(ii) There should be provision for a pre-university course of one year for those who pass out high school, during which period the scheme of students studies should be planned with due regard to the needs of the degree or the professional course to be taken by the students. Special emphasis should be placed on the quickening of intellectual interests, training in methods of study at college and the study of English so long as it continues to be the medium of instruction at the university.

(iii) Admission to professional colleges should be open to those who have completed higher secondary course, or have taken one year’s pre-university course.
(iv) In professional colleges a pre-professional course of one year should be provided for the students, preferably in the professional colleges themselves. But as a transitory measure, they may be given in degree colleges, where facilities exist, till professional colleges are able to provide for such courses.

4.0 Religious and Moral Instruction Committee (1959):

Govt of India appointed this committee in order to make a detailed study of the entire question of religious and moral instruction in educational institutions. The committee was asked,

(i) To examine the desirability and feasibility of making specific provision for the teaching of moral and spiritual values in educational institutions.

(ii) If it is found desirable and feasible to make such provision (a) to define broadly the content of instruction at various stages of education and (b) to consider its place in the normal curriculum.

The recommendations or suggestions made by the committee regarding university stage were as follows: -

(i) Students should be encouraged to meet in groups for silent meditation in the morning.

(ii) A general study of different religions should be an essential part of general education course in degree classes.

(iii) A postgraduate course in comparative religion may be instituted. Due importance should be given to the study of following subjects in appropriate Honours and M.A. courses in the fields of Humanities and Social Sciences viz. (a) Comparative Religion and (b) History of Religions.
(iv) All universities should introduce a fairly long period of social service. In the organization and conduct of such services, considerable attention should be given to the learning and practice of moral and spiritual values.

5.0 Emotional Integration Committee (1961):

The Ministry of Education, Govt. Of India appointed this committee under the chairmanship of Dr. Sampurnanand in May 1961. It was appointed in order,

(i) “To study the role of education in considering and promoting the processes of emotional integration in national life and to examine the operation of tendencies which come in the way of their development.

(ii) In the light of such study, to advise on positive educational programmes for youth in general and students in schools and colleges in particular to strengthen in them the processes of emotional integration.”

The committee made following suggestions regarding Higher/University Education: -

(i) At university level, it recommended for the study of different social sciences, languages and literature, culture and art and also for exchange of teachers and students.

(ii) It recommended for the place of co-curricular activities in the curriculum including common observance and celebration of festivals and events of national importance, sports, educational excursions, tours and picnics, military like the NCC, ACC, Scout and Guides, Students Camps, debates, symposia,
dramatics and youth festivals. The use of audio-visual aids like films, pictures, radio and T.V. has also been recommended.

(iii) The teaching of social studies has been recommended at all levels in primary, secondary and university stages, which would impart knowledge of the geographical, historical and cultural background of the country and of the whole world. Books on social studies should include reference to the lives and works of great men of India and of the World and also stories from ancient books like the Ramayana and the Mahabharata.

(iv) The two link languages viz. Hindi and English should be effectively taught at university level so that conditions of emotional and intellectual isolation are not created.

(v) It recommended for the celebration of National days viz. January 26, 15th August and October 2nd etc.

(vi) Admissions to schools, colleges and other educational institutions should not be given on the basis of caste but be on the basis of means and merit.

(vii) Distinguished professors should be deputed periodically to different universities so that a large range of students can benefit from their experience.

(viii) An All India Youth Council should be set up to co-ordinate all Youth Programmes taken up by the Central and State Governments and also to help these various agencies to extend their efforts.

(ix) Students Exchange and Tours should be conducted from one State to another. A network of youth hostels should be set up by all the states in selected places.
6.0 Indian Education Commission (1964-1966):

Govt. of India appointed University Education Commission in 1948 and Secondary Education commission in 1952 for suggesting reforms in education. The recommendations and suggestions of these commissions could not be implemented totally as a result of which the defects in the area of education persisted as they were. Therefore in order to remove these defects, Govt. appointed an Education Commission in 1964 under the chairmanship of Dr. D.S. Kothari, then Chairman of UGC. The commission is also popularly known as Kothari Commission and it was appointed on 14th July 1964 through a resolution of the Govt. The inauguration of the Commission was held on 2nd Oct. 1964 at Vignyan Bhavan. The then President of India, Dr. S. Radhakrishnan in his message said, “It is my earnest desire that the commission will survey all aspects of education primary, secondary, university and technical and make recommendations which will lead to improve our educational system at all its levels.”

Other members of this commission were as follows: - J.P.Naik (Member Secretary), L.K. Gopalswami, A.R.Doud, V.S.Jha, K.G.Saiyidain, P.N. Kripal, B.P.Lal, M.V.Mathur, Trigun Sen, Ku. S. Pannadhikar, Rajer Revelle (U.S.A.), H.A. Elvin (London), Jean Thomas (France), Shumovsky (Moscow), Sadatorhi Thara (Tokyo). The publication of report of the commission in 1966 was an epoch-making event in the history of Indian Education. The commission defined university in the following way; “Their principle object is to deepen man’s understanding of the universe and of himself in body, mind and spirit, to disseminate this understanding throughout society and to apply it in the service of
mankind. They are the dwelling places of ideas and idealism and expect high standards of conduct and integrity from all their members. Theirs is the pursuit of truth and excellence in all its diversity – a pursuit that needs above all, courage and fearlessness. Great universities and timid people go ill together.”

The commission had devoted adequate time and space to its discussion and deliberation on higher education. After touring round the whole country and studying various problems deeply, the commission made following recommendations:

(i) That, UGC should select six universities as major universities from amongst existing universities, including one of IIT’s and one Agricultural University. In such major universities, first class post-graduate work and research would be possible and the standard work and research of such universities would be comparable to best institutions of their type in any part of the world.

(ii) At university stage, regional languages should be adopted as media of education in phased programme spread over ten years. At the earlier stage of undergraduate course, instruction may be given through regional language while at post–graduate stages it may be in English. The teaching of important library languages other than English should be stressed, in particular the study of Russian on a larger scale.

(iii) Earnest efforts should be made to remove educational deficiencies that contribute to student unrest. The whole university life should be treated as one and polarization between teachers, students and administration should be avoided.
(iv) A system of selective admission should be adopted. Opportunities for part-time education viz-correspondence education course, evening colleges etc. should be extended widely and should include courses in science and technology.

(v) A college should normally have a minimum of 500 students and it would be preferable to raise it to 1000, or more in as many colleges as possible.

(vi) Regarding Women education, it recommended that the proportion of women students to men students in higher education should be increased to meet the requirements for educated women in different fields.

(vii) Our scholars should strive to make significant contributions to the sum total of human knowledge and experience in the fields of social and pedagogical sciences and humanistic studies, where our old traditions and the present challenges posed by social development present unique opportunities for creative work.

(viii) Regarding Educational Research, it recommended that an Education Research Council should be set up in the Ministry of Education for promotion of research. Urgent steps should have to be taken to develop educational research and relate it effectively to the formulation of educational policies and improvement of education. It is desirable to set up a National Academy of Education consisting of eminent educationists, broadly on the lines of National Institute of Science, to promote education and research.

(ix) Regarding Governance of Universities, it suggested for following points: -
(a) University Autonomy: - The proper sphere of university autonomy lies in the selection of students, the appointment and promotion of teachers and the determination of courses of study, methods of teaching and the selection of areas and problems of research.

(b) Role and appointment of Vice Chancellors: - As a rule, Vice-Chancellor should be a distinguished educationist or eminent scholar with adequate administrative experience. The term of office of Vice-Chancellor should be of five years and he should not be appointed for more than two terms in the same university.

(c) All posts of Vice-Chancellors should be full time and carry a salary. The retirement age for Vice-Chancellors should be 65 years.

(d) The Inter University Board: - (IUB) All statutory or deemed universities should become members of the IUB automatically. The degree or diplomas granted by a statutory or deemed university in India should receive automatically recognition from all other statutory or deemed universities.

(e) The University Grants Commission: - All higher education should be regarded as an integrated whole and UGC should eventually represent the entire spectrum of higher education. UGC should consist of 12 to 15 members, not more than one third should be officials of govt and at least one-third from the universities. The responsibility of coordinating standards should continue to vest in one body viz the UGC. State UGC’s should not therefore be created.
The visiting committee appointed by UGC should visit each university every three years and work in greater
detail and depth.

(x) Each state should have at least one Agriculture University. At least 25 students should be granted scholarships to study in such universities. New Universities should be established. Agriculture should also be included in the curriculum of secondary schools and universities.

(xi) A special provision should be made for engineering education to girls. The students receiving education in engineering colleges should be given practical training in third year. Provision should also be made for imparting education in chemical technology and aeronautics and astronautics.

(xii) Regarding Education of Science, it recommended that, study centres should be established for higher education of science and mathematics. Science and Technology should be made an indivisible part of educational system. Efforts should be made to develop the study of chemistry and physics. A new degree should be started higher to M.Sc. Its courses should be started on optional basis, which should be of one year or even lesser period. The curriculum of such courses should be organized in such a way that it may fulfill the needs and requirements of present time. Summer institutes of science should be established where efficient teachers of secondary schools and universities should be invited to impart science education in such institutes.
Regarding quality improvement of Higher Education, it was argued in the Report of the Education Commission that, “the UGC can become an effective instrument for upgrading the standards only if it follows the method of persuasion rather than coercion.” (7)

7.0 National Policy on Education (1968):

Govt. of India was convinced that for economic and cultural development of the country, for national integration and for realizing the ideal of a socialistic pattern of society, a radical reconstruction of education on the broad lines recommended by Education Commission is very much essential. It must involve transformation of the system to relate it more closely to the life of people, a continuous effort to expand educational opportunity, a sustained and intense effort to raise the quality of education at all stages, an emphasis on development of science and technology and the cultivation of moral and social values. It was expected that the educational system must produce young men and women of character and ability committed to national service and development. Education will then only be able to play its vital role in promoting national progress. Creating a sense of common citizenship and culture is to attain its rightful place in the community of nations in conformity with its great cultural heritage and its unique potentialities.

Govt. of India accordingly resolves to promote development of education in the country regarding following principles:

(i) Free and Compulsory Education.
(ii) Status, Emoluments and Education of Teachers.
(iii) Development of languages.
(iv) Equalization of Educational opportunity.
(v) Identification of talent.
(vi) Work Experience and National Service.
(vii) Science Education and Research.
(viii) Education for Agriculture and Industry.
(ix) Production of Books.
(x) Examinations.
(xi) Secondary Education.
(xii) University Education.
(xiii) Part-Time Education and Correspondence courses.
(xiv) Spread of Literacy and Adult Education.
(xv) Games & Sports.
(xvi) Education of Minorities.
(xvii) The Educational Structure etc.

For this, Govt. of India issued a National Policy on Education in 1968 on the basis of Report of the Education Commission 1964-65. In the context of Higher Education, the Policy observed –

(i) The number of whole time students to be admitted to a college or university department should be determined with reference to the laboratory, library and other facilities and to the strength of the staff.

(ii) Considerable care should be taken in establishing new universities and these should be started only after adequate provision of funds made for the purpose and due care is taken for maintenance of proper standard.

(iii) Special attention should be given to the organization of postgraduate courses and to the improvement standard of research and training.
(iv) Centres of advanced study should be strengthened and a small number of clusters of centres aiming at the highest possible standards in research and training should be established.

Emphasizing research in higher education, NPE 1968 added, “There is need to give increased support to research in universities generally. The institution for research should so far as possible, function within the fold of universities or in intimate association with them”. (8) Regarding correspondence courses NPE 1968 said, “Part Time education and correspondence courses should be developed on a large scale at the university stage. Education through part time and correspondence courses should be given the same status as full time education. Such facilities will smoothen transition from school to work, promote the course of education and provide opportunities to large number of people who have desire to educate themselves further but cannot do so on a full time basis.” (9)

Regarding media of instruction NPE 1968 suggested for the following:

(i) Urgent steps should be taken to adopt regional languages as media of education at university stage.

(ii) Suitable courses in Hindi and/or English should also be available in universities and colleges with a view to improve proficiency of students in these languages upto prescribed university standards.

(iii) In non-Hindi states, establishment of colleges and other institutions of higher education, which use Hindi as the medium of education, should be encouraged.
(iv) Facilities for teaching Sanskrit at school and university stages should be offered on a more liberal scale, due to the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to cultural unity of the country.

Regarding science education and research, The Policy recommended that it should receive high priority, with a view to accelerating the growth of national economy.

Regarding Education for Agriculture and Industry, the Policy recommended that,

(i) In every state, there should be at least one agriculture university. As far as possible, there should be single campus universities, but where necessary they may have constituent colleges on different campuses. Other universities may also be assisted, where the necessary potential exists, to develop strong department for the study of one or more aspects of agriculture.

(ii) Practical training in industry should form an integral part of technical education. Technical education and research should be related closely to industry, encouraging the flow of personnel both ways, providing for continuous co-operation in the provisions, design and periodical review of training programmes and facilities.

(iii) There should be a continuous review of agricultural, industrial and other technical manpower needs of the country and efforts should be made continuously to maintain a proper balance
between the output of educational institutions and employment opportunities.

**Examinations:** - A major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the student to improve his level of achievement rather than at “certifying” the quality of his performance at a given moment of time.

**Publications of Books:** -

The quality of books should be improved by attracting best writing talent through liberal policy of incentives and remuneration. Immediate steps should be taken for the production of high quality textbooks for schools and universities. Frequent changes of textbooks should be avoided and their prices should be low enough for students of ordinary means to buy them. The possibility of establishing autonomous book corporations on commercial lines should be examined and efforts should be made to have a few basic textbooks common throughout the country. Special attention should be given to books for children and to university level books in regional languages.

The National Policy on Education 1968 also recommended that

(i) Games and Sports should be developed with the object of improving physical fitness and sportsmanship of average student.

(ii) Every effort should be made to protect the rights of minorities and to promote their educational interests.
(iii) The aim should be gradually to increase the investment in education so as to reach a level of expenditure of 6% of the national income as early as possible.

(iv) Govt of India will also review, every five years the progress made and recommend guidelines for future development.

(v) Regarding Educational Structure, National Policy recommended to have a broadly uniform structure in all parts of the country. The objective should be to adopt the 10 + 2 +3 pattern.

8.0 Working Party on Educational Planning, Administration and Evaluation (1968):

The Planning Commission appointed a Working Party on Educational Planning, Administration and Evaluation on 24th Jan. 1968, to review the position of educational administration and evaluation, suggest long term objectives of development in these sectors and make specific proposals. Chairman of the Party was Shri J.P. Naik, then Adviser, Ministry of Education, New Delhi.

The Working Party adopted following as its terms of references :-

(i) To suggest ways and means of gearing educational administration to developmental needs,

(ii) To suggest needed improvement in Educational Planning Process.

(iii) To suggest reforms in educational administration with special reference to making the implementation of educational plans more effective and

(iv) To discuss in some details, following major areas,

(a) Administration at National level.
(b) Administration at State Level.
(c) Special Problems in educational administration with reference to organization, procedures and personnel.
(d) Supervision and guidance.
(e) Evaluation.
(f) Broad-based and decentralized planning.
(g) Managerial aspects of educational administration and
(h) Flexibility, dynamism and adaptability among administrators and supervisors.

The working party made recommendations for the following: -
1) Comprehensive Educational Plans.
2) Decentralized system of educational planning.
3) Institutional plan.
4) District as the basic unit of educational planning.
5) State plans.
6) Removal of regional imbalances.
7) Involvement of Teachers.
8) Provision of necessary training.
9) Expenditure orientation of programmes.
10) Determination of priority at various levels.
11) Better co-ordination between different agencies of planning.
12) Developmental educational administration.
13) Reorganization of services.
14) In-service education of administrators.
15) Establishment of National Staff College.
16) Incentive for professional growth.
17) Programmes for qualitative improvement.
18) Better supervision and guidance.
19) Comparative studies of administrative procedures.
20) Evaluation and educational research.
21) Research studies by the Asian Institute of Educational Planning and Administration
22) Strengthening and improving programme of educational planning.

9.0 Seminar on Institutional Planning (1968):
A national seminar was organized by National Council of Educational Research and Training in collaboration with the Ministry of Education, Govt. of India and was held at Regional College of Education Bhopal from 3-5 November 1968. Prominent resource persons among others present at the seminar included Prof. B.D. Nagchaudhuri, Member, Planning Commission, Shri J.P. Naik, Adviser, Ministry of Education, Prof. M.V. Mathur, Director Asian Institute, Dr. Shri K. Mitra, Joint Director NCERT.

The seminar made recommendations on following heads viz.
(i) School Principals and Institutional Planning.
(ii) Institutional Planning and Teachers Colleges.
(iii) Role of Educational Administrators in Institutional planning.

10.0 Committee on Ten Plus Two Plus Three, 1973 [10 + 2 + 3]:
Government of India, Ministry of Education and Social Welfare, appointed this committee to formulate practical measures for introducing
the proposed educational structure i.e. 10 + 2+ 3 structure, all over the country and to estimate the expenditure involved.

The terms of reference of the committee were as follows: -
(i) To suggest practical steps to be taken for implementation of the uniform pattern of 10 + 2 + 3 for the school and college classes in all States and Union Territories of the country.
(ii) To estimate the cost of implementing the Programme.

Chairman of the above Committee was Shri P.D. Shukla, Chairman, Central Board of Secondary Education, New Delhi. The committee suggested that the entire development of education in future should be on the basis of the proposed structure and therefore, the funds in the fifth plan to be earmarked for that purpose and they should be outside the plan allocations of the States.

11.0 Janta Government National Policy of Education (1979):

The first non-Congress Government i.e. Janta Government at Center headed by Shri Morarji Desai was formed on March 24, 1977. It decided to revamp the system of education in the country and hence prepared a Draft National Policy on Education in 1979. Unfortunately, with the fall of Janata Government on August 22/1979, action could not be taken on finalizing the National Policy on Education. Para 22 of the Draft National Policy 1979, deals with the resources for education, and includes:

22. Investment in Education.
22.1 Government expenditure on education in the country has steadily grown and is now of the order of 2,800 crore rupees per annum. A larger
outlay will be needed to implement the policy. However, efforts must be made to realize the objective through exercise of economy, more effective utilization of existing resources, additional outlays and programmes such as “Food for Work”

22.2 Fees may be charged in secondary and higher education stages from those sections of population who are in a position to pay at rates, which bear a reasonable relationship to the cost of providing education.

22.3 Support from local communities in cash and kind should also be encouraged on a wider scale than is done at present.

22.4 While financial inputs are an important part of the total effort required to implement the policy, even more important will be human element, the intellectual and moral energy dedicated to the task. Without this human contribution, the transformation and expansion of the education system…. and improvement of its quality will not be possible. Greater flexibility in content and duration of various courses was provided for, in the Draft NPE 1979. It also envisaged delinking of jobs from degree and high priority on adult education.

12.0 National Commission on Teachers (1983-85):

In 1983, Govt. of India appointed two National Commissions on Teachers in recognition of the importance of teachers and their role in developing the nation’s human and material resources. Out of these two commissions one was appointed for the school stage and the other for higher education including technical education. The commissions submitted their reports in March 1985. National Commission on Teachers-I was also popularly known as Chattopadhaya Commission after the name of its chairman.
The terms of reference of the commission were as follows: -
(i) Lay down clear objectives for the teaching profession with reference to the search for excellence, breadth of vision and cultivation of values in keeping with the country’s heritage and ideals of democracy, secularism and justice.
(ii) Identify steps to be taken to give appropriate states to members of the profession.
(iii) Suggest measures for fostering dynamism in the profession and responsiveness to development elsewhere in the world.
(iv) Recommend measures needed for attracting and retaining talented persons in teaching profession and widening the base for recruitment, particularly of women.
(v) Review existing arrangements for pre-service and in-service training / orientation for teacher and to recommend improvements.
(vi) Review and recommend the application of improved method and technology for teaching.
(vii) Recommend measures to enhance the role of teachers in facilitating, motivating and inspiring students in the acquisition of knowledge, skills and values and promoting through them spread of scientific temper, secular outlook, environmental consciousness and civic responsibility.
(viii) Identify the role of teachers in integrating education with development work in the community and home.
(ix) Study the social requirements of teachers in the field of non-formal and continuing education and to suggest ways and means by which these requirements can be met.
(x) Identify the role of teacher’s organizations in professional growth and professional consciousness.
(xi) Look into the feasibility of evolving an acceptable and implementable code of conduct for teachers and
(xii) Assess the adequacy of arrangements for promotion of teacher’s welfare with special reference to National Foundation of Teacher’s Welfare and to suggest modifications where necessary.

13.0 National Policy on Education (1986):

After the adoption of National Policy on Education 1968, there had been considerable expansion in educational facilities all over the country at all levels. However general formulations incorporated in the Policy were not translated into a detailed study of implementation. Problems of access, quality, quantity, utility and financial outlay, accumulated over the years, had assumed such massive proportions that they must be talked with utmost urgency. Realizing the fact that the country has reached a stage in its economic and technical development, a major effort must be made to derive maximum benefit from the assets already created. To ensure that the fruits of change reach all sections, education is the highway to that goal. With this aim in view, Govt. of India announced in Jan 1985 that a new Education Policy would be formulated for the country.

Prime Minister Rajiv Gandhi in his broadcast to the Nation on Jan 5, 1985, declared that a new education policy would be formulated that would equip the country both scientifically and economically to enter the 21st century. He observed: “Education must promote national cohesion and the work ethic. The grandeur of our freedom struggle and its significance for national integration has to be brought home to every student. Our schools and colleges should acquaint the younger generations with India’s ancient heritage and culture. The curricula and
textbooks should curb parochial and communal interpretations of our composite culture.” (10) He further remarked, “I would strongly emphasize education’s organic link with the productive forces of society. We shall reorganize vocational education to align it with industry, agriculture, communications and other productive sectors of our country.”

The then Education Minister K.C. Pant presented ‘Status Report’ on education to the Prime Minister on 20th August 1985. On the same day the ‘Status Report’ was entitled “Challenge of Education” A Policy Perspective”. The paper was discussed at various levels and in various forms and was revised in the light of various observations made. The draft was also debated in the Parliament and finally adopted in the Lok Sabha on May1, 1986 and the Rajya Sabha on May 12, 1986. In this way National Policy on Education 1986 was emerged. With a view to implement NPE, “Programme of Action” 1986 was chalked out. Thus after a comprehensive review and nationwide deliberation, the NPE 1986 was adopted which laid stress on higher education. Highlighting the objectives and importance of higher education it said, “Higher Education provided peoples with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system.” With a view to bring about an all round improvement in the vast number of higher education institutions, it was proposed that in near future the main emphasis would be on consolidation and expansion of facilities in the existing institutions.
Important principle of the proposed National Policy is the increased emphasis on

(i) Secondary Education.
(ii) Establishment of modern schools as center of excellence.
(iii) Social relevant and radical transformation of the curricula.
(iv) Vocationalisation of Higher Education.
(v) Delinking of degrees from jobs.
(vi) Development of technical education and its social relevance.
(vii) Role of voluntary agencies in education, privatization of education.
(viii) Value Oriented Education.
(ix) Teachers Education: Pre-Service and in-service training of teachers.
(x) Physical and Health Education: Facilities for games and sports.
(xi) Examination system.
(xii) Education of girls.
(xiii) National Integration and Education.
(xiv) International Understanding and co-operation.
(xv) Language policy in Education.
(xvi) An Iterated Strategy of Education.

The National Policy on Education also includes recommendations regarding:

(i) The role of education.
(ii) National System of Education.
(iii) Education for Equality.
(iv) Reorganization of Education at different stages.
(v) Technical and Management Education.
(vi) Reorienting the content and process of Education.

The National Government brought out a Document entitled Programme of Action (POA) giving details of various, programmes to be undertaken as a part of follow up measures of NPE 1986.

Condition and Expansion:

Funding of Universities and colleges.

(i) Preparation of plan for equipping existing institutions in phased manner.

(ii) Establishment of institutions within the university system having close link with National Laboratories and other agencies and establishment of task force by UGC for such institutions.

(iii) Formulation of scheme by UGC for providing financial assistance and other incentives, including model statutes for promotion of autonomous departments within universities.

(iv) Improvement in the quality of management of universities based on a review of management pattern by UGC.

(v) Ensuring the necessity of establishment and availability of adequate facilities for the establishment of new institutions.

(vi) Formulations of conditions for grant of affiliation to new institutions including availability of audiovisual systems, VCR’s and computers.

(vii) Regulation of admission on the basis of physical facilities.

(viii) Provision of entrance examinations for admission to institutions of higher education.

(ix) Formulation of State Councils of Higher Education.
(x) Planning for consolidation of existing institutions and development of higher education.

(xi) Programmes for strengthening non-viable colleges including their use for vocational programmes.

(xii) Special programmes for rural colleges.

(xiii) Monitoring state level plans by UGC

(xiv) Formulation of guidelines for functioning of autonomous colleges.

(xv) Formulation of schemes of incentives, special assistance to selected colleges, for creation of post of Readers and Professors, provision of higher-level grant for development to autonomous colleges.

(xvi) Special assistance to colleges in tribal and backward areas so as to enable them to develop into autonomous colleges.

(xvii) Provision of necessary statute for award of degrees and diplomas for declaration of colleges as deemed to be universities.

(xviii) Development of the process of interaction among autonomous colleges.

(xix) Initiation of studies on improvement of University College relationship.

(xx) Provision of funds for five years, for programmes of autonomous colleges whereas the maintenance expenditure of these colleges to continue to be borne by the resources which provide such expenditure.

(xxi) Review of UGC guidelines to incorporate new concepts in design, content and structure.
(xii) Inclusion of the concepts of composite culture of India and women’s studies in foundation courses.
(xiii) Reorganization of Boards of studies to make room for development of interdisciplinary approach.
(xiv) Provision of academic recognition and credits for participation in creative activities like NSS, NCC, Sports, Games etc.
(xv) Organization of regional and national seminars on flexibility in course design, modular structure, accumulation of credits etc.
(xvi) Linking of development grants to universities, innovation in design of courses.
(xvii) Increase in number of curriculum development centres set by UGC
(xviii) Development and co-ordination of science and technology curricula with collaboration of International Center of Science and Technology Education.

According to the Programme of Action, the State Councils of Higher Education would prepare co-coordinated plans for development of higher education in each state for consolidation of the existing institutions and their infrastructure programmes of strengthening non viable colleges including alternative forms of their utilization like vocationalization and diversification of courses. NPE 1986 has also stressed the need for a meaningful partnership between the Center and the States for successful implementation of the policy. It is accordingly stated in the policy that “While the role and responsibility of States will remain essentially unchanged, the Union Govt. will accept a larger responsibility to reinforce national and integrative character of education, to maintain quality and standards, to study and monitor educational requirement of
the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after international aspects of education, culture and human resource development and, in general to promote excellence at all levels of educational pyramid throughout the country. To begin with, the center has already assumed full or major financial responsibility for implementation of some of the important educational programmes highlighted in the Policy. Such programmes include Operation Blackboard, vocationalisation of the +2 stage, Navodaya Vidyalayas, massive re-orientation of teachers and other educational workers to implement the policy, autonomous colleges, and upgrading salary scales of the college and university teachers.

14.0 Acharaya Ram Murti Committee (1990):

The National Front Government formed in 1989 decided to review the implementation of National Policy on Education. Therefore it appointed a committee on 7th May 1990 with Acharya Ramamurti as its chairman. The committee submitted its report entitled ‘Towards an Enlightened and Human Society’ to Minister of state in the Ministry of Human Resource Development on 26th Dec. 1990. The committee viewed higher education in its Perspective Paper as follows, “The quality of higher and technical education is to be improved in real terms not only to make them relevant to our society as it is envisaged, but also to cater to the needs of the competitive industry, indigenisation of technology and advanced science and technology including research and development therein and their application.”

The terms of reference were as follows:

(i) To review the National Policy on Education, 1986 and its implementation.
(ii) To make recommendations regarding the revision of the policy and
(iii) To recommend action necessary for implementation of the revised policy within a time frame.

The report published in 1990 made following recommendations regarding higher education: -

(i) A national level of statutory mechanism should be set up to regulate opening of non-standard and sub standard universities and colleges.

(ii) Universities should become instruments of development in respective regions.

(iii) National Council of Higher Education should not be set up as the objectives could be achieved by a two tier structure viz council of ministers and council of secretaries.

(iv) Apart from the Chairman and the Vice-Chairman, there should be at least five full time members of UGC with specialization in specific areas of teaching, research, extension, management and finance. There should be Regional offices of UGC with adequate decentralization of authority and function.

(v) Universities should be relieved from the burden of undergraduate examinations.

(vi) Adequate research facilities should be provided to all affiliating colleges offering post-graduate instructions.

(vii) The report of the committee on Autonomous colleges should be examined quickly.

(viii) There should be decentralization of curriculum development.
(ix) One year pre-induction training should be provided for every teacher soon after appointment. The universities, on decentralized basis should provide this training.

(x) UGC should undertake a study of the implementation of conditions associated with implementation of the revised UGC scales of pay.

(xi) Instead of Indian Education Service, Cadres of Education Advisory Services in States should be created on the model of similar service of the Central Govt.

(xii) All technical and management education should be self-financing with adequate support in form of student loans. Public investment in education should exceed 6 percent of GNP. Funds for scholarships should be increased.

15.0 Janardhan Reddy Committee (1992) or Report of the CABE Committee on Policy (1992):

Govt of India appointed another review committee on National Policy on the advice of Central Advisory Board of Education. Chairman of the committee was Shri N. Janardhan Reddy, Chief Minister and Minister of Education, A.P. Hence this committee was also popularly known as Janardhan Reddy Committee under the name of its chairman. This committee made recommendations for following issues after examining recommendations of Ramamurti Committee on NPE.
Maintenance of Standards in Higher Education:

(a) It was not advisable to have a national level statutory mechanism to regulate the opening of sub-standard and non-standard universities and colleges.

(b) There should be more rigorous control and stress on creation of necessary infrastructure and educational facilities as precondition for granting of affiliation. The decisions of universities regarding affiliation to colleges should be given respect by the State Govt.

(c) State Councils of Higher Education can improve the situation.

Extension Service:

(a) It may not be advisable to redesign all courses so as to provide for extension work.

(b) Academic credit for extension work may be considered.

(c) Extension work may be undertaken in social work, and rural development courses.

National Testing Service: It should conduct tests in a centralized way.

Rural University: A central Council of rural institutes should be established.

National Council of Higher Education:

There is no necessity to form a National Council of Higher Education covering higher education in general, agricultural, medical, technical, and other professional fields in the interest of greater co-ordination and consistency in Policy, sharing of facilities and developing interdisciplinary research.
UGC: -

[a] There need to have five full time members of UGC in addition to Chairman and Vice-Chairman, as suggested by Ramamurti Report.

[b] There should be regional offices of UGC.

[c] Research Facilities in Colleges:
   Facilities for research work in colleges and universities should be increased.

[d] Curriculum Development Centres:
   To continue the Scheme of curriculum development centres and the universities may be given freedom to adopt model curricula.

[e] Teacher Training:
   To continue the scheme of Academic Staff College. The committee observed that the proposal to have one year induction programme for college teachers as suggested by Rammurti Report is not acceptable.

[f] Educational Complex:
   The committee suggested that the idea of educational complex of Rammurti Report may be tried out on experimental basis.

[g] Mobilization of Resources:
   The committee suggested that Higher Education should try to become self financing by revising the fee structure with appropriate support to needy students by way of student loans.

16.0 Modified National Policy of Education 1992:

National Policy on Education (NPE) 1986 is a landmark in educational development of our country. A review of NPE 1986 was conducted during 1990-1992. The Central Advisory Board of Education (CABE) in its 47th meeting held on May 5-6, 1992 considered the report of CABE
Committee on Policy set-up to make an indepth study of the report of the committee for review of NPE 1986. While broadly endorsing the policy, it recommended certain modifications in the light of development during last few years and the experience gained in implementation of the Policy. Revised Policy formulations containing these modifications recommended by the CABE were forwarded in Parliament on 7th May 1992. In this way New modified National Policy of Education, 1992 was emerged. A revised programme of action was prepared following the adoption of revised policy formulations in May 1992.

The programme of Action 1992, document of Central Govt. listed following actions to be taken for improvement of higher education.

1) Establishment of State Councils of Higher Education as statutory bodies and establishment of Joint Councils for small States, during Eighth five year plan.

2) Pending establishment of (SCHE) State Councils of Higher Education, conducting survey of status of higher education to develop a system of computerized management information for planning and development of higher education.

3) Making university and college campuses compact and ensuring availability of infrastructural facilities easily.

4) Tightening of affiliation system through adequate measures.

5) Stress on consolidation of existing colleges and deferring establishment of new colleges till old colleges have adequate resources.

6) Undertaking revision, review and updating of grant in aid rules with reference to per capita cost, teacher-student ratio, types of courses, internal resource generation.
7) Encouragement of admission tests in higher educational institutions and use of entrance tests by all universities by 1995 for admission to P.G. courses with scope for use of State language.

8) Working out a scheme of sharing resources by institution in metropolitan cities by 1993-94 and provision of utility audit for costly equipments.

9) Facilities for better use of Inter-University Centres.

10) Restraint on establishment of Central Universities.

11) Encouragement for establishment of autonomous colleges and departments.

12) Redesigning of programmes to meet the demands of specialization, flexibility on combination of courses etc.

13) Updating curricula atleast once in five years.

14) Revision of UGC guidelines, facilities for application of oriented courses, provision for vocational courses and development of courses on modular basis.

15) Switching over to semester system, grading system, continuous evaluation and credit system and making it a condition for becoming eligible to receive grants in case of new universities and colleges.

16) Encouragement for establishment of vocational colleges.

17) Continuance of Academic staff colleges (ASC).

18) Encouragement for linkage between universities and industries, setting up of a high power committee by UGC to review research and merger of SAP and COSIST schemes.

19) Development of a special sub-plan for science education for equipping science laboratories by 2000 A.D., equipping at least one science college in every district during Eighth Plan and special training facilities for science teachers.
20) Augmentation of computer facilities.
21) Provision for professional development of university and college administrators.
22) Undertaking steps for formulation of (SCHE) State Council of Higher Education, National Apex Body and Accreditation and Assessment machinery.
23) Undertaking efforts to make all India recruitment of teachers, increasing funds for student’s hostels, provision for carrying over benefits of part services by teachers to encourage their mobility.
24) Balanced distribution of resources between universities and research institutions, setting up of a High Power Committee for mobilization of additional resources.
25) Better provision for review and monitoring of schemes and development of higher education.
26) Encouragement for establishment of open universities.
27) Undertaking steps for delinking degrees from jobs, making National Evaluation Organization more effective and operational.
28) Setting up of Central Council of Rural Institutes.

Important programmes launched after the revision of National Policy on Education are as listed below:
1) Setting up a Joint Council for Vocational Education for laying down Policy guidelines.
2) Development of competency based curricular in major vocational areas.
4) Introduction of vocational courses in colleges.
5) Setting up of a Central Institution of Vocational Education at Bhopal.
6) Initiation of a centrally sponsored scheme for the improvement of
7) Starting of a centrally sponsored scheme ‘Environmental orientation to school education.’

8) Mass orientation of teachers and training.

9) Setting up District Institutes of Education and Training (DIET).

17.0 International Commission on Education at New Delhi (1996):

In 1996, from 15th to 17th January, New Delhi hosted an International commission on education, which was the 8th and penultimate session to finalize the report for UNESCO (United Nations Educational, Social and Cultural Organization). The Commission had earlier met in Dahar, Vancouver, Santiago, Tunis and three meetings in Paris. This commission was set up to determine how education can best confront the challenges ahead. UNESCO has constituted this commission to reflect on education and learning for the next century. Mr. Jacques Delores, former president of European Commission, headed this commission. Dr. Karan Singh is one of the 14 members of the commission.

Thus our Govt. had made all possible efforts for the development and expansion of education at all levels and in all respects. Due to these efforts education in our country has develop and expanded to present condition. But this expansion is only quantitatively. The quality of education has deteriorated and is not satisfactory. It is clear that all the Commissions and Committees were appointed in the hope that education may develop to cater the needs and aspirations of the society.
18.0 Educational Development during Plan Periods:

Educational planning is defined as “The application of regional systematic analysis to the process of educational redevelopment with the aim of making education more effective and efficient in responding to the needs and goals of its students and society”. The National Planning Commission was established in 1951. Education planning in our country is 50 years old. As per our Constitution, education was a state subject till 1976. But with 42nd amendment to the Constitution on 18th Dec. 1976, it was put on the concurrent list. Therefore educational planning is done at two levels viz Central and State level. At Central level, National Planning Commission and Ministry of HRD, Dept. of Education prepare a National Plan of educational development consisting of two parts, (i) A Central plan dealing with direct responsibilities of Govt. of India in education and (ii) Integrated summary of State plans of educational development.

The planning commission has formulated following Five Years Plans for educational development.

(i) First Five Year Plan (1951-1956)
(ii) Second Five Year Plan (1956-1961)
(iii) Third Five Year Plan (1961-1966)
(iv) Fourth Five Year Plan (1970-1974)
(v) Fifth Five Year Plan (1974-1979)
(vi) Sixth Five Year Plan (1980-1985)
(vii) Seventh Five Year Plan (1985-1990)
(viii) Eighth Five Year Plan (1992-1997)
(ix) Ninth Five Year Plan (1997-2002)
(x) Tenth Five Year Plan (2002-2007)
The three years i.e. from 1967 to 1969 are known as Annual Plan Years during which Five Year Plans were substituted by Annual Plans to meet National draught and financial recession. This period is also known as Plan Holiday.

**Education During First Plan Period (1951-1955):** After independence, five year plans were introduced in order to effect the development of our country in various fields. Under education, plans have been made for development of various stages and kinds of education. Terms of reference for planning commission were as follows:

i) To make available in various fields, personnel of suitable quality.

ii) To satisfy cultural needs of people which is essential for healthy growth of the nation.

iii) To stimulate the growth of creative facilities.

iv) To increase the capacity for enjoyment and development of a spirit of critical appreciation of arts, literature and other creative activities. The outstanding features of first five year plan were

i) UGC was set up.

ii) The gap between urban and rural areas was bridged to some extent.

iii) Facilities for private study were provided.

iv) Provision for scholarship to meritorious students was made.

**Second Five Year Plan (1956-1961):** In 1954 an educational conference was convened to discuss various educational schemes and programmes of the first plan period. Causes of failure of the programmes were discussed and new schemes were formulated for second five year plan. During this plan period, great emphasis was paid on basic education, expansion of elementary education, diversification of secondary education, extension
of facilities for technical and vocational education, implementation of social education and cultural development programme. The salient features of second five year plan were as follows:

i) Three year degree course was initiated.

ii) College teacher’s salaries were improved.

iii) There was expansion of technical and scientific education.

iv) A grate importance was given to the improvement of university and college plants.

Third Five Year Plan (1961-1966): As visualized by the Planning Commission, main emphasis during third five year plan was on the provision of facilities for education of all childrens in the age group of 6 to 11 years, extension and improvement of teaching science at secondary and University stages, development of vocational and technical education at all levels, expansion and improvement of facilities for teacher’s training for each stage of education, increase in scholarships, free ships and other assistance. At all stages of education, the aim was to develop both skill, knowledge and a creative outlook, a feeling of National unity which stands above religion, caste and language. Special emphasis was given on girl’s education and the disparity in levels of development in education between boys and girls was to be reduced. The sailent features of third five year plan were as follows:

i) Girl’s education was greatly emphasized.

ii) More scholarships and fee concessions were allowed in universities and colleges. National scholarship scheme was instituted.

iii) Examination Research units were set up in some universities.

iv) A national institute of sports was to be developed.
Distribution of Outlay on Education in First Three Plans
Table No. 4.1

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Sub-Head</th>
<th>I Plan</th>
<th>II Plan</th>
<th>III Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(In Crores of Rupees)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Elementary Education</td>
<td>85</td>
<td>87</td>
<td>209</td>
</tr>
<tr>
<td>2</td>
<td>Secondary Education</td>
<td>20</td>
<td>48</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>University Education</td>
<td>14</td>
<td>45</td>
<td>82</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Programmes</td>
<td>-</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Other Programmes</td>
<td>14</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>133</td>
<td>208</td>
<td>418</td>
</tr>
</tbody>
</table>

(Source: III* Five Year Plan, Government of India, Planning Commission)

It is clear from the above table that, Rs. 133 Crores were allocated for 1st Plan period for education, Rs. 208 crores for second and Rs. 418 crores for IIIrd plan. In all the three five year plans, elementary education received maximum allocation, which is approximately 50% of the total allocation.

Expansion of Schools in the Third Five Year Plans
Table No. 4.2

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Primary</td>
<td>303</td>
<td>630</td>
<td>1909</td>
</tr>
<tr>
<td>2</td>
<td>Primary Schools</td>
<td>209671</td>
<td>273135</td>
<td>330399</td>
</tr>
<tr>
<td>3</td>
<td>Middle Schools</td>
<td>13596</td>
<td>21730</td>
<td>49663</td>
</tr>
<tr>
<td>4</td>
<td>High/Higher Secondary Schools</td>
<td>7288</td>
<td>10838</td>
<td>17257</td>
</tr>
<tr>
<td>5</td>
<td>Vocational &amp; Technical Schools</td>
<td>2339</td>
<td>3074</td>
<td>4145</td>
</tr>
<tr>
<td>6</td>
<td>Teachers Training Schools</td>
<td>782</td>
<td>930</td>
<td>1138</td>
</tr>
<tr>
<td>7</td>
<td>College for Art, Sci. Training Colleges</td>
<td>53</td>
<td>107</td>
<td>-</td>
</tr>
</tbody>
</table>

(Source: Education Commission, 1966)
The above table shows that, during first three plans, the number of primary schools has doubled; middle schools have increased six items, and secondary schools four times. Teacher training schools had increased 100%, training colleges four time and degree colleges three times.

**Fourth Five Year Plan (1970-1974):** During fourth plan, emphasis was placed on improving the quality of education instead of concentrating merely upon opening more and more institutions and attention was shifted towards the content of education. Significant programmes initiated during fourth plan were as follows:

i) At elementary stage, a number of improvement schemes were initiated.
ii) Three printing press were established for publication of nationalized text books.
iii) Science education was improved at school stage, with the assistance of UNICEF.
iv) State Govts. implemented pilot projects in selected areas, to reduce wastage and stagnation at elementary stage.
v) At secondary stage, special programmes for encouraging girls education were launched.
vi) Curriculum and examination reforms were undertaken by a number of State boards of secondary education.
vii) At University stage, UGC provided assistance for development and expansion of post graduate education and research.
viii) Special assistance was given to colleges for the improvement of their academic and physical facilities.
ix) Programmes of farmer’s education and functional literacy were extended to 100 districts.
x) About hundred Nehru Yuvak Kendras, for giving opportunities to youth to participate in programmes of national development were set up.

**Fourth Plan Outlay on Education**

**Table No. 4.3**

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Educational Sector</th>
<th>Rs. In Million</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Elementary Education</td>
<td>246.90</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Secondary Education</td>
<td>148.14</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Higher Education &amp; University</td>
<td>206.00</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Others</td>
<td>115.22</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Technical</td>
<td>106.99</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td><strong>823</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Thus it is clear from the above table that Rs. 206.00 million were allotted for fourth plan period.

**Fifth Five year Plan (1974-1979):** During fifth plan period, various recommendations were made regarding primary, secondary, university and technical education and for development of languages. Almost all the states had made primary education compulsory for children between 6 to 11 years of age.

Regarding secondary education, it was expected that 20 lac more students would be enrolled in higher secondary schools during this plan period. Regarding university education, various recommendations were made to provide more facilities of higher education to educationally backward and weaker section of the society. It was planned to provide these facilities through evening colleges, correspondence courses and allowing students to appear at university examinations privately. It was also planned to
encourage summer institutes, seminars and workshops at university centres. Under technical education, it was considered necessary to develop Regional Engineering Colleges and Engineering Departments of Universities. It was decided that courses of technical education should be diversified and centres of studies in material science, engineering, energy studies and ocean engineering would be established.

**Outlay provided for different sectors during Fifth Plan**

**Table No. 4.4** *(Rs. In Crores)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Elementary Education</td>
<td>180</td>
<td>230</td>
<td>410</td>
</tr>
<tr>
<td>2</td>
<td>Secondary Education</td>
<td>111</td>
<td>139</td>
<td>250</td>
</tr>
<tr>
<td>3</td>
<td>University Education</td>
<td>140</td>
<td>152</td>
<td>292</td>
</tr>
<tr>
<td>4</td>
<td>Special Education</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Other Programmes</td>
<td>57</td>
<td>65</td>
<td>122</td>
</tr>
<tr>
<td>6</td>
<td>Total (Gen.Education)</td>
<td>497</td>
<td>595</td>
<td>1092</td>
</tr>
<tr>
<td>7</td>
<td>Technical Education</td>
<td>75</td>
<td>81</td>
<td>156</td>
</tr>
<tr>
<td>8</td>
<td>Art and Culture</td>
<td>16</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>Total Education</td>
<td>588</td>
<td>697</td>
<td>1285</td>
</tr>
</tbody>
</table>

(Source: Educational Planning in India, Vol. I, J.C. Aggarwal, S.P. Agrawal, P.No. 367)

It is clear from the above table that, in all Rs. 1285 Crores were allotted for Education.

**Sixth Five Year Plan (1980-1985):** In all the previous five year plans education was taken to be a social service rather than an input in the development process. There was a change in emphasis beginning with the sixth plan. Priority was given to the programme of universalization of primary education and eradication of illiteracy in the age group 15 to 35.
Efforts were made for the consolidation of existing institution and to equip universities and colleges with essential facilities. Other important programmes taken up during this period included restructuring of undergraduate courses, improvement in teaching standards of science and humanities, strengthening post-graduate education and promotion of research within university system. A one-hour daily telecast on higher education was also initiated for the benefit of colleges. On recommendations of Science Advisory Committee to the Cabinet, a new scheme was introduced in 1983-84 for strengthening infrastructure facilities for research and post-graduate education in science and technology within University system. Significant features of sixth five-year plan were as follows:

i) Programme of universalization of Primary Education.

ii) Eradication of illiteracy in the age group 15 to 35.

iii) Rural bias to educational programmes.

iv) Improvement in qualities of teaching.

v) Restructuring undergraduate courses.

vi) Strengthening postgraduate education and promotion of research.
**Sixth Plan Outlay for Education & Culture**

**Table No. 4.5**

(Rs. In Crores)

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Sub -head</th>
<th>States &amp; Union Territories</th>
<th>Centre</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Early Childhood and Elementary Education</td>
<td>851.07</td>
<td>54.30</td>
<td>905.37</td>
</tr>
<tr>
<td>2</td>
<td>Secondary Education</td>
<td>370.00</td>
<td>28.01</td>
<td>398.01</td>
</tr>
<tr>
<td>3</td>
<td>Teacher Education</td>
<td>22.00</td>
<td>0.00</td>
<td>22.00</td>
</tr>
<tr>
<td>4</td>
<td>University &amp; Higher Education</td>
<td>197.00</td>
<td>288.75</td>
<td>485.75</td>
</tr>
<tr>
<td>5</td>
<td>Adult Education</td>
<td>68.00</td>
<td>60.00</td>
<td>128.00</td>
</tr>
<tr>
<td>6</td>
<td>Physical Education, Sports &amp; Games &amp; Youth Welfare</td>
<td>69.00</td>
<td>24.54</td>
<td>93.54</td>
</tr>
<tr>
<td>7</td>
<td>Other Programmes</td>
<td>69.41</td>
<td>60.15</td>
<td>129.56</td>
</tr>
<tr>
<td></td>
<td>Sub-Total Gen.Education</td>
<td>1646.48</td>
<td>515.75</td>
<td>2162.23</td>
</tr>
<tr>
<td>8</td>
<td>Art and Culture</td>
<td>32.90</td>
<td>51.00</td>
<td>83.90</td>
</tr>
<tr>
<td>9</td>
<td>Technical Education</td>
<td>109.61</td>
<td>168.00</td>
<td>277.61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1788.99</strong></td>
<td><strong>734.75</strong></td>
<td><strong>2523.74</strong></td>
</tr>
</tbody>
</table>

(Source: Educational Planning in India, Vol. I, J.C. Aggarwal, S.P. Agrawal, P.No. 391)

**Seventh Five Year Plan Period (1985-1990):** The main objectives of seventh five-year plan were as follows viz.

i) To vocationalize secondary education and to pay special attention on education of backward classes and specialization at university stage.

ii) To emphasize the scheme of universalization of education as laid down in Educational Policy of 1986.

iii) To open new centres for social education.

iv) To expand and reform technological and vocational education.

v) To provide training to teachers in Higher Education and to improve their condition by raising their salary scales with the help of Central and State Govts.
During seventh plan period, great emphasis was given to vocationalisation of higher secondary stage in order to link education with productivity. Facilities for vocational education were diversified to cover a large number of fields in agriculture, industry, trade and commerce and the expansion of general higher education was carefully planned. Weaker sections and backward areas were provided with more facilities for higher education through appropriate reservation for admission, scholarships, provision of hostel facilities etc. Special features of seventh five year plan were as follows:

i) Universalization of elementary education.

ii) Eradication of illiteracy in the age group 15-35.

iii) Quality education and modernization at all levels.

iv) Provision of facilities for students of SCs/STs and weaker sections.

v) Emphasis on non-formal and distance learning.

vi) Link of higher education with employment and economic development and

vii) Linkage of research with institution work.
Seventh Plan Expenditure
Table No. 4.6

(Rs. In Crores)

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Sector</th>
<th>Centre</th>
<th>State</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Elementary Education</td>
<td>723.80</td>
<td>2142.07</td>
<td>2865.87</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>Adult Education</td>
<td>309.15</td>
<td>300.45</td>
<td>609.60</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Secondary Education</td>
<td>558.31</td>
<td>1093.59</td>
<td>1651.90</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Higher Education</td>
<td>631.46</td>
<td>460.13</td>
<td>1091.59</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Others</td>
<td>198.54</td>
<td>250.32</td>
<td>448.86</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Technical Education</td>
<td>615.40</td>
<td>349.91</td>
<td>965.31</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>Total Education</td>
<td>3036.66</td>
<td>4596.47</td>
<td>7633.13</td>
<td>100</td>
</tr>
</tbody>
</table>

(Source: R.N.Sharma, R.K.Sharma, History of Education in India, P.No. 215)

From the above table, it is clear that Rs. 7633.13 Crores were allotted for education for Seventh Plan Period. For Higher Education Rs. 1091.59 Crores were provided, the percentage of which against total expenditure on education is only 14%.

Eighth Five Year Plan (1992-1997): National Development Council approved eighth five year plan for the period 1992 to 1997. Main objectives, planned during this period were as follows
i) Looking upon education as linkage to employment and productivity.
ii) Achieving 100% literacy.
iii) Education of rural women.
iv) Use of Science and Technology with emphasis on tribal areas.
v) Extending vocationalization.
vi) Consolidating higher education (Technical education) coupled with adequate freeships and scholarships for meritorious and the poor.
The plan aimed at Universal Primary education through both full-time formal schools and part-time informal arrangements for working childrens and girls in particular. It also emphasized that priorities should be for preparing ground for the spread of literacy and primary education through socio-economic justice. It was recommended that existing universities and other institutions should provide new courses both short term and long term instead of sticking to the age old courses of two years Master’s Degree or a three year Bachelor Degree Programme.

Eight five year plan strategies for universalization of elementary education envisage adoption of disaggregated target setting and decentralized planning. District specific plans for universalization of elementary education were proposed to be drawn within the strategy frame of micro planning through peoples participation and introduction of minimum levels of learning.

**Eighth Plan Outlay on Education**

**Table No. 4.7**

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Educational Sector</th>
<th>Rs. In Million</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Elementary Education</td>
<td>92010</td>
<td>47</td>
</tr>
<tr>
<td>2</td>
<td>Secondary Education</td>
<td>34980</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Adult Education</td>
<td>18480</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Higher Education &amp; University</td>
<td>15160</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Others</td>
<td>7510</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Technical</td>
<td>27860</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td><strong>196000</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
**Ninth Five Year Plan (1997-2002):** During nineth plan period, maximum attention was given on an integrated approach with emphasis on excellence and equity, relevance, promotion of value education and strengthening management in higher education. It was felt necessary, that the system of higher education should provide student with adequate skills and knowledge to enable their participation in emerging social economic and cultural environment. It is planned i) To set up autonomous centres within university system to provide common facilities, services and programmes to universities and for improving quality in higher education system. ii) To increase separate universities for Science, Technology and Health Sciences.

Maximum emphasis was given to strategies relating university and college education during this plan period. Also information and communication technologies in higher education system are leading to fundamental improvement in the structure, management and mode of delivery of whole higher education system. Large number of departments of correspondence courses in different Indian Universities was to be converted into independent open universities during this plan period. Number of students in higher education in the age group 18-23 years was approximately about 6%, which was targeted to about 10% for this plan period. Financial allotment during this plan period under various category is as follows viz.

(i) Rs. 3700 crore for the growth of university and Higher Education
(ii) RS. 2603.49 Crore for Secondary Education.
(iii) Rs. 2373.51 Crore for Technical Education.
(iv) Rs. 324.45 Crore for Language Development.
(v) Rs. 25.32 Crore for Scholarships.
(vi) Rs. 16.25 Crore for Book Promotion and
(vii) Rs. 65.38 Crore for planning and administration.

**Tenth Five-Year Plan (2002-2007):** Tenth plan provides a frame of reference for various types of actions and is aimed at achieving general objective with strategic lines of action for achieving specific objective. The plan in fact provides basis for higher education in 21\textsuperscript{st} century.

“The scope and demand for higher education is increasing and the new paradigm in higher education involves creation of intellects of world standards and also training of skilled human power at a mass level without compromising on quality”\textsuperscript{(12)}

General objective during Tenth Plan is to achieve a profound transformation of higher education in order that it become effective promoter of sustainable human development and at the same time, improve the relevance with closer links with world of work and achieve quality in its teaching, research and business and community extension functions including lifelong learning. Greater emphasis is given to contribute to the transformation and improvement of the conceptions, methodology and practices related to:

(i) The relevance of higher education.
(ii) Quality, evaluation and accreditation.
(iii) Research and development.
(iv) Outreach activities in business and community and lifelong learning.
(v) The knowledge and use of the new information and communication technologies.
(vi) Management and financing.
(vii) Export of higher education and reorientation of international cooperation.

Various schemes that would be operated in Tenth Plan are grouped under the following eleven sectors.

1) General Development of Universities and Colleges.
2) Focused Development of Universities and Colleges.
3) Quality and Excellence.
4) Relevance and Development of Professional Disciplines.
5) Research and Development.
6) Outreach Activities and Life Long Learning.
7) Information and Communication Infrastructure.
8) Resources mobilization and Management.
10) General Development Schemes and
11) Engineering and Technology Education.

Regarding administration, emphasis would to given to impart training to the administrative personnels of the universities i.e. Vice Chancellors, Pro-Vice-Chancellors if any, Registrars, Finance Officers and Controller of Examinations and other staff.
Financial Estimate of Tenth Plan
Table No. 4.8

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Description of Sectors</th>
<th>10th Plan Proposal Rs. In Crores</th>
<th>Absolute %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Development of Universities &amp; Colleges</td>
<td>2631</td>
<td>34.52</td>
</tr>
<tr>
<td>2</td>
<td>Enhancing Access &amp; Equity</td>
<td>700</td>
<td>9.18</td>
</tr>
<tr>
<td>3</td>
<td>Promotion of Relevance</td>
<td>960</td>
<td>12.60</td>
</tr>
<tr>
<td>4</td>
<td>Promotion of Quality &amp; Excellence of Higher Education</td>
<td>2054</td>
<td>26.90</td>
</tr>
<tr>
<td>5</td>
<td>Improvement of Management &amp; Efficiency of Higher Education</td>
<td>257</td>
<td>3.37</td>
</tr>
<tr>
<td>6</td>
<td>Programme to Strengthen Scientific Research</td>
<td>680</td>
<td>8.92</td>
</tr>
<tr>
<td>7</td>
<td>Engineering &amp; Technology</td>
<td>340</td>
<td>4.46</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td><strong>7622</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(Source: UGC Schemes: A manual for Universities, Colleges and Research Institutions, P.No.993)

It is clear from the above table that, Govt. has decided to provide maximum financial assistance to colleges and universities for development during Tenth Plan period.

Thus after Independence, Govt. of India had tried its level best to develop and expand education at all stages and in every aspects viz. primary, secondary, university/higher education, educational structure, adult education, women’s education, education of SCs and STs, education of minorities, scholarships, research organization, teaching in education, correspondence school and courses and various others etc. For this, various committees, commissions, seminars and conferences were appointed and held from time to time, resulting in the present educational system. Govt. had also tried to provide required funds during each plan period. Pattern and content are the most important components or
ingredients of education. The structural pattern existing in India at present is the product of historical developments i.e. successive experiments before and after Independence. Every time a change or revision is made in the expectation and hope of progress, but every change does not produce desirable progress. Commissions after Commissions have repeated their recommendations, but follow up action has not been able to match the vision of experts.

**Number of Universities & Colleges, Enrollment & Faculty**

**Table No. 4.9**

<table>
<thead>
<tr>
<th>Years</th>
<th>No. of Colleges</th>
<th>No. of Universities</th>
<th>Students (In 000)</th>
<th>Teachers (In 000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>750</td>
<td>30</td>
<td>2,63,000</td>
<td>24,000</td>
</tr>
<tr>
<td>1990-91</td>
<td>7,346</td>
<td>177</td>
<td>49,25,000</td>
<td>2,72,000</td>
</tr>
<tr>
<td>1996-97</td>
<td>9,703</td>
<td>214</td>
<td>67,55,000</td>
<td>3,21,000</td>
</tr>
<tr>
<td>2002-03</td>
<td>11,575</td>
<td>245</td>
<td>82,75,000</td>
<td>3,83,000</td>
</tr>
</tbody>
</table>

Above table represents quantitative expansion of education after Independence. It is clear from the above table that the number of universities increased from 30 in 1950-51 to 245 in 2002-03. Numbers of colleges increased from 750 in 1950-51 to 11,575 in 2002-03. The number of students enrolled increased from 2,63,000 in 1950-51 to 82,75,000 in 2002-03. The number of teachers had also increased from 24,000 in 1950-51 to 3,83,000 in 2002-03. Thus expansion of education in our country can be said satisfactory in terms of quantity. But required quality regarding higher education cannot be achieved in addition to quantitative expansion. Major expansion has taken place in urban areas as
compared to that in rural areas. The prevailing education system in India comprises of both recognized and unrecognized institutions and included formal education. It is true that educational system in India has expanded quite well in quantity, but it has become unwieldy incompetent, static and devoid of quality. It is neither able to achieve excellence in pursuit of truth and expansion of boundaries of knowledge nor is able to create an able and trustworthy trained work force to feed the emerging tasks.

**19.0 Educational Documents of Maharashtra Govt.:**

Maharashtra State Government has also announced various committees from time to time to expand and develop the quality of higher education. List of some important documents announced by Maharashtra Government is as follows:

2) Maharashtra Educational Institutions Act, 1987 (Prohibition of Capitation Fee)
3) Maharashtra Universities Act, 1994

**20.0 Maharashtra Prevention of Malpractices at Universities, Board and Other Specified Examinations Act, 1982:**

Maharashtra Government announced “Maharashtra Prevention of Malpractices at Universities, Board and Other Specified Examinations Act, 1982, due to the assent of President. The Governor of Maharashtra felt it necessary to take immediate action to have a special law in the
State to provide for preventing Malpractices at examinations held or proposed to be held by any university or the Board or any other authority specified by the State Govt. in this behalf, including leakages of question papers or copying at such examinations, and for matters connected therewith. Therefore, Governor of Maharashtra promulgated Maharashtra Prevention of Malpractices at University, Board or other specified Examinations Ordinance 1982 on 25t May 1982.

21.0 Maharashtra Educational Institutions Act, 1987 (Prohibition of Capitation Fee):

The practice of collecting capitation fee for admitting students into educational institutions and at the time of promoting students to a higher standard or class at various stages of education is on the increase in the state. Therefore Maharashtra Govt. passed “Maharashtra Educational Institutions (Prohibition of Capitation Fee) Act, 1987 in order to prohibit collection of capitation fee for admission of students to, and their promotion to a higher standard or class in the educational institutions in the state and to provide for matters connected therewith, Any person from whom a capitation fee ordination has been demanded or collected by the management of any education institution, in relation to any student in consideration of his admission to any course of study or of his promotion to a higher standard or class in such institution may fill a complaint against such management with concerned police station within thirty days from the date on which such compilation fee or donation has been demanded or collected.”
**22.0 Maharashtra Universities Act, 1994:**

Maharashtra Universities Act, 1994 was specially drafted to overcome the difficulties encountered by various universities while implementing the respective 1974 Acts as well as to provide a unified pattern for the constitution and administration of these universities and to make better provision there for. Maharashtra Universities Act, 1994, was enforced on 22\textsuperscript{nd} July, 1994 vide Government notification, Higher and Technical Education and Employment Department No. USG 1432/104201/131/92 UNI – 3, dated 22\textsuperscript{nd} July 1994. It was passed on 22\textsuperscript{nd} July 1994 in order to unify and consolidate law relating to non-agricultural universities in Maharashtra State. Earlier there was a separate Act passed in 1974 for each university except North Maharashtra University Act 1989, and Amravati University Act, 1983. The Act provides for

i) Measures for better governance of non-agricultural and non-technological universities in the State.

ii) Provisions to enable each university to effectively carry out with responsibility, the object of the university to promote more equitable distribution of facilities for Higher Education.

iii) More efficient administration, financial control, better organization of teaching and research.

iv) Measures for eradicating undesirable non-academic influences to maintain discipline and standard of education in university.

v) Proper checks and balances by strengthening senate, vesting it with power of approval of budget and making of statutes.

vi) Representation of students and teachers on various bodies of universities.
vii) The State Council of Higher Education, which is expected to act as think tank for providing overall direction to Higher Education in the State.

viii) Filling casual vacancies occurring on such bodies by nomination of a person by the standing committee.

ix) The constitution of an institutional mechanism in the form of Grievances Committee in each university to deal with the grievances of teachers and other employees. The Grievances Committee is to entertain and consider complaints, which are not within the jurisdiction of tribunal and report to the Management Council to take proper action. The Pro-vice Chancellor or member of the Management Council is the Chairman.

x) No person shall be a member of the Management Council, Academic Council or Board of Examination for the second consecutive term, whether as elected, nominated, appointed or co-opted member as the case may be.

xi) The Senate is empowered to take into consideration the draft of statute either by its own motion or on proposal by the Management Council. When any such draft statute pertains to academic matter, senate should obtain opinion of the Academic Council before considering the same. No statute passed by the senate shall be valid or come into force until assented to by the Chancellor. Chancellor may direct the university to make provisions of the statute in respect of any matter specified by him, on the advice of the State Govt. If the senate fails to implement such directives within 60 days, the chancellor may after considering reasons if any communicated by the Senate, make or amend the statute suitably.
23.0 Maharashtra Prohibition of Ragging Act, 1999:

Maharashtra Govt. published the “Maharashtra Prohibition of Ragging Act” in Maharashtra Govt. Gazette after having assent of the Governor on 15\textsuperscript{th} May, 1999. The act was passed in order to prohibit ragging in educational institutions in the State of Maharashtra. The act declares that ragging within or outside any educational institution is prohibited. It states that whoever directly or indirectly commits, participates in or propagates ragging within or outside any educational institution, shall on conviction, be punished with imprisonment for a term which may extend to two years and shall also be liable to a fine which may extend to ten thousand rupees. Any student convicted of an offence under section 4 of the Act shall be dismissed from the educational institution and such student shall not be admitted in any other educational institution for a period of five years from the date of order of such dismissal whenever any student or the parent or guardian, or teacher of an education institution complaints in writing, of ragging to the head of the educational institution. The head of that institution shall enquire into the matter mentioned in the complaint within seven days of the receipt of the complaint and if it is found true, suspend the student who is accused of the offence and shall immediately forward the complaint to the police station having jurisdiction over the area in which the institution is situated for further action. The decision of the head of the institution that the student has indulged in ragging shall be final. If the head of the educational institution fails or neglects to take any action when a complaint of ragging is made, such person shall be deemed to have abetted the offence of ragging and shall, on conversion be punished.
24.0 Maharashtra Universities (Amendment and Continuance) Act, 2000:

The Maharashtra Universities (Amendment and Continuance) Act, 2000 came into force on 12th May, 2000. Amendments have been made in various sections, sub-sections of the principal Act 1994 by addition, deletion, substitution and insertions. All the amendments are aimed at streamlining and improving working of universities in the state. It provides for adequate representation to women and to the recognized reserved categories including lower and neglected strata of the society. It ensures proper co-operation from the non-teaching and teaching fraternity for timely declaration of results. Some important points taken under this Act are as given below:

i) Principal, Dy. or Asstt. Librarian and Documentation Officer in the University and college Librarian are included in the definition of teacher.

ii) The universities have to comply with and carry out any directives issued by the State Govt. from time to time with reference to proper duties, and responsibilities of universities. They had to adopt Govt. policy and orders issued from time to time in regard to the reservation of SCs, STs, De-notified Tribes (Vimukta Jati), Nomadic Tribes and Other Backward Classes for opening of different posts of teachers and non teaching officers and employees and for the admission of students in affiliated and conducted colleges, University Departments, University Institutions or recognized institutions.

iii) Any university without prior approval of State Government cannot create new posts of teachers, officers and other employees, revise pay, allowances, post retirement benefits, grant special pay allowances or other extra remuneration of any discrepancy whatsoever to any of his
teachers, officers or other employee, take any division regarding affiliated colleges, resulting in increased financial liabilities, direct or indirect for the State Government.

iv) Maharashtra State Council for Higher Education shall be the authority of State Government, in-charge of and responsible for the State Higher Education. The Council shall be planning, monitoring, coordinating and evaluating authority. It will consider and approve development programmes of the university, initiate Inter-University programmes for various activities related to teaching, research, and extension in the field of Higher Education, take steps and recommend to the State Government and to the universities, steps that may be taken to remove the regional imbalance, make Higher Education available to Backward classes, Rural and Tribal Communities, common and any such specified groups.

v) The perspective plan prepared by the university will have to be got approved by the State Council for Higher Education.

vi) The Procedure for starting new subjects, and additional divisions in the existing colleges and institutions shall be such as may be prescribed by the State Govt. from time to time.

vii) A person elected, appointed, nominated or co-opted as a member of the management council, academic council shall not be eligible for second consecutive term. Similarly the Dean of the Faculty, chairman of the Board of studies and member of the Board of Examination is not eligible for nomination, election, appointment or co-option for second consecutive term.
List of References:

1. N.V. Varghese: Module 1, Educational Planning at the District Level: Meaning and Scope, National Institute of Educational Planning and Administration.