

# **Universities In Rajasthan**

**R E P O R T**

*OF*

**The Committee Appointed By**

**The State Government**

**To Suggest Amendments In The Acts Of**

**The Universities**



**1971**

**Sub. National Systems Unit,**  
**National Institute of Educational**  
**Planning and Administration**  
17-B, SriAurobindo Marg, New Delhi-110016  
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T H I S V O L U M E C O N T A I N S :-

- A. Chairman's letter to the Chief Minister forwarding the Report.
  - B. Report of the Committee.
  - C. Summary of the Report ( Hindi and English)
  - D. Appendices:
    - I. Draft of the Bills amending the existing Acts relating to:-
      - a. The University of Rajasthan, Jaipur.
      - b. The University of Udaipur, Udaipur.
      - c. The University of Jodhpur, Jodhpur.
      - d. The Basic Statutes of -
        - (i) the University of Rajasthan
        - (ii) the University of Udaipur
        - (iii) the University of Jodhpur
- These  
will be  
submitted  
by the  
end of  
July, '71.
- II. Information about the Committee's Work:
    - (i) The meetings of the Committee with particulars about dates and places.
    - (ii) The people whom the Committee interviewed.

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Dr. Mohan Sinha Mehta  
Chairman  
University Acts Amendment Committee

May 30, 1971

Dear Mr. Chief Minister,

You will recollect that the State Government had set up a Committee for examining the Acts of the Legislature under which the Universities are functioning in this State, and to suggest improvement in them (vide notification of the Rajasthan Government No.F.5(53)O&M/68 dated 23rd December, 1968). Originally it consisted of 10 members including the Chairman. Three more members were added to the Committee under two Government notifications No.F.5(53)O&M/68 dated 6th March, 1969 and 13th March, 1969. The last meeting of our Committee was held yesterday.

2. With this letter I have the honour to submit the Report of the Committee which is practically unanimous. My colleagues, the members of the Committee and I feel confident that our recommendations will receive such consideration from you and your Government, and this will be followed by such legislative action, as may be considered appropriate.

3. In the first place, I wish to express my admiration for the wisdom and foresight which inspired your Government to get this important matter examined by a small and suitable committee. Recent events and developments not only in this State but in the country as a whole, in fact in many parts of the world, have focussed public attention and have even disturbed the minds of the intellectual sections of the community on

the state of Universities and their future everywhere. For this reason action similar to yours has been taken in other parts of the country also.

4. It is not necessary for me to point out to an experienced administrator like you that the subject of higher education covers a wide field and it has so many facets and departments that a detailed study of every part of the working of the University would have been an extremely complicated endeavour. However, the Committee considered the more important parts of the University organisation and ventured to place its views on them before your Government.

5. The Committee proceeded on the assumption in which they did not have any doubt that the Government fully understood the role of the University in the general all-round progress of the community and in supplying the intellectual equipment with which to meet the challenge of the revolutionary ideas which were today shaking the very foundation of society. Despite all the turmoil and the major controversies on many issues, nowhere in the civilized world are there two opinions about the value and importance of the place and the function of the University in Society. The Committee undertook its labours in this faith and throughout its meetings and discussions, this was its underlying belief and incentive.

6. You will notice that the Committee has not produced very radical recommendations. It is possible that in some sections of the community this fact may produce a sense of disappointment. The members of the Committee on the other hand would feel gratified if even

their modest and moderate recommendations are accepted and put into operation. They are convinced that if these moderate reforms are worked in the right spirit and with an adequate measure of integrity and enthusiasm, they may draw away our universities from some of their present troubles and difficulties. In fact it may even save the very concept of the University from the peril which they face at the present time.

7. In thinking of improvement and reform of existing institutions, it is felt that the change proposed should not bring about a complete break from the existing order of things. If there were to be established an entirely new university, one would be free to propose several new even radical ideas both on the administrative and its academic sides. (The Jawahar Lal Nehru University, New Delhi or the Simon Fraser University, Vancouver in Canada and one or two new Universities in the United Kingdom are good examples which have embarked on bold experiments). We are, therefore, not apologetic in proposing changes and improvements which could be easily introduced in the existing frame-work. This is a point which deserves to be kept in view at the time of considering the contents of the Report. We are not writing on a clean Slate.

8. As has been observed in the Report ( para 9), it is not the letter of the law or its constitution on which the vigorous and successful functioning of a University mainly depends. It is largely the spirit and sense of devotion with which it is worked that this result is obtained or lost. This factor is

common to all corporations and situations. At the same time a comprehensive set of regulations which are rigid and out of tune with the conditions of life can even have an adverse effect on the life and growth of an institution. The Committee has been guided by this general principle.

9. As every body knows that for the success and achievement of a University as for its failures and demoralisation, the one most important element responsible is the TEACHER. I would specially invite your attention to our observations on this subject and our proposal mentioned in para 27. He (or she) is more directly concerned in producing results, good, bad or indifferent than any other single factor. The Committee has highlighted this point. There are in the teaching community people of different shades of character and ability. Some teachers in our universities can be compared to the best in any University anywhere in the world. Others are of moderate talent but reasonably good and clever, and still others are of indifferent quality, moral or intellectual. Those who are responsible for governing and developing our universities have to undertake this difficult and unpopular task of separating the grain from the chaff. Whatever may be the constitution, however well it is worked or to whatever extent it is debased or badly exploited, it is the teacher who would be at the centre of the operation.

10. The good teacher should receive in Society the respect which is due to him. His conditions of service should be made worthy of his profession and his salary

and status in society should not suffer any unfair disadvantage. At the same time, the black sheep in the profession should not be allowed to bring it into disgrace and lower its prestige by their indifferent standards of ability and integrity. This is not a matter which can be remedied by law, but one to be dealt with through administration on the part of the university authorities. The Government too from their detached position could play an important role by giving moral support to those efforts which are undertaken to restore the moral health of our universities. As we are all too well aware that such an effort is needed almost everywhere.

11. AS one looks behind and watches the course of development of universities in the country during the last 20 or 25 years, one would see the slow, even imperceptible, growth of certain trends and problems which seem to be striking deeper roots as time passes. They are creating difficulties and keep on challenging the resourcefulness of University administration. They spring from the growth of group interests, and new external influences, particularly since Independence, and are likely to feature in the future as in-built tissues of the body-politic of the Universities, unless they are properly analysed and promptly remedied. The more prominent examples of such trends and troubles are the distance and lack of proper understanding between the academic and administrative parts of the University, between its internal and affiliating wings, antagonistic attitude in some places between the senior and junior members of the teaching staff, the approach and the standard of performance of those interested in teaching



and the others who concentrate on research, the wide gulf which separates the teachers who secretly incite students to unruly conduct and acts of indiscipline and the others who disavow and condemn such action. These are just examples but do not constitute a complete list of the evils arising from group rivalries and trends based rather on self-interest than related to the good of the University. It will be a futile exercise to expect to provide the remedies for such troubles in the text of a legislative enactment or in the body of Statutes. And yet they are evidently very important. They can best be dealt with by the authorities at the top as they apply the principles of their policy and relate them to practice under their personal observation. Such matters and related situations can be effectively looked after, to borrow a well-known expression of some importance from the constitutional sphere, by framing and enforcing some "Directive Principles" for safeguarding the ethical and academic values associated with the main concept of a University.

12. However, the Committee thought it necessary to deal with one such problem. It could not be avoided because of its practical implications. It was brought to the notice of the Committee with a great deal of force and urgency. The relations between the unitary and affiliating wings of the University of Rajasthan produce some complications. While the situation is serious and is causing much concern, it should not surprise any body. In other universities of India too which are similarly situated, the same difficulties,

complaints and indeed identical feelings of mistrust and bitterness are to be found. One has, therefore, to view the situation with a certain amount of detachment and constructive attitude. The Committee did that without giving way to despair. Indeed drastic remedies were put forward by people who felt bitterly dissatisfied with the evils of the position. The proposals of the Committee constitute an effort at remedying the real troubles, without going to the extreme step of vivisection - breaking up the organisation into two separate and independent parts. Such a separation will, the Committee are convinced, not be in the interest of the people of Rajasthan nor of their intellectual progress. The arrangement proposed is a healthy compromise without sacrificing the basic unity or the corporate life of the University. We strongly recommend its trial. The Vice-Chancellor who is the academic and administrative head of the University should, with his tact, impartiality and right spirit, be able to keep the University united, at the same time also see to it that both the wings enrich, support and strengthen each other.

13. A Report like this would not, it is clear, receive universal popularity. Any idea of change or a proposal for reform in its very process, however modest it might be, is bound to tread on somebody's corns. It would be presumptuous on my part to emphasise the obvious that the best thing in the circumstances would be to give the highest priority at the decision making stage to the wider interests of the community. The greatest good of the greatest number would, in the long

run, promote the interests of the smaller groups also. But very few people easily accept this reasoning when their own vested interests are disturbed.

14. Among the few new ideas which we are proposing in the Report I venture to draw your attention to two or three among them in the hope that they would receive from you special consideration. The Committee are unanimously agreed that the constructive approach to the problem of student unrest will be to involve them directly in the administration of the University to the extent that they can shoulder such a responsibility and in areas directly related to their well-being and development. The proposed Students' Council has been given statutory form. This will make it a prominent place among the University Bodies. You will also find that we are proposing a liberal constitution for this Council so that it would not be the target of criticism on the ground that the proposed Council would comprise only docile and "well-behaved" students.

15. Another suggestion to which we attach great importance is to institute a special Tribunal under an Act of the Legislature for disposing of legal suits affecting the universities and their members. This would have the very wholesome result of saving the universities from excessive delay, too much expense and frequent derangement in their academic work. I hope this proposal would be seriously and sympathetically examined by the Government.

16. We have suggested that the Chancellor in his capacity as the highest functionary of the University, should as a matter of regular practice, set up every

five years a Review Committee which would scrutinise the working of the University and, on that basis, submit its report to him. This apparently innocuous proposal may, in course of time, bring rich dividends and would also strengthen the hands of a vigilant and far-sighted Vice-Chancellor. This procedure will certainly keep the Heads of Departments and Principals of colleges fairly alert in the discharge of their functions.

17. One other proposal, I feel confident, will also receive the blessings of your Government. The financial subvention which the universities would receive from the State Government as Block Grants should, as a matter of routine, include provision for a small construction programme. It has been suggested that a few residential quarters for the staff and at least one students' residence hall should be covered in the Block Grant. This would be without prejudice to other development schemes which might be taken up with capital expenditure, grants or public donations. It is further requested that this proposal should also cover building programmes for affiliated colleges.

18. It is our wish that the draft of the new Acts for Universities would be read with the Report of the Committee and the First Statutes in order to put the recommendations of the Committee in their proper perspective. Some of the recommendations which the Committee considers important cannot obviously be included in the provisions of the draft Bill, nor can some of them be put even in the First Statutes. It

will be, therefore, essential that the proposals of the Committee, (provided they are approved by the authorities concerned) are adopted and put into action in the right spirit. This will need some decision and action on the part of the authorities concerned. The Co-ordination Committee can be an excellent forum for considering such matters of general interest and importance. I think it necessary to bring this point to your notice.

19. You will notice that a part of the Report has examined the special problems of the University of Udaipur. That was necessary for which no explanation need be given at this stage. The object of the Committee in doing this is to stress the purpose for which this University was specially established, namely, to promote the development of agricultural sciences and connected disciplines in a well integrated scheme, through studies, research and extension, so that knowledge and achievement in those subjects in this State come as close as possible to the level of achievement of the more advanced countries in the world. This has immense social, scientific and economic significance. The University would, at the same time, it is evident, aim at maintaining satisfactory standards in Social Sciences and Humanities also. The special recommendations of the Committee will, it is hoped, receive the support of the University and its faculty.

20. Your Government may, when you consider it to be the appropriate time for it, like to publish the Committee's Report. If that is your decision, it would have the advantage of interesting the general public

in the problem of higher education. It would be a happy feature of your public life that people belonging to many vocations and placed in different situations, apply their mind to the understanding of university affairs, and as a consequence, develop understanding of some sympathy with those persons who are engaged in higher education and research.

21. Working as the Chairman of this Committee has been an interesting and rewarding experience for me. Before concluding this letter, I should like to express my gratitude and appreciation to the members of the Committee. They were pleasant and helpful colleagues. All of them approached their duties with an open mind and a liberal outlook. I feel deeply obliged for the contribution made in the discussions by the three Secretaries of the State Government - Shri Mohan Mukherjee, Shri S.P.Singh Bhandari and Shri J.S.Meh ta. Their approach was generally fair and constructive. They showed deep interest in the problems of higher education of the State. They showed readiness to accept the views of others which appeared to them rational and in the public interest. This spirit of accommodation on their part was commendable. For Mr. V.V.John, who was appointed a members of the Committee before he became the Vice-Chancellor of the Jodhpur University, I desire to record my sincere gratitude. He took a much larger share of the work of the Committee which I greatly appreciated. Shri R.S.Kapur, the then Director of College Education when the Committee was set up

was the first Member-Secretary. His role was indeed thoughtful and constructive. We found his wise counsel a great help. The Committee and I feel thankful to Mr. Kapur and also to his successor Dr. M.P.Mathur. Professor M.V.Mathur took deep interest in the meetings of the Committee and figured prominently in their discussions. At every stage (when he was able to attend the meetings of the Committee) and in all the topics relating to the work of the Committee Professor Mathur made valuable contribution. His knowledge and experience of the problems of University Education were of special value to the Committee. I feel much obliged to him for his thoughtful participation in the deliberations of the Committee. Mr. R.K.Chabra, Joint Secretary (now Secretary) of the University Grants Commission took great interest in our work. Whenever he was able to attend the meetings, he was sincerely helpful and constructive in his attitude. Similarly, Dr. Amrik Singh, Secretary of the Inter-University Board was able to attend only the first few meetings of the Committee after which he went abroad for nearly a year. When he was with us, his presence was greatly appreciated by us because of his earnest desire to help the Committee in reaching sound conclusions. The representatives of the three Universities on the Committee also took an active part in its deliberations. Their association was immensely helpful. To all the three of them (Dr. G.S.Sharma, Rajasthan University; Dr. H.N.Mehrotra, Udaipur University and Dr. R.C.Kapoor, Jodhpur University), I wish to express my profound thankfulness.

22. I cannot close this letter without reporting to you my deep appreciation for the sincere and devoted services of Shri K.K.Mehrishi, the Joint Director of College Education in Rajasthan. He worked with great zeal and industry. He attended all the meetings of the Committee regularly, took elaborate notes of the evidence of the persons who appeared before the Committee and soon after the meetings wrote them out for circulation among the members. But for Shri Mehrishi's industry and high sense of duty the Committee would not have been able to make proper use of this evidence. It was he who held firmly in his hands ( and in his mind) the thread of continuity of the Committee's work from one meeting to another. Indeed he bore the brunt of the heavy responsibility in this connection. His efficiency and hard work have been most useful and, for that reason, I am keen to bring this fact to the notice of the Government.

23. The unavoidable reasons which delayed the submission of this Report have already been explained (para 119). It will not be much use blaming anybody for this unfortunate fact which is really regrettable.

24. Finally, I wish to express once again my gratitude to you and the Government for asking me to act as the Chairman of the Committee. It has given me an opportunity of studying a subject of national importance and of undoubted social significance. I



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# R E P O R T

## Chapter I

### Introductory

The appoint-  
-ment of the  
Committee.

The Governor of Rajasthan sanctioned the appointment of a Committee (vide Notification of the Rajasthan Government No.F.5(53)O&M/68 dated 23-12-1968) for suggesting amendments in the Acts under which the Universities have been established and are functioning in the State of Rajasthan.

Its Composi-  
-tion.

2. The Committee was composed of the persons listed below.

1. Dr. Mohan Sinha Mehta, - Chairman  
Retired Vice-Chancellor,  
University of Rajasthan,  
Jaipur.
2. Shri V.V.John, - Member  
Vice-Chancellor,  
University of Jodhpur,  
Jodhpur.
3. Shri Mohan Mukherjee, - Member  
Financial Commissioner,  
Government of Rajasthan,  
Jaipur.
4. Shri J.S.Mehta, - Member  
Education Commissioner,  
Government of Rajasthan,  
Jaipur.
5. Shri D.S.Acharya, - Member  
Secretary to the Government,  
Law Department,  
Rajasthan, Jaipur.
6. Dr. G.S.Sharma, - Member  
Director,  
University School of Law,  
University of Rajasthan,  
Jaipur.



7. Shri R.C.Kapoor, - Member  
Professor of Chemistry,  
University of Jodhpur,  
Jodhpur.
8. Dr. H.N.Mehrotra, - Member  
Professor of Agricultural  
Botany,  
Rajasthan College of  
Agriculture, Udaipur.
9. Shri R.K.Chabra, - Member  
Secretary,  
University Grants Commission,  
NEW DELHI.
10. Shri R.S.Kapur, - Member-  
Director of Education Secretary.  
(Upto 10-6-1970)  
  
Dr. M.P.Mathur,  
Director of Education  
(From 11-6-1970)

Subsequently it was decided (vide Government Notification No.F.5(53)O&M/68 dated 6-3-1969 and No.F.5(53)O&M/68 dated 15-3-1969) to add some more members to the Committee.

The additional members are:

- (1) Shri S.P.Singh Bhandari,  
Secretary to the Government,  
Department of Agriculture,  
Rajasthan, Jaipur.
- (2) Dr. Amrik Singh,  
Secretary,  
Inter-University Board,  
New Delhi.
- (3) Prof. M.V.Mathur,  
Director,  
Asian Institute of Educational Planning  
& Administration,  
Indraprastha Estate,  
New Delhi-1.

Far-sighted  
action.

3. The Committee believe that the action of the Government of Rajasthan, was inspired by a deep concern for educational standards in advising the Governor to set up such a Committee. The idea seems to be to ascertain as to whether and to what extent under the fast changing conditions in society the existing laws and enactments of the Universities in the State needed modification. This enquiry necessarily involves looking into the working of the various organs and authorities of the University, their functions and powers and their relations with one another. The general conditions prevailing in the State, indeed in the country as a whole, and the stress and strain felt by the Universities in recent times lend special weight and urgency to this decision of the Government of Rajasthan. This feeling seems to exist in other States also. So much has happened and is happening these days in the Universities, so much thought is directed towards them, and they are passing through such difficult times that a careful review of their purpose, their structure, their working and their regulating process is called for, so that the universities are able to render the service which is expected of them.

Universi-  
-ties of  
Ancient  
times.

4. There flourished in ancient India several large centres of learning which attracted thousands of scholars from far and near, even from other countries. Having passed through various vicissitudes, almost all of them decayed several hundred years ago. The modern University is an exotic plant in India, bearing no link or lineage with any of the famous ancient universities such as Kanchi, Taxila, Nalanda,

or Pataliputra. The first modern Universities were established in India in 1857 at Calcutta, Bombay and Madras on the model of London University as it then was. As Lord Curzon remarked, the Universities of India had "no corporate existence". They were mainly examining and affiliating bodies. At the turn of the century the Government felt it desirable to found more Universities. The idea probably was that they should become centres for acquiring and transmitting knowledge. University Commissions were set up from time to time to inquire into the problems of higher education and suggest improvements and re-organisation. In the U.P., after the introduction of Montague-Chelmsford Reforms, education became the responsibility of an elected Minister. The late Sir C.Y. Chintamani, in that capacity, acting on the recommendation of the Calcutta University Commission (presided over by Sir Michael Sadler), became the author of a bold reform by introducing the concept of a unitary and teaching University in that province. This was the beginning of a great change. The limitations of a purely affiliating university as an agency for academic activity were brought out into bold relief. And yet it was obvious that in a country like India, the affiliating type of a University was bound to stay.

With and 5. For higher education the States of Rajasthan  
Grwth of were connected with, and all along looked for guidance  
Unversi- and direction to, Allahabad University (founded in  
-tes in and direction to, Allahabad University (founded in  
Raasthan 1887), and later, when that University shed its  
external (or affiliating) wing, to Agra University  
(Separated from Allahabad in 1927). It was not a  
wholly satisfactory arrangement. With characteristic

courage and foresight, the late Sir Mirza Ismail, the then Prime Minister of the former Jaipur State, established a Statutory University for this region (of Rajasthan) in 1947. In this he received the support of the other States of Rajputana (as the area was then called). This University began as a primarily affiliating University, but gradually developed also as a growing centre for teaching and research. When the various princely States of Rajasthan were integrated into a single political and administrative unit of the Indian Union, the University of Rajasthan bore the responsibility of serving the whole of this historic region. Some years later a unitary university was established at Jodhpur. It was formally inaugurated by the President of India in 1962. As a city University, it looks after higher education in Jodhpur town. About the same time, the Government of Rajasthan decided to have for the State an Agricultural University. This University also was established at Udaipur in 1962. Originally started for the study, development and application of agricultural and veterinary sciences, (a bias which it still retains to a large extent), but a short while later it too became another multi-faculty centre of learning. It has colleges specialising in Home Science, Agriculture and Veterinary Sciences, some of them situated outside the town of Udaipur. Thus each of the three State Universities with headquarters at Jaipur, Jodhpur and Udaipur has different pattern, with separate and dissimilar jurisdictions, though all the three have been founded with the common objective of

promoting higher education and Research in different branches of knowledge - arts, physical, biological and social sciences, law, education, commerce, engineering and agriculture.

B.I.T.S.,  
Pilani.

6. There exists in the State of Rajasthan another centre of higher learning at Pilani, the Birla Institute of Technology. It is a private foundation. The organization of this Institute is outside the scope of the Committee's purview and will, therefore, not be considered in this Report.

The role  
of the  
University  
in Society.

7. The basic purpose of a University has close connection with the strength and well being, stability and progress of society. In all spheres of life - cultural, spiritual, social, material and intellectual the role of the University is of great importance. In the frequently quoted words of Jawahar Lal Nehru "A University stands for humanism, for tolerance, for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people."

The Univer-  
-sity and  
the Nation.

8. Twenty four years ago the people of this country attained independence, formally rose to the full stature of nationhood and gave to themselves a liberal and modern constitution. In adopting that constitution in January, 1950, India opened a new and bright chapter of its long history. For the first time it accepted the concept of political freedom in its modern form. For strengthening these great concepts of freedom, democracy and national unity, the University can and should be the most powerful agency. It is the natural and most effective source of support

for securing and safeguarding the basic elements of our constitution. The Universities alone can respond to the forceful impact of rapid change by keeping the community abreast with modern knowledge through the quality of its Research and Extension activities. The process of modernisation in an ancient country like India carrying as it does the "burden of ages" on its back, a very heavy load of tradition, a part of which is indeed a rich heritage of undoubtedly high value, is a sensitive problem which can be tackled effectively (though possibly indirectly) only by the great centres of learning such as the universities are and ought to be. This is a challenge for the universities as the guardians and promoters of the treasure-house of culture, freedom and progress. It is in this light that our committee views its responsibility.

The Spirit  
more mean-  
-ingful  
than the  
Letter.

9. A few general observations may not be out of place here so that the recommendations of the Committee can be seen in the proper perspective. There is a tendency in certain quarters to place too much faith and reliance, on the legal form and the text of the constitution of the Universities. The Committee is convinced that the measures and quality of achievement of a corporation or institution like a University depends largely on the character, convictions and outlook of the persons who are responsible for guiding its affairs. The spirit in which laws, rules and statutes are interpreted and applied is far more important than the mere words of their text. This is not to underestimate the need or value of a proper constitution for a University.

On the contrary, it is important to provide as suitable, indeed as faultless, a structure as possible for our universities. It may be taken as an essential condition for their working. This calls for a great deal of thought and vision.

Rigid Uniformity can be a disadvantage.

10. While there is a practical advantage in having identical policy and principles for the constitutions of the different universities in the State, the idea of uniformity should not be taken too far. It may lead to rigidity, which will be very unfortunate and may even be harmful. "Any attempt to stereotype the constitution and provide for too many safeguards" as the Report on the Model Act for Universities rightly emphasises, "may tend to make the constitution rigid and cumbersome; it may even interfere with the normal growth and progress of the institution". That Committee makes a further suggestion, with which our Committee is in full agreement, that "it is necessary that the constitution of a University should be formulated in sufficiently general terms so as to permit innovation and experimentation".

## Chapter II

### The Background

Fast  
Changing  
World.

11. The period following the two world wars of 1914-19 and 1939-45 has seen some striking changes in society all the world over. These include the phenomenal growth in knowledge, advance in technology, and the loosening of the hold of social traditions on men's minds. Every area of human activity and all sections of the people have felt the impact of this change. What in the past took centuries to accomplish has been compressed into decades. India too has more or less gone through this experience. The second world war in particular heralded a new era in this country.

Higher  
Education  
also  
affected  
by exter-  
-nal forces

12. Political independence with its corollary of general elections based on universal adult franchise, planned economic development, rapid industrialisation, growth of communications, the process of urbanisation, the revolution in agricultural production and educational expansion - all these factors have shaken, as it were, the foundations of traditional Indian Society. When almost the whole area of national life felt the impact of this change and growth, it was inconceivable that the sensitive sector of higher education should escape the force of this onslaught.

And Inter-  
-nal  
Factors.

13. Apart from the formidable and almost revolution-  
-ary changes in national life and their inevitable repercussions, the inner working of university



organisation has also been badly shaken. It sometimes appeared as though it was unable to bear what had suddenly become the heavy burden of its own growth. The University machinery has worked under the strain of about twenty five years of phenomenal change, for which it was not prepared.

Rapid  
Expansion  
in Educa-  
-tion.

14. India had seven Universities in 1919. This number increased to 26 in 1949, and to 79 in 1969. Similarly, the number of University students grew enormously from 1,56,633 in 1939 to 3,66,986 in 1949, to 9,97,137 in 1959 and to 24,73,264 in 1969. The number of teachers at University level was 19213 in 1949, it rose in 1959 to 49,549 and to 1,10,943 in 1969. India had 385 colleges (Arts, Science and Professional) in the year 1939 and their strength grew to 3112 in 1969. This increasing burden of responsibility was nearly breaking the back of the organisation which was hardly able to sustain it properly all those years.

In  
Rajasthan.

15. The picture of Rajasthan in this respect comes out in even sharper colours:

Period	No. of University Departments and Colleges.	No. of Students	No. of University Teachers.
1949	30	8320	591
1959	64	21550	1926
1969	110	64142	4099

(Source : Ministry of Education, Government of India)

Consequences of sudden expansion.

16. When change and growth proceed at a normal rate, society adjusts itself to it without creating serious imbalances or undergoing any shocks. But extra-ordinary expansion produces a variety of difficulties - Sociological, academic, financial and administrative. A break from tradition or abnormal growth, even though the fact and circumstances of such a change are sometimes welcome and healthy for society, creates complications and calls for special measures and extra-ordinary resourcefulness. These cannot always be provided easily or quickly. The inevitable result is an atmosphere of frustration, criticism and widespread discontent. There is a common complaint, for instance, regarding deterioration in standards of higher education. "And what is worse", as stated in the report of the Education Commission "the large gap between the standards in our country and those in the advanced countries is widening rapidly. Many of our educationists and public men, however, have not fully realised how serious are the actual conditions, academic and physical, that obtain in the colleges and Universities". The quality and strength of the teaching staff, the state of college and university libraries, buildings, science equipment, play-grounds and recreational facilities, have not kept pace with the increased demand. The gap between needs and supply has become progressively critical and serious. It cannot be ascribed primarily to governmental neglect, nor can it be due entirely to allocation of inadequate public funds to education. There has been Planning and careful deliberation in framing educational policies. This is evident from the many

and distinguished committees and commissions which have examined educational problems and needs, beginning with the Sargent Report (1944) right up to the Kothari Commission(1964-66).

Other  
Handicaps

17. There are some other features of the situation too which affect the quality of higher education. The Principal function of universities should be to draw and develop talent and to be the store-house of knowledge and intellectual achievement. People who are keen on scholarship and relish the adventure of acquiring fresh knowledge are attracted to the campus. When, however, entrance to public service and many other forms of employment is dependent on university diplomas and degrees, large numbers join the universities, even though scholastic life is not their line. Consequently, the purpose of the university as a centre of higher learning and research gets largely diluted and distracted. The evil does not stop there. A good proportion of such persons who had drifted into the universities under circumstances of compulsion get selected to the faculty without the necessary aptitude or competence for the academic vocation. This further tightens the vicious circle and becomes an additional source of weakness.

Quality  
of feeder  
schools.

18. Another drawback which lowers the quality of University education in this country is the general condition of secondary education which feeds the Universities. The educational standards of the secondary schools (excepting a small number that mostly enrol the children of the well-to-do) urgently call for improvement, if they are to come up to the level of their counterparts in Western countries. In

Rajasthan, lately, laudable measures have been taken for raising the quality of secondary schools, but it is bound to be a slow process. The Universities labour under other external difficulties, social, political and economic, which also produce serious disadvantages.

19. This is the outline of the Indian scene in which the University has to function. When the causes and consequences which influence the life <sup>and</sup> condition of the Universities are considered, the situation becomes fairly complicated and frightening, specially because the universities are also expected to provide the cures. Those persons who are closely connected with the work of the universities know how baffling the situation is and how wide its ramifications are. It is a vast subject by itself. Its exhaustive treatment is neither feasible nor necessary for this Committee. It is content to examine some basic problems which have to be highlighted for the present purpose.

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Chapter III

Problems of University Education

Academic  
Standards.

20. The position of the University in civilised society and the power of its influence on its all round progress is well understood by educated people everywhere. What is not so well known or universally remembered is the important pre-requisite, namely, the maintenance of standards. The value of university education has to be primarily qualitative in character based on the highest international standards if it is to qualify as a sound, "hard" currency in the world's academic market. This condition is all too readily ignored or forgotten. Its importance is obvious and cannot be too strongly emphasised.

University  
Organisa-  
-tion.

21. The Universities in India were established originally on the pattern of London University as it used to be over a century ago, - a body for prescribing courses of studies, recognising colleges, conducting examinations and conferring degrees. While London has since then taken long strides forward in organising high quality teaching and in promoting research as also in markedly influencing the intellectual life of the community, its counterparts in this country did not abandon the old system which exists nowhere outside this Sub-continent. Very little by way of innovation, experiment or change was introduced in Indian Universities. Besides, high walls separated them from the community. Those centres of learning

under honorary Vice-Chancellors were more or less closed shops manned by professional teachers and open only to formally enrolled students. Business, politics, industry, journalism, public administration and other departments of public life were hardly influenced by the thinking which went on within the universities. This was their story until only a few years ago.

Need for liberal unorthodox approach.

22. The Committee strongly desire that the State Universities of Rajasthan should have a liberal and flexible approach in academic matters and their administrative set-up. They should be ready to try experiments, adopt new methods for modernising the syllabi and constantly reforming their academic services and organisation. A university may try new methods of teaching, for instance, replacing partially or wholly the formal lecture system by seminars, tutorials or term papers supported by work in the library or it may reform the examination system by wholly or to a limited extent relying on the teacher's assessment. At one University, a new time table for studies might be devised. At another, the rule about student attendance could be altered. A University's Academic Council might wish to introduce new combinations of subjects for their first Degree Course. These are only stray examples of the innumerable ways in which the existing rigidity of our University system could be relaxed. There should be continuous thinking and improvement for raising the quality of education all round. This is a challenging adventure for truly great academic centres and a great academic community.

23. The Committee interviewed many persons working

in the Universities. From among them (with one solitary exception) hardly anybody made bold, unorthodox suggestions for broadening the functions of the Universities or advocating the trial of new methods or conditions for bringing about radical reforms or for pursuing progressive ideas. The Committee urge on the Universities to turn their attention to the need and usefulness of such an approach.

University 24. The much vexed and very loosely discussed  
Autonomy. issue of University autonomy received full consideration in the discussions of the Committee. This hallowed concept has a long and rather chequered history. It is true that it gained currency and strength in conditions different from those in which the State Universities of India are functioning. Some leading Universities in the world, such as Yale and Harvard (U.S.A.) have all along functioned without any financial support or interference from the Government. The examples of Oxford and Cambridge are also not quite appropriate. Apart from their ecclesiastical and historical background, they are basically independent foundations and could for a long time afford to do without State grants, if the latter did not suit their outlook and policies. "University autonomy" and "academic freedom" have been used in other countries to indicate different meanings in different contexts. It is unnecessary for the Committee to go into this discussion in the way it has been carried on in the West European countries. To discuss how the German Universities

since the time of Humboldt of Berlin University (established in 1810) and how the older Universities in the United Kingdom stressed different aspects of the freedom of action of the Universities and their professors would be rather far-fetched in the Indian context.

The concept 25. Although most of the Universities in India accepted in India. are subsidised by the State, the latter has on its own accord, recognised and respected the autonomy of the Universities largely following the policy and example of advanced countries. The Government of the integrated State of Rajasthan, it must be stated to their credit, have voluntarily avoided interfering in University affairs. They have set an excellent example for other governments in the country in regulating their relations with the Universities. The responsibility for maintaining this healthy convention places a corresponding obligation on the Vice-Chancellors who should stand firmly by this principle. It is open to them to explain and defend it with courage and conviction. To quote Chancellor Samuel B. Gould of New York State University, "the University is thus more than an area of the State. This institution not only serves the existing order, it also, through research and discussion, examines and questions the status quo, commenting freely on its shortcomings, and exploring alternatives for action. Accordingly, it is this function of University life that requires the greatest freedom". The University should be left "Politically unencumbered" for another good reason also. A far-sighted government would not like the Universities to become the plaything of



political parties. It would be a serious public disadvantage for them to be aligned with the party in power and thereby become the target of attack by the opposition. That would be a danger for their moral health and intellectual integrity. There is sound logic and common sense in the Universities remaining detached from the heat and dust of political pressures and controversies. "A democratic society devoid of free universities is unthinkable." (Gould).

Survival of  
University  
Autonomy.

26. This concept of autonomy in academic and administrative affairs does not in any way mean that the University is not accountable to the public or that it is beyond criticism. It has to be accountable for its stewardship for which the law should make suitable provision. This condition of freedom should receive recognition not only from outside the University but should also be accepted within the University, in respect of the academic bodies and their individual members. This imposes an onerous obligation on them. If the university is to function as self-governing corporation of teachers, it will be a deplorable abuse of that responsibility on their part to exploit their position largely to their own advantage, in disregard of the public interest. This possibility, as things are, poses today the greatest threat to the basic concept of university autonomy. The responsibility for the protection of this concept, as it is commonly understood, obviously rests squarely on the members of the faculty.

Role of  
Teachers.

27. The present crisis in the universities has a close connection with the role of teachers. This

is one of the most important and sensitive areas in the field of University education. The service conditions, covering salary structure, housing and academic advancement, their intellectual growth, their moral obligations, their relations among themselves - within the Department and with students, as also with the Vice-Chancellors (or Principal), - the whole subject calls for careful examination. Their supply, the quality of their work, security, facilities for research and the opportunity for their mobility have a direct bearing on the quality and development of the University. This large subject of Teacher's status, prospects, conditions of work, attitude and opportunities for growth, and connected matters - deserves special, separate and thorough treatment, if it is desired to put the universities on a sound footing. The successful working of a university depends upon a team of able, contented, loyal, hardworking and truly devoted teachers. The present faculty is a mixture of the good, the bad and the indifferent, gold and dross, and they are all treated alike receiving mechanically good or bad, warm hearted or cold treatment - depending upon fortuitous circumstances. Generally, neither reward nor warning, much less any deterrent, is used as encouragement for meritorious performance, or as preventive of further damage. This leads to general indifference, even a sense of frustration all round. In the universities of Rajasthan there are some teachers, both in senior and junior positions, who would be an ornament to any seat of higher learning anywhere, and the State can be proud of this fact. They deserve much

more respect and appreciation than they receive. At the same time it is also true that as a result of the demoralising influence of the security of tenure, some other teachers have apparently ceased to grow intellectually. They often spend much of their energy in agitational activities, adopting attitudes and methods which are not usually associated with the cultured and educated class to which they have been admitted. The first casualty in such a state of affairs is obviously the well-being of the student community committed to their charge. This relation of cause and effect is natural and obvious while the revision of salary scales has been made from time to time, the committee still feels that the whole subject of Teacher's position and service conditions deserves to be subjected to a full and searching enquiry, with a view to formulating comprehensive courses of action. A sound treatment of this problem would call for strong and radical even unpopular action. It is bound to disturb vested interests. Such an effort might also involve the state in additional financial outlay for meeting the legitimate needs of the teacher community. However, it would be a waste of time and resources to institute this special enquiry unless the action suggested is taken in reasonable time.

Language  
issue.

28. The Committee wishes to state in this connection that without students acquiring an adequate proficiency in languages, programmes of higher education cannot be pursued with any hope of success. Skills of communication are basic to the acquisition

and advancement of knowledge. In this respect the Committee would like to point out that owing to a variety of circumstances, there has been a serious recession in language studies in our universities and colleges. Despite the adoption of a national policy relating to language studies, namely the three-language formula, the implementation of the policy has been half-hearted. The State universities have a duty to ensure that their graduates have the language skills not only for self-expression in the regional language but also for communication with people in other parts of the country, and for the acquisition of modern knowledge. It is necessary in this connection to recognise that while instruction is best imparted in the mother-tongue, higher education is not a matter of receiving instruction but of seeking knowledge wherever it is available. The language proficiencies of students should be adequate for this quest.

Teaching  
and  
Research.

29. A stormy debate is occasionally raised on the comparative value of teaching and research in assessing the work of faculty members. This is a wholly unavailing exercise, which however, generate much bitterness between groups of teachers who have an edge over the others in one respect or the other. The head of the University can, by a firm policy and by his own attitudes, make it unmistakably clear that both teaching and research of high quality have a place of honour and importance in the total programme of the university. In the words of an American observer, what we need may be "teachers with research interests, rather than researchers who enjoy a bit of

teaching". The Vice-Chancellor of East Anglia University said that he was determined that UEA should become an outstanding teaching university. Another Vice-Chancellor (of Essex) emphatically echoes the same feeling. "One thing above all else we want to establish is that good teaching really matters". But this should not lead to any de-emphasising of research in the University. Without research, the quality of teaching will itself eventually suffer. Eminent research scholars generally enjoy teaching. And many outstanding teachers are also writers and discoverers. In no good university, however, should the teacher be obliged to "publish or perish".

Reform in Examination System. 30. Reform of the current examination system has been the subject of much study and discussion in recent years. The effort still goes on but with varying degrees of earnestness. So far, hardly any university has brought about any radical change. Some of the defects are inherent in the system, and others have crept in on account of human failings. The subject should be constantly under scrutiny. Even piecemeal reform is to be welcomed. The system of internal assessment for instance, can be given a proper trial. It would be unwise, meanwhile, to scrap the present system until a better and more reliable substitute has been devised. The Committee notices with sadness that the urgency of this reform is not visible in the University. The subject calls for farsighted thought, dynamic approach and energetic action.

Constant  
Research  
Needed.

31. It is desirable that the universities set up research cells within their own organisation to keep the subject under constant study and discussion. It may be that some measure of reform, either piecemeal or radical, could be introduced and thereby the defects and shortcomings of the present practices could be progressively overcome.

Corrupt  
Practice in  
Examination.

32. Apart from the defects inherent in the system, some of the faults of the current pattern of examinations arise from the corrupt practices of examiners and examinees. If strong deterrent action is taken to penalise the persons concerned, immediate improvement in that aspect of the problem is certainly possible. In recent times much laxity has been observed in dealing with offenders, with the usual consequences.

Examinations  
not complete-  
ly reliable.

33. As things are, the results of University examinations are not a safe or satisfactory basis for adjudging the intellectual capacity of a person not to speak of other traits of his personality. In the first place, the system, even at its best, tests only a limited number of skills, and not the total quality of the mind. Secondly, the approach and criteria of different examiners vary from person to person. Thirdly, and most important of all, a really competent teacher may not like to sacrifice the higher and more important needs and values of good education on the altar of an examination system which is uncertain, imperfect and unreliable for testing a person's knowledge and mental capacity. It does not seem wise, therefore, to attach undue importance to examination results

under the existing circumstances.

Human  
Relations.

34. There is a factor of undoubted significance for every institution and department of life. And it is particularly important for universities. The reference is to the broad subject of human relations. This would apply to relations between the state and the university and between the university and the public, to teachers' contact with their colleagues, their vice-Chancellor and heads of departments or principals; and above all it covers the all important subject of teacher-student relations. The understanding and working arrangements between the academic and the administrative wings of the University is another serious aspect in this connection. Contemporary events illustrate what happens when the importance of human relation is not properly appreciated. It is best illustrated by reference to the role of the Vice-Chancellor. In every section of the life and functioning of the University, the personal qualities, character and personality of the Vice-Chancellor and how he deals with other persons, whether in the government, among the public, the teaching department or the affiliated colleges, would make tremendous difference to the strength and progress of the university. This lies beyond the written text of the law and statutes. Another potent element is the influence which a teacher of character and devotion has on his (or her) students. Society is eager to see once again the benefit of this traditional factor work on the turbulent and bewildered youth of today. If the teachers are competent and loyal to their profession, this influence can still be recovered.

Development of University Education. 36. The development of University education can be viewed from two angles. One is the increase in the number of universities and university centres. As time passes, the State of Rajasthan will need more universities and university colleges, considering its social and economic progress, its area, its growing population, and the increasing number of affiliated colleges and of university students. The second criterion is the qualitative growth of educational activity, its rising standards and the development of research in major disciplines. In this context two factors claim attention. The decision to enlarge the older universities or establish new ones should be taken by academic bodies and on academic ground alone, and not on political or other extraneous considerations. The advice of the University Grants Commission could always be obtained. If funds are inadequate, and buildings, library facilities and scientific equipment and, above all, the required number of qualified teachers are not available, there should be no opening of new centres of higher education. The Government should, it is suggested, announce this as a firm policy for future.

37. The Committee devoted full attention to the general question of the character and the jurisdiction of work of universities in general. It was as a broad principle recognised that a University is primarily a centre of learning, a corporation of students, teachers and ardent researchers. It follows from this that so far as possible, the postgraduate studies and most research activities



should be concentrated at only a few carefully chosen and properly equipped places. However, the Committee was anxious to see that the academic standards of the affiliated colleges should not suffer in any way. A purely affiliating University without any direct responsibility for teaching the students would be a retrograde step. Therefore, to achieve the best possible result, some compromise may be necessary. The affiliation of specialised colleges to a University should not be ruled out. But the preference should be for the new universities to be of a unitary or federal character confining their jurisdiction to one town or a limited area.

38. One rather unique and seemingly attractive idea was placed before the Committee. It advocated the establishment of a new and separate university in the State (say, at Ajmer) which would look after and supervise university education in all the affiliated colleges in the State (including the affiliated colleges at Jaipur, Jodhnur and Udaipur but excluding the university colleges, Faculties, and Campuses at these three places and at Jobner and Bikaner). The special features of this suggestion are (i) the new University should be able to draw upon the talent, experience and expertise of the members of the staff of all the three teaching universities in the State (rather than of one only), (ii) the academic and executive bodies of the University will consist predominantly of the representatives of affiliated colleges themselves, (iii) the mobility of students, specially wards of Government servants who may be transferred from the existing University towns, will cease to create a problem as all the affiliated colleges will be linked to a single University. The new University will not in foreseeable future undertake direct teaching in any of the academic programmes that will be conducted by the affiliated colleges. It could, however, after appropriate

academic processing recognise teachers in affiliated colleges as University professors and Readers. The good offices of the University should, of course, be used in securing adequate research grants for active academic workers in various colleges and for strengthening their libraries and laboratories. The University could also invite each year a number of visiting Professors from the teaching Universities in Rajasthan or elsewhere who could be attached to various affiliated colleges. Further the University could provide special support to deserving teachers in affiliated colleges to carry on their advanced academic programmes in one of the teaching universities in Rajasthan. The new University should avoid expenditure on unnecessary infra-structure and utilise its resources in maximising its academic services to the affiliated colleges. Thus, the new University will be a bold new academic venture providing a 'three teaching-cum-affiliating university' of a co-operative character. The setting up of this University will enable the University Departments and Teaching Faculties at Jaipur also to be as free in their academic programmes as those at Jodhpur and Udaipur. Further, the affiliated colleges will also be free to chalk out their programmes without the psychological fear of being dominated by the teaching wing. It should even be possible for the new University to carry the name of "University of Rajasthan" and the residuary teaching wing at Jaipur to be named the "University of Jaipur".

This proposal was carefully examined and discussed at much length. The Committee was divided on the feasibility of this proposal. The other view was that it was highly improbable and even doubtful that the affiliating University and its responsible authorities would feel satisfied in depending upon such help coming from the academic people of the other Universities. It was felt difficult to

imagine that they would feel equally involved in the working and in the progress of this University with which they would not be intimately and directly associated and also it was unlikely that the Vice-Chancellor of the affiliating University would like to depend on external advice. It was, therefore, felt that the advantages which the proposal implied would be very difficult to realise.

Extra Mural Functions. 39. Every University in the State of Rajasthan should have an active and growing centre or department of extra-mural studies. The Universities in India have not gone into this undertaking in the proper way. It is astonishing that our universities should have been so little influenced by this major intellectual movement of world-wide significance. It has been a prominent feature of the work of universities in the advanced countries of Europe and North America. Whether you take the university to the community as is the American tradition, or bring the community to the university according to the British idea, this new function should no longer be ignored. Offering the benefit of informal education to out-of-college people in as large an area of knowledge and in as many forms as can be attempted with the resources of the faculty, should now be recognised as an important function of the university.

Its Press-Need and Usefulness. 40. The store of knowledge in every field - arts, philosophy, social and natural sciences, technological advancement - is growing so fast that an educated person cannot remain educated unless he keeps his knowledge in continuous repair. Besides, social, economic and political situations constantly bring about "change" in society for which people have to prepare themselves. This poses a challenge to the educated elite. The university is the best and perhaps the only suitable agency to provide this service to the community, so essential for the survival

of civilisation and the democratic way of life. An individual is enriched and his obligations as a citizen can be properly discharged, with the help of part-time and sustained opportunities offered under the scheme of university adult education. That learning is a life-long process has now received world-wide acceptance. It is gratifying to note that for the first time in the history of Indian education, the obligation to render this service through the Universities has received recognition (Chapter XI para 6 and Chapter XVII paras 61-66 of the Report of the Education Commission-1966).

The Challenge of Indian Culture. 41. It is clearly essential that the universities should respond to the needs of the community within which and for which they function. The failure of the Indian universities "to meet the challenge of Indian Society" (Sir Eric Ashby) is due to a complexity of historic reasons. "To set up the external paraphernalia of a University without the warmth and fellowship of academic society " is a serious handicap according to Sir Eric, and prevents it from becoming "the centre and focus of India's intellectual life." The Education Commission rightly emphasises it as essential that "every student who passes out of an Indian University takes with him some understanding of India's cultural heritage, its past achievements and triumphs in the field of arts, philosophy, science and so on. He should, in other words, know what he is heir to."(p.277 of the Report). This obligation has to be kept in view by the academic authorities of Universities.

Chapter IV

Structure and Organisation of University Education  
in Rajasthan

Special

42. The scope of higher education is extensive and the problems which it raises are numerous and complex. They have become more so in recent times. It is impossible to deal with all of them in this Report. Some of the more prominent issues were discussed in the preceding chapter. They were matters relating to the educational organisational set-up common to all the universities in the State. In this chapter the Committee would proceed to refer briefly to the subjects and situations which are peculiar to each one of them.

University of Rajasthan. 43. It would be convenient to begin with the oldest and the largest among them, the University of Rajasthan. It has a number of teaching departments and growing research activities. Thus in some respects, it functions as a unitary University. However, this label will not be appropriate for it because it has the academic responsibility of guiding more than 80 affiliated colleges of varying size, importance and status. Some of them are professional institutions, preparing graduates and specialists in law, medicine, engineering, agriculture and teacher education. Altogether this University looks after nearly 80,000 students.

Relations 44. At present the whole academic organisation between the Department-ments and supported by the Syndicate and the Academic Council. On account of the different ways in which the two Affiliating Side. wings function and also owing to the location and administrative control of the affiliated colleges, the co-ordination of the teaching departments and the affiliated colleges present special difficulties. This position was brought up before the Committee by several persons who appeared before it. A feeling of discontent and even frustration was evident when the teachers belonging to the two sides of the University explained their points of view. Some of the difficulties cannot be easily remedied, as in the last few years many have taken up irreconcilable positions. And yet the Committee feels that, with understanding and broad outlook, the two wings of the University could be a source of strength and stimulation to each other.

Since this is a matter of serious concern to the moral health of the University and also otherwise of great importance for the contentment of the teaching staff and the quality of their service to the Society, the Committee wish earnestly to recommend to the authorities of the University of Rajasthan and also to the University of Udaipur (because it also has a small but effective affiliating wing), to adopt concrete and sustained measures for bringing the teaching wing and the affiliating wing closer to each other. This is essential and

desirable. In fact it is the considered opinion of the Committee that the Vice-Chancellor should deal firmly with all those elements which tend to create or stress differences between these two sections of the teachers. It will certainly require strong action to put down such tendencies. Apart from this negative side, the Committee is strongly of the view that positive action will also be necessary to realise these objectives. With the help and co-operation of the Government and the management of private institutions, the University should arrange for visits of able, experienced and broad minded Professors of the University and senior Principals and teachers of affiliated colleges to other colleges where such visits would be beneficial. Sometimes, temporary assignments of teachers from the University to the Colleges and, from the colleges to the University should be considered. There should be exchange of ideas and experience between the two wings by means of seminars or conferences between the teachers of both sides. In the use of the libraries also there should be minimum of restrictions or formality in lending and borrowing books. In other words, every thing should be done to lower, if not to pull down, the barriers which seem to separate the two sides at the present time. The sad feature has to be admitted and faced although the malady is psychological than real. Whatever may be its cause and shape, the evil must be attacked directly and effectively. If these can be successfully done, the results will be immensely valuable. This is not a subject for legislation, but is one of

policy, action and attitude. Everybody concerned, the Vice-Chancellor, the Government and teachers should, it is strongly recommended, have constructive approach to this issue in order to remove in course of time this evil altogether.

After careful consideration the Committee has come to the conclusion that there should be established a separate executive Committee for the teaching side directly managed by the University. Similarly, there should be a separate body for dealing with matters relating to the affiliated colleges. This constitutional provision should be made in the Statutes that will go with the new Act. Each of the proposed new bodies should be composed of a large element of representation of its own wing so as to ensure a high degree of autonomy; although for purposes of liaison there should be on each of them a small element from the other wing also. Let the two parts develop on their own lines separately and be a source of strength to each other, instead of being a source of bitterness and discontent.

Special  
Problems  
of the  
Rajasthan  
University.

45. Even after making these general observations, the Committee felt deeply concerned with the growing volume and complexity of the work in the University of Rajasthan. The very large enrolment of students, large variety and number of examinations and considerable increase in the number of affiliated colleges and above all the extensive area (covering the whole State) which this University has as its jurisdiction, all these matters indicate that the administration and the academic organisation of the University of Rajasthan



have become rather unwieldy. The Committee felt concerned about the gravity of the situation and gave anxious thought to this issue.

Several alternative arrangements were examined. One was the establishment of a new and a separate university (with its headquarters in another large town) which should be entrusted with the work relating to all the affiliated colleges in the State. This would leave the University of Rajasthan as a teaching and a unitary University with its headquarters at Jaipur as at present. For some very good reasons, the Committee do not wish to recommend the adoption of this proposal. The reasons for it briefly are one, a purely affiliating and examining University would be a retrograde measure. The Committee would not like the higher education of Rajasthan to be put back to the conditions prevailing in the country fifty years ago. No University worthy of that name should be brought into existence which does not have professors, teaching functions and proper opportunities for research. This proposed affiliating university would be, in the very nature of things, responsible for the administration of higher education for an overwhelmingly larger number of younger men and women of the State than all the three universities put together. The second suggestion envisages continuing the University of Rajasthan as a single corporation but providing it with such remedies and safeguards as would remove, as far as feasible, its

present difficulties avoiding the dangers which threaten the quality of its service in the present conditions. This alternative is preferable without breaking the University into two separate parts. The majority of the Committee favoured the adoption of this alternative. As will appear later, some new and special provisions are being proposed to achieve this purpose. The third alternative to which many members of the Committee were attracted was to reduce the present load of responsibility on the University of Rajasthan by taking away a substantial number of affiliated colleges from it and placing them in the care of the other two universities of Udaipur and Jodhpur. This would distribute responsibility for affiliated colleges among the three existing universities on the principle of regional proximity. This would largely change the character of those two universities. At present Udaipur University with the minor exceptions of the Veterinary College at Bikaner and the Agricultural College at Jobner, has no responsibility for colleges outside the city of Udaipur. The jurisdiction of Jodhpur University is entirely restricted to Jodhpur town. It does not deal with any centres of higher education beyond a radius of ten miles from the University office. The majority in the Committee felt that the inherent difficulties, weaknesses and complications which are to be found in a unitary-cum-affiliating university should not be extended to the whole State. It is much wiser to face these troubles in one University and seek to reduce them to the minimum than to spread them out further. The Committee, as can be imagined,

looked at the problem of higher education from the point of view not of one University or one region or one section of the people affected but from that of the society and the State as a whole. From this it should become quite clear that the Committee does not underestimate the seriousness of the situation which the University of Rajasthan is facing both on account of (a) the inadequate measure of smoothness and understanding between its two wings, the teaching and the affiliating, (b) the enormous and almost unmanageable size of the University and (c) the heavy load of its responsibility. A fourth suggestion was also put forward before the Committee, namely, that all the colleges of a professional discipline (such as agriculture, engineering and medicine) should be attached to one University. In other words all the medical colleges should be entrusted to one University, all the Engineering colleges to another and similarly, the agricultural colleges should all be affiliated to Udaipur. After discussing this proposal, the Committee decided not to recommend this idea. The main reason for this opinion of the Committee was that the academic richness of the University in having as varied a field of knowledge as possible, should not be curtailed or reduced. It was felt that as a general proposition, it is a distinct advantage for a University to have as many disciplines of studies as possible, however, remote they may be from one another.

For reasons briefly stated already, the Committee would earnestly desire that this University which extends its services to the whole State should continue to function as a single organization with the new safeguards and provisions suggested for its smooth working. The Committee is still not free from anxiety with regard to the University of Rajasthan unless adequate relief to help the University administration in overcoming its present difficulties is made available to it. The Committee would like to stress the urgent need of administrative re-organisation and its rationalisation so that in normal working of its functions this University is able to keep up a higher standard of efficiency both academic and administrative. This will involve, to illustrate the point, possibly strengthening under a separate and experienced officer the whole business of conducting the examinations and declaration of the results. The Pro-Vice-Chancellors (some members would prefer to give this official the designation of Rector) who should be a real relief to the Vice-Chancellor in the discharge of his duties.

Academic  
Matters.

46. The separation of the administrative authority for the two parts of the University will not wholly remove the underlying cause of conflict or complaint. The power of organising the academic programme would still remain largely common, so long as the two wings work as parts of a single University. The working of the examination system, indeed the educational plan in general as also the diplomas and degrees awarded for academic pursuits, will have to be common to both. If the quality of education and the standards of performance have to be kept high enough so as to be comparable to the highest elsewhere, the

Academic Council, the Academic Committee and their subordinate bodies will have to be considerably strengthened and all weak spots removed. What is to be stressed should be not the mere idea of representation, but of academic values. Decisions on all matters which are of crucial importance should be reached without any thought of popularity or of the doubtful advantage of striking a compromise. The Academic Council should be a small, strong and effective body if it is to discharge this function properly. It should have as its members the most talented and experienced persons, regardless of their belonging to the University Departments or its affiliated colleges.

Informal  
Delibera-  
-tive  
Bodies.

47. It would further be advisable to set up two bodies in this University, one consisting of all Heads of Departments of the teaching wing of the University and the Librarian, and another for the affiliated colleges. The former should have as its members some Readers and Lecturers also. The Dean of student Welfare as well as two or three senior students of mature minds may also be included. This will be a consultative and deliberative body for freely ventilating opinions on all matters, without making final decisions. This body may ordinarily meet twice a year and more often, if necessary.

Conference  
of Affilia-  
-ted  
Colleges.

48. Similarly, the proposed conference of affiliated colleges will be a deliberative body for considering all questions relating to the affiliating colleges. The Principals of colleges would be its members with a small number of University Professors. A small representation of junior teachers and a few senior students is desirable. The students should

be carefully chosen for their general ability and maturity in thinking (but not for their docile nature or on the ground of pleasing manners). There should be free discussion in the conference about academic and administrative affairs so that the standard of education, scope for research, opportunities for intellectual advancement of teachers and the general atmosphere in the colleges, could receive full attention. The annual Principals' Conference called by the Department of Education performs part of this function today.

The Vice-Chancellor will be the Chairman of the two bodies and guide their deliberations. The records of the proceedings of the two bodies would be of great value to the decision making authorities in the University.

Conference of Teachers 49. The Committee also suggests that the University should establish a regular practice of convening conferences for each discipline once in two years, to which all teachers with at least five years' experience of teaching University classes in that subject will be asked. The idea is to provide an opportunity for all teachers of some experience to express their views on the syllabus, teaching and evaluation and to propose improvements. The Academic Council/Academic Committee/Council of Affiliated Colleges will take into consideration the conclusions of such conferences. In view of this proposal which is an improvement on the existing conditions, in the opinion of the Committee it will not be necessary to retain the Faculties in their present form. The purpose of the

"Faculty" will be more effectively realised by the system of subject conferences and occasional interdisciplinary meetings as proposed herein.

University  
of Udaipur.

50. The University of Udaipur is a separate proposition by itself. It will neither be fair nor right for the Committee to ignore the special problem of this University. It will be remembered that this University was started as an Agricultural University, in line with similar Universities with a similar objective in several other States of India. In passing it may be added that some of these other Universities have progressed along the lines intended for them at the start. For some reasons which it is not possible to examine in detail here this cannot be said about the University of Udaipur.

Agricultu-  
-ral part  
of the  
University  
of Udaipur.

51. In the first place, this institution became involved in a conceptual controversy, namely, that an agricultural university is a contradiction in terms. The chief characteristic of a University, as it was urged on behalf of those who questioned the correctness of this nomenclature, implies universality of academic scope and service. This opinion urged that a single faculty University is the negation of the very idea of a University. It appears that this view was accepted by the Rajasthan Government. This becomes obvious from the decision to amend the original Act and to give to this University a new name and a slightly modified structure. Whatever may be the theoretical side of this discussion, the fact remains that in this country (as also in some other countries) Universities with a bias for one or two major compartments of knowledge have been accepted and are actually

functioning. The examples which readily occur to one, apart from the several agricultural universities which are now flourishing in this country, are the Engineering University at Roorkee and the five Indian Institutes of Technology established in different parts of the country. It is true that these Universities as also I.I.T's developed studies and research in other branches of knowledge also, such as humanities, social sciences, etc. It is wellknown that this has happened to the famous institution, the M.I.T. (Massachusetts Institute of Technology, Cambridge, in the United States). The Committee feels that it is too late in the day for the Government of Rajasthan to go back and re-examine the basis on which this University was founded. In the first place, it is wellknown that the Indian Council of Agricultural Research and the Ministry of Food and Agriculture are substantially involved in the development of this University. The USAID took special interest in this enterprise all for the same reason, namely, to stimulate substantially the development of agricultural sciences and agricultural production. They had not perhaps anticipated that this would be another University of the traditional type functioning in the country. Therefore, without expressing any opinion on the doctrinaire side of this issue, the Committee feel that the policy, purpose and the principles on which this University was originally established should not now be allowed to fade out of consideration. The primary reason for establishing this University should be kept clearly in view. In other words, the quality and standards in teaching



and research in agricultural and veterinary sciences should be maintained at a level in no way inferior to that in other Universities of this type in the country. It would be very unfortunate and indeed a reactionary step to go back on this policy. This does not mean that the University would neglect or be indifferent to the maintenance of proper standards in other faculties or departments than those of agricultural and veterinary sciences.

51A. As a remedy for this possible difficulty, the University should establish a Council for Agricultural and Veterinary Sciences within the University on which the subjects of Agriculture, Veterinary, Agricultural Engineering and Home Sciences will be adequately represented. The Vice-Chancellor should be its Chairman. It will act as a Committee of the Academic Council and the latter may, as a matter of Convention, delegate to it such powers as may be necessary for the proper discharge of the Council's functions.

Problem of Co-ordination between Teaching, Research and Extension. 52. Another issue with regard to the University of Udaipur was pressed before the Committee with a certain amount of emphasis. It was about the need and desirability of integration of the different components of educational research and structure of the University. Without such an integration, a proper team work among individuals, units and departments engaged in teaching, research and extension could not be ensured. Moreover, a properly integrated organisation is conducive to inter-disciplinary approach and co-operation. The Committee endorses this view and hopes that the University bodies and the leadership at its top will use all their power and influence in introducing and enforcing such an organisational structure within the University as defines the power and responsibility at all levels in the way

that the various bodies and individuals are not only aware of their responsibilities but also know and are willing to subscribe to the obligation which they owe to other functionaries and bodies.

This leads to another important point connected with the principle of integration, namely, the relationship of the Directors of Research and Extension with the field worker or the teacher at different levels. The Committee understand that this matter has not aroused that amount of difference of opinion or controversy in other Agricultural Universities as has been experienced in Udaipur. In a way a subject like this should be resolved through suitable administrative leadership, and should not find a place of prominence in a report like this. Since, however, the question has been brought before the Committee and it has been represented, that its proper solution is intimately connected with the working of the agricultural wing of the University, the Committee had to go into this question with care and also obtained the opinion of experienced persons in this field.

53. After this consultation, the Committee have come to the conclusion that the success of the University hinges largely on the acceptance and implementation of a satisfactory and workable integration Scheme. And further that the Dean of the College is the chief functionary in this integration plan. This integration scheme is then carried forward to the Department level by the Head of the Department. The Department would be the responsible unit of the University for administering the subject-matter of the faculty, for allocating the functions of teaching, research and extension to various persons. It will be the responsibility of the Head of the Department with the concurrence of the Dean as also the respective Directors (of Research and Extension) to arrange for such duties, to supervise and evaluate them from time

to time. The Directors of Research and Extension will be kept informed about the progress of the various schemes of Research and Extension activities. The Committee recognizes the important functions of the three Directors of (a) resident instruction, (b) research and (c) extension education as is contemplated in the Acts establishing Agricultural Universities in the country. It may be remarked in passing that so far in this University, the post of the Director of Instruction has not been created so that the observations of the Committee relate only to the Directors of Research and Extension. These Directors are a link between the internal working of the University in the two spheres and the world outside from which support, whether academic or financial, will be received and accepted. They will channelise such support so that it benefits the various research and extension schemes either in existence or to be undertaken in the future for the State as a whole. Their supervision and direction will reach the individual worker and strengthen all schemes of research and extension through the Dean and the Heads of Departments. This arrangement should not in any way lower or reduce the value and importance of the contribution which the Directors at the University level will make in producing optimum results. It is further hoped that when the office of the Pro-Vice-Chancellor is created and is filled this co-ordination and integration would be even more effectively achieved. After all is said, no plan, provision or proposal should in any way undermine the overall authority and personal influence of the Vice-Chancellor.

in seeing to it that progress in teaching, research and extension work are carried on at the maximum level of efficiency.

In dealing with practical arrangements with regard to allocation and distribution of responsibility, subject to the overall principle of integration which is obviously desirable, the Committee should not be understood to suggest any rigidity in those arrangements.

While accepting the overriding need for a complete integration, close co-operation on the part of the various functionaries and a large measure for understanding among them, it is most desirable to have as much flexibility in the working of these arrangements as possible. It must be recognised that this purpose can be achieved only if the Head of the Department is given a central position (working under the supervision of the Dean of the College) as an active and vigilant intermediary between the Directors on the one hand and the teachers and field workers at the other.

In this connection, it is further recommended that the main purpose of having the three Directors (although so far only two are functioning) at the top can be realised only if they have an overall supervision of instruction, research and extension throughout the jurisdiction of the University. This is, we were told, not yet happening. The Directors have no knowledge, and hardly any say (except when such matters are placed before the Research Council) in what is happening at the Veterinary College at

Bikaner or on the campus at Jobner or even in the School of Humanities & Basic Sciences in Udaipur. This situation should be remedied.

Position of  
the School  
of Humanities  
and Basic  
Sciences.

54. The position of the School of Humanities and Basic Sciences is also somewhat anomalous. This institution remains separate and aloof from the general system of instruction and method of assessment in the University. This fact does not work either for efficiency, nor for integration and certainly not for close co-ordination. For the proper and balanced development of the University as a whole, something should be done to remedy this situation. The fact that the Head of this School is designated as Director and not as Dean as is the case in other important institutions of the University (though apparently a minor matter) indicates that it is out of step in the general set up. The assimilation of the School of Humanities and Basic Sciences with the accepted organisation of the University would be a real advantage to all concerned.

Need for  
Developing  
the Depart-  
-ment of  
Animal  
Science at  
the Univer-  
-sity.

55. Some more facts have come to the notice of the Committee which appear as practical obstacle in the way of the University's progress along the lines desired. One or two rather serious examples deserve notice. The Veterinary College at Bikaner which is a large and efficiently run institution covers in the scope of its work the study of Animal Science. It is obvious that this Department of knowledge has a more appropriate place in the College of Agriculture at Udaipur. This situation deserves consideration and remedy. There would be no harm in maintaining a department of Animal Science in Bikaner, if necessary,

but it is essential that the College of Agriculture at Udaipur has a well-developed Department. This would remove a serious imbalance which exists at present. The College at Bikaner, should concentrate on Veterinary Science and Veterinary Medicine (including Surgery), but a large college of agriculture without a proper department of Animal Science is more or less like a lame duck. The Committee suggests that this subject should be treated as an integrated department. If the Head (Chairman) of the Department is located at one place, the Associate Head (or Associate Chairman) should be located at the other.

General  
Observa-  
-tions.

56. Before closing its observations on the working of the University of Udaipur, the Committee desires to invite the attention of the Government and the University authorities to clause (4) of paragraph 64 on page 121 of the University Hand-Book published in 1967. It says: "The Head of the Department will hold office for 3 years. He is eligible for re-appointment on the recommendation of the Academic Council." It is hoped that this provision has not been completely forgotten. The present enactment has contradictory provisions on this subject. It is necessary to remove this ambiguity. Giving effect to it would be a great help in drawing out and sustaining the loyalty and co-operation of the different members of the academic department. It will mean that they will take their turn in discharging the responsibility of the Head of the Department. It may be that in the

beginning this somewhat new idea will not be liked by some people. But after its advantages are seen, there is every chance of its cheerful acceptance by every body concerned. The Committee recommends that the appointment of Deans and Directors too should be on tenure basis.

57. In reviewing some of the important aspects of the constitution of the University of Udaipur and making some proposals in that connection, the Committee has largely avoided looking into the internal working of the University. This could be safely left to the University authorities and University bodies once the new Act is promulgated and the new bodies are constituted.

Transfer  
of State  
Research  
Centres.

58. The prospect of a certain administrative decision of the State Government will be of considerable significance for the University of Udaipur. As and when the University is ready, the State Government would transfer all its research work in the field of agriculture, veterinary science and animal husbandry to the University. It was reported to the Committee that this idea had already been approved in principle. The implementation of this scheme, even if it takes place in a phased programme, will greatly widen the University's area of operation and add tremendously to its responsibility to society. Even after effecting a complete transfer of all research centres, the Committee would like to emphasise the need for close co-operation between the Research division of the University and the State Departments of Agriculture and Animal Husbandry. The State Government might even consider setting up a suitable agency for realizing this objective. In this connection, the

Government's attention is drawn to the fact that the postponement of the implementation of this decision creates a feeling of anxiety, if not resentment, in the Indian Council of Agricultural Research which is keenly interested in financing and supporting the development of this University. Secondly, the transfer of the State Experimental and Research Centres is closely linked up with the strengthening of the Extension Service and Extension Education. The two factors will depend for their growth on each other.

Jodhpur University. 59. Unlike the University of Rajasthan and the University of Udaipur, the University of Jodhpur which is, strictly speaking, the only University with its jurisdiction confined to one city has no organisational problems which has to be remedied through legislative amendment. It does not mean that this University, or for that matter, any other University is completely free from difficulties or has no academic or administrative issues which need attention. The recommendations of the Committee which deal with general problems of higher education are mostly applicable to all the Universities.



Chapter V

Structure - University Bodies

Full free- 60. In framing its recommendations on the  
dom for structure of the University, the Committee wish to  
Experiment report its emphasis on two important factors which  
and trying are briefly explained again in the opening paragraphs  
new Schemes. of this chapter. Unless the Legislature accepts this  
basic condition and bestows its attention on it,  
giving it full support, the rest of the proposals  
would not be of any special significance at all. In  
the first place, both the law givers and decision-  
makers should have the courage to leave to the  
University maximum scope and freedom to undertake  
bold experiments and adopt new and unconventional  
schemes for pursuing its purpose and objective.  
There are certain interests and goals of society  
which, it is evident, the universities alone can  
help to reach. This fact should be borne in mind.  
No sacrifice is too big for realizing this great  
purpose. The new Act should be so framed that we  
turn our back once and for ever on the rigid, steel-  
frame pattern of university constitutions of the  
last century. What is needed is a new and radically  
different framework which will not continue the  
inflexible, stereotyped model of the past.

The Act 61. From the general point raised in the  
should be preceding paragraph flows another recommendation  
brief and on which also the Committee places considerable  
simple. importance. This is also regarded as a necessary

condition for hopeful results. The amended law of the universities should be brief and general. The main educational framework - both with academic or administrative implications - should be provided, with an easy method of change and reform. The framework of the law should contain only basic principles. The rest should be left to the Statutes which can modify, expand, reduce or alter their operation as may be considered suitable at any particular time, without having to amend the Act itself. This is the strong and unanimous view of the Committee and, let it be added, was warmly supported by all people who appeared before it to offer their opinion.

Size of the 62. As a matter of practical policy, the  
Bodies. Committee would favour much smaller bodies to conduct the affairs of the University than has been the case so far. In large Councils or Committees, an individual member does not feel much responsibility and his contribution may be of small value. Secondly, in larger bodies there arises a tendency for the formation of groups and factions with narrow personal or sectional interests. This has an unhealthy influence on the work of the institution. Smaller bodies would, as a general rule, draw people who are able, keen and experienced in the affairs of life. And more work is done in shorter time if the membership of the bodies is not large. Incidentally it may be observed that expenditure on travelling by members of various bodies of the Universities now mounts up to a large figure.

It will be noticed that after considerable thought and discussion, the Committee have come to the considered conclusion that the procedure for the making of new Statutes and amending or repealing the existing Statutes, requires some change, and this change has been proposed. Hereafter, it will not be necessary for the University for making, amending or repealing a Statute to go to the Senate for its concurrence. It is not necessary to argue at any length the advantages of this proposal. The experience in the past justifies this change. But if the new proposal has to have a fair trial and does not suffer from the risks and dangers which have been brought to the notice of the Committee, it is most desirable that at least those Statutes which lay down the composition and functions of the Senate, the Syndicate, the Executive Committee, the Academic Council, the Academic Committee, the Council of Affiliated Colleges and the Council for Agricultural and Veterinary Sciences should not be altered at least for a period of three years from the time of the coming into operation of the new Acts and the First Statutes thereunder.

The Senate. 63. The Committee favours the retention of the Senate ( or Court). It has the special advantage of keeping the community in touch with the affairs and progress of the University. This essential and certainly much to be desired. The Senate should consist of not more than forty to forty five members for the two universities of Udaipur and

Jodhpur and about sixty for the University of Rajasthan. Half of this number should be drawn from the different sections of society - learned professions, business and industry, administration, the alumni and others. The other half should consist of academic people, professors, principals, other teachers, and a few senior students of mature mind. It would be proper to include one representative on the Senate of the University of Rajasthan of the Rajasthan Chamber of Commerce & Industry.

Powers of  
the Senate

64. The functions of the Senate should to review the work of the University and to offer opinions on its academic performance, its administrative organisation and financial condition. The budget of the University and its balance sheet should be placed before the Senate for its consideration. The views and resolutions of the Senate suggesting improvements in the work of the University should receive full consideration of the Vice-Chancellor of the Syndicate.

Syndicate.

65. This body has the most important responsibility of guiding academic progress of the University and keeping its administration in a state of efficiency. The Committee does not feel the need for suggesting any major changes in the composition of the Syndicate. The Basic Statutes which accompany this report will clearly show this.

However, it would be desirable to see that the Syndicate consists of people who are men of character, integrity and considerable academic experience, whether they are chosen from within the University or are inducted into it from outside. If this condition is given proper consideration, the Committee does not consider it necessary to suggest any major change in the functions or in the composition of the Syndicate. The Committee considers 16 or 17 as a suitable number for the membership of the Syndicate of the University of Rajasthan and 13 to 15 for the other two Universities.

Executive  
Committee  
and the  
Council of  
Affiliated  
Colleges.

66. For the University of Rajasthan, as has been indicated elsewhere, part of the functions of the Syndicate will be exercised by two other bodies - one for purposes of convenience is called the Executive Committee, and the other the Council of Affiliated Colleges. While the Syndicate will be in overall charge of the affairs of the University as a whole, the initiative for proposing the draft of the Statutes with regard to the teaching departments and to the affiliated colleges will lie with these two bodies. The recommendations of the Executive Committee will not be rejected or even modified by the Syndicate, but the Syndicate will have the right to refer back the recommendations to the Executive Committee for reconsideration. It is hoped that this arrangement will ease the friction and remove to a large extent the dissatisfaction which was only too apparent among the

teachers and functionaries of the two wings of the University which became apparent to the Committee.

Academic  
Council.

67. The Academic Council is charged with the important function of keeping the University at a proper standard of academic work. The Committee has come to the conclusion that the Academic Council should consist of a smaller number of members than at present, and further felt that their qualifications and the measure of their experience should also be of a high order. The Council, as it is proposed will, it is confidently hoped, give a better account of itself than has been its record in the past. The Basic Statutes proposed by the Committee have laid down the rules for constituting the Academic Council.

Academic  
Committee.

68. The Committee recommends the establishment of an Academic Committee which will function for the teaching wing of the University of Rajasthan. It will be responsible for drawing up courses of studies and in generally maintaining academic standards for the teaching wing. The Academic Committee may lay down for the first degree of the University, alternative courses at two levels (advanced and ordinary, or they may be just named A & B Course). The Academic Committee may frame special rules for the evaluation of the work of the 'A' Course by means of internal assessment. The other course will be subject to the ordinary examination system. The University may allow the affiliated colleges also to prepare students for the advanced courses if they have the necessary

resources to do so. The Academic Council on the recommendation of the Standing Committee will decide which colleges should be offered the opportunity of preparing students for the advanced courses. For assessing academic work of the affiliated colleges in advanced course, the Academic Council would lay down the system of assessment or examination to be adopted for such a course. It may be made clear that the assessment or examination system for the advanced course would have to be obviously different from the system of examination for the ordinary course.

Board of  
Studies.

69. Nothing much need be said about the Boards of Studies except that the Statutes should provide for the University Professor (Heads of Departments) being ex-officio Chairman and Convener of the Board in his own subject. It is unseemly that filling the position of the Convener of the Board of Studies should be left to the gamble of an election. The University Professor may or may not be elected to that position; he may even not seek election. Hence this proposal of the Committee is too obvious to need argument.

Student  
Council.

70. For the Universities of the State, the Committee proposes the establishment of a Student Council. The composition of the Council should be left to the Statutes. It should be so constituted that the ablest, the most active and the most mature students with qualities of leadership should be its members. Some method will have to be devised to rope in those students.

who have distinguished themselves in some activity of the University, or have shown ability for constructive thinking.

71. The Student Council should be free to discuss all matters affecting students - their studies, sports, extra-curricular activities, the organisation of time-table, hostel life, in fact everything with which their life health and development are concerned. This body should meet at least twice a year.

Development  
Council.

72. Each University should have a Development Council for its teaching wing. The Education Commission has also recommended the establishment of such a Council. The building programme, the opening of new departments, the expansion of existing departments, the Co-ordination of the University with business, industry and professional organisation, extending the scope of extra-mural services, above all the financial position of the University and other matters of development could be left for the scrutiny of the Development Council. It should be a small body representative of different interests. The proposals of the Council will be sent to the Executive Committee in Rajasthan University and to Syndicate in Jodhpur and Udaipur Universities.

Selection  
Committee.

73. The Committee does not find it necessary to propose any radical changes in the method of selecting teachers for the University. With the setting up of the Executive Committee ( a new proposal for the University of Rajasthan) the matter



of the Syndicate sitting on the Selection Committee would in future be replaced by a member of the Executive Committee. For the recruitment for the post of a Professor, the number of experts should be three and not two. It may, however, be emphasised that in selecting experts, persons with the highest reputation for specialised ability and integrity should be invited. The only other change which the Committee would propose in the composition of the Selection Committee is that in future the panel of experts would be approved by the Syndicate, but the experts from that panel would be chosen by the Vice-Chancellor.

Co-ordination  
Committee.

74. The Statutes framed under the Act for the establishment of Jodhpur University makes a provision for a Co-ordination Committee for the Universities in the State, that is, a body which will meet from time to time and discuss the matters of common interest to different Universities. It is only right and logical that this provision should find a place in the Acts of all the Universities so that it becomes part of the normal functioning of the University.

Constitution  
of the  
Committee.

75. The composition of the Co-ordination Committee has been proposed in the Basic Statutes. Besides the three Vice-Chancellors of the State Universities, the Education Minister, the Director of the Birla Institute of Technology and Science, Pilani, the Secretary to the Government in the Education Department, and the Secretary to the Government in the Finance Department, the Secretary

to the Government in the Department of Agriculture and the Director of Education should also be its members. The Education Secretary should be its Secretary. The Chairman of the Co-ordination Committee should be the Chancellor. In his capacity as Chancellor of the State Universities, he is most suited to be its head and presiding officer. In his absence the Education Minister of the State will Chair its meetings.

Functions. 76. The Co-ordination Committee should meet once or twice a year to discuss matters of common interest. This Committee will have the great advantage of bringing the Vice-Chancellors of the State Universities together so that they may exchange their ideas and experiences and are also able to avoid duplication in undertaking teaching or research in highly specialised fields. This Committee will serve a purpose somewhat similar to, though not quite identical with, that of the Inter-University Board. Its functions will be advisory and will have no mandatory authority. This Committee can, if it works well, serve a very useful purpose. In fact, if the State Government and the Universities both give it a fair trial and also a proper measure of moral support, it could, in course of time, discharge the functions of the University Grants Commission for the State of Rajasthan. They have in the Uttar Pradesh a University Grants Committee. Such a Committee could render valuable service to the State, the cause of University education and the people. The Committee could with great advantage set up study

groups and task forces for examining specific needs and problems of the Universities and to consider reforms in particular spheres of higher education. Its success will depend upon the measure of self restraint and the sense of realism exercised by the Vice-Chancellors of different Universities at the meetings of the Committee and the degree of seriousness with which the State Government consider its deliberations.

Review  
Committee.

77. It has often been felt that the Universities do not have any system or mechanism for assessing the value and quality of their own performance. They are autonomous and self governing, with the result that they are not answerable, except in extreme and largely unpleasant exigencies, to any outside agency about the quality and standard of their academic work, the measure of their progress and the extent to which they respond to the needs of the society. The Committee is of the opinion that without in any way suggesting the dilution of the autonomy of the University, something should be done to meet this criticism. It is, therefore, proposed that at the end of every five years, the Chancellor should as a matter of routine, set up a Review Committee to assess the work of the University in all directions, including academic work, administrative arrangements, financial administration, the condition of the library, the equipment of the laboratories and buildings, and the position and the contribution of teachers to the general progress of the University. It should be a comprehensive enquiry

by a high powered committee, the members of which should be of nearly the same status as Vice-Chancellors or senior administrators with academic ability, experience and established reputation. The Committee should be independent of the State Government and also of the University. It should go into the working of all important departments and activities of the University, including the amount of Government grants required to meet the needs and development of the University. This Committee will help keep up the quality of educational service.

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Chapter VI

University Officers

Chancellor. 78. The office of the Chancellor was the subject of much discussion in the meetings of the Committee. At one time, the Committee was of the view that it would be desirable to have an experienced and widely respected individual in the public life of the country as the Chancellor of the University. He would have very little administrative or executive control. His function would be to preside at the convocations and if he so liked at the meetings of the Senate. If complaints of serious maladministration or breakdown in the working of the University came to his notice, he would have in such extreme cases the power of setting up a committee of enquiry. The advantage in this proposal was that the university affairs would not be involved in political controversy or changes in the political Government in the State. The Committee, however, after considering all aspects of the case came to the conclusion that it would be desirable to continue the present arrangement, that is, the Governor who is the constitutional Head of the State also be invited to remain the Chancellor of the State Universities. The balance of advantage was considered to be in favour of the existing system. As the Head of the State, he could be trusted to safeguard the autonomy of the University and he would be in a position to

keep the universities as far removed as possible from the heat and dust of party politics or other factional controversies. The Chancellor should continue to be entrusted with the power to order enquiry into the affairs of the University when he feels the need for such an enquiry, on the basis of reliable reports of serious conflicts or the possibility of a break-down in the University administration.

79. Besides this power, the Chancellor's function would be to preside at the Convocations and meetings of the Co-ordination Committee. He will like to keep himself informed about the general affairs of the University.

Vice-  
Chancellor.

80. The Vice-Chancellor of a University is the most important and responsible functionary of the University. He will be the pivot on which the progress of the University will move. His integrity, impartiality, intellectual power, and judgement in taking decisions, will be the strength of the University. Through his personal relations, he will inspire teachers and draw the respect of the student body and the public in general. The development of the University will largely depend upon his vision, character, initiative and resourcefulness.

81. For this reason, the Committee gave considerable thought to the method of selecting the Vice-Chancellor. The basic Statutes have laid down this procedure which is considered the best under the circumstances. The conditions of service

including his emoluments have also been described in the Statutes.

Pro-Vice-Chancellor.

82. It is desirable that the Vice-Chancellor should be assisted by a Pro-Vice-Chancellor or possibly two Pro-Vice-Chancellors when the University grows into a large body and the volume of work of the Vice-Chancellor increases considerably - as is likely to happen in the University of Rajasthan before long. The selection of the Pro-Vice-Chancellor should be left to the Vice-Chancellor. He should have the initiative in proposing suitable names. If, by any chance, the Syndicate is unable to accept the Vice-Chancellor's proposal, the responsibility of suggesting some other name should rest again with the Vice-Chancellor. It is also felt desirable that the term of office of the Pro-Vice-Chancellor should be co-terminous with that of the Vice-Chancellor. The appointment of the Pro-Vice-Chancellor should always be for a specified period of time, to be renewed when it is considered necessary. The emoluments and other conditions of service of Pro-Vice-Chancellor may be laid down in the Statutes.

Means of Faculties.

83. There shall be a Dean for each faculty. The Dean will be chosen from among the Professors (and in the case of the University of Rajasthan from among the Principals of post-graduate colleges also). The person chosen for the office of the Dean will be a senior teacher who has a high reputation for scholarship and who can be trusted with the leadership of the faculty. The Dean will preside over the meetings of the inter-disciplinary conferences, draw up its agenda and guide its

deliberations.

**Registrar.** 84. The Registrar will be the head of the office of the University. He will be required to discharge administrative duties of a varied nature. Some of them will require academic ability and experience. The Registrar will hold a key position in the University. On his character and ability will depend very largely the smooth working of the University; in particular a spirit of understanding and an attitude of co-operation with the teachers will be of great importance for all concerned. The Registrar will be largely an administrative officer, but his educational qualifications should be high enough for him to work properly and successfully in the academic atmosphere of a University.

**Accounts Officer.** 85. After a great deal of discussion the Committee came to the conclusion that it was not necessary to have a Treasurer (honorary or otherwise) or a high salaried Finance Officer of the same status as the Registrar. While there would be some advantage in having such a provision, there would also be the risk of some friction between the Registrar and such a Finance Adviser. The net result of this discussion was that there should be provision for a Senior Accounts Officer for this duty, whose services could be borrowed from the office of the Accountant General/State Government for a term of years. This officer would have, in salary and status, a position somewhat superior to the Deputy Registrar and he will work under the orders of the Registrar. The proposed Finance Officer should have the requisite experience and



status to be able to offer candid advice to the Registrar and the Vice-Chancellor on all important matters relating to accounts and financial administration of the University.

Estate  
Officer.

86. It was suggested to the Committee that the creation of the post of an Estate Officer would be useful. The functions of the Estate Officer would combine the duties of an Engineer and a Legal Adviser in the matter of drawing up contracts for the construction of buildings. The maintenance of University buildings will also be left to his care. The proposal was considered on its merits. While it was found desirable in some respects, the Committee did not consider it necessary at this stage to recommend the creation of a statutory post for the Estate Officer. A Junior Engineer might be necessary to supervise the maintenance of buildings. The legal obligation of drafting, studying and signing of formal contracts could be left for the present to the Registrar. This is, however, a matter on which the Committee did not find it necessary to bind the Vice-Chancellor and the Syndicate, one way or the other. They may create such a post at a later stage if it is felt to be essential.

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Chapter VII

University Finance

**General. 87.**        Apart from the complex and varied nature of the problems which the Universities are facing these days on the academic side, one serious cause of anxiety is the lack of adequate finance for meeting the needs of the Universities. While it must be thankfully admitted that the State Government of Rajasthan have been indeed imaginative, responsive and large-hearted in the allocation of funds for education, there is no doubt that financial stringency has been blocking the development of Universities in some directions. The Universities in India, with a few exceptions, labour under special hardships. Private charities do not, as a general rule, support the service of Universities as is the case in many advanced countries in the West. Foundations and public trusts support a number of Universities in the United Kingdom and the United States are practically unknown in this country. Not more than half a dozen Universities in India out of nearly 80 have been financed by private philanthropy.

88.        The Universities in India, by and large, owe their establishment to the State. Even some Universities which were originally founded with private initiative (like Banaras Hindu University and Aligarh Muslim University) are now almost entirely

supported from the public exchequer.

89. This produces a very curious and somewhat baffling situation. The Universities are established without always reckoning the cost of developing and maintaining them. An institution like a University has inbuilt needs for growth in these times. This developmental aspect is hardly ever taken into calculation, at the time they are established. The same applies more or less to the starting of new colleges. This creates an awkward and indeed serious situation for the Universities. A constant dialogue between the State Government and the University becomes necessary. The resources of the former are also not unlimited and the University on its part does not relish the unsavoury experiences of pleading constantly with the financial experts of the State Government about its needs and difficulties. Again it is a fortunate feature of Rajasthan that both the political leadership in the State, and the top civil servants dealing with the matter, have dealt with the needs of the Universities with great understanding.

90. In the considered opinion of the Committee it will be in the best interests of society in general and of the State and the Universities in particular that any position of uncertainty and constant worry should be avoided. For this purpose a system of block grants should be introduced and their quantum should be settled by mutual consultation between the State Government and the University authorities once every five years. The Government should undertake to provide an annual

grant for the maintenance of the University which should not be altered during the five year term to the disadvantage of the University and there should be no need for any discussion or dispute about it during that period. It should be understood on both sides that the maintenance grant, as distinguished from capital expenditure on new or special projects which are to be decided separately by consultation between the two sides, will also cover trend-increase in expenditure and also variations in pay scales and dearness allowance from year to year. If this system is adopted and it is to be hoped that both the Government and the University would like to accept it, the whole situation will work smoothly and the normal progress of the Universities will be easy and unhampered.

91. One important factor should become an accepted feature for settling the figure of the block grant. For the next few years, the construction of at least one student hostel with an accommodation for 100 students, and 10 residential quarters for the staff should be provided for each year along with the block grants. It is true, that strictly speaking, such proposals are treated as capital expenditure and do not fall under "Maintenance". While this may be technically correct, the Committee would strongly urge the adoption of this proposal in order that a slow but steady development of the Universities in the matter of residential buildings is assured. One hostel and 10 staff quarters might appear to some people as too trivial a relief for the needs of the University but taking a long term

view this would prove to be a satisfying, though a modest, provision. At the end of 10 years the University will have accommodation for 1000 students and 100 teachers ( or other employee) of the University. This does not, however, prevent the University from seeking additional grants for the purpose from the University Grants Commission, or in prosperous years the State Government or from other private donors and philanthropists.

92. It may be roughly estimated that at Jaipur, Jodhpur and Udaipur, after 10 years, there would be the need for providing on a rough calculation residential accommodation for about 3000 students and 450 staff members. A plan should be made to meet this situation at the headquarters of the three Universities. This point deserves careful consideration on the part of the leaders, administrators and the Government.

93. The affiliated colleges should also not be neglected. Some provision should be made as a regular annual item in the Education Department for a modest addition to the residential accommodation in different colleges. There would be no harm, indeed it might be much wiser, more economic and certainly more beneficial if instead of starting fresh colleges in small towns, the Government concentrated on improving the academic buildings, hostels, libraries, laboratories and playing fields of the existing colleges for the next 20 years. Students from small towns should migrate to these centres of higher education. Those who are talented but come from poor families should be supported with

scholarships.

94. The needs of the affiliated colleges should be considered with vision and sympathy. They look after nearly 50,000 students in the State of Rajasthan. This is not a small number. Most of these pupils would form the back bone of the developmental structure of Rajasthan in the next generation. The Government College at Ajmer has a student enrolment of nearly 2700. The colleges functioning at medium size places, like Alwar, Kota and Bharatpur, have about 1700 to 1900 students each. As compared to these figures, the hostel accommodation is indeed extremely meagre. The residential quarters for teachers remain very inadequate at all these places. While the demands for opening postgraduate classes are too easily conceded, the consequential responsibility of providing suitable libraries and laboratories is not taken too seriously. The Committee would strongly recommend the remedying of this situation through long term planning and adequate budget provisions.

95. The Committee recognised that a building programme which would be considered satisfactory from the point of view of educationists would be very nearly impossible in the State in its present financial situation. The Committee realises that there are numerous other important demands on the exchequer of the State. For this reason the Committee would like to press on the Government's attention the proposal to add to the maintenance grants of the Universities and the normal budget of the Education Department ( for the affiliated colleges)

a modest figure which would meet each year the expenditure on construction of student hostels and staff quarters for five per cent of the two categories of beneficiaries, namely the staff and the students. This may appear quite inadequate to the University authorities, but if this proposal is accepted and implemented, the Universities and their colleges would be in an easier position after 15 or 20 years.

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Chapter VIII

Conclusion

Higher Education is a very wide field - only selected subjects are treated.

96. In looking back on the contents of this brief report, the Committee feel overwhelmed with its inadequacy with regard to the whole field of higher education with its numerous problems. It was impossible to cover them all, and to propose suitable legislation in all respects. The Committee has resisted this temptation. Moreover, it is not really necessary to go into a very elaborate discussion of all the problems and principles which affect the quality and progress of University Education. Apart from the report of the Education Commission which was published in 1966, there have been several studies on this subject and its different aspects. The Committee has selected the more important matters calling for change and reform. It is their hope and conviction that the proposals submitted in this report, if they are accepted and implemented in the right spirit and with earnestness, the Universities would hopefully give a brighter and better account of themselves in future.

Some other matters worthy of consideration.

97. There are a few other points on which it is the wish of the Committee to draw the attention of the State Government and the University authorities. They could not be included in the preceding chapters for obvious reasons. Moreover,



they are subjects rather more of policy and outlook than legislation. Even though they are included in this concluding chapter, some of them have considerable importance of their own. It may be that here and there, there would be found some repetition of the points already mentioned in the body of the report.

Exchange of Talent and Experience between the Universities and Business, Industry, Public Administration etc. 98. As one looks back on the development of the universities in India one cannot help noticing that they have functioned all these years more or less at a distance from the currents of national life, whether social, cultural or economic. This aspect of the matter was considered by the Committee and a definite opinion was voiced and recorded as a result of this consideration that the universities should be in close touch with the practical needs of the various agencies and organs of public life. Thus the talents and studies in the University should be easily available to the community and on the reverse side the experience and achievements of the national effort should directly benefit the studies and research conducted in the University. In order to achieve this and to leave behind the position of isolation as has been the case in the past, the Committee recommends that there should be arranged, as occasions arise, exchanges of talent and experience between the universities on the one hand and industry, public administration, commercial houses, and other scientific, research and professional bodies on the other. Such an arrangement is much to be desired and is likely to prove very beneficial to the society. It would

strengthen the work of the universities and help to promote their main purpose, as also the professional, industrial, administrative and other departments of national life would be greatly strengthened with the infusion of academic thought into their internal working.

**Autonomous  
Colleges.**

199. The Education Commission considered among other things, the idea of autonomous colleges. The University of Rajasthan "will do well to encourage colleges with a long history and fine tradition to work out their own schemes and give them all possible support when they wish to do something which is academically desirable"(Sundaram). The Committee supports this view and urges the State and the University of Rajasthan to give this idea a fair trial. It is clear that this privilege can be offered only to a few well-staffed and properly equipped institutions. Secondly, the status of an autonomous college could not and should never be treated as a permanent, irrevocable privilege. The University, in particular its Vice-Chancellor, and the Academic Council, would have to watch the autonomy of the college with care and sympathy. Such colleges should be given the freedom to reform and revise the curriculum, and even to change the examination system. It may be that while the system of examination would be proposed by the college concerned, the examiners may be appointed by the University. Alternatively, the University might use some valid method of checking the working of the autonomous colleges including their teaching methods and examination system without in any way depriving the college of

its freedom of action. If the experiment succeeds it would confer a great benefit to the community. It would mean having the advantages of a new University without incurring the expenditure necessary for its paraphernalia. The important thing to remember is that the experiment of autonomous colleges will have to be kept constantly under review. If after giving it a fair and patient trial, the results are not satisfactory, the college would have to revert to its old status.

Admission  
Policy.

100. The admission policy of the institutions of higher learning and of professional education often produces troublesome situations. It should be really treated as a purely academic issue to be dealt with by academic authorities - such as the Vice-Chancellor, Heads of Teaching Departments or Principals of colleges, on purely academic grounds. If a convention could be evolved and adhered to, that no external influences or pressures would be brought to bear on the rules and policies objectively accepted, all will be well. As things are it is most difficult to expect that such self restraint would be exercised by the people concerned. And yet if public policies cannot be ultimately framed and put into effect on public grounds the moral position of the institutions is considerably weakened. All kinds of ills then follow - not merely in academic standards but in vitiating the whole atmosphere of the institutions. The Universities look for support in these and similar matters to the State Government. Moreover, admission policies have a close relation to the staff position and other resources, equipment and building space and financial provision.

101. A national and educationally sound admission policy can be adopted without departing from the State's declared policy of equalizing educational opportunities. What is suggested is a policy that will discriminate between the competent and the incompetent and not between the affluent and the poor.

102. Some Universities are unable to send away (for reasons which need not be openly stated) students who continue in colleges or universities for seven, eight or nine years without making any progress in studies. And further they sometimes dominate the social life of the institution, now and then becoming the centres of revolt and violent action. This is an unfortunate aspect of the situation.

103. There is still another facet of the problem which is quite serious. While there is growing unemployment in certain professions, the policy of admission in the professional colleges is not regulated in relation to the man-power requirements in those field. Both the Government and the Universities have to act together in rationalising the admission policies in Universities and their colleges.

**Students'  
Unrest.**

104. It may surprise the readers of the report that the Committee has not referred to the burning question of student power and student revolt which is so prominent in the public mind these days. In the first place, the subject is only remotely and indirectly related to the functions entrusted to

the Committee. Secondly, the whole subject of student turmoil and violence has been thoroughly and widely discussed in books and journals. The causes have been fully examined and the effects equally elaborately analysed. It is true that there is no single opinion with regard to the way in which student disturbances are to be met.

Different Vice-Chancellors have expressed different opinions on the subject. The whole position causes great anxiety. It affects the whole tone and life of a University. It is, as is well known, a world-wide affair. This Committee, therefore, does not find it necessary to examine this problem in this report. It will only lead to repetition of what has been said and written so often and by so many. It is, however, surprising that when members of the University community, while still remaining students on its rolls, assert their right to commit violence, attack other persons, harass responsible officials of the University, go about destroying University property and equipment apart from other public property outside the University. It may appear strange to some people that when danger to life and property is imminent, and university regulations are openly violated, it should be considered wrong to secure the help of the civil authorities to prevent further violence or destruction.

Troubles in 105. The Committee would earnestly wish to make Universities a suggestion for what it is worth. The Government and Political Parties should get in touch with the leaders of political groups in the State and appeal to them to exercise care not to be involved on any account in the troubles

which occur in the Universities or their colleges. Whether they affect the students or teachers, whether they relate to the question of fees, hostel administration, courses of studies, examination papers or any other subject whatsoever on which protests, strikes, demonstrations or some kind of disturbances take place. These matters should not be the basis of any political action or for political attacks of one party on another or on the Universities. The latter should be left free to deal with them. The Chancellor could always be an appellate authority. There should be a gentleman's agreement that the academic life and discipline of educational institutions would never be manipulated to political ends. Political parties that take a long view will see the wisdom of such a resolve.

**Talent of  
Teachers.**

106. There is one particular disadvantage which the affiliated colleges suffer, specially those which are small and are situated in out of the way places. This feature receives little notice from the Government, or by the University. Talented and promising teachers in those colleges are faced with the dreadful prospect of intellectual stagnation. This is a serious matter.

107. If the University, the Director of College Education and the Management of private Colleges confer together informally but regularly, something can surely be done to stem this tide of steady deterioration of talent. There should be greater mobility of the teaching staff at all levels. This is one remedy. Secondly, access to the University

Departments, the University library and laboratories should be open and easy to teachers of affiliated colleges. Even temporary interchange of teachers between the colleges and University Departments should be considered. If a brilliant teacher in an outlying Degree College does not get the chance of teaching postgraduate classes for four or five years, the risk is that he might become permanently incapable of superior academic work. Official compartmentalism should not come in the way. This waste of talent has to be prevented somehow. The initiative in this matter will lie with University Professors in each subject. They should watch the ability and potentiality of the teachers in the University, wherever they might be working, and propose suitable measures for their benefit and for their intellectual growth.

108. The Committee is concerned with this problem in connection with the diminishing influence of the teachers on their students. It may be that matters have gone too far to think of a proper remedy. In spite of this, the Committee wishes still to reiterate its faith in the power and potentiality of the teacher to educate both the mind and the emotions of his pupils. Whatever may be the disturbing signs of the times, one should not lose the hold of this human value. Unless this factor has relevance the very foundation of university education and the strength of its influence as a constructive force for the development of human personality and the progress and reform of society would crumble.

Relations  
between  
Teaching  
and affi-  
-liating  
Sides.

109. Another subject somewhat different from the others should claim some attention from the University authorities. An institution like the University of Rajasthan which has both its wings active, namely, the unitary teaching departments and the affiliated colleges, should not let them become two separate water-tight compartments. One side should continuously try and benefit the other. The Vice-Chancellor's personality and the policy of the Syndicate should alike labour for breaking down the barriers of suspicion, jealousy, arrogance and distance. Are they both not partners of a single great purpose and it is shortsighted and indeed suicidal for either wing of the University to develop distrust for the other. The Committee would, therefore, urge on the Vice-Chancellors and the State Government to take stock of the situation. In order to achieve this purpose of closer collaboration the senior professors and principals of the older colleges could even move to exchange places temporarily and thus help in improving teaching methods and standards and developing quality in research. That there are serious difficulties in achieving this is quite apparent but the purpose behind this proposal is too great to be ignored because of these narrow considerations. The Committee feels confident that the University Grants Commission might be prepared to offer financial support for deputing senior teachers - Professors or Readers - from the establishment of the teaching departments to work in the affiliated college and



vice-versa. This proposal should be explored and its adoption in some form or the other examined.

How the  
Teaching  
Departments  
should  
Function.

110. Another matter was discussed by the members of the Committee and a fairly clear conclusion was reached on it. The heads of the teaching departments in the Universities sometimes remain aloof and isolated from the other members of their department. While this is not universal, the situation undoubtedly exists. The Committee strongly feels that the teaching departments should function as a close and intimate group. All matters of academic nature with regard to the department should be freely discussed in informal meetings of the department in which all teachers, senior and junior, should participate. If this idea is put into practice in the right way, there is no doubt it will be a great advantage. It would engender happy relations among the different members of the department and a sense of intimacy with and loyalty to the head of the department. The Vice-Chancellor should influence the heads of departments in this matter and tactfully bring about the situation where consultation among the members of the department becomes a regular feature.

Service  
Conditions  
of Teachers  
in Affilia-  
-ted Colle-  
-ges.

111. In the matter of status, emoluments, service conditions and other amenities, the State Government should bring the position of the teachers of affiliated colleges as near as possible to the teachers employed in the Universities. This would be a source of great encouragement to a large number of teachers who are working in distant

and out of the way places. They also serve the University, although their salaries are not paid directly from the University funds. This, however, would also imply - and this is the other side of the point that these teachers in the affiliated colleges keep up their intellectual growth and labour hard to improve constantly their teaching standards and their knowledge of the subject they teach. The University should adopt measures, in co-operation with the Directorate of College Education, to see that security of tenure has the effect of making teachers stale or stagnant. The Vice-Chancellor of an affiliating University carries this responsibility for all the teachers who are on the staff of these colleges.

Special  
Tribunal for  
Settlement  
and adjudi-  
-cation of  
Disputes  
arising in  
Universities  
and Colleges.

112. An important matter of great concern to the Universities (including the colleges and other institutions of higher education throughout the State) deserves careful consideration. It is a source of constant harassment and distraction to the Universities and its colleges. The Committee earnestly wishes the State Government to direct their law department to suggest a suitable and practical way of dealing with this increasingly vexatious situation.

113. The Universities (as also its affiliated colleges) are, in recent years, becoming involved more and more in litigation in many aspects of University work and administration. Teachers and students, sometimes even parents, rush to the Law Courts on sundry subjects, big and small,

dragging the university or college in legal disputes. A decade or so ago hardly anybody thought of taking recourse to this method of redressing ordinary grievances. This procedure causes much delay, expense and disturbance in the working of these institutions. The orders of the Law Courts, interim as also final, have of course, to be complied with. The normal educational purpose of the University (and its colleges) will be more properly helped and the spirit of its constitution would also be better respected if the legal issues and disputes which come up relating to University affairs could be disposed of by a statutory tribunal specially set up for dealing with university matters. This would be a more satisfactory and expeditious procedure.

114. It is, therefore, proposed (on the precedents of the Industrial Disputes Tribunals or other special courts) that all cases relating to University administration could be decided by a Court specially constituted for this purpose by an Act of the Legislature. It should have original jurisdiction and its decisions could be subject to the usual Appeals in the High Court.

115. This procedure would be simple and convenient to the parties involved in the disputes, would save their time and expense by affording quick relief to the aggrieved party, whether students, teachers, employees of a College or a University. This Special Court may be constituted as a Tribunal consisting of an experienced educationist, a judicial officer of the standing and experience of a District and Sessions Judge and a

Senior Administrator.

116. It is, of course, understood that the proposed Tribunal will not cover cases involving criminal acts or affecting Fundamental Rights under the Constitution. Apart from these matters, quite a large number of applications and cases often relate to ordinary matters of University administration - such as the procedure in the selection of teachers, their salary scales, confirmation, discharge, suspension or dismissal, admissions, attendance of students, examinations, matters of discipline, interpretation and observance of service conditions of employees, the decisions and procedure of the meetings of University Bodies, etc. i.e., all matters affecting the Universities and all recognised colleges (whatever their status or constitution). It will be a great advantage in providing such a separate and special Tribunal for the settlement and adjudication of all ordinary (apart from constitutional) disputes involving the Universities or any of their institutions, whether Government or Private, or their teachers, officers and agencies in litigation. The Committee earnestly pleads for this measure in the public interest and that of the educational service to society.

Remuneration  
for marking  
Examination  
Papers.

117. It has been brought to the notice of the Committee that the rule about remuneration received by the teachers for examining answer books of candidates of their own University and other Universities is not always properly observed. While this is understandable in these times of a high

cost of living, the conclusion cannot be avoided that it puts on the teachers extra-ordinary strain, which affects the proper discharge of their duties as teachers in the University and the colleges. The best thing would be for the teachers themselves not to accept too much work by way of grading examination answer books. This would be ideal. But if the rule is intentionally disregarded, the Committee's advice is that steps should be taken to enforce the rule. A limit should be fixed for each person, say Rs.1,000, beyond which he or she would not accept any remuneration from any source in one year. If this is considered desirable, the teachers should be asked to file a clear statement of what their income was in a particular year. This would probably remedy or at any rate reduce the evil.

Mutual Co- 118. The Committee suggests that both the operation between Government and the Universities should establish a Society, progressive arrangement of mutual co-operation administration and between society, administration, business and Universities-industry on the one side and the Universities on the other for exchange of views, knowledge and experience. There are several fields in which proposed programme is certain to enrich and benefit the country as a whole. It may even include a temporary exchange of academic staff with people engaged in practical life for a short period and for a specific purpose. It would be desirable to make a modest beginning and slowly to enlarge the area of such consultation or co-operation or both.

Delay in 119. The Committee consisting of 12 members  
the Report and the Chairman was constituted in December, 1968.  
of the  
Committee. Subsequently in March, 1969 three more members  
added to the Committee. Its first meeting took  
place in February, 1969 and the last meeting at  
the end of May, 1971. The Committee had not  
imagined that it would take more than two years to  
submit its Report. This delay has been the cause  
of much disappointment and even frustration to  
many members of the Committee itself. But unfortu-  
-nately, the reasons which caused this delay were  
beyond their control. All members of the Committee  
had their own duties and responsibilities in other  
spheres. It was never easy to secure the partici-  
-pation of all of them at the meetings. Very often  
it became necessary to postpone meetings because  
some members did not find a particular date  
convenient to them. They were busy people and were  
heavily occupied elsewhere. It must be, therefore,  
said with thankfulness that the Committee was able  
to conclude its labours and to reach agreement on  
the important matters related to its terms of  
reference. What is even more satisfying is that the  
discussions, some of them quite controversial, were  
uniformly marked with a fine spirit of constructive  
co-operation on the part of the members. This is  
true both of the Government members and others.

120. The Vice-Chancellors of the three  
Universities, the members of the Teachers' Associa-  
-tions and also several other witnesses enlightened  
the Committee with their views. The Committee was

thankful to have those valuable suggestions which benefitted the Committee. Finally, the staff of the Directorate of College Education, Rajasthan, Jaipur, specially the Stenographer Shri J.B.Kutty and the Office Assistant Shri R.K.Paliwal had to bear a heavy load of work for the Committee at different stages. On the practical side of organizing meetings, Shri Mohammed Hanif, the Office Superintendent of the Directorate worked with commendable zeal. The Committee would like their appreciation to be communicated to these officials. In fact they deserve something more than mere verbal commendation.

121. The Committee met eleven times between February, 1969 and May, 1971. It also visited the headquarters of the Universities of Udaipur and Jodhpur in order to meet their Vice-Chancellors and some teachers. Altogether, 47 persons appeared before the Committee at its different sittings. This experience and the important points of those discussions were very interesting for the members of the Committee.

Hopes for  
Reform and  
Progress.

122. It will be a matter of deep satisfaction to the members of the Committee, if on the basis of their recommendations some reform and improvement is effected in the working of the Universities of Rajasthan State. When one looks around in the country, one feels thankful that the record of progress in Rajasthan has not been as

disheartening as in some other places. Similarly, in the measure of violence and disturbance in the Universities of the State, the damage, in comparative terms, has not been very serious. Again in the matter of respecting the academic autonomy of the Universities, the Executive Government of this State have shown much greater restraint than has been the case in other parts of the country. This is evidence of a broad outlook on the concept of the Universities and its role in society. It is the hope of the Committee that the State Government of Rajasthan and the Universities of the State would continue such relationship of mutual respect and confidence. This would have a very healthy influence on the quality of the performance of the teachers and the students. That way the Universities would make a substantial contribution to the alround progress of the State and to the prosperity of its people.

The Committee conclude its labours with feelings of confidence that the Report would receive from the Government of Rajasthan such consideration as the important subject of higher education deserves in these difficult times.



Members of the Committee

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- |   |      |
|---|------|
| 1. Dr. Mohan Sinha Mehta<br>Chairman    | Sd/- |
| 2. Shri V.V. John<br>Member             | Sd/- |
| 3. Shri Mohan Mukherjee<br>Member       | Sd/- |
| 4. Shri J.S. Mehta<br>Member            | Sd/- |
| *5. Shri D.S. Acharya<br>Member         |      |
| 6. Dr. G.S. Sharma<br>Member            | Sd/- |
| *7. Shri R.C. Kapoor<br>Member          |      |
| 8. Dr. H.N. Mehrotra<br>Member          | Sd/- |
| *9. Shri R.K. Chabra<br>Member          |      |
| 10. Shri S.P. Singh Bhandari<br>Member  | Sd/- |
| *11. Dr. Amrik Singh<br>Member          |      |
| 12. Prof. M.V. Mathur<br>Member         | Sd/- |
| 13. Dr. M.P. Mathur<br>Member-Secretary | Sd/- |

\*These members were unable to sign the Report because they were not present at the last meeting.

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Note of dissent submitted by Dr. M.P.Mathur, Director of Education, regarding some decisions of the Acts Amendment Committee.

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1) I do not agree with the decisions of the Acts Amendment Committee to abolish faculties altogether. Faculties of Arts, Science and Commerce have a very important part to play and they bring about a co-ordination between different Boards of Studies of different subjects. In fact there are separate steps in the University set-up. At the lowest rung of the ladder, there are the Boards of Studies in different subjects. Their proposals are screened by the faculties concerned. It is after a thorough screening of the courses and after discussing on a common platform for the sake of attaining an academic uniformity that the faculties put forward their suggestions to the Academic Council. The Academic Council discusses the proposals of different faculties and sends them on for final approval of the University Syndicate. This is the usual University set-up which is prevailing in almost all the universities of India. If one step of the ladder i.e. the Faculty of Arts is taken away, I think it would create a vacuum which cannot be filled by any other alternative.

It is only in a faculty that a uniform pattern of academic standards is evolved and suggestions from some subject boards which are impracticable are turned down. After a good deal of discussions between the representatives of all the Boards of Studies in the faculties concerned, between the experts drawn from different departments as well as experts called from

(ii)

other universities, a uniform academic framework is evolved and courses suggested by different Boards of Studies are modified.

It has also been suggested that there should be subject-wise conferences in the University in place of faculties. It would be very difficult to call subject conferences for all the subjects in a year because of very substantial expenditure. To call some subject conferences in a year and the remaining in the other year would not be of any use. Subject conferences are even now being held by the three universities of Rajasthan from time to time. To hold subject conferences under an ordinance would mean greater expenditure on the one hand and duplication on the other.

I think it is a wrong argument to say that faculties should be abolished in the name of economy. Subject conferences to be held under a provision of the Act would in fact mean greater expenditure as a large number of people having at least five years' teaching experience as proposed by the Committee will be required to participate in different subject conferences. In addition to this, it may mean unnecessary overlapping of work as first there are subject boards which will meet every year, then there would be subject conferences as proposed by the Committee and then there would be subject conferences organised not only by the three universities of Rajasthan but also by different colleges as well as by different universities of India. In my view, abolition of faculties would hardly mean any economy to the University. Neither on the ground of size of the

(iii)

faculty nor on the ground of economy, abolition of faculties can be justified.

In the University Model Act as proposed by the University Grants Commission, faculties are maintained and the usual flow of academic knowledge from one step of the ladder to the other is acknowledged.

In addition to the academic uniformity noted above, there is a very significant point to be considered. The affiliated colleges of the University find their representations in the faculties and get themselves involved in the academic life of the University. At present teachers having eight years' teaching experience who are heading a department find an opportunity to go to the University at least once in a year and to know the point of view of the experts. If faculties or faculty boards (whatever we may call them) are completely done away with, members of the staff from the affiliated colleges will not get an opportunity to involve themselves in the academic life of the University. Not to give an opportunity to such a large number of degree and post-graduate heads of affiliated colleges to get an opportunity for participation in the academic pursuits would not be a wise step.

It has been pointed out that faculties have become too big and in this connection the example of faculty of arts is quoted. Solution of the problem is not the abolition of the faculty but is in reducing the size of the faculty by means of bifurcating it into two faculties - faculty of humanities and faculty of social

sciences.

2) It has been proposed that there should be a separate Council for affiliated colleges. It implies that there would be one Executive Committee consisting of university teachers and there would be a separate Council for affiliated colleges. It is doubtful whether separate Executive Committee of the University and Council of Affiliated Colleges would work in perfect harmony with each other. It is just possible that these two organisations may create bickerings and may lead to disharmony between the two important wings of the University and may foster a sense of separateness. Defacto, it may mean partition of the University into two and may ultimately lead to conflict between the two wings.

One cannot easily believe that the proposed Council of Affiliated Colleges would remove the vacuum created by the abolition of the faculties. I am definitely of the opinion that the proposed Council of Affiliated Colleges cannot be a proper substitute for faculty. It would not be wise to replace several hundreds of degree heads and postgraduate heads who are members of the faculty by a handful of members of the Council of Affiliated Colleges.

## सुझावों का सारांश

### अध्याय १

#### जामुस

#### १. सम्पूर्ण एकता हानिकारक:

राज्य के सभी विश्वविद्यालयों के विधान, समरूप तो हो सकते हैं, जहां तक कि नीतियाँ एवं सिद्धान्तों का संबंध है, परन्तु पूर्णतया एक रूप नहीं होने चाहिये ।

10(8)

### अध्याय ३

#### विश्वविद्यालय शिक्षा की समस्याएँ

#### २. उदार एवं अपरम्परावादी दृष्टिकोण:

राज्य के विश्वविद्यालयों को उदार एवं प्रगतिशील दृष्टिकोण रखना चाहिये तथा प्रयोगों व नये तरीकों के प्रोत्साहन हेतु उद्यत रहना चाहिये ।

22(15)

#### ३. विश्वविद्यालय की स्वतंत्रता:

विश्वविद्यालय की स्वतंत्रता का सिद्धान्त व्यापक रूप से स्वीकार कर लिया गया परन्तु इससे वह लोक उत्तरदायित्व से, जो कि अत्यावश्यक है, मुक्त नहीं हो जाते ।

26(18)

#### ४. शिक्षकों का महत्त्व:

विश्वविद्यालय का सफल कार्य संचालन अधिकारों में सुयोग्य एवं निष्ठावान शिक्षकों के समुदाय पर निर्भर करता है । उनके कार्य-क्षेत्र की भावी संभावनाओं एवं विकास के अधिक अवसरों का उपलब्धि पर तुरन्त विचार दिया जाना आवश्यक है ।

27(18-20)

५. भाषा का प्रश्न:

भाषा ज्ञान में दक्षता एवं संप्रेषण क्षमता के उचित मानकों की स्थापना विश्वविद्यालय शिक्षा का एक महत्वपूर्ण पहलू है।

28(20-21)

६. शिक्षण एवं अनुसंधान:

उच्चकोटि के शिक्षण एवं शोध दोनों का विश्वावधालय के सम्पूर्ण कार्यक्रम में एक महत्वपूर्ण एवं गौरवशाली स्थान है।

29(21-22)

७. परीक्षा पद्धति में सुधार:

परीक्षा पद्धति में सुधार अपने आप में तुरन्त आवश्यक होते हुए भी धीमी गति से तथा रुक रुक कर हो रहे हैं। इस विषय पर निरन्तर अध्ययन एवं विचारविमर्श करते रहने के लिए विश्वावधालय को स्वयं के शोध-प्रकोष्ठों की व्यवस्था करना चाहिये।

30,31(22-23)

८. परीक्षाओं में भ्रष्ट आचरण:

इस प्रकार के तराके इस्तेमाल करनेवालों के विरुद्ध कठोर निवारक कार्यवाही से वर्तमान पद्धति के कुछ दोष दूर हो सकते हैं।

32(23)

९. परीक्षार्थ पूर्णतया विश्वसनीय नहीं हैं:

परीक्षा से किसी मनुष्य को सम्पूर्ण योग्यता की जांच नहीं हो पाती अतः यह किसी व्यक्ति को पौद्धिक क्षमता की जांचने का एक बहुत ही असन्तोषजनक तरीका है।

33(23-24)

१०. मानवीय संबंध :

विश्वविद्यालयीय जीवन और कार्यक्षेत्र की व्यवस्था में मानवीय संबंधों का अभाव अधिकांश कठिनाइयों एवं समस्याओं का जनक है ।

34(24)

११. शिक्षा जो आजीविका दिला सके :

विश्वविद्यालयीय शिक्षा ऐसी होनी चाहिये जो व्यक्ति को जीविका अर्जन करने के लिए सफल बना सके, परन्तु मूलतः विश्वविद्यालय एक ज्ञानार्जन पीठ है, पौष्टिक नेतृत्व के लिए एक प्रशिक्षण शाला है, तथा ज्ञान एवं संस्कृति को ग्रहण करने एवं उनके प्रसारण करने का एक स्थल है ।

35(25)

१२. विश्वविद्यालय शिक्षा का विकास :

धन, उपकरणों एवं सुयोग्य शिक्षकों का पर्याप्त उपलब्धि का सुनिश्चयन किये बिना उच्चतर शिक्षा के नये केन्द्र नहीं खोले जाने चाहिये ।

यदि किसी भी स्थिति में राज्य में किसी विश्वविद्यालय की स्थापना की जाए तो वह ऐकिक ( यूनीटरी ) होना चाहिये न कि पूर्णतया संबन्ध ( एफिलियेटिंग )

36-38(26-29)

१३. शाला पाठ्य संवर्धन :

राज्य के प्रत्येक विश्वविद्यालय को समाज की अधिकाधिक सेवार्थ शालापाठ्य अध्ययनों का सक्रिय एवं विकासशील केन्द्र होना चाहिये ।

39,40(29-30)

अध्याय ४

राजस्थान में विश्वविद्यालय शिक्षा का गठन विभागों

१४. राजस्थान विश्वविद्यालय : शिक्षक संकाय एवं संवर्धन के फलों के

बीच संबंध :

शैक्षिक संकायों के विभिन्न विभागों तथा संबद्ध महाविद्यालयों के



बीच समन्वय की समस्या, जहां विशेष कठिनाइयां प्रस्तुत करती है, वहां दोनों प्रकार के शिक्षकों के बीच असन्तोष एवं दुंठाका भी कारण बन जाती है। इस समस्या के निवारण हेतु शिक्षकवर्ग के लिए अलग से एक प्रबन्धसमिति का तथा संबद्ध महाविद्यालयों की समस्याओं के निदान हेतु संबद्ध महाविद्यालयों को एक परिषद का गठन किया जाना चाहिये इन दोनों नये निकायों में अधिकांश अपने स्वयं के पदा का प्रतिनिधित्व होगा तथा सम्पूर्ण के प्रयोजनार्थ अल्पांश में दूसरे पदा का भी प्रतिनिधित्व होगा। शैक्षणिक कार्यक्रमों तथा अनुसंधानों के क्षेत्र में इन दोनों को समीप लाने के लिए ठोस एवं सतत उपाय किए जाने चाहिये।

44(32-34)

१५. राजस्थान विश्वविद्यालय को विशेष समस्याएँ :

विश्वविद्यालय के बढ़ते हुए आकार के कारण कई कठिन समस्याएँ उत्पन्न हो जाती हैं जिन पर तुरन्त विचार किया जाना अत्यावश्यक है। इस दिशा में अनेक सुझाव प्रस्तुत किए गए थे। समिति का यह मत है कि विश्वविद्यालय को अपने वर्तमान रूप में चालू रखना चाहिये परन्तु दो प्रत्युप कुलपति ( प्रोवाइंस चांसलर्स ), सम्पूर्ण परोक्षकार्य का नियंत्रण करने के लिए एक अलग अधिकारी आदि के पद सृजित करके, इसके प्रशासनिक ढांचे को अधिक सुदृढ़ करना चाहिये।

45(34-38)

१६. अनौपचारिक विमर्शकारी निकाय :

राजस्थान विश्वविद्यालय के शैक्षणिक वर्ग के लिए समस्त विभागाध्यक्षों, कुल उपाचार्यों तथा प्राध्यापकों, छात्र विनयाध्यक्षों ( ओन्स जाफस्टुडेंट्स ) तथा दो या तीन वरिष्ठ छात्रों को शामिल करते हुए, एक अनौपचारिक विमर्शकारी निकाय का गठन किया जा सकता है।

47(39)

१७. संबद्ध महाविद्यालयों को परिषद :

विश्वविद्यालय की संबन्धन शाखा के लिए, संबद्ध महाविद्यालयों के प्रधानाचार्यों, विश्वविद्यालयों के कुछ आचार्यों, संबद्ध महाविद्यालयों के कुछ कनिष्ठ शिक्षकों तथा कुछ वरिष्ठ छात्रों के प्रतिनिधियों को शामिल करके एक संबद्ध महाविद्यालय परिषद का गठन किया जा सकता है।

48(39-40)

१८. शिक्षक परिषद :

शैक्षणिक विचारविमर्शों के लिए ज्ञान को प्रत्येक शाखा में अनुभव प्राप्त शिक्षकों को परिषद का आयोजन नियमित रूप से किया जाना चाहिये। यह परिषद वर्तमान संकायों का स्थान ग्रहण कर लेगी।

49(40-41)

१९. उदयपुर विश्वविद्यालय एवं उसकी समस्याएँ :

उदयपुर विश्वविद्यालय को संरचना में परिवर्तन हेतु सुझाव प्रस्तुत करते समय, उन नीतियों, प्रयोजनों एवं सिद्धान्तों को, जिन पर कि इस विश्वविद्यालय की मूलतः स्थापना की गई थी, पूर्णतया ध्यान में रखना चाहिये।

निम्नलिखित सुझाव प्रस्तुत किए जाते हैं :--

१ - विश्वविद्यालय को कृषि शाखा के तान महत्वपूर्ण संकाय शिक्षण, अनुसंधान एवं प्रसार के बीच समुचित समन्वय होना चाहिये। विभाग को, संकाय के विषय के संचालन, शिक्षण व अनुसंधानों के संकायों के आवंटन तथा विभिन्न व्यक्तियों के बीच वितरण करने के लिए, विश्वविद्यालय को उत्तरदायित्व हस्तांतरण समझा जाना चाहिये। यह विभागाध्यक्ष को जिम्मेदारी होगी कि वह संबंधित निदेशकों ( अनुसंधान एवं प्रसार ) की सहमति से

उक्त कार्यों को, उनके पर्यवेक्षण को तथा समय-समय पर उनके मूल्यांकन को व्यवस्था करें। विभिन्न योजनाओं की प्रगति के बारे में अनुसंधान तथा प्रसार के निदेशकों को नियमित रूप से सूचित रखा जाएगा।

२ - मानविकी तथा आधारभूतविज्ञानों को विश्वविद्यालय के स्वाकृत संगठन में समाविष्ट कर दिया जाना चाहिये तथा इसके अध्यक्ष का पदनाम 'डीन' होना चाहिये न कि निदेशक।

३ - बीकानेर स्थित पशुचिकित्सा महाविद्यालय में भी पशु चिकित्सा विज्ञान संबंधी विभाग है। इस विभाग का कृषि महाविद्यालय में अधिक महत्वपूर्ण स्थान है, जब कि वहाँ यह विभाग नहीं है। इसका तात्पर्य यह सुझाव देना नहीं है कि इस स्तर पर पशु विज्ञान विभाग को बीकानेर से हटाया जाय। परन्तु उदयपुर में भी यह विभाग प्रारम्भ किया जा सकता है तथा दोनों स्थानों के विषय एक स्वाकृत विभाग के अधीन हो सकते हैं जिसका विभागाध्यक्ष एक स्थान पर रह सकता है तथा दूसरे स्थान पर एक सहायकी ( असोसिएट ) अध्यक्ष कार्य कर सकता है।

50-58(41-50)

अध्याय ५

संरचना - विश्वविद्यालय निकाय

२०. विश्वविद्यालय अधिनियम :

अधिनियम संक्षिप्त तथा सरल होना चाहिये जिसमें सिर्फ मूल सिद्धान्त ही हों।

61(51-52)

२१. निकाय का आकार :

विश्वविद्यालय के निकायों का आकार वर्तमान को जेदा छोटा होना चाहिये।

यह पूर्णतया उचित समझा गया कि अधिष्ठाता तथा तद्द्वारा प्रथम संविधि के प्रभावशील होने के समय से न्यूनतम तीन वर्षों की अवधि तक कम से कम उन संविधियों में कोई परिवर्तन नहीं किया जाये जो वरिष्ठ सभा ( सिनेट ) अभिषद् ( सिंडिकेट ) कार्यकारिणी समिति, शैक्षिक परिषद ( एकेडेमिक काउंसिल ) शैक्षिक समिति, संबद्ध महाविद्यालयों की परिषद तथा कृषि व पशु चिकित्सा विज्ञान परिषद का गठन निर्धारित करती है ।

62(52-53)

२२. वरिष्ठ सभा ( सिनेट ) :

वरिष्ठ सभा का आकार छोटा होना चाहिये तथा इसके आधे सदस्य समाज के विभिन्न वर्गों में से लिये जाने चाहिये । इसका कार्य विश्वविद्यालय के कार्य का पुनर्विचार करना तथा इसके शैक्षिक तथा प्रशासनिक कार्य पर राय प्रस्तुत करना होना चाहिये ।

63(53-54)

२३. सिंडिकेट :

राजस्थान विश्वविद्यालय की शिक्षण एवं संवर्धन शाखाओं के लिए सिंडिकेट के संकार्य, क्रमशः कार्यकारिणी समिति तथा संबद्ध महाविद्यालयों की परिषद करेगी, यद्यपि यह सारा कार्य अन्ततोगत्वा विश्वविद्यालय के प्रभार में ही होगा ।

65(54-55)

२४. शैक्षिक परिषद :

शैक्षिक परिषद का आकार वर्तमान को अर्थात् छोटा होना चाहिये तथा इसके सदस्यों का उत्तमता का कोई अधिक उच्चतर की होनी चाहिये ।

67(56)

२५. शैक्षिक समिति :

विश्वविद्यालय को शिक्षण शाखा के लिए वैकल्पिक उन्नत पाठ्य-  
क्रम तैयार करने तथा शैक्षिक स्तरों के सुधार के लिए अन्य उपाय करने हेतु,  
शैक्षिक समिति की स्थापना भी की जानी चाहिये ।

68(56-57)

२६. अध्ययन मंडल ( बोर्ड आफ स्टडीज ) :

विश्वविद्यालय का आचार्य, अपने स्वयं के विषय के अध्ययन मंडल  
का पदेन अध्यक्ष एवं संयोजक होना चाहिये ।

69(57)

२७. शिक्षार्थी परिषद :

शिक्षार्थियों की मलाई से संबंधित समस्त मामलों पर विचारविमर्श  
करने के लिए, प्रत्येक विश्वविद्यालय में, शिक्षार्थियों के परिपक्व बुद्धि सम्पन्न  
प्रतिनिधियों एवं वरिष्ठ शिक्षकों को शामिल करते हुए, एक शिक्षार्थी  
परिषद का गठन किया जाना चाहिये ।

70(57-58)

२८. विकास परिषद :

प्रत्येक विश्वविद्यालय में, समस्त विकास संबंधी मामलों के प्रस्तावों  
को तैयार करने तथा उनकी जांच करने के लिए, एक छोटे आकार का विकास  
परिषद की स्थापना भी की जानी चाहिये ।

72(58)

२९. कान समिति :

राजस्थान विश्वविद्यालय के मामले में कान समिति में अब सिंडीकेट  
के सदस्य के स्थान पर कार्यकारिणी का सदस्य रहा करेगा । आचार्य की  
नियुक्ति करने के लिए विशेषज्ञों की संख्या तीन होनी चाहिये तथा विशेषज्ञों  
की सूची सिंडीकेट द्वारा अनुमोदित होनी चाहिये ।

73(58-59)

३०. समन्वय समिति :

राज्य के विश्वविद्यालय के सामान्य हितों के मामलों पर विचार विमर्श करने के लिए एक समन्वय समिति होनी चाहिए, जिसकी अध्यक्षता कुलपति द्वारा की जानी चाहिये ।

74-76(59-61)

३१. पुनर्विलोकन समिति :

स्वशासित एवं स्वायत्त संस्था होने के नाते, विश्वविद्यालय में आत्म निरोधण प्रणाली का प्रचलन होना चाहिये । विश्वविद्यालय की समस्त गतिविधियों के मूल्यांकन हेतु, कुलपति को प्रत्येक पाँचवें वर्ष एक उच्चाधिकार प्राप्त स्वतंत्र पुनर्विलोकन समिति का गठन करना चाहिये ।

77(61-62)

अध्याय ६

विश्वविद्यालय के अधिकारी

३२. कुलपति :

एक स्तर पर यह उचित समझा गया था कि विश्वविद्यालय का कुलपति एक अनुभवी एवं जनता में सुप्रतिष्ठित व्यक्ति होना चाहिये जो विश्वविद्यालय को राजनैतिक विवादों से सुरक्षित रख सके । परन्तु विषय के सभी पहलुओं पर विचार करने के बाद, राज्यपाल के कुलपति होने की वर्तमान व्यवस्था को ही उचित समझा गया ।

78,79(63-64)

३३. उप-कुलपति :

उपकुलपति की कार्यविधि चार वर्षों होनी चाहिये तथा यह अवधि सिर्फ चार वर्षों के लिए और बढ़ाई जा सकती है । सेवानिवृत्ति का अधिकतम आयु ६५ वर्षों होनी चाहिये । उनको मासिक परिशुल्क

२,५००) रू० होने चाहिये तथा एक सुसज्जित आवासगृह निःशुल्क प्रदान किया जाना चाहिये । उपकुलपति का चयन करने वाला समिति को ऋण साधारणतया विश्वविद्यालय कैम्पस में होंगे ।

80,81(64-65)

३४. प्रत्युपकुलपति ( प्रो०वाइस चांसलर ) :

उपकुलपति की सहायता करने के लिए प्रत्युपकुलपति । पत्नियाँ के पद होने चाहिये । उसके । उनके चयन करने की छुट उप-कुलपति को दी जानी चाहिये तथा उसको । उनकी कार्यविधि, उपकुलपति की कार्यविधि के समानान्तर ( को-टर्मिनस ) होनी चाहिये ।

82(65)

#### अध्याय ७

#### विश्वविद्यालय वित्त व्यवस्था

३५. नियत कालिक अनुदान ( ब्लॉक ग्राण्ट्स ) पद्धति लागू की जानी चाहिये तथा इसकी मात्रा प्रत्येक पाँचवें वर्षी पारस्परिक विचार विमर्श द्वारा तय की जानी चाहिये ।

आवास भवनों के मामले में विश्वविद्यालय के सुदृढ़ विकास को सुनिश्चित करने के लिए कुछ वर्षों तक प्रतिवर्षी १०० छात्रों के लिए एक छात्रावास के तथा १० कर्मचारी आवास गृहों के निर्माण के लिए नियत कालिक ( ब्लॉक ) अनुदान में प्रावधान होना चाहिये ।

३६. संबद्ध महाविद्यालयों के लिए भी इसी प्रकार का भवन निर्माण कार्यक्रम होना चाहिये ।

90-95(69-73)

अध्याय ८

निष्कर्ष

३७. विश्वविद्यालयों तथा व्यापार, उद्योग, लोक प्रशासन आदि के बीच प्रतिभाओं ( टेलेन्ट्स ) तथा अनुभव का आदान - प्रदान ।

सुव्यवस्थित आदान-प्रदान कार्यक्रमों के माध्यम से विश्वविद्यालयों में उपलब्ध प्रतिभाओं तथा अनुभवों का लाभ समाज को प्राप्त होना चाहिये तथा राष्ट्रीय स्तर पर हो रहे प्रयासों के अनुभवों एवं उपलब्धियों का सीधा लाभ विश्वविद्यालय द्वारा संचालित अध्ययनों एवं अनुभवों को भी उपलब्ध होना चाहिये ।

98(75-76)

३८. स्वशासी महाविद्यालय :

सुयोग्य शिक्षक वर्ग वाले तथा उपकरणों से पूर्णतया सुसज्जित कुछ चुने हुए महाविद्यालयों को स्वशासी महाविद्यालय के रूप में कार्य करने के विशेषाधिकार प्रदान किए जाने चाहिये, जिन्हें पाठ्यक्रम चर्चाओं, परीक्षा पद्धतियों आदि में अपने स्तर पर प्रयोग करने का स्वतंत्रता होनी चाहिये ।

99(76-77)

३९. प्रवेश नीति :

उच्चतर शिक्षा संस्थानों में प्रवेश, कान के आधार पर तथा शिक्षक वर्ग एवं उपकरण, भवन तथा वित्तीय प्रावधानों की स्थिति के पूर्णतया अनुकूल होने चाहिये ।

100-103(77-78)



४०. छात्र आन्दोलन :

छात्रों को विध्वंसात्मक प्रवृत्ति के परिणाम स्वरूप जब जन-धन के विनाश के सतरे की संभावना हो तो यह सुझाव देना आवश्यक है कि शिक्षा या विनाश को बढ़ने से रोकने के लिए सिविल प्राधिकारियों को सहायता लेना गलत नहीं समझा जाना चाहिये ।

104(78-79)

४१. विश्वविद्यालयों एवं राजनैतिक दलों की समस्या :

विश्वविद्यालयों या महाविद्यालयों में प्रदर्शनों या हड़तालों का आधार राजनैतिक कारण नहीं होना चाहिये । यह एक सम्भावनापूर्ण समझौता ( जैन्टलमेन्स एग्रीमेन्ट ) होना चाहिये कि शैक्षणिक संस्थाओं के शैक्षिक जीवन एवं अनुशासन का कभी भी राजनैतिक उद्देश्यों के लिए दुरुपयोग नहीं किया जाएगा ।

105(79-80)

४२. शिक्षकों की प्रतिभारं ( टेलेन्ट ) :

छोटे तथा सहज पहुँच से परे स्थित महाविद्यालयों में सेवारत शिक्षकों के पौष्टिक प्रातिरोध का निवारण समस्त स्तरों पर करने के लिए, महाविद्यालयों एवं विश्वविद्यालयों के विभिन्न विभागों के बीच शिक्षकों का आदान प्रदान उनकी अधिकाधिक गतिशीलता तथा विश्वविद्यालय के पुस्तकालयों तक उनकी सुविधापूर्वक पहुँच का सुनिश्चय करना आवश्यक है ।

106-108(80-81)

४३. शैक्षिक एवं संवर्धन शाखाओं के संघर्ष :

विश्वविद्यालय की दोनों शाखाओं के बीच पूर्ण समन्वय, जहाँ आवश्यक है और इस प्रयोजनार्थ, पुराने महाविद्यालयों के वरिष्ठ आचार्यों तथा प्रधानाचार्यों का अल्प अधिकारों के लिए विभिन्न लाभप्रद सिद्ध होगा ।

109(82-83)

४४. शैक्षिक विभागों को कार्य कैसे करना चाहिये :

शैक्षिक स्वरूप के समस्त मामलों पर विभागों को अनौपचारिक सभाओं में स्वतंत्रता से विचार विमर्श किया जाना चाहिये, जिसमें सभा शिक्षकों को भाग लेना चाहिये ।

110(83)

४५. संबद्ध महाविद्यालयों के शिक्षकों को सेवा शर्तें :

संबद्ध महाविद्यालयों के शिक्षकों को सेवा-शर्तें तथा परिलब्धियां विश्वाविद्यालय के शिक्षकों के जितना अधिक निकट हो सके होना चाहिये ।

111(83-84)

४६. विश्वविद्यालयों तथा महाविद्यालयों से संबंधित विवादों के निर्णयार्थ एक विशेष न्यायाधिकरण :

विश्वविद्यालयों तथा महाविद्यालयों में उत्पन्न होने वाले विवादों का निपटारा करने तथा उन पर न्याय देने के लिए विधान मंडल के अधिनियम द्वारा विशेष रूप से गठित एक संवैधिक न्यायाधिकरण होना चाहिये, जिसमें एक अनुभवी शिक्षाविद्, जिला एवं सत्र न्यायाधीश को हेतुत्व का एक न्यायिक अधिकारी तथा एक वरिष्ठ प्रशासक शामिल होंगे ।

112-116(84-86)

४७. परीक्षा कार्यों के लिए पारिश्रमिक :

विश्वविद्यालयों तथा महाविद्यालयों के दिस्तो भा शिक्षक को, समस्त विश्वविद्यालयों ( शिक्षा बोर्डों को शामिल करते हुए ) को उत्तर पुस्तिकाओं को जांचने के लिए, एक वर्ष में १,००० रु० से अधिक का पारिश्रमिक स्वीकार नहीं करना चाहिये ।

117(86-87)

४८. समाज, प्रशासन एवं विश्वविद्यालयों के बीच समन्वय :

ज्ञान एवं अनुभव के विनिमय हेतु, समाज, प्रशासन, व्यापार एवं उद्योग तथा विश्वविद्यालयों के बीच पारस्परिक सहयोग को विकासशील व्यवस्था होनी चाहिये ।

118(87)

## SUMMARY OF RECOMMENDATIONS

### Chapter I Introduction

#### 1. Rigid Uniformity a Disadvantage:

Constitutions of the Universities of the State may be identical in respect of policies and principles but not rigidly uniform.

10(8)

### Chapter III Problems of University Education

#### 2. Liberal and Unorthodox Approach:

The State Universities should have liberal and unorthodox approach and readiness to try experiments and new methods.

22(15)

#### 3. University Autonomy:

The concept of University autonomy is widely accepted, but it does not exclude public accountability which is necessary.

26(18)

#### 4. Role of Teachers:

Successful working of a University largely depends upon a team of able and devoted teachers. Their prospects of work and opportunities of growth deserve immediate consideration.

27(18-20)

#### 5. Language Issue:

Proper standards in language skill and communica-

(ii)

-tion ability is an important aspect of University Education.

28(20-21)

6. Teaching and Research:

Both teaching and Research of high quality have a place of honour and importance in the total programme of a University.

29(21-22)

7. Reform in Examination System:

Examinations reform is slow and halting in spite of its great urgency. University should have research cells in their own organisation to keep the subject under constant study and discussion.

30,31(22-23)

8. Corrupt Practices in Examinations:

A strong deterrent action against defaulters will remove some of the defects of the current pattern of the Examination system.

32(23)

9. Examination not Completely Reliable:

Examination does not test the total quality of mind and is, therefore, a very unsatisfactory way of adjudging intellectual capacity of a person.

33(23-24)

10. Value of Human Relations:

Lack of proper human relations in the organisation of the life of a University is responsible for most of its difficulties and problems.

34(24)

४४. शैक्षिक विभागों को कार्य कैसे करना चाहिये :

शैक्षिक स्वरूप के समस्त मामलों पर विभागों को अनौपचारिक सभाओं में स्वतंत्रता से विचार विमर्श किया जाना चाहिये, जिसमें सभा शिक्षकों को भाग लेना चाहिये ।

110(83)

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111(83-84)

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विश्वविद्यालयों तथा महाविद्यालयों में उत्पन्न होने वाले विवादों का निपटारा करने तथा उन पर न्याय देने के लिए विधान मंडल के अधिनियम द्वारा विशेष रूप से गठित एक संवैधिक न्यायाधिकरण होना चाहिये, जिसमें एक अनुभवी शिक्षाविद्, जिला एवं सत्र न्यायाधीश को हस्तित का एक न्यायिक अधिकारी तथा एक वरिष्ठ प्रशासक शामिल होंगे ।

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ज्ञान एवं अनुभव के विनिमय हेतु, समाज, प्रशासन, व्यापार एवं उद्योग तथा विश्वविद्यालयों के बीच पारस्परिक सहयोग को विनाशशून्य व्यवस्था होनी चाहिये ।

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33(23-24)

10. Value of Human Relations:

Lack of proper human relations in the organisation of the life of a University is responsible for most of its difficulties and problems.

34(24)

(iii)

11. Job-Oriented Education:

A University Education should equip a person with ability to earn a living, but it is primarily a seat of learning, a training ground for intellectual leadership and a place for acquiring and transmitting knowledge and culture.

35(25)

12. Development of University Education:

No new centres of higher learning should be opened without ensuring adequacy of buildings, equipment and qualified teachers.

If at any stage a new University is started in the State, it should be unitary and not purely affiliating.

36-38(26-29)

13. Extra-Mural Functions:

Every University of the State should have an active and growing centre of extra-mural studies for service to the wider community.

39,40(29-30)

Chapter IV  
Structure and Organisation of University  
Education in Rajasthan

14. Rajasthan University - Relations between the Teaching Wing and the Affiliating Side:

The problem of co-ordination between the Teaching departments and the affiliated colleges present special difficulties and constitute the cause of discontent and frustration among the teachers of both the wings. To solve the problem, a separate Executive Committee for the teaching wing and a Council of Affiliated Colleges to deal with the problems of affiliated colleges should be established, each

(iv)

of the two new bodies being composed of a large element of representation of its own wing with a small element from the other wing for purpose of liaison. Concrete and sustained measures must be taken to bring the two closer to each other in mutual understanding in academic programmes and pursuits.

44(32-34)

15. Special Problem of the Rajasthan University:

The growing size of the University presents difficult problems requiring immediate consideration. Several suggestions were put forth. But the Committee was of the opinion that the University should continue in its present form. But its administrative structure should be strengthened by providing two Pro-Vice-Chancellors, a separate officer to control the entire examination work, etc.

45(34-38)

16. Informal Deliberative Body:

An informal deliberative body comprising all heads of departments, some readers and lecturers deans of students, the university librarian and two or three senior students may be set up for the teaching wing of the Rajasthan University.

47(39)

17. Conference of Affiliated Colleges:

A Conference of affiliated colleges comprising Principals of affiliated colleges, a few University Professors, some representatives of junior teachers and a few senior students from affiliated colleges may be set up for the affiliated wing of the University.

48(39-40)

18. Conference of Teachers:

Conferences of teachers of some experience in each discipline should be regularly convened for academic discussions. These conferences will replace the present faculties.

49(40-41)

19. Udaipur University:

Its problems - The policy, purpose and the principles on which the Udaipur University was originally established should be clearly kept in view. The following changes are suggested:-

(1) The three important functions of teaching, research and extension of the Agricultural wing of the University should be properly co-ordinated. Each Department should be the responsible unit of the University for administering and allocating duties for teaching, research and extension. It will be the Head of the Department who will, with the concurrence of the respective Directors (of research and extension) arrange for such duties and supervise and evaluate them from time to time.

(2) The School of Humanities and Basic Sciences should be assimilated with the accepted organization of the University and its head should be designated as Dean and not as Director.

(3) The Veterinary College at Bikaner has also a Department of Animal Science. This Department has a more important place in the College of Agriculture at Udaipur where it has a minor place. It is not suggested that at this stage the Department of Animal Science

(vi)

should be removed from Bikaner. But there should be provision for a properly equipped Department at Udaipur also and the Department at both places should function as an integrated unit, with the Head of the Department located at one place and the Associate Head at the other.

50-58(41-50)

## Chapter V Structure - University Bodies

### 20. The University Act:

The Act should be brief and simple containing mainly the basic principles of university organization.

61(51-52)

### 21. Size of the Bodies:

The University bodies should be much smaller in size than at present.

It is most desirable that the Statutes laying down the composition and functions of the Senate, Syndicate, the Executive Committee, the Academic Council, the Academic Committee, the Council of Affiliated Colleges and the Council of Agricultural and Veterinary Sciences should not be altered for a period of at least three years from the time the new Act and the First Statutes thereunder come into force.

62(52-53)

### 22. Senate:

The size of the Senate should be small. About half of its members should be drawn from outside the University, representing different sectors of society.

(vii)

Its functions should be to review the work of the University and offer opinion on its academic and administrative performance.

63(53-54)

23. Syndicate:

For Rajasthan University, the functions of Syndicate will be exercised by the Executive Committee and the Council of Affiliated Colleges for the teaching and the affiliating wings respectively, though the Syndicate will be in overall charge for the general functions of the University as a whole.

65(54-55)

24. Academic Council:

The Academic Council should be of a smaller size than at present and the calibre of its members should be of a high order.

67(56)

25. Academic Committee:

An Academic Committee should be established for the teaching wing. It may draw up alternative advanced courses and take other measures for improving academic standards.

68(56-57)

26. Boards of Studies:

The University Professor should be the ex-officio Chairman and Convener of the Board in his own subject.

69(57)

27. Student Council:

Each University should have a Student Council consisting of mature and talented representatives of student body and a few senior teachers: It will discuss all matters affecting physical, social and academic well-being of the students.

70(57-58)

28. Development Council:

A small Development Council to examine and initiate proposals in regard to all developmental matters should be set up in each University.

72(58)

29. Selection Committee:

The member of the Syndicate on the Committee would be replaced by a member of the Executive Committee in case of Rajasthan University. The number of experts for recruitment of a professor should be three and the panel of experts be approved by the Syndicate.

73(58-59)

30. Co-ordination Committee:

There should be a Co-ordination Committee of the Universities of the State to discuss matters of common interest which should be presided over by the Chancellor.

74-76(59-61)

31. Review Committee:

Being self-governing and autonomous, the Universities should evolve a system of self-assessment. The Chancellor should set up an independent high-powered Review Committee every five years to assess the work of

the University in all directions.

77(61-62)

Chapter VI  
University Officers

32. Chancellor:

At one stage it was thought desirable to have an experienced and widely respected individual in the public life as the Chancellor of the University to insulate it from political controversies. But after considering all aspects of the matter, it is considered desirable to continue the present arrangement of Governor-Chancellor.

78,79(63-64)

33. Vice-Chancellor:

The Vice-Chancellor's term of office should be four years and should be eligible for another term of four years only. The age of retirement should be 65 years. His emoluments should be Rs.2,500 per month and a free-furnished house.

The Committee for selection of the Vice-Chancellor should ordinarily meet at the University Campus.

80,81(64-65)

34. Pro-Vice-Chancellor:

There should be a Pro-Vice-Chancellor/Pro-Vice-Chancellors to assist the Vice-Chancellor. His selection should be left to the Vice-Chancellor and his term should be co-terminus with that of the Vice-Chancellor.

82(65)

Chapter VII  
University Finance

35. The system of block grants should be introduced



and its quantum should be settled every five years by mutual consultations.

Block grant should also include provision for construction of one hostel for 100 students and 10 staff quarters per year for some years to ensure steady development of the Universities in the matter of residential accommodation.

36. There should be a similar buildings programme for affiliated colleges also.

90-95(69-73)

#### Chapter VIII

#### Conclusions.

37. Exchange of Talents and Experience between Universities and Business, Industry, Public Administration, etc.:

The talents and researches in the Universities should be available to the community and the experience and achievements of the national effort should directly benefit the studies and research conducted in the University through well arranged exchange programmes.

98(75-76)

38. Autonomous Colleges:

A few selected well-staffed and well-equipped colleges should be admitted to the privilege of an autonomous college who should have freedom to experiments in curricula, examination system, etc.

99(76-77)

39. Admission Policy:

Admissions in institutions of higher education

should be selective and closely related to the staff position and equipment, buildings and financial provision.

100-103(77-78)

40. Students Unrest:

It is necessary to suggest that when danger to life and property is imminent as a result of student vandalism, it is advisable to secure the help of civil authorities to prevent further violence or destruction.

104(78-79)

41. Troubles in Universities and Political Parties:

The demonstrations and strikes in the Universities or colleges should not become the basis of political action. There should be a gentleman's agreement that the academic life and discipline of educational institutions would never be used for political ends.

105(79-80)

42. Talent of Teachers:

Greater mobility of the teaching staff at all levels, inter-change of teachers between the colleges and University Departments, easy access to University libraries and laboratories are necessary to stem intellectual stagnation of teachers serving in smaller and out of the way places.

106-108(80-81)

43. Relations between the Teaching and the Affiliating Wings:

Close co-ordination between the two wings of the University is essential and to that end, exchange

(xii)

of senior professors and principals of older colleges for short periods will prove useful.

109(82-83)

44. How the Teaching Departments should Function:

All matters of academic nature should be freely discussed in informal meetings of the departments in which all teachers should participate.

110(83)

45. Service Conditions of Teachers in the Affiliated Colleges:

Service conditions and emoluments of teachers in the affiliated colleges should be as close as possible to that of teachers in the Universities.

111(83-84)

46. Special Tribunal for Adjudication of Disputes relating to University and Colleges:

There should be a statutory tribunal specially set up by an Act of Legislature composed of an experienced educationist, a judicial officer of the status of a District & Sessions Judge and a senior administrator to settle and adjudicate disputes arising in the Universities and colleges.

112-116(84-86)

47. Remuneration for Examination Work:

No teacher of a College or a University should be allowed to accept as remuneration for marking examination answer-books from any source (including Boards of Education) beyond Rs.1,000 in a year.

117(82)

48. Co-operation between Society, Administration and Universities:

There should be progressive arrangement of mutual co-operation between society, administration, business and industry and the Universities for exchange of knowledge and experience.

THE UNIVERSITY OF RAJASTHAN

A Bill to amend the Rajasthan University  
Act

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A BILL TO AMEND THE RAJASTHAN UNIVERSITY ACT

1. (1) This Act may be called the Rajasthan University Act, 1971 and shall replace the Rajasthan University Act, 1946.
  - (2) It shall come into force on such date as the State Government may, by notification in the Official Gazette, appoint.
2. In this Act and in the Statutes, unless the subject or context otherwise requires -
  - (a) "University" means the University of Rajasthan.
  - (b) "Institution" means an institution for research or specialised studies in any branch of knowledge by the University.
  - (c) "Statutes", "Ordinances" and "Regulations" mean respectively the "Statutes", "Ordinances" and "Regulations" of the University made under this Act.
  - (d) "teachers" include Professors, Readers, Lecturers, Principals and other persons imparting instruction and extension education, and guiding and conducting research in the University or in any college or institution recognized by the University.
  - (e) "College" means a college maintained by the University or admitted to the privileges of the University.
  - (f) "Registered Graduate" means a graduate registered under the provisions of this Act and Statutes.
- 3.(1) The Chancellor, the Vice-Chancellor, the members of the Senate, Syndicate, Executive Committee, Academic Council, Academic Committee and the Council of Affiliated Colleges and all persons who may hereafter

become such officers or members are, so long as they continue to hold such office or membership, hereby constituted a body corporate by the name of the University of Rajasthan.

(2) The University shall have perpetual succession and a common seal, and shall sue and be sued by the said name.

4. The University shall have the following powers and functions:-

- (1) to provide for instruction in such branches of learning as the University may think fit, and to make provision for research and for the advancement and dissemination of knowledge;
- (2) to hold examinations and to grant and confer degrees and other academic distinctions on persons who have pursued a course of study in the University or in any college or institution;
- (3) to confer honorary degrees or other distinctions on distinguished persons in accordance with the Statutes;
- (4) to grant such diplomas and certificates to, and to provide such lecturers and instruction for, persons, not being full-time students of the University, as the University may determine;
- (5) to co-operate with other Universities and authorities in such manner and for such purposes as the University may determine;
- (6) to institute such teaching, administrative and other posts, whether part-time or whole-time, as determined by the University from time to time, and to make

appointments thereto;

- (7) to institute and award fellowships, scholarships, medals and prizes, in accordance with the Ordinances;
  - (8) to demand and receive payment of such fees and other charges as may be authorised by Ordinances;
  - (9) to maintain and manage institutions, colleges and hostels or halls, and to recognise colleges, hostels or halls not maintained by the University and to withdraw any such recognition;
  - (10) to supervise and control the residence and discipline of students of the University, and to make arrangements for promoting their health and general welfare;
  - (11) to make grants from the funds of the University for assistance to extra-mural teaching;
  - (12) to acquire, hold and manage and dispose of property, movable and immovable, including trusts and endowments, for the purposes of the University;
  - (13) to borrow money on security of University property, subject to the prior concurrence of the State Government, for the purposes of the University, and
  - (14) to do all such other acts and things, whether incidental to the powers aforesaid or not, as may be requisite in order to further the objects of the University as a teaching and examining body and to cultivate and promote the arts, sciences and engineering and other branches of learning and technology.
- 5.(1) Subject to the provisions of the Jodhpur University Act and the Udaipur University Act, the jurisdiction of the University shall extend to, and the powers



conferred by or under this Act shall be exercisable throughout the territory of the State of Rajasthan. The headquarters of the University shall be at Jaipur.

- (2) The State Government may, by order in writing, exclude to such extent as may be considered necessary and proper, from association with, or from admission to the privileges of the University constituted by this Act any institution or college specified in the order which, in the opinion of the State Government, is required to be self-governing or to be associated with or admitted to the privileges of, any other University or body :

Provided that no order made under this sub-section -  
(a) shall be made otherwise than with the concurrence of the Chancellor of the University constituted by this Act, or

(b) shall be made so as to take effect during the middle of an academic session.

6. The office of the University shall be located at Jaipur which shall be the headquarters of the Vice-Chancellor.
7. The University shall, subject to the provisions of this Act and the Statutes, be open to all persons of either sex and of whatsoever race, creed, caste or class and no consideration whatsoever shall be paid to such distinctions in respect of any privileges, award, appointment or promotion by the University:

Provided that nothing in this section shall be deemed to require the University to admit to any course of study students exceeding the number prescribed or with academical or other qualifications lower than those

prescribed for such course.

8. The following shall be the officers of the University:-
  - (1) The Chancellor
  - (2) The Vice-Chancellor
  - (3) The Pro-Vice-Chancellor or Pro-Vice-Chancellors, if any
  - (4) The Deans of Faculties
  - (5) The Registrar
  - (6) The Controller of Examinations, if any
  - (7) Such other persons in the service of the University as may be declared by the Statutes to be officers of the University.
9. (1) The Governor of Rajasthan shall be the Chancellor of the University. He shall, by virtue of his office, be the head of the University and shall, when present thereat, preside over the Senate and at Convocations of the University.
  - (2) The Chancellor shall have the right to cause an inspection to be made by such person or persons as he may direct, of the University, its establishments and institutions, and to cause an enquiry to be made in respect of any matter connected with the University. The Chancellor shall, in every case, give notice to the University of his intention to cause an inspection or enquiry to be made and the University shall be entitled to be represented thereat.
  - (3) The Chancellor may address the Vice-Chancellor with reference to the result of such inspection or enquiry and tender such advice as he may deem fit to offer regarding the action to be taken by the University.

- (4) The Vice-Chancellor shall act in accordance with the advice so tendered and communicate to the Chancellor the action taken in pursuance thereof.
- (5) If the Vice-Chancellor does not, within a reasonable time, take action to the satisfaction of the Chancellor, he may, after considering any explanation furnished or representation made by the Vice-Chancellor, issue such directions as he may deem fit and the University shall be bound to comply with such directions.
- (6) The Chancellor shall have such other powers as may be conferred on him by the Statutes or Ordinances.
- 10.11) The Vice-Chancellor shall be appointed by the Chancellor on the recommendation of a Selection Committee consisting of five members as under:-
  - (i) A person nominated by the Syndicate who is not an employee of the University or its constituent or affiliated colleges;
  - (ii) A member of the Academic Council to be elected by the Academic Council;
  - (iii) A nominee of the Chancellor;
  - (iv) The Chairman, University Grants Commission or his nominee;
  - (v) The Chairman of the Inter-University Board.

The Committee should ordinarily meet at the headquarters of the University. The recommendations of the Committee shall be in the form of a panel of three names arranged in the order of preference. If

the Chancellor is unable to appoint any person from the panel, a fresh committee shall be appointed.

- (2) The emoluments and other conditions of service of the Vice-Chancellor shall be such as may be prescribed by the statutes, and shall not be varied to his disadvantage after his appointment.
  - (3) The Vice-Chancellor shall hold office for a period of four years and will be eligible for reappointment for a second term and such reappointment shall be made upon the recommendation of the selection committee referred to in sub-section (1), provided that no person shall hold the office of the Vice-Chancellor for more than two terms, nor beyond the age of sixty five.
  - (4) The Vice-Chancellor may at any time relinquish office by submitting his resignation to the Chancellor, not less than 60 days in advance of the date on which he wishes to be relieved. Such resignation shall take effect from the date determined by the Chancellor and conveyed to the Vice-Chancellor.
  - (5) In temporary vacancies in the office of Vice-Chancellor, by reason of leave or any other cause, not being the expiry of the term of the incumbent, the Chancellor shall appoint a person to officiate as Vice-Chancellor.
- 11.(1) The Vice-Chancellor shall be the principal executive and academic officer of the University, and shall, in the absence of the Chancellor, preside at meetings of the Senate and at the convocation of the University. He shall be an ex-officio member and Chairman of the Syndicate, the Executive Committee, the Academic

Committee, the Academic Council and the Council of Affiliated Colleges. He shall have the right to speak in, and to take part in the proceedings of the meetings of any other authority or body of the University but shall not, merely by virtue of this sub-section, be entitled to vote thereat.

- (2) It shall be the duty of the Vice-Chancellor to ensure the faithful observance of the provisions of this Act, the Statutes and Ordinances and he shall possess all such powers as may be necessary in that behalf.
- (3) The Vice-Chancellor shall exercise general control over the affairs of the University and shall be responsible for the due maintenance of discipline therein.
- (4) In any emergency, when, in the opinion of the Vice-Chancellor, immediate action is required, the Vice-Chancellor shall take such action as he may deem necessary. The Vice-Chancellor shall, when taking such emergency action, record his reason for doing so, and such record shall be placed before the authority, body, or officer concerned, that in the ordinary course would have dealt with the matter.
- (5) Where any action taken by the Vice-Chancellor under sub-section (4) affects any person in the service of the University to his disadvantage, such person may prefer an appeal to the Syndicate or Executive Committee (as the case may be) within fifteen days from the date on which the action so taken is communicated to him:

Provided that the Syndicate or Executive Committee

may entertain an appeal under this sub-section after the expiry of the period of limitation prescribed by the same, if it is satisfied that there were sufficient grounds for the applicant being unable to file the appeal within such period.

- (6) The Vice-Chancellor shall exercise such other powers as may be prescribed by the Statutes and the Ordinances.
12. The mode of appointment and the function of the officers of the University other than the Chancellor and the Vice-Chancellor, in so far as they are not provided for in this Act, shall be prescribed by the Statutes and Ordinances.
13. The following shall be the statutory bodies of the University:-
- (i) the Senate
  - (ii) the Syndicate
  - (iii) the Executive Committee
  - (iv) the Academic Council
  - (v) the Academic Committee
  - (vi) the Council of Affiliated Colleges
  - (vii) the Finance Committee
  - (viii) the Committees of Courses and Studies
  - (ix) the Students Council
  - (x) such other bodies as may be constituted or declared by the Statutes to be the authorities of the University.
14. The constitution of the statutory bodies of the University and the term of office of their members shall be prescribed by the Statutes.

15. The Senate shall have the power to review the administrative and academic affairs of the University. The University shall submit its annual reports, accounts and financial estimates to the Senate. The Senate's views on these matters shall be considered by the University authorities concerned.
16. The Syndicate shall be the chief executive body of the University, and shall have the power to make, amend and repeal Statutes and Ordinances.
17. The Academic Council and the Academic Committee shall be the academic bodies of the University, and shall, subject to the provisions of this act, the Statutes and the Ordinances, have the control and general supervision, and be responsible for the maintenance of standards of instruction, education and examination within the University, and shall exercise such other powers and perform such other duties as may be conferred or imposed upon them by the Statutes. They shall have the right to advise the Syndicate or the Executive Committee on all academic matters. The constitution of the Academic Council and the Academic Committee and the term of office of their members other than ex-officio members, shall be prescribed by the Statutes.
18. Subject to the provisions of this Act, the Statutes may provide for all or any of the following matters:-
  - (a) the constitution, powers and duties of the Senate, the Syndicate, the Executive Committee, the Academic Council, the Academic Committee, the Council of Affiliated Colleges, the Finance Committee, the Committees of Courses and Studies, the Students Council and such

other bodies as it may be deemed necessary to constitute from time to time;

(b) the election, and continuance in office of the members of the said bodies, including the filling of vacancies of members, and all other matters relative to these bodies for which it may be necessary or desirable to provide;

(c) the appointment, powers and duties of the officers of the University;

(d) the constitution of a pension and/or provident fund and the establishment of an insurance scheme for the benefit of the officers, teachers and other employees of the University;

(e) the conferment of honorary degrees;

(f) the withdrawal of degrees, diplomas, certificates, and other academic distinctions;

(g) the establishment or abolition, combination and separation of departments;

(h) the conditions under which colleges and institutions may be admitted to the privileges of the University and the withdrawal of such privileges, including the laying down of minimum standards of admission to the colleges and institutions concerned;

(i) all other matters which by this Act are required to be, or may be, provided for by the Statutes.

19.(1) The State Government shall make certain basic Statutes under this Act, a copy whereof shall be laid before the house of the State Legislature for fourteen days



which may be comprised in one session or in two successive sessions and if before the expiry of the session in which they are so laid or of the session immediately following the house of the State Legislature makes any modification in any of such Statutes or resolves that any such Statutes should not be made, such Statutes shall thereafter have effect only in modified form or be of no effect, as the case may, so however that any such modification or annulment shall be without prejudice to the validity of anything previously done thereunder or as laid down hereinafter in this section provided.

- (2) Subject to the provisions of this Act, the Syndicate or the Executive Committee may from time to time, make new or additional Statutes and amend or repeal existing Statutes in the manner prescribed, provided, however, no Statute concerning academic matters shall be adopted without obtaining the views of the Academic Council or the Academic Committee.
- (3) Every new Statute or additional Statute or any amendment or repeal of a Statute shall require the previous approval of the Chancellor, who may sanction promulgation or disallow or remit it for further consideration.
- (4) The Basic Statutes made under this Act (under Section 19(1) relating to the composition and functions of the Senate, the Syndicate, the Executive Committee, the Academic Council, the Academic Committee, the Council of Affiliated Colleges and the Committee of Courses and Studies shall not be amended or altered or repealed for a period of three years commencing from the date

on which the Act comes into force.

20. Subject to the provisions of this Act and the Statutes, the Ordinances may provide for all or any of the following matters, namely -

- (a) the admission and enrolment of students in the University;
- (b) the courses of study to be laid down for all degrees, diplomas and certificates of the University;
- (c) the degrees, diplomas, certificates and other academic distinctions to be awarded by the University, the qualifications for the same, and the measures to be adopted for granting and obtaining of the same respectively;
- (d) the fees to be charged for courses of study in the University and for admission to the examinations, degrees, and diplomas of the University;
- (e) the institution of, the conditions for the award of fellowships, scholarships, medals and prizes;
- (f) the conduct of examinations, including the term of office and manner of appointment and the duties of examining bodies and examiners;
- (g) the maintenance of discipline in the University;
- (h) the emoluments and the terms and conditions of service of teachers of the University and other staff of the University;
- (i) the management of colleges, institutions, hostels and halls founded, maintained, or recognised by the University;
- (j) the supervision and inspection of colleges, institutions, hostels and halls admitted to the privileges of the University; and
- (k) all other matters which by this Act or the Statutes are to be, or may be, provided for by the Ordinances.

21. (1) Ordinances shall be made by the Syndicate or the Executive Committee -

Provided that no Ordinance concerning admission to the University or to its examination, courses of study, attendance, and appointment of examiners shall be considered unless a draft of such Ordinance has been previously passed by the Academic Council or the Academic Committee.

- (2) The Syndicate or the Executive Committee shall not have power to amend any draft proposed by the Academic Council or the Academic Committee under the provisions of sub-section (1), but may reject it or return it to the Academic Council or the Academic Committee for reconsideration, either in whole or in part, together with any amendments which the Syndicate or the Executive Committee may suggest.

22. (1) the statutory bodies of the University may make Regulations consistent with the Act, the Statutes and the Ordinances.

(a) Laying down the Procedure to be observed at their meetings and the number of members required to form a quorum;

(b) providing for all matters which by this Act, the Statutes, or the Ordinances are to be prescribed by the Regulations.

- (2) The Syndicate or the Executive Committee may direct the amendment, in such manner as they may specify, of any Regulation made under this section or the annulment of any Regulation made thereunder.

been entitled to do so.

28. The terms of service of the employees of the University shall be such as shall be laid down in Statutes and Ordinances.
29. There shall be a Co-ordination Committee of the Universities in the State. The Committee shall consist of the following:
- (i) the Chancellor - Chairman
  - (ii) the Minister of Education
  - (iii) the Vice-Chancellors of the Universities in the State of Rajasthan.
  - (iv) the Secretary to the Government in the Finance Department.
  - (v) the Secretary to the Government in the Education Department.
  - (vi) the Secretary to the Government in the Agriculture Department.
  - (vii) the Director of College Education.
  - (viii) the Director of the Birla Institute of Technology & Science, Pilani.
- (2) The Committee shall meet at least once a year, to consider matters of common interest.
- (3) The recommendations of the Committee shall be advisory only.
30. (a) The University shall review its own working at least once every five years to make an assessment of its achievements, failures and needs. This review will include academic, administrative and financial matters.
- (b) Such a review will be undertaken by a high power

committee to be appointed by the Chancellor.

- (c) The report of the Committee will be submitted to the Chancellor. Copy of the report shall be forwarded to the State Government.
- (d) On the basis of this review the University will estimate the amount of Block grant which it will request the State Government to make for the University for the next five-year period. On considering this report, the State Government shall determine the annual maintenance grant for the University for the next five year period.

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THE UNIVERSITY OF UDAIPUR

A Bill to amend the Udaipur University  
Act

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A BILL TO AMEND THE UDAIPUR UNIVERSITY ACT

1. (1) This Act may be called the Udaipur University Act, 1971 and shall replace the Udaipur University Act, 1962.
  - (2) It shall come into force on such date as the State Government may, by notification in the Official Gazette, appoint.
2. In this Act and in the Statutes, unless the subject or context otherwise requires -
  - (a) "University" means the University of Udaipur.
  - (b) "College" means a college maintained by the University or admitted to the privileges of the University.
  - (c) "Institution" means an institution for research or specialised studies in any branch of knowledge recognised by the University.
  - (d) "Statutes", "Ordinances" and "Regulations" mean respectively the "Statutes", "Ordinances" and "Regulations" of the University made under this Act.
  - (e) "teachers" include Professors, Readers, Lecturers, Principals and other persons imparting instruction and extension education, and guiding and conducting research in the University or in any college or institution.
  - (f) "Registered Graduate" means a graduate registered under the provisions of this Act and Statutes.
3. (1) The Chancellor, the Vice-Chancellor, the members

of the Senate, Syndicate and Academic Council and all persons who may hereinafter become such officers or members are, so long as they continue to hold such office or membership, hereby constituted a body corporate, by the name of the University of Udaipur.

(2) The University shall have perpetual succession and a common seal, and shall sue and be sued by the said name.

4. The University shall have the following powers and functions:-

- (1) to provide for instruction in such branches of learning as the University may think fit, and to make provision for research and for the advancement and dissemination of knowledge;
- (2) to establish an Agricultural Experiment Station and such other Research Stations for carrying out research, fundamental and applied, subject to the provisions of this Act and the Statutes, in agriculture and other branches of learning respectively as the University may consider proper from time to time. The Agricultural Experiment Station and each Research Station shall have such sub-stations at such places as the University may determine from time to time.
- (3) to conduct Extension functions, which are primarily educational in nature (as distinct from supplies, services and regulation) for the State;
- (4) to hold examinations and to grant and confer degrees and other academic distinctions on persons who have pursued a course of study in the University



- or in any college or institution;
- (5) to confer honorary degrees or other distinctions on distinguished persons in accordance with the Statutes;
  - (6) to grant such diplomas and certificates to, and to provide such lectures and instruction for, persons, not being full-time students of the University, as the University may determine;
  - (7) to co-operate with other Universities and authorities in such manner and for such purposes as the University may determine;
  - (8) to institute such teaching, administrative and other posts whether part-time or whole-time, as determined by the University from time to time, and to make appointments thereto;
  - (9) to institute and award fellowships, scholarships, medals and prizes, in accordance with the Ordinances;
  - (10) to demand and receive payment of such fees and other charges as may be authorised by Ordinances;
  - (11) to maintain and manage institutions, colleges and hostels or halls, and to recognise colleges, hostels or halls not maintained by the University and to withdraw any such recognition;
  - (12) to supervise and control the residence and discipline of students of the University, and to make arrangements for promoting their health and general welfare;
  - (13) to make grants from the funds of the University for

assistance to extra-mural teaching;

- (14) to acquire, hold and manage and dispose of property, movable and immovable, including trusts and endowments, for the purposes of the University;
  - (15) to borrow money on security of University property, and subject to the prior concurrence of the State Government, for the purposes of the University; and
  - (16) to do all such other acts and things, whether incidental to the powers aforesaid or not, as may be requisite in order to further the objects of the University as a teaching and examining body, to cultivate and promote the arts, sciences and engineering and other branches of learning and technology, and particularly to promote research and extension work in the agricultural sciences.
5. (1) The jurisdiction of the University shall extend to, and the powers conferred by or under this Act shall be exercisable within a radius of twenty kilometers of the office of the Vice-Chancellor in the city of Udaipur. Provided that for agricultural sciences and related studies (such as Veterinary Science) its jurisdiction may extend over the whole State of Rajasthan.
- (2) The State Government may, by order in writing, exclude, to such extent as may be considered necessary and proper, from association with, or from admission to the privileges of the University constituted by this Act any institution or college specified in the order which, in the opinion of the State Government is required to be self-governing or to

be associated with or admitted to the privileges of, any other University or body:

Provided that no order made under this subsection -

(a) shall be made otherwise than with the concurrence of the Chancellor of the University constituted by this Act, or

(b) shall be made so as to take effect during the middle of an academic session.

6. The office of the University shall be located at Udaipur which shall be the headquarters of the Vice-Chancellor.

7. The University shall, subject to the provisions of this Act and the Statutes, be open to all persons of either sex and of whatsoever race, creed, caste or class and no consideration whatsoever shall be paid to such distinctions in respect of any privileges, award, appointment or promotion by the University:

Provided that nothing in this section shall be deemed to require the University to admit to any course of study students exceeding the number prescribed or with academical or other qualifications lower than those prescribed for such course.

8. The following shall be the officers of the University:-

- (1) The Chancellor
- (2) The Vice-Chancellor
- (3) The Pro-Vice-Chancellor
- (4) The Deans of Faculties

- (5) The Director, Agricultural Experiment Station
  - (6) The Director of Extension Education
  - (7) The Registrar
  - (8) Such other persons in the service of the University as may be declared by the Statutes to be officers of the University.
9. (1) The Governor of Rajasthan shall be the Chancellor of the University. He shall by virtue of his office be the head of the University and shall, when present thereat, preside over the Senate and at Convocations of the University.
- (2) The Chancellor shall have the right to cause an inspection to be made by such person or persons as he may direct, of the University, its establishments and institutions, and to cause an enquiry to be made in respect of any matter connected with the University. The Chancellor shall in every case give notice to the University of his intention to cause an inspection or enquiry to be made and the University shall be entitled to be represented thereat.
- (3) The Chancellor may address the Vice-Chancellor with reference to the result of such inspection or enquiry and tender such advice as he may deem fit to offer regarding the action to be taken by the University.
- (4) The Vice-Chancellor shall act in accordance with the advice so tendered and communicate to the

Chancellor the action taken in pursuance thereof.

- (5) If the Vice-Chancellor does not, within a reasonable time, take action to the satisfaction of the Chancellor, he may, after considering any explanation furnished or representation made by the Vice-Chancellor, issue such directions as he may deem fit and the University shall be bound to comply with such directions.
  - (6) The Chancellor shall have such other powers as may be conferred on him by the Statutes or Ordinances.
- 10.(1) The Vice-Chancellor shall be appointed by the Chancellor on the recommendation of a Selection Committee consisting of five members as under:-
- (i) A person nominated by the Syndicate who is not an employee of the University or its constituent or affiliated colleges.
  - (ii) A member of the Academic Council to be elected by the Academic Council.
  - (iii) A nominee of the Chancellor.
  - (iv) The Chairman, University Grants Commission or his nominee.
  - (v) The Director-General of the Indian Council of Agricultural Research.

The Committee should ordinarily meet at the headquarters of the University. The recommendations of the Committee shall be in the form of a panel of three names arranged in the order of preference.

- (2) The emoluments and other conditions of service of the Vice-Chancellor shall be such as may be prescribed by the Statutes, and shall not be varied to his disadvantage after his appointment.
  - (3) The Vice-Chancellor shall hold office for a period of four years and will be eligible for reappointment for a second term and such reappointment shall be made upon the recommendation of the selection committee referred to in subsection (1), provided that no person shall hold the office of the Vice-Chancellor for more than two terms, nor beyond the age of 65.
  - (4) The Vice-Chancellor may at any time relinquish office by submitting his resignation to the Chancellor, not less than 60 days in advance of the date on which he wishes to be relieved. Such resignation shall take effect from the date determined by the Chancellor and conveyed to the Vice-Chancellor.
  - (5) In temporary vacancies in the office of Vice-Chancellor, by reason of leave or any other cause, not being the expiry of the term of the incumbent, the Chancellor shall appoint a person to officiate as Vice-Chancellor.
11. (1) The Vice-Chancellor shall be the principal executive and academic officer of the University, and shall, in the absence of the Chancellor, preside at meetings of the Senate and at any convocation of the University. He shall be an ex-officio member and Chairman of the Syndicate

and the Academic Council. He shall have the right to speak in, and to take part in the proceedings of, the meetings of any other authority or body of the University but shall not, merely by virtue of this sub-section, be entitled to vote thereat.

- (2) It shall be the duty of the Vice-Chancellor to ensure the faithful observance of the provisions of this Act, the Statutes and Ordinances and he shall possess all such powers as may be necessary in that behalf.
- (3) The Vice-Chancellor shall exercise general control over the affairs of the University and shall be responsible for the due maintenance of discipline therein.
- (4) In any emergency, when, in the opinion of the Vice-Chancellor, immediate action is required, the Vice-Chancellor shall take such action as he may deem necessary. The Vice-Chancellor shall, when taking such emergency action, record his reason for doing so, and such record shall be placed before the authority, body, or officer concerned, that in the ordinary course would have dealt with the matter.
- (5) Where any action taken by the Vice-Chancellor under sub-section (4) affects any person in the service of the University to his disadvantage, such person may prefer an appeal to the Syndicate within fifteen days from the date on which the action so taken is communicated to him:

Provided that the Syndicate may entertain an appeal under this sub-section after the expiry of the period of limitation prescribed by the same, if it is satisfied that there were sufficient grounds for the applicant being unable to file the appeal within such period.

- (6) The Vice-Chancellor shall exercise such other powers as may be prescribed by the Statutes and the Ordinances.
12. The mode of appointment and the function of the officers of the University other than the Chancellor and the Vice-Chancellor, in so far as they are not provided for in this Act, shall be prescribed by the Statutes and Ordinances.
13. The following shall be the statutory Bodies of the University:--
  - (i) the Senate
  - (ii) the Syndicate
  - (iii) the Academic Council
  - (iv) the Finance Committee
  - (v) the Council of Deans
  - (vi) the Committees of Courses and Studies
  - (vii) the Students' Council
  - (viii) The Council of Agricultural and Veterinary Sciences, and
  - (ix) such other bodies as may be declared by the Statutes to be the authorities of the University.
14. The constitution of the statutory bodies of the



University and the term of office of their members shall be prescribed by the Statutes.

15. The Senate shall have the power to review the administrative and academic affairs of the University. The University shall submit its annual reports, accounts and financial estimates to the Senate. The Senate's views on these matters shall be considered by the University authorities concerned.
16. The Syndicate shall be the chief executive body of the University, and shall have the power to make Statutes and Ordinances.
17. The Academic Council shall be the chief academic body of the University, and shall, subject to the provisions of this Act, the Statutes and the Ordinances, have the control and general supervision, and be responsible for the maintenance of standards of instruction, education and examination within the University, and shall exercise such other powers and perform such other duties as may be conferred or imposed upon it by the Statutes. It shall have the right to advise the Syndicate on all academic matters. The constitution of the Academic Council and the term of office of its members other than ex-officio members, shall be prescribed by the Statutes.
18. Subject to the provisions of this Act, the Statutes may provide for all or any of the following matters:-
  - (a) the constitution, powers and duties of the Senate, the Syndicate, the Academic Council, the Finance Committee, the Students' Council and the Council of Agricultural and Veterinary Sciences and such other bodies as it may be deemed necessary to constitute

from time to time;

(b) the election, and continuance in office of the members of the said bodies, including the filling of vacancies of members, and all other matters relative to these bodies for which it may be necessary or desirable to provide;

(c) the appointment, powers, and duties of the officers of the University;

(d) the constitution of a pension and/or provident fund and the establishment of an insurance scheme for the benefit of the officers, teachers and other employees of the University;

(e) the conferment of honorary degrees;

(f) the withdrawal of degrees, diplomas, certificates, and other academic distinctions;

(g) the establishment or abolition or combination and separation of departments;

(h) the conditions under which colleges and institutions may be admitted to the privileges of the University and the withdrawal of such privileges, including the laying down of minimum standards of admission to the concerned colleges and institutions;

(i) all other matters which by this Act are required to be, or may be, provided for by the Statutes.

19.(1) The State Government shall make certain basic Statutes under this Act, a copy whereof shall be laid before the house of the State Legislature for fourteen days which may be comprised in one session or in two successive sessions and if before the

expiry of the session in which they are so laid or of the session immediately following the house of the State Legislature makes any modification in any of such Statutes or resolves that any such Statutes should not be made, such Statutes shall thereafter have effect only in modified form or be of no effect, as the case may be, so however that any such modification or annulment shall be without prejudice to the validity of anything previously done thereunder or to the power of the Senate hereinafter in this section provided.

- (2) Subject to the provisions of this Act, the Syndicate may, from time to time, make new or additional Statutes and amend or repeal existing Statutes in the manner prescribed, provided, however, no Statute concerning academic matters shall be adopted without obtaining the views of the Academic Council.
- (3) Every new statute or additional Statute or any amendment or repeal of a Statute shall require the previous approval of the Chancellor, who may sanction promulgation or disallow or remit it for further consideration.
- (4) The Basic Statutes made under this Act (Under Section 19(1) ) relating to the composition and functions of the Senate, the Syndicate, the Academic Council, the Council of Deans, the Council of Animal and Veterinary Sciences and the Committees of Courses and Studies shall not be amended or altered or repealed for a period of three years

from the date on which the Act comes into force.

20. Subject to the provisions of this Act and the Statutes, the Ordinances may provide for all or any of the following matters, namely -

- (a) the admission and enrolment of students in the University;
- (b) the courses of study to be laid down for all degrees, diplomas and certificates of the University;
- (c) the degrees, diplomas, certificates and other academic distinctions to be awarded by the University, the qualifications for the same, and the measures to be adopted for granting and obtaining of the same respectively;
- (d) the fees to be charged for courses of study in the University and for admission to the examinations, degrees, and diplomas of the University;
- (e) the institution of, the conditions for the award of fellowships, scholarships, medals and prizes;
- (f) the conduct of examinations, including the term of office and manner of appointment and the duties of examining bodies and examiners;
- (g) the maintenance of discipline in the University;
- (h) the emoluments and the terms and conditions of service of teachers of the University and

other staff of the University;

(i) the management of colleges, institutions, hostels and halls founded, maintained, or recognised by the University;

(j) the supervision and inspection of colleges, institutions, hostels and halls admitted to the privileges of the University; and

(k) all other matters which by this Act or the Statutes are to be, or may be, provided for by the Ordinances.

21. (1) Ordinances shall be made by the Syndicate:

Provided that no Ordinance concerning admission to the University or to its examination, courses of study, attendance, and appointment of examiners shall be considered unless a draft of such Ordinance has been previously passed by the Academic Council.

(2) The Syndicate shall not have power to amend any draft proposed by the Academic Council under the provisions of sub-section(1), but may reject it or return it to the Academic Council for reconsideration, either in whole or in part, together with any amendments which the Syndicate may suggest.

22. (1) The statutory bodies of the University may make Regulations consistent with the Act, the Statutes and the Ordinances.

(a) Laying down the Procedure to be observed at their meetings and the number of members required to form a quorum;

(b) providing for all matters which by this Act, the Statutes, or the Ordinances are to be prescribed by the Regulations.

(2) The Syndicate may direct the amendment, in such manner as it may specify, of any Regulation made under this section or the annulment of any Regulation made thereunder.

23. The annual report of the University shall be prepared under the direction of the Syndicate, and shall be submitted to the Senate on or before such date as may be prescribed by the Statute, and shall be considered by the Senate at its annual meeting. The Senate may pass resolutions thereon which shall be communicated to the Syndicate.
24. The accounts of the University shall be audited in such manner as may, after consultation with the State Government, be prescribed and by such auditors as the State Government may appoint; the cost of such audit shall be a charge on the University fund.
25. If any question arises whether any person has been duly elected, or appointed as, or is entitled to be, a member of any authority or other Body of the University, the matter shall be referred to the Chancellor, whose decision thereon shall be final.
26. All casual vacancies among the members (other than ex-officio members) of any Authority or other Body of the University shall be filled as soon as conveniently may be, by the person or Body who appointed, elected or co-opted the member whose place has become vacant, and the person appointed, elected

or co-opted to a casual vacancy shall be a member of such authority or body for the residue of the term for which the person whose place he fills would have been a member.

27. No act or proceedings of any Authority or other Body of the University shall be invalidated merely by reason of the existence of vacancy or vacancies among its members or by reason of some person having taken part in the proceedings, who is subsequently found, not to have been entitled to do so.
28. The terms of service of the employees of the University shall be such as shall be laid down in Statutes and Ordinances.
29. There shall be a Co-ordination Committee of the Universities in the State. The Committee shall consist of the following:-
  - (i) the Chancellor - Chairman
  - (ii) the Minister of Education
  - (iii) the Vice-Chancellors of the Universities in the State of Rajasthan.
  - (iv) the Secretary to the Government in the Education Department.
  - (v) the Secretary to State Government in the Department of Agriculture.
  - (vi) the Secretary to the Government in the Finance Department.
  - (vii) the Director of College Education.
  - (viii) the Director of Birla Institute of Science and Technology, Pilani.

(2) The Committee shall meet at least once a year, to consider matters of common interest.

(3) The recommendations of the Committee shall be advisory only.

30. (a) The University shall review its own working at least once every five years to make an assessment of its achievements, failures and needs. This review will include academic, administrative and financial matters.

(b) Such a review will be undertaken by a high-power Committee to be appointed by the Chancellor.

(c) The Report of the Committee will be submitted to the Chancellor. A copy of the same shall be forwarded to the State Government.

(d) On the basis of this review the University will estimate the amount of Block grant which it will request the State Government to make for the University for next five year period. On considering this report, the State Government shall determine the annual maintenance grant for the University for the next five year period.



THE UNIVERSITY OF JODHPUR

A Bill to amend the Jodhpur University  
Act

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A BILL TO AMEND THE JODHPUR UNIVERSITY ACT

1. (1) This Act may be called the Jodhpur University Act, 1971 and shall replace the Jodhpur University Act, 1962.
  - (2) It shall come into force on such date as the State Government may, by notification in the Official Gazette, appoint.
2. In this Act and in the Statutes, unless the subject or context otherwise requires -
  - (a) "University" means the University of Jodhpur.
  - (b) "College" means a college maintained by the University or admitted to the privileges of the University.
  - (c) "Institution" means an institution for research or specialised studies in any branch of knowledge recognised by the University.
  - (d) "Statutes", "Ordinances" and "Regulations" mean respectively the "Statutes", "Ordinances" and "Regulations" of the University made under this Act.
  - (e) "teachers" include Professors, Readers, Lecturers, Principals and other persons imparting instruction and extension education and guiding and conducting research in the University or in any college or institution recognised by the University.
  - (f) "Registered Graduate" means a graduate registered under the provisions of this Act and Statutes.
3. (1) The Chancellor, the Vice-Chancellor, the members of the Senate, Syndicate and Academic Council and

all persons who may hereafter become such officers or members are, so long as they continue to hold such office or membership, hereby constituted a body corporate by the name of the University of Jodhpur.

(2) The University shall have perpetual succession and a common seal, and shall sue and be sued by the said name.

4. The University shall have the following powers and functions:-

- (1) to provide for instruction in such branches of learning as the University may think fit, and to make provision for research and for the advancement and dissemination of knowledge;
- (2) to hold examinations and to grant and confer degrees and other academic distinctions on persons who have pursued a course of study in the University or in any college or institution;
- (3) to confer honorary degrees or other distinctions on distinguished persons in accordance with the Statutes;
- (4) to grant such diplomas and certificates to, and to provide such lectures and instruction for, persons, not being full-time students of the University, as the University may determine;
- (5) to co-operate with other Universities and authorities in such manner and for such purposes as the University may determine;
- (6) to institute such teaching, administrative and

other posts, whether part-time or whole-time, as determined by the University from time to time, and to make appointments thereto;

- (7) to institute and award fellowships, scholarships, medals and prizes, in accordance with the Ordinances;
- (8) to demand and receive payment of such fees and other charges as may be authorised by Ordinances;
- (9) to maintain and manage institutions, colleges and hostels or halls, and to recognise colleges, hostels or halls not maintained by the University and to withdraw any such recognition;
- (10) to supervise and control the residence and discipline of students of the University, and to make arrangements for promoting their health and general welfare;
- (11) to make grants from the funds of the University for assistance to extra-mural teaching;
- (12) to acquire, hold and manage and dispose of property, movable and immovable, including trusts and endowments, for the purposes of the University;
- (13) to borrow money on security of University property, and subject to the prior concurrence of the State Government, for the purposes of the University; and
- (14) to do all such other acts and things, whether incidental to the powers aforesaid or not, as may be requisite in order to further the objects of the University as a teaching and examining body and to cultivate and promote the arts, sciences and

engineering and other branches of learning and technology.

5.(1) The jurisdiction of the University shall extend to, and the powers conferred by or under this Act shall be exercisable, within a radius of twenty kilometers of the office of the Vice-Chancellor in the city of Jodhpur.

(2) The State Government may, by order in writing, exclude, to such extent as may be considered necessary and proper, from association with, or from admission to the privileges of the University constituted by this Act any institution or college specified in the order which, in the opinion of the State Government is required to be self-governing or to be associated with or admitted to the privileges of, any other University or body:

Provided that no order made under this subsection -

(a) shall be made otherwise than with the concurrence of the Chancellor of the University constituted by this Act, or

(b) shall be made so as to take effect during the middle of an academic session.

6. The office of the University shall be located at Jodhpur which shall be the headquarters of the Vice-Chancellor.

7. The University shall, subject to the provisions of this Act and the Statutes, be open to all persons of either sex and of whatsoever race, creed, caste or

class and no consideration whatsoever shall be paid to such distinctions in respect of any privileges, award, appointment or promotion by the University:

Provided that nothing in this section shall be deemed to require the University to admit to any course of study students exceeding the number prescribed or with academical or other qualifications lower than those prescribed for such course.

8. The following shall be the officers of the University:-

- (1) The Chancellor
- (2) The Vice-Chancellor
- (3) The Pro-Vice-Chancellor/Pro-Vice-Chancellors, if any
- (4) The Deans of Faculties
- (5) The Registrar
- (6) Such other persons in the service of the University as may be declared by the Statutes to be officers of the University.

9. (1) The Governor of Rajasthan shall be the Chancellor of the University. He shall, by virtue of his office, be the head of the University and shall, when present thereat, preside over the Senate and at Convocations of the University.

(2) The Chancellor shall have the right to cause an inspection to be made by such person or persons as he may direct, of the University, its establishments and institutions, and to cause an enquiry to be made in respect of any matter connected with

the University. The Chancellor shall in every case give notice to the University of his intention to cause an inspection or enquiry to be made and the University shall be entitled to be represented thereat.

- (3) The Chancellor may address the Vice-Chancellor with reference to the result of such inspection or enquiry and tender such advice as he may deem fit to offer regarding the action to be taken by the University.
  - (4) The Vice-Chancellor shall act in accordance with the advice so tendered and communicate to the Chancellor the action taken in pursuance thereof.
  - (5) If the Vice-Chancellor does not, within a reasonable time, take action to the satisfaction of the Chancellor, he may, after considering any explanation furnished or representation made by the Vice-Chancellor, issue such directions as he may deem fit and the University shall be bound to comply with such directions.
  - (6) The Chancellor shall have such other powers as may be conferred on him by the Statutes or Ordinances.
- 10.(1) The Vice-Chancellor shall be appointed by the Chancellor on the recommendation of a Selection Committee consisting of five members as under:-
- (i) A person nominated by the Syndicate who is not an employee of the University or its constituent or affiliated colleges;
  - (ii) A member of the Academic Council to be elected by the Academic Council;

- (iii) A nominee of the Chancellor;
- (iv) The Chairman, University Grants Commission or his nominee;
- (v) The Chairman of the Inter-University Board.

The Committee should ordinarily meet at the headquarters of the University. The recommendations of the Committee shall be in the form of a panel of three names arranged in the order of preference. If the Chancellor is unable to appoint any person from the panel, a fresh committee shall be appointed.

- (2) The emoluments and other conditions of service of the Vice-Chancellor shall be such as may be prescribed by the Statutes, and shall not be varied to his disadvantage after his appointment.
- (3) The Vice-Chancellor shall hold office for a period of four years and will be eligible for reappointment for a second term and such reappointment shall be made upon the recommendation of the selection committee referred to in sub-section(1), provided that no person shall hold the office of the Vice-Chancellor for more than two terms, nor beyond the age of sixty five years.
- (4) The Vice-Chancellor may at any time relinquish office by submitting his resignation to the Chancellor, not less than 60 days in advance of the date on which he wishes to be relieved. Such resignation shall take effect from the date determined by the Chancellor and conveyed to the Vice-Chancellor.



(5) In temporary vacancies in the office of Vice-Chancellor, by reason of leave or any other cause, not being the expiry of the term of the incumbent, the Chancellor shall appoint a person to officiate as Vice-Chancellor.

- 11.(1) The Vice-Chancellor shall be the principal executive and academic officer of the University, and shall, in the absence of the Chancellor, preside at meetings of the Senate and at the convocation of the University. He shall be an ex-officio member and Chairman of the Syndicate and the Academic Council. He shall have the right to speak in, and to take part in the proceedings of, the meetings of any other authority or body of the University but shall not, merely by virtue of this sub-section, be entitled to vote thereat.
- (2) It shall be the duty of the Vice-Chancellor to ensure the faithful observance of the provisions of this Act, the Statutes and Ordinances and he shall possess all such powers as may be necessary in that behalf.
- (3) The Vice-Chancellor shall exercise general control over the affairs of the University and shall be responsible for the due maintenance of discipline therein.
- (4) In any emergency, when, in the opinion of the Vice-Chancellor, immediate action is required, the Vice-Chancellor shall take such action as he may deem necessary. The Vice-Chancellor shall,

when taking such emergency action, record his reason for doing so, and such record shall be placed before the authority, body, or officer concerned, that in the ordinary course would have dealt with the matter.

- (5) Where any action taken by the Vice-Chancellor under sub-section (4) affects any person in the service of the University to his disadvantage, such person may prefer an appeal to the Syndicate within fifteen days from the date on which the action so taken is communicated to him:

Provided that the Syndicate may entertain an appeal under this sub-section after the expiry of the period of limitation prescribed by the same, if it is satisfied that there were sufficient grounds for the applicant being unable to file the appeal within such period.

- (6) The Vice-Chancellor shall exercise such other powers as may be prescribed by the Statutes and the Ordinances.

12. The mode of appointment and the function of the officers of the University other than the Chancellor and the Vice-Chancellor, in so far as they are not provided for in this Act, shall be prescribed by the Statutes and Ordinances.

13. The following shall be the Statutory bodies of the University:-

- (i) the Senate
- (ii) the Syndicate

- (iii) the Academic Council
  - (iv) the Finance Committee
  - (v) the Committees of Courses and Studies
  - (vi) the Students' Council, and
  - (vii) such other bodies as may be constituted or declared by the Statutes to be the authorities of the University.
14. The constitution of the statutory bodies of the University and the term of office of their members shall be prescribed by the Statutes.
15. The Senate shall have the power to review the administrative and academic affairs of the University. The University shall submit its annual reports, accounts and financial estimates to the Senate. The Senate's views on these matters shall be considered by the University authorities concerned.
16. The Syndicate shall be the chief executive body of the University, and shall have the power to make Statutes and Ordinances.
17. The Academic Council shall be the chief academic body of the University, and shall, subject to the provisions of this Act, the Statutes and the Ordinances, have the control and general supervision, and be responsible for the maintenance of standards of instructions, education and examination within the University, and shall exercise such other powers and perform such other duties as may be conferred or imposed upon it by the Statutes. It shall have the right to advise the Syndicate on all academic matters. The constitution of the Academic Council and the term of office

of its members other than ex-officio members, shall be prescribed by the Statutes.

18. Subject to the provisions of this Act, the Statutes may provide for all or any of the following matters:-
- (a) the constitution, powers and duties of the Senate, the Syndicate, the Academic Council, the Finance Committee, the Students' Council and such other bodies as it may be deemed necessary to constitute from time to time;
  - (b) the election, and continuance in office of the members of the said bodies, including the filling of vacancies of members, and all other matters relative to these bodies for which it may be necessary or desirable to provide;
  - (c) the appointment, powers, and duties of the officers of the University;
  - (d) the constitution of a pension and/or provident fund and the establishment of an insurance scheme for the benefit of the officers, teachers and other employees of the University;
  - (e) the conferment of honorary degrees;
  - (f) the withdrawal of degrees, diplomas, certificates and other academic distinctions;
  - (g) the establishment or abolition or combination and separation of departments;
  - (h) the conditions under which colleges and institutions may be admitted to the privileges of the University and the withdrawal of such privileges, including the laying down of minimum standards of

admission to the concerned colleges and institutions;

(i) all other matters which by this Act are required to be, or may be, provided for by the Statutes.

- 19.(1) The State Government shall make certain basic Statutes under this Act, a copy whereof shall be laid before the house of the State Legislature for fourteen days which may be comprised in one session or in two successive sessions and if before the expiry of the session in which they are so laid or of the session immediately following the house of the State Legislature makes any modification in any of such Statutes or resolves that any such Statutes should not be made, such Statutes shall thereafter have effect only in modified form or be of no effect, as the case may be, so however that any such modification or annulment shall be without prejudice to the validity of anything previously done thereunder or to the power of the Senate hereinafter in this section provided.
- (2) Subject to the provisions of this Act, the Syndicate may, from time to time, make new or additional Statutes and amend or repeal existing Statutes in the manner prescribed, provided, however, no Statute concerning academic matters shall be adopted without obtaining the views of the Academic Council.
- (3) Every new Statute or additional Statute or any amendment or repeal of a Statute shall require the previous approval of the Chancellor, who may sanction promulgation or disallow or remit it for

further consideration.

(4) The Basic Statutes made under this Act (under section 19(1)) relating to the composition and functions of the Senate, the Syndicate, the Academic Council, the Committees of Courses and Studies and the Council of affiliated colleges shall not be amended or altered or repealed for a period of three years commencing from the date on which the Act comes into force.

20. Subject to the provisions of this Act and the Statutes, the Ordinances may provide for all or any of the following matters, namely -

- (a) the admission and enrolment of students in the University;
- (b) the courses of study to be laid down for all degrees, diplomas and certificates of the University;
- (c) the degrees, diplomas, certificates and other academic distinctions to be awarded by the University, the qualifications for the same, and the measures to be adopted for granting and obtaining of the same respectively;
- (d) the fees to be charged for courses of study in the University and for admission to the examinations, degrees, and diplomas of the University;
- (e) the institution of, the conditions for the award of fellowships, scholarships, medals and prizes;

- (f) the conduct of examinations, including the term of office and manner of appointment and the duties of examining bodies and examiners;
- (g) the maintenance of discipline in the University;
- (h) the emoluments and the terms and conditions of service of teachers of the University and other staff of the University;
- (i) the management of colleges, institutions, hostels and halls founded, maintained, or recognised by the University;
- (j) the supervision and inspection of colleges, institutions, hostels and halls admitted to the privileges of the University; and
- (k) all other matters which by this Act or the Statutes are to be, or may be, provided for by the Ordinances.

21. (1) Ordinances shall be made by the Syndicate,

Provided that no Ordinance concerning admission to the University or to its examination, courses of study, attendance, and appointment of examiners shall be considered unless a draft of such Ordinance has been previously passed by the Academic Council.

(2) The Syndicate shall not have power to amend any draft proposed by the Academic Council under the provisions of sub-section (1), but may reject it or return it to the Academic Council

for reconsideration, either in whole or in part, together with any amendments which the Syndicate may suggest.

22. (1) The Statutory bodies of the University may make Regulations consistent with the Act, the Statutes and the Ordinances:-
- (a) Laying down the Procedure to be observed at their meetings and the number of members required to form a quorum;
  - (b) providing for all matters which by this Act, the Statutes, or the Ordinances are to be prescribed by the Regulations.
- (2) The Syndicate may direct the amendment, in such manner as it may specify, of any Regulation made under this section or the annulment of any Regulation made thereunder.
23. The annual report of the University shall be prepared under the direction of the Syndicate, and shall be submitted to the Senate on or before such date as may be prescribed by the Statute, and shall be considered by the Senate at its annual meeting. The Senate may pass resolutions thereon which shall be communicated to the Syndicate.
24. The accounts of the University shall be audited in such manner as may, after consultation with the State Government, be prescribed and by such auditors as the State Government may appoint; the cost of such audit shall be a charge on the University fund.
25. If any question arises whether any person has been duly elected, or appointed as, or is entitled to be,



a member of any authority or other Body of the University, the matter shall be referred to the Chancellor, whose decision thereon shall be final.

26. All casual vacancies among the members (other than ex-officio members) of any Authority or other Body of the University shall be filled as soon as conveniently may be, by the person or Body who appointed, elected or co-opted the member whose place has become vacant, and the person appointed, elected or co-opted to a casual vacancy shall be a member of such authority or body for the residue of the term for which the person whose place he fills would have been a member.
27. No act or proceedings of any Authority or other Body of the University shall be invalidated merely by reason of the existence of vacancy or vacancies among its members or by reason of some person having taken part in the proceedings, who is subsequently found, not to have been entitled to do so.
28. The terms of service of the employees of the University shall be such as shall be laid down in Statutes and Ordinances.
29. There shall be a Co-ordination Committee of the Universities in the State. The Committee shall consist of the following:-
  - (i) the Chancellor - Chairman
  - (ii) the Minister of Education
  - (iii) the Vice-Chancellors of the Universities in the State of Rajasthan.
  - (iv) the Secretary to the Government in the Education Department.

- (v) the Secretary to State Government in the Department of Agriculture.
  - (vi) the Secretary to the Government in the Finance Department.
  - (vii) the Director of College Education
  - (viii) the Director of Birla Institute of Science and Technology, Pilani.
- (2) The Committee shall meet at least once a year to consider matters of common interest.
- (3) The recommendations of the Committee shall be advisory only.
30. (a) The University shall review its own working at least once every five years to make an assessment of its achievements, failures and needs. This review will include academic, administrative and financial matters.
- (b) Such a Review will be undertaken by a high power Committee to be appointed by the Chancellor.
- (c) The Report of the Committee will be submitted to the Chancellor. Copy of the same will be forwarded to the Government.
- (d) On the basis of this review the University will estimate the amount of Block grant which it will request the State Government to make for the University for next five year period. On considering this report, the State Government shall determine the annual maintenance grant for the University for the next five year period.

INFORMATION ABOUT THE MEETINGS OF THE COMMITTEE

First Meeting	Rajasthan Secretariat (Committee Room) Jaipur.	February 13, 1969.
Second Meeting	Rajasthan Secretariat (Committee Room) Jaipur.	March 17, 18, 1969.
Third Meeting	Rajasthan Secretariat (Committee Room) Jaipur.	April 28, 29, 1969.
Fourth Meeting	Rajasthan University, (Guest House) Jaipur.	September 29, 30, 1969.
Fifth Meeting	Udaipur University, Udaipur.	October 10, 11, 1969.
Sixth Meeting	Jodhpur University, Jodhpur.	November 19, 20, 1969.
Seventh Meeting	Rajasthan Secretariat (Committee Room) Jaipur	December 22, 23, 1969
Eighth Meeting	Rajasthan Secretariat (Committee Room) Jaipur.	February 11, 12, 1970.
Ninth Meeting	Rajasthan Secretariat (Committee Room) Jaipur.	June 23, 24, 1970.
Tenth Meeting	Rajasthan Secretariat (Committee Room) Jaipur.	December 7, 28, 1970.
Eleventh Meeting	Rajasthan Secretariat (Committee) Jaipur.	May 28, 29, 1971.

PEOPLE WHOM THE COMMITTEE INTERVIEWED

The Committee visited the centres of all the three Universities of the State to meet the representatives of the Universities, representatives of teachers' organisations, representatives of students' organisations, eminent educationists and distinguished public men. The following is the list of persons whom the Committee met:-

RAJASTHAN UNIVERSITY, JAIPUR - September 29, 30, 1969.

1. Dr. P.L. Bhatnagar, Vice-Chancellor.
2. Dr. R.C. Mehrotra, University Professor of Chemistry.
3. Dr. G.C. Pandey, University Professor of History & Indian Culture.
4. Dr. G.S. Shama, Director, University School of Law.
5. Shri N.M. Kothari, Principal, Government College, Bhilwara, and then President, Rajasthan University and Teachers Association.
6. Shri H.C. Rara, then General Secretary, Rajasthan University and College Teachers' Association.
7. Dr. Y.K. Gupta, President Rajasthan University and College Teachers Association.
8. Shri S.D. Mishra, General Secretary, Rajasthan University and College Teachers' Association.
9. Dr. M.P. Mathur, Principal, Government College, Kota, (New Director of Education)
10. Shri R.N. Mirdha, Member of Parliament (New State Minister for Home Affairs, Government of India).

UNIVERSITY OF UDAIPUR - October 10, 11, 1969.

1. Dr. G.S. Mahajan, Vice-Chancellor

2. Shri G.V.Bakore, University Professor of Chemistry.
3. Dr. N.Prasad, Dean, Rajasthan College of Agriculture, Udaipur.
4. Dr. J.Verma, University Professor of Physics.
5. Shri Sudhir Kumar, Secretary, University Teachers' Association.
6. Shri S.N.Mukerji, Principal, Teachers Training College, Udaipur.
7. Shri Bhim Sen, Director, M.V.Shranjeevi College, Udaipur.
8. Dr. P.D.Mathur, R.N.T.Medical College, Udaipur.
9. Dr. G.R.Gist, Group Leader, USAID, OSU Team.
10. Shri M.L.Agrawal, Advocate, Udaipur.
11. Shri B.K.Srivastava, Director, Agrl. Expt. Station.
12. Dr. D.K.Misra, Director, Extension Education, Udaipur University.

UNIVERSITY OF JODHPUR

1. Shri D.N.Elhance, University Professor of Commerce.
2. Dr. E.S.Kushwaha, University Professor of Mathematics.
3. Shri S.C.Thanvi, University Professor of Law.
4. Dr. Darshratha Shama, University Professor of History.
5. Dr. K.S.Bilgrami, representing teachers association.
6. Shri M.S.Maheshwari, representing Teachers' Association.
7. Shri Shiva Kumar Lal, Secretary, University Teachers' Association.
8. Miss R.Padmini, Dean Faculty of Social Science.
9. Shri Alan Singh, Dean Faculty of Engineering.
10. Shri E.L.Maheshwari, Member, Syndicate of the University.
11. Shri S.Chakrabarti, Registrar of the University.
12. Shri J.L.Mathur, Principal, Lachoo Memorial College of Science.
13. Shri S.N.Balya, Principal, Mahesh Teachers Training College.
14. Shri Shamboo Singh Rathore, President, Jodhpur University Students' Union.



Sub. National Extension Unit,  
National Institute of Educational  
Planning and Administration  
B-15, Barabandi Marg, New Delhi-110016  
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