

reports of the committee which visited Rajasthan Vidyapeeth, Udaipur to consider its proposal for giving it a deemed University status under section 3 of the UGC Act.

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The University Grants Commission constituted a committee consisting of the following members to consider the proposal from Rajasthan Vidyapeeth Udaipur for giving it a deemed university status under section 3 of the UGC Act:

1. Dr. Vrajeshwar Varma  
formerly Director  
Central Hindi Instt. Agra  
40, Moti Lal Nehru Road.  
Allahabad.
2. Professor S.N. Kanade,  
Department of Social Work,  
Delhi University,  
Delhi.
3. Shri J.D. Sharma,  
Director,  
Indian Adult Education Association,  
New Delhi.
4. Professor R.C. Mehrotra  
Department of Chemistry,  
Rajasthan University,  
Jaipur.
5. Shri A.B. Gupta,  
Deputy Secretary  
University Grants Commission,  
New Delhi.

2. The Committee visited Rajasthan Vidyapeeth, Udaipur on 18th and 19th Sept. 1980. Professor R.C. Mehrotra could not join the committee. The committee visited (1) D.V. Shaanji College, Udaipur (2) Udaipur School of Social Work (3) Teacher's Training College, Dabok (4) Sahitya Sansthan (5) Janta College, Dabok (6) Adult Education Centre Balwadi and desititate home at IBI (7) Adult Education Centre, Kharpuria (8) Virdholia Village which is proposed to be adopted for intensive development by the Vidyapeeth and (9) Janapada Vibhag, Udaipur. The committee had discussions with the faculty members of the concerned institutions on the proposal for giving deemed university status to the Vidyapeeth. The Committee also had discussions with Shri J.R. Nagar, Upkulpati of the Vidyapeeth, Dr. K.L. Shrinani, Chairman Development committee of the Vidyapeeth, Prof. D.S. Kothari, one of the founder members and Dr. R.N. Singh, Vice-Chancellor Udaipur University.

(A) Brief History and Organisation

3. Rajasthan Vidyapeeth was established in 1937 at Udaipur. It started with a night study centre for preparing students for the

examinations being conducted by Hindi Sahitya Samelan. It has gradually grown into a very large complex. It is now running 51 institutions which are spread over several districts of Rajasthan State including Udaipur, Kota, Ajmer, and Nagaur with the help of about 800 full time workers. These are located at 300 places and are benefiting about 15,000 people daily in urban and rural areas. These institutions and centres include colleges, schools, community centres, destitute homes etc. The number of educational institutions being run by the Vidyapeeth is about 23 of which 9 are primary schools, 6 middle and higher secondary schools, one art centre 2 research centres and 5 colleges as per details given below:

<u>S.No.</u>	<u>Institution</u>	<u>Number</u>	<u>Remarks</u>
1.	Postgraduate	1	In social work; affiliated to Udaipur University
2.	Degree	2	In Arts & Commerce affiliated to Udaipur and Rajasthan Universities M.A. in English started in one college from this year.
3.	Teachers Training	2	One has M.Ed. course also. The other one is a Women's college. Affiliated to Udaipur and Rajasthan University.
4.	Research Centre	2	Doing Research & Publication in Rajasthan History and Culture. Not affiliated to any university.
5.	Arts Centre	1	Not affiliated to any university.
6.	Middle and Higher Secondary schools	6	Recognised by the State Board of Secondary Edn.
7.	Primary Schools	9	Recognised by Education Deptt.

4. In addition to the schools and colleges mentioned above, the Vidyapeeth is also running 13 Adult Education and Community Centres, Janta College, Polytechnic, destitute homes, Janta for about 800 students and is undertaking various welfare projects approved by state and central government. It is also bringing out a Hindi weekly from Udaipur.

(B) Financial position of the Vidyapeeth

5. The Budget and actual expenditure incurred by the vidyapeeth on recurring and non-recurring items during the past 3 years is indicated below:

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		Rs. (in lakhs)				
		1976-77	1977-78	1978-79		
	Budget	Actual expenditure	Budget	Actual expenditure	Budget	Actual expenditure
Recurring	45.87	37.87	49.93	43.11	56.83	36.45
Non-recurring	13	5.34	19.22	6.12	14.87	9.24
<b>Total:</b>	<b>58.78</b>	<b>43.21</b>	<b>69.15</b>	<b>49.23</b>	<b>71.10</b>	<b>45.69</b>

6. Items of income and expenditure during 1978-79 are indicated below:

<u>Income</u>		<u>Expenditure</u>	
Grants from Govt.	25,54,127	Salary	31,23,641
Donation Shows and Advertisement	3,82,010	Provident Fund	1,74,512
Tuition fee	6,04,273	Printing and Stationary	30,384
Other fees	3,20,732	Water and Electricity	46,038
Misc. Sources	5,89,920	Rent	71,327
<b>Total:</b>	<b>44,51,062</b>	Sports and Functions	60,709
Deficit	1,18,203	Maintenance of Hostel, Mess etc.	4,76,907
		Library and Reading room	36,652
		Reading material	1,41,542
		Repairing	28,590
		Telegram telephones	
		Postage	22,937
		Misc.	3,43,014
<b>Total:</b>	<b>45,69,265</b>	<b>Total:</b>	<b>45,69,265</b>

(G) Constitution

7. Rajasthan Vidyapeeth is a registered body and its revised constitution was approved by Registrar, Societies, Rajasthan on 26th April, 1973. Its constitution has 7 chapters and includes aims and objectives of the Vidyapeeth its symbol, motto, song and composition and functions of various bodies which manage the Vidyapeeth. The salient feature of the constitution is that the

administration of the Vidyapeeth is carried on in a democratic manner by its workers. The 3 wings in which the administration has been divided namely Vidyapeeth, Prabhakar Prashan and Samajik Prashan are responsible for academic, administrative and workers welfare activities respectively. The general body of the workers at Central, unit and institutional level are known by the name of Kulsansad, Kutumbh and Sangam. These bodies play active parts in the formulation of organisational goals, policies and programmes of the Vidyapeeth and also in the executive and periodical evaluation of various programmes.

(D) Proposal of the Vidyapeeth for deemed status

8. In its proposal for giving Rajasthan Vidyapeeth a deemed status, the Vidyapeeth proposes to take the form of a peoples' university and promote and implement the Gandhian philosophy of Education. It proposes to work for the education of masses and through its programmes will try to develop national and secular outlook social justice, democratic way of life and dignity of labour. Towards this end the following programmes are proposed to be undertaken by the Vidyapeeth :

- (i) Promote education for the masses upto higher stage through its adult and continuing education programme.
- (ii) Provide educational facilities specially to the under-privileged 'working people' to enable them to improve their functional efficiency as also their social and economic upliftment.
- (iii) Promote the study of Rajasthanian culture language and History.
- (iv) make special provision for the study of the culture and educational, social and economic developmental needs of the tribals of this region.
- (v) prepare teachers and through them the students, who may be conversant with the problems, needs and aspirations of the rural masses and involve wholeheartedly in the rural development task in an effective manner.
- (vi) Conducting research in the fields of : (a) education (b) Indian and Rajasthanian culture (c) Indian & Rajasthanian History (d) problems of the working class, tribals, harijans, low-income groups and other under privileged sections of the society.  
B. Organising extension programmes in the above fields.
- (vii) develop literature for adult and continuing educational programme, in consonance with the linguistic, cultural and development needs of the region.

9. In brief, the Vidyapeeth aims to make education accessible to under privileged sections of society who have been deprived of education for centuries and accelerate research and publication programmes in Rajasthani history and culture. With a view to undertaking these programmes effectively, the Vidyapeeth has to evolve its own educational policy and frame syllabi etc. which is possible only after it gets a deemed university status. The authorities of the Vidyapeeth in their discussion with the members of the committee also made it clear that the Commission could withdraw the status of deemed university if conferred on the Vidyapeeth at any stage if it feels that the Vidyapeeth has not been able to keep up to its declared aims, objectives and obligations.

10. The proposed deemed university would only include the following five institutions located in Udaipur. The institutions located outside Udaipur will not be a part of the proposed deemed university:

- (1) Udaipur School of Social Work.
- (2) Lok Manya Teacher's Training College, Deok.
- (3) M.V. Shramajivi (Evening) College, Udaipur.
- (4) Loka Shikshan Pratisthan  
(Institute of Social and Adult Education).
- (5) Sahitya Sansthan  
(Research Institute).

11. The first 3 institutions mentioned above are colleges affiliated to Udaipur University and are approved under section 2(f) of the UGC Act while the remaining 2 are not affiliated to any university.

E. Observations of the committee with regard to the institutions proposed to be part of the deemed university

12. Udaipur School of Social Work: This institution which was established in 1959, is providing instructions at M. A. level in social work. It is the only institution in the State of Rajasthan which is providing such a course. The postgraduate course is of 2 years duration with a research assignment during summer vacation and 2 months training assignment at the end of the 2 year course. 35 students are admitted every year to M.A. In addition to the postgraduate course, the School has also been organising short term training programmes for the personnel

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engaged in social welfare programmes and various courses in collaboration with the State and Central Governments like orientation course for executive of voluntary organisations, short term courses in criminology and correctional administration, diploma in rural service and community development, orientation course for M.S.S. officers etc. As regards research programmes, the School has completed 3 major research projects with assistance from Central and State Governments. 3 students have so far completed Ph.D. studies. The School proposes to institute degree and diploma courses in social work, strengthen rural welfare content in the existing postgraduate course and organise short term inservice training programmes. The faculty has 10 members of whom 3 hold Ph.D. degree. 6 faculty members have some publications to their credit which include articles, books and papers.

13. The authorities of the Vidyapeeth, were of the view that there was need to evolve an indigenous programmes of professional education in social work which, at present, was unsuitable for Indian conditions since it had been developed in the context of Western needs and resources. The recognition of Vidyapeeth as an institution deemed to be a university would help the School to develop a programme of social work education which would be more responsive to social welfare and developmental needs of Indian society.

14. The programme of instruction and the content of courses offered by the School have not changed very much since its establishment in 1959. The students of the School whom the committee met, specially mentioned this point. It is not quite clear as to what precisely are the constraints imposed by the affiliation of the School to the Udaipur University which prevent it from innovative efforts towards developing a more meaningful and viable programme of social work education. As there is no other institution affiliated to that university which offers courses in social work, the committee of courses for social work consists mainly of teachers from the School and it should not be at all difficult for them to propose and implement changes in the curricula which they consider necessary. But this has not been done. In fact the faculty of the School was not quite clear as to the nature of basic changes they would introduce, if the Vidyapeeth was granted the status of a university by the U. G. C.

15. The main thrust of the Vidyapeeth has been in the area of adult and non-formal education. One would expect this to be reflected in the curriculum of the School. However, this is not so. In the final year of the two year programme, the School offers specialisation courses in certain areas. Adult and non-formal education is not one of them. In fact the only

area in which the large majority of students seem to concentrate is the area of Personnel Management, Labour Welfare and Industrial Relations. Amongst a group of about 25 students who met the committee, there were only two who were placed for their field work in non-industrial setting. The involvement of students and staff in the field activities of the Vidyapeeth in rural and tribal areas is marginal. One gets the impression that the School is more an appendage than an integral part of the Vidyapeeth.

16. The School is doing admirable work in meeting the trained manpower needs in the field of social work in the region. It has not, however, reached anywhere near excellence in respect of the range and quality of its programmes. There is not much that the School can claim to have done by way of assessing welfare needs and programmes in the region of promoting service by making available their expert advice and guidance. (For instance, in the light of the special concern of the Vidyapeeth for the underprivileged and the deprived groups, one would have expected the School to have undertaken a study of the Antyodaya scheme launched by the State Government). Part of the difficulty has been lack of adequate resources. It is only two years ago that the School acquired premises of its own. In less than twenty years since its establishment, it changed its location three times. Though, recognised by the Udaipur University as a research institution, its library is inadequately equipped in terms of books and journals.

17. M.V. Shramjivi (Evening) College: - This college was established in 1956 and was affiliated to Rajasthan University. It imparts courses in B.A. and B.Com. for persons who are already employed. In 1979-80, the distribution of students from various professions was 182 medical, 177 teaching, 360 clinical, 300 self-employed including Rickshaw puller and police personnel and 120 industrial workers, 40 students belong to scheduled castes and scheduled tribes. The total enrolment was 1213 in 1979-80 of which 557 were in B.A. and the rest 656 in M.Com. Pass percentage in B.A. was 60 and in B.Com. 67 in 1979-80. The college has introduced M.A. course in English from the current year and the number of students in M.A. (Prev.) is 25. The faculty strength is 25 of which only 1 has a Ph.D. degree. 8 faculty members have publications to their credit which include books and articles. Only one faculty member has research papers and project reports to his credit. The college proposes to undertake postgraduate studies in additional subject and also provide short term diploma courses in Business Management, Banking etc. and organise coaching for students appearing in All India Service Competition.

18. IOK Manya Teachers Training College, Dabok: - The college was established in 1966 to impart teachers training courses to students mainly from rural areas. It has at present B. Ed and M. Ed courses. The college has taken up a number of rural middle and secondary schools for regular practice teaching. It has also organised two week block teaching by the entire college in 6 or 7 rural centres. The college has introduced a training programme for all students in B. Ed. in educational social work for which a separate diploma is awarded by the Vidyapeeth. The course includes both theory and practical work. The later includes actual work with rural communities based on their felt needs like giving courses to village women in keeping their houses clean, knitting and sewing etc. The college proposes to introduce integrated teacher education programme for primary and secondary schools teachers in rural areas and organise refresher courses for inservice teachers. The number of students in 1979-80 was 250 in B. Ed. and 11 in M. Ed. The results have been 100% in both B. Ed. and M. Ed. The faculty has 18 members of which 2 are Ph.D. 11 teachers have some publication including books, articles and papers to their credit.

19. Lok Shikshan Pratishthan (Institute of Social and Adult Education).

The institute of Social and Adult Education was set up in 1949 for preparing teaching aids and literature for the neo-literates, training of literacy workers, conducting research and evaluation in the field and organising functional literacy programmes etc. The institute is conducting functional literacy projects at 70 centres, non-formal education project for women at 30 centres and non-formal education project in urban areas at 20 centres with the assistance which it has been receiving from Central and State Governments.

20. Vidyapeeth is also running Janta College at Dabok which is not in fact a college providing instructions at degree or post degree level and affiliated to university but a training institution engaged in providing leadership training to village level workers including functional training, training to Panchayatiraj officials, short-term community service courses to school teachers etc. This institution appears to be the pivot of all the programmes of community service in which the Vidyapeeth is engaged. Other institutions which are running degree courses are not however associated with these programmes or the Janta college. The institution is however doing commendable work



in spreading literacy in the rural areas and inculcating greater awareness among the rural folk to create self-confidence in them specially in Viroholia village which is proposed to be adopted for intensive development in the next 2 - 3 years. Janpad Bibha, in Udaipur city has maintained useful record of newspapers and is doing good work as an information centre.

21. Sahitya Sansthan: - The Sahitya Sansthan is a purely research institution and is not affiliated to any university. It has been bringing out publications dealing with the history and culture of Rajasthan including folk literature and has also been organising extension lectures by eminent persons like Dr. Suniti Kumar Chatterjee, Dr. Bhagwat Sharan Upadhyay etc. The institute has brought out 62 research publications and is engaged at present in 13 research projects. Scholars from abroad have also been coming to work in the institute on various aspects of Rajasthani history and culture. 22 such scholars have so far visited the Sansthan.

22. The present staff hardly reflects the well established character of the Sahitya Sansthan which has done commendable research work and has a long history behind it. This may be due to the fact that the Sansthan does not have any base of postgraduate teaching and is merely confined to undertaking specific research projects. There is a need to provide for postgraduate teaching in subjects like history, culture, sociology, anthropology, language and literature with special reference to Rajasthan in the Sansthan. The Sansthan has the potential to develop into a more worthwhile research centre of interdisciplinary studies and there are ample opportunities of survey and research in all the disciplines which can be very well linked up with the projects of social service and community development.

F Observations and Recommendations of the Committee:

23. Rajasthan Vidyapeeth signifies the society which is running various educational and other institutions at several places and is not itself an institution of higher learning. It now aims to become a people's university so that it may serve the under privileged sections of society in rural and tribal areas in a better way through various programmes of extension including adult education and continuing education. It has proposed inclusion of 5

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institutions located in Udaipur as part of the deemed university, of which only 3 are colleges imparting instructions at degree and post-degree level and are affiliated to Udaipur University. These 3 institutions are however functioning independently and have no appreciable coordination in their activities. So is the case with the other 2 institutions not affiliated to any university namely Sahitya Sansthan and Institute of Social and Adult Education as well as Janta College. The Vidyapeeth has no campus of its own and all the 5 institutions are situated at different places in Udaipur.

24. The guidelines laid down by the Commission for considering institutions as deemed university under section 3 of the UGC Act provide that institutions which for historical and other reasons are not universities and yet are doing work of a high standard in academic field and at university level or an institution engaged in teaching and research in chosen fields of specialisation and has maintained the highest academic standards or is making a distinct contribution to the university educational system in the field of its specialisation in which it has a very high standard could be considered for recognition as a deemed university.

25. The Vidyapeeth hardly fulfils the criteria mentioned in para 2 above. The 3 institutions of the Vidyapeeth taken together do not appear to have attained any excellence in any specific field. In none of these institutions there is any evidence of sustained innovative effort. The committee was not told of any substantive proposal from any of these institutions which was rejected by the Udaipur University. The institutions are mainly engaged in undergraduate work and in teachers training programmes. Only 1 institution is running M.A. course in Social Work while another institution has started M.A. course in English Literature from this very year. So far as research is concerned, only Udaipur School of Social Work is doing some work. The faculty strength in the 3 institutions is 53 of which only 6 hold doctorate degree and 25 have some publication which include books and articles. From the academic point of view, therefore, there is hardly a case for considering the proposal of the Vidyapeeth for giving it a deemed status.

26. The committee, however, would like in this connection to draw attention of the Commission to the Policy Frame of Development of Higher Education in India adopted by it in which for the first time the Commission has laid

stress on extension as one of the important functions of a university. It would be appropriate to quote the following from this document : "If the University System has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority". Guidelines of the Commission relating to Adult Education and Extension Programmes further emphasise the need for making Extension activity as an integral part of the university system. The very first page of these guidelines says as under:

"In order to discharge its responsibility to the education system and to the society as a whole, the university must assume adult education and extension as an important responsibility and give it the same status as teaching and research. These should be made an integral part of the objectives and functions of the university/college".

27. The committee in view of the emphasis being given to extension and to the integration of extension programmes with university system feels that the Commission should also consider bringing such institutions in the country under section 3 of its Act which are doing pioneering work in the field of extension and community service and propose to make them an integral part of higher education with well defined programmes of work.

28. Though as indicated above, the Vidyapeeth has not done anything outstanding in the field of teaching and research, it has certainly made a mark in the field of extension and adult education. Although quite a few universities have taken up extension and adult education programmes during the last few years, they are still trying to have their roots so far as this new activity is concerned. Extension and adult education programmes have, however, found firm roots in the Vidyapeeth. Rajasthan Vidyapeeth has, therefore, a case worth considering for the status of deemed university in view of its contribution to extension programmes and community service. While considering this question it will be worthwhile to weigh points of strength and weaknesses in these programmes being undertaken by the Vidyapeeth and to judge whether it could develop into a School of higher learning of university standard and also preserve and further strengthen its main plan of overall educational, social and cultural advancement of the community.

29. The points of strength in the programmes being undertaken by the Vidyapeeth are summarised below:

- (i) The Vidyapeeth has built up over the years, a tradition of voluntary and dedicated service to the cause of education of the masses specially in the rural and tribal areas.
- (ii) The Vidyapeeth has in particular been able to establish wide and intimate contacts with the rural community including tribals and urban proletariat through its adult education and extension programmes. About 300 villages have been covered under this programme.
- (iii) The Vidyapeeth has a highly democratic management with workers' participation in decision making at various levels. It is primarily because of this that it is free from the troubles and tribulations which beset the working of most of the institutions of higher learning in the country.
- (iv) The work of community education being done by the Vidyapeeth is admirable.
- (v) Its programme of adopting the villages for overall improvement is a step in the right direction.

30. Some of the weaknesses in its programmes need also to be pointed out here and are summarized below:

- (a) It is essential for an institution to function not only as a service providing agency but also to discover new methodologies and devise programmes of imparting these to others interested in similar work. Vidyapeeth, however, is not currently functioning at this level.
- (b) The experimental approach and the rigorous scientific attitude appears to be lacking. One, therefore, looks in vain for methods and approaches that have been distilled through experience subjected to rigorous scientific analysis.

- (c) The extension work has been rather thinly spread out with the result that its effects are not readily visible.
- (d) Coordination between different constituent units of the Vidyapeeth leaves much to be desired.
- (e) No attempt has been made to correlate the extension activities and programmes of community service with the working of 3 colleges imparting higher education.
- (f) Some of the programmes which the Vidyapeeth has undertaken do not appear to be contributing to its lofty ideals. Running of destitute's home is one such activity. This programme has been undertaken mainly because the grants are available from the Government on the basis of each child admitted to the home. The standard of some of these homes and the living conditions leave much to be desired. One would have expected from an institution like Rajasthan Vidyapeeth that they would undertake this programme with the sole aim of keeping the child who is orphan in a learning commune and undertake this programme as their own and not because Government is providing assistance for establishment of such homes. Social service is prone to degenerate into condescending attitude and even exploitation if proper safeguards are not made and if programmes are undertaken simply because Government is giving grants for that programme.

37. The committee feels that the Vidyapeeth has a case for conferment of the deemed status subject to certain safeguards. The Commission may, therefore, consider giving deemed status to Rajasthan Vidyapeeth subject to the following stipulations:

- (a) The tradition of voluntary dedicated service to the cause of education built up over the years is retained, nurtured and kept up by institutional means. This is necessary so that even if a few top people are no longer

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there to lead, the tradition continues uninterrupted. This could be achieved by continuing with the practice of having life members and by enrolling new members on the basis of a minimum of voluntary time donated to the institution and other such measures. This should be incorporated in the constitution.

- (b) The democratic and participatory administration of the Vidyapeeth should not only be maintained but improved upon wherever possible.
- (c) A definite programme is prepared by the Vidyapeeth for bringing together its educational training and field activities so that one reinforces the other.
- (d) The Vidyapeeth should also carefully define and delimit its area of activity in terms of a block or a region so that it may be possible to monitor the activities and measure their impact.
- (e) The academic programmes need to be adequately raised to an acceptable norm.
- (f) The Vidyapeeth should draw up a definite plan of work to integrate programmes of extension and community service with its academic programmes.
- (g) A definite plan for coordinating the work of the 5 proposed institutions to be covered under the deemed university may be drawn up more so because the Vidyapeeth will not be having a single campus where all these institutions will be located.
- (h) Postgraduate teaching and research should be undertaken simultaneously in subjects related to history and culture especially of Rajasthan in which Sahitya Sansthan has been doing good work.

32. The committee feels that if the Commission is assured that the Vidyapeeth would function on the above

lines, it could be given a deemed university status. It would be a novel experiment worth the risk to link higher education with social and community service programmes. The Vidyapeeth does have financial viability and stability and whatever it lacks in the sphere of teaching and research, it more than makes good in the sphere of extension.

33. The committee is grateful to the Utkulpati of the Vidyapeeth, Principals and faculty members of the institutions which it visited, for providing them facilities at the time of their visit to the Vidyapeeth.

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