Introduction

The objectives of university system and their benefits, the profile of central universities as compared to the total picture of all universities in India are discussed. The evolution of Central Universities is traced with an historic perspective. The unique objectives with which the Central Universities have been established are described. The implications of such specific objectives in the context of FA are also analysed.

2.1. MAJOR OBJECTIVES OF EDUCATION

Education and Society

The Education Commission (1964-66) constituted under the Chairmanship of D.S. Kothari, former Chairman, University Grants Commission, began its report thus:

In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people.

In a nutshell, the Commission brought forth the significant basis of education in developing the three major goals of a Learning Society'.

Objectives and Benefits

Experts have identified two kinds of benefits of education - external and internal. The external benefits are residence related benefits, employment related social benefits, promotion of national integration and unity and mobility for economic development; the internal benefits are technical abilities for discovery, creation of new demands and economic activities, replacement of foreign experts and earning of foreign exchange by exporting man powers to other countries.

Objectives of University Education

Though Education at all levels contributes to national development, higher education in particular, assumes significance in accelerating national development by developing social capabilities among people in terms of higher order of knowledge and skills and generating the new knowledge necessary for development and self reliance.

2.2 PROFILE OF CENTRAL UNIVERSITIES

As stated in the previous chapter there are ten central universities out of 194 universities in India in 1993. One of the


detail, the unique objectives of central universities and their implications for PA, it is attempted here to give a brief profile of the entire university system in India in general, and that of central universities in particular as the background information.

In 1857, the first three universities of Bombay, Calcutta and Madras were started. There were only 25 universities including deemed universities and 700 colleges in India in 1947-48. The growth of university system in India since 1960-61 is traced in table 2.1.

| TABLE 2.1 |
| GROWTH OF UNIVERSITY SYSTEM IN INDIA |
| 1960-61 TO 1990-91 |

<table>
<thead>
<tr>
<th>Year</th>
<th>Universities</th>
<th>Colleges</th>
<th>Enrolment ('000)</th>
<th>Teachers University</th>
<th>Teachers College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>49</td>
<td>1537</td>
<td>645</td>
<td>NG</td>
<td>NG</td>
</tr>
<tr>
<td>1965-66</td>
<td>73</td>
<td>2572</td>
<td>1094</td>
<td>14291</td>
<td>70385</td>
</tr>
<tr>
<td>1970-71</td>
<td>93</td>
<td>3604</td>
<td>1953</td>
<td>21619</td>
<td>107257</td>
</tr>
<tr>
<td>1975-76</td>
<td>111</td>
<td>4508</td>
<td>2426</td>
<td>31624</td>
<td>135999</td>
</tr>
<tr>
<td>1980-81</td>
<td>123</td>
<td>4722</td>
<td>2752</td>
<td>29964</td>
<td>157718</td>
</tr>
<tr>
<td>1985-86</td>
<td>149</td>
<td>5723</td>
<td>3571</td>
<td>49561</td>
<td>180075</td>
</tr>
<tr>
<td>1990-91</td>
<td>177</td>
<td>7121</td>
<td>4425</td>
<td>58661</td>
<td>204446</td>
</tr>
</tbody>
</table>

Note: NG: Not Given

The university system in India provides employment opportunity for more than 2.6 lakhs of teachers imparting higher education to more than 45 lakhs of students.
A brief profile of the central universities is given in table 2.2.

**TABLE 2.2**

**PROFILE OF CENTRAL UNIVERSITIES, 1990-91**

<table>
<thead>
<tr>
<th>University</th>
<th>Year established</th>
<th>Enrol-ment</th>
<th>Teachers</th>
<th>Non-teachers</th>
<th>Non-plan Grants Rs.lakhs</th>
<th>*VII plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMU</td>
<td>1921</td>
<td>NA</td>
<td>1167</td>
<td>5855</td>
<td>3398</td>
<td>990</td>
</tr>
<tr>
<td>BHU</td>
<td>1916</td>
<td>8312</td>
<td>2255</td>
<td>NA</td>
<td>4158</td>
<td>1457</td>
</tr>
<tr>
<td>DU</td>
<td>1922</td>
<td>12845</td>
<td>741</td>
<td>1140</td>
<td>2537</td>
<td>1408</td>
</tr>
<tr>
<td>HU</td>
<td>1974</td>
<td>1628</td>
<td>279</td>
<td>1186</td>
<td>686</td>
<td>1193</td>
</tr>
<tr>
<td>JMI</td>
<td>1962</td>
<td>6390</td>
<td>346</td>
<td>606</td>
<td>775</td>
<td>336</td>
</tr>
<tr>
<td>JNU</td>
<td>1969</td>
<td>3566</td>
<td>457</td>
<td>1180</td>
<td>1321</td>
<td>3879</td>
</tr>
<tr>
<td>NEHU</td>
<td>1973</td>
<td>2382</td>
<td>382</td>
<td>1355</td>
<td>986</td>
<td>885</td>
</tr>
<tr>
<td>PU</td>
<td>1985</td>
<td>539</td>
<td>123</td>
<td>486</td>
<td>291</td>
<td>1981</td>
</tr>
<tr>
<td>VB</td>
<td>1951</td>
<td>2828</td>
<td>381</td>
<td>1733</td>
<td>962</td>
<td>444</td>
</tr>
</tbody>
</table>


The significant role of central universities, as an identifiable and viable unit of the Indian University system for the present study of FA was established in the previous chapter with reference to quantum of allocation of funds. Now the evaluation of the central universities, their specific objectives and their implications for FA are analysed in this chapter.
2.3 SPECIFIC OBJECTIVES OF CENTRAL UNIVERSITIES

The Evolution of Central Universities

A Central University is established by an Act of Parliament whereas a State University is set up by an Act in the State Legislature.

The Central legislature passed Acts in 1857 to establish universities at Calcutta, Bombay and Madras. So also the universities of Punjab (1882) Allahabad (1887) Banaras (1916) Patna (1917) and Aligarh (1920) were established by a central legislature. They were Central Universities when established. In fact the Calcutta University had the status of Central University for a long time as it was located in the then capital of the country and the Governor-General was its Chancellor. It continued to be a central university even after the capital was shifted to Delhi in 1916. Later as per the report of Mantegue-Chemsford (1919) education became a transferred subject under the provincial government and as a consequence all universities except Banaras Hindu University and Aligarh Muslim University, were transferred to the provincial governments.

First Three Central Universities - Aligarh, Banaras and Delhi

When Delhi University was established in 1922 it was outside the jurisdiction of provincial government and hence it came under central legislature and in 1935, by the Government of

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India Act, these three universities (Aligarh, Banaras, Delhi) were included in List - I and remained as Central Universities.

Special features and objectives

The special features of these universities were vividly brought out by the Radharksihnan Commission Report as follows:

Banaras and Aligarh are Central Universities because of conditions of their foundations and the Traditions which they have built. These two institutions owed their inception to donations and endowments collected from all over the country. As the Hindu or the Muslim University they appealed to the members of the community and students from all parts of the country were attracted to them. The technological and professional institutions could, by virtue of the training they imparted, draw students from every province. Delhi is central mainly because geographically it is outside any fulfledged province, and the capital city, is able to draw students from other parts of the country. The Central Government has done for Delhi university what Provincial Governments do for the universities in their province.

The Constitutional Provision

When the constitution was formed, there were heated discussions on listing education under Union or State jurisdiction and finally education found place in all the three lists - Union, State and concurrent. Entry 63 of Union list reads as follows:

ENTRY 63: The institutions known at the commencement of this constitution as the Banaras Hindus University, the Aligarh Muslim University and the Delhi University and any other institution declared by Parliament by law to be institution of national importance.


Under entry 11, all other universities were brought under State control.

Thus it is deduced from the documents that Central Universities have unique objectives of serving specific needs apart from being institutions of national importance, attracting students and faculty from all over the country.

Visva Bharati

Visva Bharati was established in 1951 as a Central University and the objectives of the University were clearly brought out in the first schedule of the Visva Bharati Act (1951) under section 6(k) as the objects for which the late Rabindranath Tagore founded the Vishva - Bharati at Santiniketan

i. to study the mind of Man in its realisation of different aspects of truth from diverse points of view.

ii. to bring into more intimate relations with one another, through patient study and research, the different culture of the East on the basis of these underlying unity.

iii. to approach the west from the standpoint of such unity of life and thought of Asia.

iv. to seek to realise in a common fellowship of study, the meeting of the East and the West and thus ultimately to strengthen the fundamental conditions of world peace through the establishment of free communication of ideas between the two hemisphere and

v. with such ideals in view to provide at Santinikentan aforesaid a centre of culture where research into a study of religion, literature, history, science and art

of Hindu, Buddhist, Jain, Islamic, Sikh, Christian and other civilisation may be pursued along with the culture of the west with that simplicity in external which is necessary for true spiritual realisation, in amity, good fellowship and co-operation between the thinkers and scholars of both Eastern and Western countries, free from all antagonism of race, nationality creed or caste.

It would be pertinent to note that to achieve such sublime objectives, the university Visva Bharati was established as a unitary, teaching and residential university.

Three more central universities were started by 1982 when the committee to enquire the working of central universities was constituted.

Jawaharlal Nehru University (JNU) (1969)
North Eastern Hill University (NEHU) (1973)
Hyderabad University (HU) (1974)

Jawaharlal Nehru University

The specific objectives of JNU as revealed from the first schedule to section 4 of its act are as follows:

The University shall endeavour to promote the study of the principles for which Jawaharlal Nehru worked during his life term, national integration, social justice, secularism, democratic way of life, international understanding and scientific approach to the problem of society.

Towards this end the University shall

1. foster the composite culture of India and establish such departments or institutions as may be required for the study and development of the language arts and culture of India.

ii. Take special measure to facilitate students and teachers from all over India to join the university and participate in its academic programmes.

iii. Promote in students and teachers an Awareness and Understanding of the social needs of the country and prepare them for fulfilling such needs.

iv. Make special Provision for integrated courses in humanities, science and technology and the educational programmes of University.

v. Take appropriate measures for promoting Inter-disciplinary studies in the university.

vi. Establish such departments or institutions as may be necessary for the study of languages, literature and life of foreign countries with a view to Inculcating in the students a world perspective and international understanding.

vii. Provide facilities for Students and teachers from other countries to participate in the academic programmes and life of the university.

The specific objectives of Jawaharlal Nehru University have been vividly drawn in this schedule and the emphasis should always be given to these objectives while organising and developing the programmes of the University. Allocation of funds should be towards fulfilling these objectives.

North Eastern Hill University

North Eastern Hill University started functioning at Shillong in August 1973. Its jurisdiction extends to states of Megalaya, Nagaland and union territories of Arunachal Pradesh and Mizoram. By another bill, Arunachal Pradesh was excluded from the jurisdiction of the university.
Section 4 of the Act of this University provides for its objectives as follows:

The objects of the University shall be to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit; To pay special attention to the improvement of the social and economic conditions and welfare of the people of the hill areas of North Eastern region and in particular their intellectual, academic and cultural advancement.

The NEHU has been commissioned with a clear cut objective of helping the hill people who were so backward and there was urgent need to cater to their welfare.

Hyderabad University

The University of Hyderabad was set up as a result of the six point formula agreed to for the state of Andhra Pradesh. Further, in 1974 there was not a single Central University in the Southern part of India. The objectives of Hyderabad University as indicated in Section 4 of the Act are as follows:

The objects of the University shall be to disseminate and advance by providing instructional and research facilities in such branches of learning as it may deem fit and by the Example of its corporate life and in particular to make special provision for Integrated courses in humanities and science in the educational programmes of the University and to take appropriate measure for promoting inter-disciplinary studies and Research in the University.

Pondicherry University

Pondicherry University (PU) was established by the Parliament Act 53 of 1985 on October 16, 1985 and it would be
surprising to note that the objectives of PU as indicated in Section 4 of the Act is the same as it is for the HU. However, under section 5 (2) it has been specifically noted that it shall provide for and organise studies in French. Further, under section 6 it is stated:

Special Schools

The PU shall also establish a School of Studies in Eastern and Western Thought to be known as "Sri Aurobindo School of Eastern and Western Thought" and another School of studies in Tamil language and literature to be known as "Subramania Bharati School of Tamil Language and Literature".

Perhaps it is the first time that the names of specific schools to be started in the university have been mentioned in the Act itself and that may be due to the fact that Pondicherry has a unique place in national movement of freedom for India. Sri Aurobindo, an active nationalist, later turned into a sage after settling down in Pondicherry founded his Ashram which is known all over the world. Sri Subramania Bharati, a national poet has contributed in copious measure to arouse the zeal and zest of people towards national movement and struggle for independence. Hence the two specific schools have been included in the Act itself.

Further as Jawaharlal Nehru said "Pondicherry is the window of French Culture" and hence provision of French studies has been included under the powers of the University. These are the three specific objectives unique to the PU and these should
get utmost attention apart from other general characteristics of a Central University.

**Directorates**

PU Act is unique in two other aspects also. The act provides for the following three Directorates which were not indicated in other Acts.

1. The Director of Studies Educational Innovations and Rural Reconstruction
2. The Director of Culture and Cultural Relations
3. The Director of Physical Education, Sports, National Service and Students Welfare.

As the designations indicate, the responsibilities of the three Directors have been well defined and they have to play an important role next to the Vice-Chancellor.

**Jurisdiction and National Integration**

The other special aspect of PU Act is the jurisdiction of the University which is extended to (a) Andaman Nicobar Islands - where people speak Panjabi, Hindi and Tamil (b) Mahe - where people speak Malayalam (c) Yanam - where people speak Telugu, apart from the main area of Pondicherry and Karaikal where people speak Tamil. The University can also extend its jurisdiction to Lakshadweep with the prior approval of Central Government and the territories when an institution of higher education is established. Thus the very jurisdiction of PU necessitates to chart out all its programmes towards linguistic and national integration. Thus the objectives - overt and
covert, in the case of PU are more specific and unique, providing the rationale for its setting up as a Central University of national importance.

Overall objectives of Central Universities

The Banaras Hindu University Inquiry Committee (1969) enunciated in its report the objectives and the role of Central Universities as follows:

In this connection there is one point of some importance to which we wish to refer. The Banaras Hindu University like Aligarh Muslim University, the Delhi University, Vishva Bharati and Jawaharlal Nehru University are Central Universities and the Union Government fully finances, through the UGC, the expenditure incurred by these institutions. The question which arises is what should be the specific features of a Central University. Central Universities should not be regarded as Central merely because the Central Government finances them. They should have distinctive character of their own.

The Central Universities should seek to supplement and not always duplicate the facilities and achievements of State Universities. The State Universities, though they should function in every possible way as all India institutions have a basic responsibility to the needs of the State and the local community and sometimes these may not coincide exactly with the order of priorities and demands of other parts of the country or the country as a whole. However, in the case of Central Universities, their role and responsibility is clear – it is to function effectively and vigorously as all-India basis to help build up a corporate intellectual life in the country and to further national integration. Broadly speaking, the Central Universities should provide courses which need facilities (in terms of staff and equipment) Ordinarily beyond the reach of State Universities or for which the demand would be too small if limited only to the requirements of an individual state. There is another aspect which we would like to refer as it has reference to the special functions and responsibilities of Central Universities. It is well known that in our

country, just as some areas are economically backward, so are some areas educationally backward; as we feel that the Central Universities should regard it as a part of their special function to contribute towards removal of imbalances from the academic life of our country and take suitable action to help deserving students from educationally backward areas. In order to achieve this object such facilities as may be necessary should be made available to the Central Universities".

2.4 IMPLICATIONS FOR PA

The discussions so far made in this chapter have established the fact that the Central Universities have been commissioned each with unique objectives as they are institutions of national importance. Hence the hypothesis H1: the central universities have specific objectives as compared to other universities. The objective of keeping the central universities as all India institutions is not fulfilled in almost all universities. The UGC report on central universities also suggests the reasons and remedy: "It is in the interest of these universities to aim at high quality in their post graduate education and research so as to attract students from far and wide. This has implied that incentives should be provided to the students from far off states by giving TA and DA, more hostel facilities, good concessions and scholarships to encourage them to join.

In the case of staff, incentives should be provided to the staff from far off places with TA and DA and the campus should

2. Ibid., p.77.
be developed with quarters and other facilities to live in. Apart from encouraging students from all over India as National Institutions, their jurisdiction, other objectives of establishing specialised courses, school/departments, have implication for FA. The central universities should give priority in allocation to start such courses and schools and provide education in such areas irrespective of cost benefit aspects. This is necessitated to fulfil the national goals and aspirations. This should be taken cognizance by the Financial Managers and Auditors, but still the optimal utilization of resources can be scrutinized and insisted upon in such cases. Thus objectives have implications for FA. The Financial Manager of a central university in the interest of economy or frugality cannot object to such expenditure which are inevitable for achieving the very fundamental objective of central universities.

Summary and Conclusion

University education plays a vital role for Social economic development and welfare of people. It provides many internal and external benefits. The number of universities grew faster after independence. Central universities were established with specific objectives. These universities are institutions of national importance and should cater to students and faculty all over India. The UGC study showed mostly these objectives were not fulfilled and suggested remedial measures. Pondicherry University which was established on October 16, 1985, has unique feature of having two specific
schools in the name of Sri Aurobindo and Sri Subramania Bharati. As the window of the French Culture, it should also bestow special attention on French Education as enshrined in its Act.

According to the common objectives of central universities, as institutions of national importance, they should encourage students and staff from all over India to join them. They should also provide specific courses which are beyond the reach of state universities and remove imbalances in education at state level. Fulfilment of these objectives have financial implications apart from providing TA and DA, hostels and quarters to students/faculty from far off states. The Financial Managers and Auditors should take cognizance of these special features and should not stress much on cost-benefit aspects. However, taking efforts for optimal utilization of the resources should be insisted upon.