CHAPTER FIVE

HIGHER EDUCATION:

A PROBLEM PERPETUALLY UNMANAGEABLE
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'A university should be a place of light, of liberty and of learning'.

BENJAMIN DISRAELI

Parliament has exclusive authority and responsibilities to legislate on matters of Higher Education vide entries 63-66 of the Union List of Schedule Seven of the Constitution. Matters placed under entry 25 and 26 of the Concurrent List are also under the authority of the Parliament in concurrence with the State Legislatures. In the discharge of these responsibilities the Parliament has passed a number of Acts on education. A brief description of these is given below:

UNIVERSITY GRANTS COMMISSION ACT:

In the sphere of higher education, the passing of the University Grants Commission Act 1956 was an important landmark. The Commission, inter-alia, is designed to inquire into the financial needs of universities and allocate grants to them and to take steps as it may deem fit for the promotion and coordination of higher education and for the determination and maintenance of standards of teaching, examination and research. The Commission is empowered to sanction grants for "maintenance and development" of Central Universities but only

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Supra, Chapter 2, pp. 35-44.
for the development of all other State Universities. The University Grants Commission Act 1956 (No. 3 of 1956) was enacted on March 3, 1956 by the Parliament in the Seventh year of the Republic of India. It came into force on November 5, 1956.1 The Act has been amended by the University Grants Commission (Amendment) Act 1972 (No. 33 of 1972).2 The Act as modified up to 1st September, 1972 contains four chapters having 27 sections.3

ESTABLISHMENT AND FUNCTIONS OF THE COMMISSION (U.G.C.)

On September 30, 1954 during the eighth session of the Lok Sabha Dr. M.M. Dass, Parliamentary Secretary to the Minister of Education introduced the U.G.C. Bill4 'to make provision for the coordination and determination of standards in universities and for that purpose to establish a University Grants Commission.' Dr. M.M. Dass described clearly the genesis and the history of the U.G.C. Bill. He told the House that universities had been regarded as 'places of cultural luxury' catering for a small privileged class of the elite. Due to the momentous changes in the socio-political sphere after independence there was an increasing awareness and increasing consciousness in the country of the importance

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3Appendix V-5
and necessity of university education. The Central Government had to face two serious problems created by the phenomenal increase in the number of students and universities. These problems were of maintaining co-ordination among the activities of the universities and the standards of the universities. The universities were not financially self-supporting bodies. The University Education Commission had observed:

"In most cases the universities are working under a deficit budget, and in all cases it seems that the revenue from different sources is hardly sufficient to meet the present needs of the universities... In our universities we have inadequate facilities for education, poorly paid teachers, ill-equipped laboratories and ill-equipped libraries, want of proper accommodation, lowering of the teacher-pupil ratio. All these drawbacks lead to the inevitable result of the lowering of standards."

The makers of our Constitution were fully conscious of these difficulties regarding our universities and in their wisdom they placed the entire responsibility of maintenance of standards and maintenance of co-ordination in our universities exclusively upon the Central Government vide entry 66 of List III of Seventh schedule of the Constitution. The Government established a University Grants Committee in 1945 but it suspended its activities since 1950. The U.G.C. was again revived in 1952 by Government resolution. The University Education Commission had said:

Ibid 6.67.
'Our Universities are grossly under-financed for the tasks they are attempting. More buildings, more staff, better paid staff, more scholarships, more facilities for research, more books, more equipment - all these are claimant needs. We see no possibility of the provinces providing the whole of the necessary expenditure, burdened as they will be with the no less acute needs of extending basic, secondary and technical schools. Generous grants from the Centre must be forthcoming and these grants the Centre will not, and should not, allocate blindly or mechanically. A Central U.G.C. working through the Ministry of Education must allocate the sums made available by the Central Government in accordance with the special needs and merits of each university.'

A conference of the State Education Ministers and Vice-Chancellors of our Universities was held in April, 1953 and it unanimously recommended the setting up of a statutory University Grants Commission. While formulating the provisions of the U.G.C. Bill the Government of India had the following ideal and picture before them:

'Universities are our national assets. They are the supreme, the greatest educational organisations of our land, manned and managed by men of great learning, honesty, integrity and character, men who are universally respected in this country. The Vice-Chancellors and Professors of our Universities should not be treated in a narrow, parochial or partisan manner.... The future of this country depends upon

Ibid. c. 69.
the success that is achieved in the continuous search for new knowledge in the field of science and technology by our students in the Universities, and also upon the character, integrity, initiative, directive capacity and leadership of our young graduates developed in our universities. Our Universities should be the national centres where students and teachers from all over the country would gather and the true spirit and culture of India should brood over them.

A good number of Hon'ble Members of the Lok Sabha took a very keen interest in the discussion. Many of them placed their views while supporting or opposing the Bill, according to their social philosophy. The Bill was referred, after a very interesting debate to a 'Joint Select Committee' of the two Houses, consisting of 45 members. The Joint Committee submitted their report on July 29, 1955. The Hon'ble Members of the Committee were men of great eminence and repute, and were fully conscious of the great importance of the Bill and its far-reaching consequences as it dealt with the supreme educational institutions upon whose well-being and development, depended the future of India. The Bill was again discussed in the Lok Sabha in November, 1955. Dr. N.N. Dass told the House that now there was not any provision, not any sentence or even any word which would be construed to give any authority in the hands of the Central Government or the U.G.C. over the universities. All

1Ibid. c. 71
the objectionable provisions had been removed and new
provisions were added to ensure full autonomy and academic
freedom of the universities. The penalty clause about which
many Members had spoken with great grievance, had been
draconically revised to give only this punishment, namely that
"if a university does not agree or refuses to carry out its
recommendations, then it can only withhold its grant, no
other punishment can be imposed by it."

According to Shri U.G. Trivedi that was the biggest
penalty. In the opinion of Shri Syamasundar Sahaya it was one
of the most important measures because it dealt with certain
difficulties with which educationists in the country were
confronted and because it also visualised and envisaged what
ought to be the purpose and position of education in the country.

Shrimati Ila Fai Chowdhri remarked, "Now we all welcome
the U.C.C. which is very necessary because such a body for
allocating capital and recurring grants was urgently needed.
Education is such a vital subject that in the budget a
generous slice must be given for it because on that must rest
all planning in the future." Shri K.C. Reddy said that it was
the first and the foremost duty of the Government to interfere
when the educational standards of educational institutions all
over the country were falling down and the Government had taken
a very right step to bring forth the U.C.C. Bill. Shri S.C. Verma
said that the objective of the U.C.C. was great, noble and
deserved support from every quarter. The U.C.C. must be strong
enough and potent enough to meet the objectives. According to
Shri T.S.A. Chettiar the U.C.C. Bill was very important.
because it affected the higher education in this country.
There were certain differences between the British University Grants Committee and the Indian University Grants Commission. The British U.G.C. had no Vice-Chancellor of any University as a member. A Vice-Chancellor had to resign his Vice-Chancellorship to become a member of the British U.G.C., so that he would be absolutely impartial in doling out funds. Secondly the British U.G.C. was directly under the control of the treasury and not under the Education Ministry. Thirdly grants were given with condition or without condition and it was open to the Universities to accept the grants with condition or not to accept them and there was no compulsion about it. The essence of University Administration in England was giving of 'block grants' for the Universities according to the period-bound schemes and programmes formulated by the Universities.

Shri Meghnad Saha who was a member of the University Education Commission said, "It is rather a pity that for six years no action was taken on the recommendations of the University Education Commission 1949. The U.G.C. Bill is not adequate and effective." Shri Tek Chand lent his qualified support to the Bill and was ad-ideus for this Bill but his fear was rather that the Commission did not go far enough powers to launch proper schemes of education and to get them implemented and effected to.
Prof. D.J. Sharma welcomed the Bill as a very small, cautious and halting step. He desired that the Union Education Ministry should take charge of the education of the people of India at all levels. Education must be priority No. 1 in the shaping of any country. The Butler Education Act was passed by the British Government when Hitler was bombarding England because the English Government thought that the most positive achievement of a nation was the sound system of education.

Dr. Jai Coorga remarked that the U.G.C. had a significant contribution to make with a specific purpose of meeting the social and economic needs of the independent and developing India by laying down the priorities in regard to education.

AFFILIATED COLLEGES:

1 Shri H.N. Mukherjee said that vide Section 2(f), the U.G.C. was empowered to select for grants from the affiliated colleges when they thought proper on the recommendations of the University. This provision relating to the financial aid to affiliated colleges of the Universities was not very satisfactory because affiliated colleges 'have been the Cinderella' in the realm of education. They had to be looked after a lot more solicitously by the present Government. These colleges were an example of "Educational Idealism" of which our country should be proud. Like Oxford and Cambridge these colleges developed character and engendered in students' minds a kind of idealism. The Government told there were nine

1Lok Sabha Debate, Nov. 28, 1955, cc. 690-694.
hundred private colleges. How could they assist them? They had no money. But the Radhakrishnan Commission had said, 'it is about time we shed the repetitive emphasis on the lack of monetary resources on the part of Government. Education at all levels, the lowest as well as the highest, has the first priority on the finances of the country.'

Shri Shama Nandan Sahaya also said that "the vast bulk of the student population is served by the affiliated colleges and not by the few constituent colleges. Therefore, in the larger interest of the country, as a whole, it would be a suicidal policy not to provide for effective improvement in the affiliated colleges. What sort of education can a teacher impart if he is not sure that in the first week of next month he is going to get his salary. In most colleges the teachers do not get their salaries regularly. Even the deductions from their salaries toward Provident Fund are used to meet normal expenses of the colleges. This state of affairs does not create necessary atmosphere for proper educational advancement. There is the very great need of making substantial grants for the maintenance of the affiliated colleges if we want to secure the standard that we lay down for higher education." ²

Shrimati Ila Pal Choudhuri said, "The affiliated colleges serve the greatest body of students. Therefore, they must certainly come within the ambit of the grants from the U.G.C. The U.G.C. must give great stress to and find money for three aspects of education i.e. Firstly the proportion between

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¹Ibid.
²Ibid. cc. 95-97, 139.
teachers and students must be made much greater. Secondly certain amount must be earmarked for the universities to spend on the welfare and health schemes of college students. Thirdly the poor students must be given stipends, scholarships and free studentships. It is a shameful thing in a free country of India that only 10% of the students are given student free-ship while in U.K. 73% of the students get some sort of help in one form or another. There is a great need of business colleges and business universities when India is expanding on Industrial lines.

Shri S.G. More said that the existing 900 colleges and 35 universities belonged to the urban areas and to solve the rural problems there must be rural colleges, and we must rescue the rural areas by providing rural education in rural universities with the rural spirit and rural traditions combined with the modern and scientific knowledge. Imposing our urban conceptions, urban outlook and urban approach to life on rural areas was creating a sort of conflict in society.

Shri Altekar said, "The University Education Commission has laid great stress upon rural universities in the last but most important chapter of its report. The Danish People's Universities have worked wonders by raising agriculture to a very high level and by attaining a very high degree of efficiency in education. The villagers must get education when they are carrying on their vocations. 'Teaching by doing' and basic education must be introduced in the village schools and rural colleges. The village boys and girls who study in urban

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1 Ibid. 23 Nov. 1955, cc. 296-299.
2 Ibid. 79, 94, 97, 133-144, 537-47, 549, 561, 589, 595, 597.
schools and colleges are good for nothing as they think that they are educated and it is below their dignity to work in the fields and spoil their clothes. Rural Universities are absolutely necessary and vide clause 12 they can be established for uplift of the nation.  

Professor D.C. Sharma said, "The privately managed colleges are the backbone of Universities. The affiliating universities must be treated at par with the Central Universities and unitary universities and grants to them must not be doled out to them in a higgardly way."  

Shri H.C. Chatterjee suggested that there must be rural universities in spiritual atmosphere to build up character which was much more important than merely academic degrees and diplomas.  

Shri S.P. Singhal welcomed the provision for including affiliated colleges along with the constituent colleges under the purview of the U.G.C. but he criticised the condition that U.G.C. would give grants to an affiliated college only on the recommendation of the University concerned. This created a discrimination because due to party politics in Universities the colleges against the party in power would never be recommended for any grant.

AUIORITY AND ACADEMIC INDEPENDENCE OF UNIVERSITIES:

Dr. M.N. Dass said, "The Government of India, in keeping its true democratic traditions and as a true believer in the academic independence and autonomy of our universities has

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1Ibid. 23 Nov. 1955, cc. 322-330.
2Ibid. 23 Nov. 1955, cc. 356-362.
accepted the report of the Joint Committee in toto with the only amendment which provided for the disbursement of the maintenance grant to the four Central Universities, Aligarh, Banaras, Delhi and Visva Bharati."

Shri H.N. Mukherjee said, "there must be more than nine members in the U.G.C. which should be free from any subservience to Government. Great Ashutosh Mukherjee who had put India and Indian Universities on the research map of the world, in a meeting of Calcutta University Senate defended the autonomy of the University by saying 'Forget the Government of India, Forget the Government of Bengal, do your duty as Senators of the University, Freedom first, freedom second, freedom always.' However I see no reason why Universities should be absolutely autonomous because they have to subserve the objectives of the nation but for the purpose of determination of standards, autonomy should be given to the Universities."\[^1\]

Shri Cunupacum called the U.G.C. Bill and said, "It is one of the essential functions of the Government to see that there are the right type of universities and the right type of education. I believe in the autonomy of the universities but this autonomy does not mean complete independence of educational institutions from Government control and supervision. Government cannot be equated with Parliament. The coordination and determination of standards are constitutionally given to Parliament and not to the Government. Education is a subject which mostly comes within the province of the State and if the Centre has to intervene it can intervene only to limited

\[^1\]Tbid. 23 Nov. 1955, cc. 272-280.
extent to ensure coordination and determination of standards. There must be separation of two functions namely the function of financial grants should be entrusted to the Grants Commission and the other functions should be entrusted to some other body. I am pained to see that this Bill delegated enormous rule-making powers to the Executive. I have objection to Article 27 of the Bill which states that 'defining the qualifications that should ordinarily be required to any person to be appointed to the teaching staff of the University.' In the case of university education too much power should not be given to Government or to the Executive organ of the Government because interference and meddling in day to day administration of the university spoils instead of clearing the atmosphere. \(^1\) He further said that a great disservice would be done to the citadels of learning if too much politics was imported into the university affairs and that independence and autonomy of the universities should not be taken away.

Shrimati Jayashri said, "In order to improve the standards of education, the status of the teachers has to be improved and raised. Central control over the Universities is necessary to check the various dangerous and fisciparous tendencies current in the country. For proper planning all resources should be pooled together. Though the universities are autonomous institutions there should be some central control to see that the finances are properly utilized." \(^2\)

\(^{1}\) Ibid. 24 Nov. 1955, cc. 458-464.
\(^{2}\) Ibid. 23 Nov. 1955, cc. 362-365.
Shrimati Panchakarvarti welcomed the U.G.C. but feared that it might not be used by the Government to dominate the universities under the plea of standardisation and levelling up of education. She said that there was a general recognition of the absolutely certain need for planning, coordination and expanding education and correlating it to the aims and needs of the national objectives but the university education should not become an appendage of the Government. She was opposed to the pernicious clause 20 saying 'in the discharge of its functions under the Act, the Commission shall be guided by such directions on questions of policy as may be given to it by the Central Government.' The U.G.C. must be guided by the philosophy contained in the Directive Principles and it should be the highest authority and by people of academic eminence and therefore, it must be quite free to differ from the particular policy followed by the Ministry of Education. The Commission must be completely independent of the Government and not merely an appendage of the Ministry of Education and the majority of the members of the Commission must be men of letters and representatives of Universities and College teachers, elected on democratic principles. The U.G.C. should be able to guide the policies not as a policeman but as a highly eminent academic body. Clause 14 of the Bill must be liberalised to create friendly relations between the Commission and the Universities. The relation must be not of a policeman and a criminal.

Shri Haridial Sharma said that the Government must keep education quite independent if India was to be kept alive and free and the Government must come as a guide and helper of the Universities. Kunari Annie Masareena welcomed the Bill which was calculated to stabilise education by financial grants from the Centre but she did not like the provisions for supervision of the grants, interference with the granting of degrees, interference with the appointment of officers and teachers, interference with the curriculum and interference in every respect by which the policy of the Government becomes the policy of education. She quoted Professor Radhakrishnan that 'autonomy of universities is an essential condition for their efficient functioning. We should not make in-roads into the autonomy of the universities and their self-respect should not be injured. The academic and administrative freedom should not be harmed as well.' She was not in favour of sections 20 and 21 of the Bill which dictated rules and regulations for the functioning of universities.

Shri S.N. Das was of the view that the Government both at the Centre and States must not interfere in the different organs of the universities like syndicate, senate and separate committees of the faculties. The Government should not unnecessarily interfere in the functioning of the U.G.C. so that it may function with freedom and fearlessly.

2 Ibid. cc. 116-120.
Shri S.R. Dore said, "We do not want a stereotyped uniformity because India is a vast country, with different states having different difficulties, different problems. Mechanical uniformity and coordination in education is very harmful. Education is not some dead material which could be lumped up and given some final shape according to the wishes of the Central Government or any other Government. Education is a thing, integrated with the lives, aspirations and social conditions of the people. Any attempt to create a dead uniformity will create a student who has no life, who cannot expand. Clause 20 gives the Government a supreme hand as far as dictation of policy is concerned. The connotation of the expression 'national purpose' cannot be precisely defined. When there is a conflict between the U.G.C. and the Central Government regarding what is 'national purpose' then vide sub clause 20(11) it is the will or the order of the Central Government which is the deciding factor."

Shri S.P. Sinhal did not like the idea of giving autonomy for universities because the students are indisciplined. In Patna they tore the national flag and then burnt it. He cited examples of indiscipline in other universities like Lucknow and Aligarh where the students took law into their own hands, created disturbance and anarchy and wanted full freedom to copy in the examination. He said that it was a very bad thing to create and tolerate indiscipline in the name of university autonomy as it would be very harmful for the country.

*Arbid. 23 Nov. 1955, cc. 311-317.*
According to Shri K.C. Sodhia, University autonomy should only mean this that the Government and the political parties of the country should not thrust upon the universities their political programmes and political thoughts and the rights of the universities to get financial aid and other assistance must not be snatched away by the Government. It would be very wrong and unjustified if in the name of University autonomy some specialists are permitted to work according to the whims of their own minds without caring for the needs and aspirations of the society.

Shri T.K.A. Chettiar agreed with the suggestion of the Radhakrishnan Report that self-restraint would be called for from both sides, the Universities and the Government. While the Universities are entitled to a certain amount of independence, they may accept guidance from the State as to the large policies that they should follow.

Professor C.J. Sharma expressed the view that instead of exerting indirect pressure and indirect control over education, the Central Government must take up the responsibility for the spread of education at all levels.

Shri V.B. Gandhi said that the powers of the U.G.C. were limited to interfere in the affairs of the universities and there was enough assurance for their independence and prestige. We must build up traditions and establish conventions to govern the relationship between the universities and the U.G.C. and the Government.

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2Ibid. 24 Nov. 1955, cc. 390-391.
Shri N.G. Chatterjee said, "proponents of university autonomy will be happy to find out that the Select Committee has given full guarantee of academic independence and autonomy to our universities. There should, therefore, be no longer any fear of violation of university autonomy. In clause 20(2) the phrase 'policy relating to national purpose' is ambiguous. National purpose here means whatever purpose 'Government thinks best.' Therefore, Government purpose is synonymous with national purpose. That is a very very narrow bureaucratic approach. This clause should not provide to the Central Government or Parliament the right to encroach upon the freedom and autonomy of universities and also the States concerned. There is the danger of tresspassing on the rightful jurisdiction and autonomy of the University and the academic set up. This clause leads us to dangerous grounds because it provides the power to the U.G.C. directly to deal with the constituent colleges and affiliated colleges. In the gamb of giving out doles and stimulating research, the universities will be to a large extent, at the mercy of the Commission which may force the university to recognise any college. These institutions will come directly under the thumb of the Government because 'he who pays the piper may call for the tune.' \[1\]

Shri C.J. Chandrappa gave his opinion that the autonomy of the university and the democratic structure of its bodies are considered very essential in these modern times when we set up new universities. He said, "I strongly feel when I

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\[1\] Ibid. 24 Nov. 1933, cc. 412-423.
say that there should be a guarantee about the autonomy of the universities, by this I mean relative freedom for the students, the teachers and the administration of the university to act on matters relating to administration and finance and also on academic matters. If we want to ensure autonomy for a university, first of all there is this pre-condition that it should have a democratic structure; otherwise all the tall claims and all the declarations that we may make about the autonomous character of the universities will have no meaning. The Parliament should give broad guidelines how the Visitor will nominate to various bodies. Certain essential features about the composition of the Court and other bodies should be mentioned in the university Acts. The students and teachers must get their due and adequate meaningful representation in all the administrative and academic bodies of the universities. Without this the executive becomes a 'highly authoritarian and bureaucratic body' and the Court functions only as an absolutely deliberative body or as a rubberstamp.\(^1\)

**OBJECTIVES AND FUNCTIONS OF UNIVERSITIES**

According to Dr. Motilal Nehru, 'Universities are our national assets. They are the greatest, the supreme educational organisations of our land, named and managed by men of great learning, honesty, integrity and character - men who are universally respected in this country, the Vice-Chancellors

\(^1\)Lok Sabha Debates, August 7, 1974, cc. 208-10.
and professors of our universities. Universities should not be treated in a narrow, parochial or partisan manner. The future of this country depends upon the success that is achieved in the continuous search for new knowledge in the field of science and technology by our students in the universities. Also, the future of our nation depends upon the character, integrity, initiative, directive capacity and leadership of our young graduates developed in our universities. Our universities should be the national centres where students and teachers from all over the country would gather and the true spirit and culture of India should brood over them.\textsuperscript{1}

According to Shrimati Jayashri education should be more realistic so that those who come out of the colleges and universities after higher education can fit in with life and community. It is essential that the teachers must have friendly relations with their students like the former big universities of Takshila and Nalanda.

Shri H.N. Lingam observed that 'in spite of so many Commissions and Committees, Conferences and Seminars on the reorganisation of the University Education, the secondary education and the basic type of education, we have not evolved a national pattern of education and we do not have definite educational objectives and goals to subserve the national ideals by developing the national character of the youth. It is most unfortunate that our young men and women have lost their

\textsuperscript{1}\textit{Lok Sabha Debate, December 12, 1954.}
meetings, not knowing their place and the importance of education. The success of our democracy depends upon the proper type of education which will prove to be the panacea for all ills and which will guide our national philosophy in the interests of ourselves and world peace.¹

Shrimati Ila Pal Choudhri wanted that the U.G.C. must take into consideration the establishment of residential universities like the ancient universities of Takshila and Nalanda where the relations between the professors and students were personal, intense and vital. The frustration and depression that faces the students today was colossal. The youth must be enthused for the welfare and betterment of the country.

Shri Nandial Chande, an of the view that the main objectives of Indian education had been to know the real picture of our culture and to achieve salvation by God-realisation and not to solve only bread and cloth and house problems of life. In our ancient universities the son of a king and the son of a poor beggar used to study in the same environment and under the same circumstances without any discrimination and privileges. Education is that which gives 'Anand' (Bliss) to the soul even after death and..... which makes a man to get salvation from the bonds of birth and death. Our standard of life has been falling down day by day in all respects because of the defective and dangerous system of education.

¹Ibid. cc. 102-105, 598.
³Ibid. cc. 108-116.
According to Shri S.R. Das, it is through our educational system that we are to realise the ideals and goals of our socialistic society of the Sovereign Democratic Republic and assure for all justice-political, social and economic.

Shri S.R. More said, "We must also take into consideration the social aspect while looking at the educational matter. According to the Prime Minister, the creation of a society which is of a socialistic pattern is our objective. In such a society justice-social, political and economic shall be assured to every citizen as has been said in the Constitution. Our society suffers from the ulcers of economic inequalities and social inequalities between the two broad aspects of the rich and the poor. The main source and reason of socio-economic inequalities is the phenomenon of educational inequalities. Our whole educational system must be tuned, must be in accordance with the social objectives. The philosophy contained in the Preamble of the Constitution must control all our actions, all our declarations."  

Shri Atıkar observed that "knowledge and education have been held in very high esteem since time immemorial particularly in our country. It has been said:

'Omam Hoona Pashbhi Samada' i.e. one who is devoid of knowledge has been equated to low animal. By getting knowledge a man is regenerated and gets a second birth. Education must be spread in the very lower strata and every person must have an opportunity for securing knowledge."

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2Ibid. cc. 133-144.
Shri Vithalakar Pantey observed that "It is one thing to open a University but it is quite another thing for what purpose this University is. Our universities must be the fountain-heads of our cultural revolutions. The universities should not only be the medium of knowledge but they must also be the medium of character-building. The universities must teach us about our relation with the world, with our country, with our states. At present character is lacking in India. Many engineers, doctors and scientists and other highly educated people do not know that socialism is and what their responsibilities are. The universities must function to unite the country and not to divide it."\(^1\)

Shri T.C. Savalankar said, "the universities must establish new traditions and new patterns both in terms of research and teaching as years go by. We have to utilize the limited funds for improving the standards and for achieving the peaks of excellence in our universities."\(^2\)

Reading out from the Report of the Committee on the Governance of Universities and Colleges Shri Dool Chand Naga said, "The function of a university to day is not only to enable students to attain excellence in knowledge but also to contribute directly to national development, to furnish an intellectual and moral leadership to the community at large. To day when our nation is struggling to march towards the

\(^{1}\)Lok Sabha Debate, August 6, 1974, c. 219.

\(^{2}\)Ibid., c. 230.
establishment of an egalitarian society based on political
and economic justice and social equality, university education
can no longer remain a passive spectator. The task of
creating a new social order which has assumed paramount
importance today cannot be overlooked by the university
community.  

According to Shri N. Tombi Singh "a university should
be fountain source of unity and consolidation in a State. It
should be able to make the student community a self-respecting
and self-disciplined body."  

Claiming the Government for students indiscipline
Shri Silioo Body said, "You talk about keeping communal peace,
you talk about keeping secularism in the country; you want
secularism only because it can get you a few votes; so that
you can play dice with it. You do not know what secularism
is nor do you believe in it."  

Shri M.J. Parmar is of the view that "no university
should be allowed to become a political playing-field and we
should not be a party to making the students a football in
the political playing-field. A student should be treated as a
student and not as a criminal."  

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1Lok Sabha Debate, August 6, 1974, c. 231.
2Ibid., c. 239.
3Lok Sabha Debate, Calling Attention to Matter of Urgent
According to Shri C.K. Chandrappa the purpose of education is to transform society and to be an instrument for social change. In our country education should be a vehicle to carry the message of socialism, secularism and democracy to the large masses of our people. We cannot do so as long as our educational system is infected with caste and communal elements which should be weeded out.¹

Speaking on the purpose of education Prof. S. Rural Hassan said, "The purpose of education was defined by Jawahar Lal Nehru in the following words:

'A university stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search for truth; it stands for the onward march of the human race towards ever higher objectives; if the universities discharged their duties adequately, then it is well for the nation and the people.'

The purpose of the universities is not merely to provide job oriented education. The basic purpose of the university is to train the mind, train the body and build up character..... We have to fight against obscurantism and superstition; we have to develop scientific outlook among our young people, we have to create in them a spirit of self-reliance and capacity not only to stand on their feet but also to make the nation stand on its feet. We have to fight against individualism, that scourge which brought on 19th century industrial capitalism. The culture of this country is a collective and

cooperative culture where the spirit of competition was not extolled but the spirit of cooperation was. We believe in cooperative living and our education will only grow if we develop the spirit of co-operative thinking and co-operative research and co-operative learning and above all a commitment of society. The educational system in the long run will be tested by its capacity to produce young people answering these qualities, by the capacity of the educational system to support the march of the country towards socialism, secularism and democracy.  

The Parliament has embodied these objectives and functions of higher education in the Central Acts concerning the central universities and the institutions of national importance.

ASSESSMENT OF THE UNIVERSITY GRANTS COMMISSION:

The annual reports of the U.G.C. presented to Parliament provides us a clue to the self-assessment made by it. Every such report shows self-satisfaction and seems to mark a new milestone in widening the frontiers of university education in the country. The work of the Commission has been evaluated and assessed by the Members of Parliament in general, and by the Estimates Committee and the Public Accounts Committee of the Parliament, in particular. From the viewpoint of educational development and social change, the views of the Members of the Parliament and the reports of these Committees are very useful.

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for the students of education and all those persons who are interested in higher education. The opinions expressed in the reports of the Parliamentary Committees and in the debates in the Parliament reflect the view of the people of the country; these opinions are full of objectivity because they do not harbour academic vested interests. In its report of 396 pages, the Estimates Committee\(^1\) (1965-66) assessed practically all the aspects of the functioning of the University Grants Commission. The Committee formed a favourable impression of the U.G.C. for it concluded its report by appreciating the fact that the U.G.C., "within its limited resources and limited authority", had been "trying to perform a very difficult task", that "it has been able, to a certain extent, to co-ordinate the effort of different states and universities and also to maintain some standard of education." The Committee, also felt that the Commission could not be expected to perform miracles, education being a State subject under the Constitution. The observations and recommendations of this Committee reinforce the evidence on the successful working of the Commission. The Committee, however, noted the following:

"The University Grants Commission has neither so far carried out any inspection of any department...of any university nor has the power conferred on the University Grants Commission for withholding of grants, been exercised so far."

\(^1\)Estimates Committee (1965-66), Second and Second Report, (Third Parliament), Lok Sabha Secretariat, New Delhi, April, 1966.
The Committee are surprised to note the lenient attitude of the University Grants Commission in this matter. Once University comes into existence, even against the U.G.C. advice, the Commission rarely withhold funds even though it has always had the authority to do so. As a Commission spokesman told the Estimates Committee of Parliament: "If they are establishing universities under the Act, they can ask for grants from the U.G.C. because they are established by the State Legislature. To that extent we have to give grants, because we have to think of the students. They should not be at a disadvantage as compared with students of other universities, so we have to think of the teachers, salaries and standards."

The Education Commission, 1964-66, with Dr. B. S. Vohra as its Chairman, supported the U.G.C.'s restrained interpretation of its role and function. The concept of the Estimates Committee is not entirely a "fair criticism". The power to withhold grants of the Universities is "an extreme power which is not to be lightly exercised by the U.G.C." 1

The positive incentives of the U.G.C. have been used to develop new departments of the Universities, staff, libraries, laboratories and other facilities, in a manner resembling the "ready money" programmes of Foundations in United States of America. The Estimates Committee has urged the U.G.C. to elicit assurances from the State Governments as well as from the Universities to continue the developmental programmes like

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the increased salary scales of college and university teachers even after the stoppage of grants from the U.G.C. The Committee has also recommended that the teacher pupil ratio must be improved to maintain the standard of education and the malpractices in the selection of teachers must be checked by taking remedial measures by invoking the provisions of Sections 13 and 14 of the U.G.C. Act.\(^1\) The Class distinction and discrimination in education between the richer sections and poorer ones must be totally removed. The Commission should not only allocate funds to those universities which shows progress but they should also analyse the causes of slow progress in other universities so as to devise remedial measures for smooth functioning of developmental schemes sponsored by them. The expenditure on plan projects should be so worked out that there is an even distribution of such expenditure in various years of the plan to avoid hasty and unscrutinised disbursal of amounts in the last year of the Plan. The Universities should formulate and organise suitable courses of study which must be geared to the dynamic changes taking place in different areas of knowledge so that our students may not lag behind those of other countries where constant efforts are made in this direction. It is of the utmost importance that the Commission should exercise its legitimate powers effectively if standards are to be maintained and improved.

\(^1\)Appendix V-5.
The Public Accounts Committee (1969-70) suggested that "the U.G.C. should take note of the changing social values and new aspirations of the younger generation and try to canalize the energies of the students to achieve the social objectives of the country, and bring about a feeling of oneness among the students community through the length and breadth of the country. Central Universities in the country, receive substantial financial assistance from the University Grants Commission. According to the Annual Report of the U.G.C., the block grants given to these universities have ranged from 3 crores to 5 crores in 1966-67 and 1967-68. This is over a fifth of the total out-go of the U.G.C. on various accounts. Apart from these block grants, these universities have also received substantial sums from the Commission by way of developmental grants. In 1966-67, such grants amounted to Rs. 118.42 lakhs while in 1967-68 these grants aggregated to Rs. 25.32 lakhs. Parliament should have some idea of the way in which these funds are being expended. As the grants were given to these universities for a special occasion, the Committee did not wish to comment on the indulgence extended to the Universities by the U.G.C. in the matter of application of the funds. The Committee pointed out that over 50 percent of the grants given to one University, i.e., Rs. 50.37 lakhs was expended on the construction of an Auditorium which was initially estimated to cost Rs. 32 lakhs. In the existing situation in the country

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where due to constraint on resources, adequate laboratory facilities, books etc. so badly needed for raising standards in science, priorities in spending funds earmarked for education have to be of different order. The Committee recommended that a time had come to take stock of the work done by the Commission so far, since 1955 and to chart out a course of action for the future on lines which would help the Commission to cope with its responsibilities better. There is a great need of an objective and comprehensive appraisal of the work of the Commission by qualified experts, not connected with the Commission.

The suggestions and recommendations contained in the Report of the Committee on Standards of University Education, should be implemented to effect proper coordination among the universities and maintenance of their standards of teaching and research. The powers given to the U.G.C. under sections 12, 13 and 14 of the U.G.C. Act may also be invoked, when necessary, to get these recommendations implemented.

An intensive study of the problem of mass failures in undergraduate courses, should be made by the U.G.C. and steps taken to improve pass percentage by raising the standards of teaching.

It should be obligatory on the part of the Universities, U.G.C. and the Government to ensure that there is some uniformity of standards of examinations in different universities.
There must be a close co-ordination of University and non-university sectors in the matter of scientific research. The research departments of universities and national laboratories must properly coordinate their research in science and technology.

The U.G.C. should not be contented simply by making adequate provisions for a good library but should also try to see that the library facilities are properly utilised by the students and also by the teachers.

The U.G.C. should give more consideration to affiliated colleges which teach 25 percent of students and feed the post-graduate classes of the universities. The quality and standard of teaching and discipline in affiliated colleges should be improved on a priority basis. The teacher-pupil ratio must be improved to maintain the standard of education.

According to Prof. Hrumi Hasan¹ the role played by the U.G.C. in shaping higher education is very commendable because the nation has become self-reliant within two decades in regard to scientists, engineers and doctors. To achieve the objective of improving educational standards further, the U.G.C. has laid down certain standards to be followed by universities in the matter of recruitment of lecturers. The U.G.C. wants teaching to be research oriented. This will throw up new problems and solutions to these problems have to be found. Thus both students and teachers can spend their time more usefully and enable the country to make progress.

TYPES OF UNIVERSITIES:

A University is a learned corporate body with a common seal and perpetual succession. In India, as in U.K., Universities are generally incorporated either by an Act of Parliament or of State Legislature. The other attributes of a University are, the admission of students from all parts of the world, a plurality of teachers, teaching of at least one of the higher faculties namely Theology, Law, Philosophy, Science and Medicine etc., provisions for residence and the right to confer degrees, but the possession of all these attributes will not make an institution a University in absence of any express intention of the sovereign power to make it one.

With the rapid growth and advance of education, it is no longer necessary that a University should admit students from all parts of the world. In India, most of the Universities now only have territorial jurisdiction over which they operate. It is no longer possible or desirable for a University to teach students for all the disciplines, like Medicine, Engineering, Science and Technology, and Humanities. Now many Universities admit students to only one branch of knowledge. There are purely, Engineering Universities, Agriculture Universities, Technical Institutes, Medical Institutes, and Language Institutes which are all deemed Universities. In India, at present, there are 114 Universities, including Institutions of National importance and deemed Universities.
In the words of Professor D.C. Sharma 'the universities of this country can be divided into three classes. There are the affluent universities, which are called the Central Universities and then there are the needy universities which are the residential universities and then there are the indigent universities which are the affiliating universities. Lord Beaconsfield said that England could not prosper if there were two nations there, one rich and the other poor. The cause of higher education in this country cannot prosper if there are three nations amongst the universities in this country. Unless that is done away with the University Grants Commission is not fulfilling its functions. The Union Minister of Education has a receptive mind and is a progressive person and I request him to scrap the old Act of the University Grants Commission. The old Act has to go, and an egalitarian treatment, equal treatment, has to be provided to all these three types of Universities in this country. The Central Universities take away most of the money. We cannot have residential universities being treated as poor relations and we cannot have the affiliating universities, like the Agra and the Punjab Universities, and others, treated as orphans of the stock. The sooner this thing is done away with, the better it would be. The establishment of Universities has become a status symbol and every state wants to have universities. If a neighbour State has three, the other State says why can I not have three at least, if not four? If the multiplication of universities
is to proceed so fast and nobody can check it from being so, because after all, the establishment of a university is the State’s concern. The sooner you do away with this artificial, self-imposed, arbitrary distinction, the better it will be. On comparison it can be found that there is a world of difference between the salaries of the teachers of the Central Universities and those of the teachers of other Universities and colleges all over the country. The U.G.C. doles out some money to some States so that the salaries of the teachers should be upgraded. But it has got the habit of taking the horse to the water, making it drink one or two cupfuls and then taking back the water from the horse. How does it happen? They give some salaries for five years and say, ‘we cannot do anymore.’ All the teachers of the affiliated colleges are suffering. Their salaries have been cut down, with the result of the withdrawal of the grant of the University Grants Commission. This is the worst kind of injustice that can be practised upon any teacher....

The distribution of funds of the U.G.C. should be made in proportion to the numbers which the Universities serve, in proportion to the areas which they cover, and in proportion to the number of teachers that they have. The U.G.C. established, in a democratic country and founded with the best democratic ideals, should not perpetuate undemocratic procedures. As the Constitution says, everybody is equal in the eyes of law, every teaching institution whether it is on the plains or on the hills or anywhere else, should be given an equal treatment.  

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Shri Jagdish Bhattacharyya also pleaded the case of non-Central Universities when he said, "New Central Universities are being created and there can perhaps be no grievance from any corner in this regard. Why we feel sad about the whole episode is that while the Centre shows adequate and enough consideration for these Universities they do not seem to attach the same sense of seriousness for the Universities which are not the Central Universities and which have been serving the cause of education in the different parts of the country since long. There are many Universities with great heritage of the past contributions. These Universities today are almost dying because of the lack of financial resources. The consequence has been that they have been compelled to resort to many methods to raise funds to avert their decay and death.... The rate of admission to these universities has fallen steeply over the past few years which has affected the financial position of the Universities very adversely. When such is the situation with the other universities we should naturally hope and expect that the Central Government should adopt a similar attitude of sympathy and give suitable assistance to them as they are doing in the case of the Central Universities."

CENTRAL UNIVERSITIES:

There are, in India, seven central universities which are directly under the authority and control of the Union Government, which is responsible for their maintenance and development. They

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1 Lok Sabha Debate on University of Hyderabad Bill, August 6, 1974, cc. 217-18.
have been all founded under their respective Acts of Parliament, passed from time to time. The Constitution of these universities is almost the same in many respects. A brief description of the history of these universities will be helpful to the students of education and research.

1) ALIGARH MUSLIM UNIVERSITY:

The Aligarh Muslim University, Aligarh, owes its origin to the Aligarh movement which was started by Sir Syed Ahmed Khan in later part of the nineteenth century. This University was established in 1920 under the authority of the Aligarh Muslim University Act 1920 (XL of 1920). With a view to meeting the changing needs of the times several amendments have been made in this Act from time to time vide:

The Aligarh Muslim University (Amendment) Act 1951 (Act No. 62 of 1951).
The Aligarh Muslim University (Amendment) Act 1956 (Act No. 2 of 1956).
The Aligarh Muslim University (Amendment) Act 1965 (Act No. 19 of 1965).
The Aligarh Muslim University (Amendment) Act 1972 (Act No. 34 of 1972).

The last amendment Act was introduced in the Lok Sabha on May 29, 1972 and passed by it on June 1, 1972. It was passed by the Rajya Sabha on June 2, 1972 and it got President's Assent on June 13, 1972. This Act gives additional powers to the University to establish special centres and specialised laboratories for research and education, and for providing instructions through Correspondence Courses or any other method.

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1Lok Sabha debate, May 31, 1972, cc. 244-251; June 1, 1972, cc. 19-227.
It also enlarges the powers of the University to make statutes, ordinances and regulations on matters such as the manner of appointment of staff, procedure for arbitration and appeal, associations of teaching and non-teaching staff, participation of students in the affairs of the University and maintenance of order and discipline in the campus.

In the opinion of Shri Pilao Bady the Aligarh Muslim University (Amendment) Act, 1972 was the 'ugly Act' that the Education Minister 'bull-dozed through Parliament'. The University has ceased to be an autonomous body. Now it is merely a political play-thing of the Education Ministry. Three students and one clerk had been detailed in jail under the blackest Act that the Parliament had ever passed, i.e., the Maintenance of Internal Security Act. In a civilised society, in the year of our Lord, 1973, after 26 years of Independence, they still use such black weapons, Naze, R.G.B. and N.K.V.D. against innocent students in this country. It is too horrid.
The trouble in the Aligarh Muslim University started when the Education Minister, Prof. Nuzil Hasan happened to find his way into the University. He wanted to create a pink empire for himself and he started introducing into the University all manner of people, of his way of thinking, leftists and communists, whom he wanted to infiltrate into the University. The tussle that had been going on there was merely a tussle of the students wanting to keep the 'reds' out of the University
and the minister wanting to introduce 'reds' into the University. The University was closed down out of sheer vindictive arrogance and show of power the minister and his government were showing these students so that they might not defy the authority of the University.¹

Prof. N.G. Parekh said that there was a general feeling that the student community at Aligarh needed to be reassured and the element of uncertainty needed to be eliminated. He requested the Hon'ble Minister to assure the House, the entire country and the student community in particular, irrespective of community or religion, to which they might belong, that the universities in our country would never be turned into political play-things.²

ii) SABARAS HINDU UNIVERSITY:

The Banaras Hindu University Society was registered in 1911 and the Central Hindu College was handed over to this society which was later on dissolved under the authority of Section 20 of the Banaras Hindu University Act 1916 (No. XVI of 1915). The Act came into force on April 1, 1916.³ The foundation stone of the University was laid on February 4, 1916. The University began functioning from October 1, 1917. It is a teaching and residential type of University. The

³Gazette of India 1915, Part V, p. 41.
Banaras Hindu University Act 1915 has been amended a number of times vide:

The Banaras Hindu University (Amendment) Act 1951 (Act No. 55 of 1951).

The motion for consideration of the Banaras Hindu University (Amendment) Bill, 1969 was moved on August 20, 1969 by the Minister of Education and Youth Services, Dr. V.K.R.V. Rao. Shri Shri Chand Goyal moved a resolution under Article 123(2)(a) of the Constitution disapproving the Banaras Hindu University (Amendment) Ordinance, 1969 promulgated on July 17, 1969. He said that a nominated Executive Council for the University which the Bill sought to create would not be able to improve the atmosphere in the University. There were apprehensions that certain interests might thus get nominated because the Bill did not make permanent arrangements for the running of the University, which should be made before long.¹

Shri V.K.R.V. Rao said that the Bill had been introduced specially for a temporary period and was not intended to be a permanent solution of the structure of the Banaras Hindu University. Their effort was to create the right atmosphere.

so that the University could reopen in the climate of peace.
The political or party consideration, said he, would not be
allowed to influence nominations to various bodies. He also
said that the Vice-Chancellor would be appointed on the
recommendation of the Selection Committee which the Visitor
himself would appoint.

Shri N.K. Amin said that the assurance that the Bill
would only be a very temporary measure and the broad question
of the governance of all Universities in the country would be
examined, should have been embodied in the Bill.

According to Shri N.K.P. Senve the Bill was expected to
be instrumental in bringing relief and restoring normalcy to
the disturbed and strife-torn campus of the Banaras Hindu
University.

Shri G. Ranganathan said, “In an atmosphere surcharged with
suspicion and fear, one does not know how far the provisions
of the Bill will satisfy the demands of the students as well
as the teaching community there.”

Shri Vishwa Nath Pandey said, “Unless the interference
of the political parties in the University is checked, peace
cannot be restored there.”

Shri Jharkhando Rai said that the problem in the Banaras
Hindu University was political in nature and a political
solution had to be found.

Shri Satya Narain Singh said, “It would have been better
if the report of the Inquiry Committee was first discussed in
the House and then a Bill was brought on the lines of the recommendations made therein so that a solution can be found of the present ills.”

Shri Bibhuti Mishra said that Government should again order a thorough inquiry so that full facts could come to light about the affairs of the Banaras Hindu University. He said that the overall responsibility for discipline should vest in the Central Government and the Education Minister should look after the administration of the University.

Shri Janeshwar Mishra said, "It was unfair and unjust to provide for a nominated Executive Council and a nominated Court. Students should be given representations in order that they may have a sense of participation.

Shri Chandrajeet Yadav said that in order to find a lasting solution to the problem, the Minister should call a meeting of all eminent teachers and professors and students representatives. The representatives of the students should be taken in the Executive Council and the Academic Council so that they might have a sense of participation.

Shri Raghunath Singh Shastri said that the first thing to do was to see that no political party or leader interfered in the affairs of the University.

Replying to the discussion, the Minister of Education Dr. V. K. E. V. Rao said that the Rajendra Prasad Committee had recommended a nominated Court and a nominated Executive
Council because in their view there should be no persons on the Executive Council or on the Court who were involved either with one group or another. The new Banaras Hindu University Act would be based on the principle of elections and there was no question of nomination being the basis of the structure of the University permanently, he said. In regard to student participation, Dr. Was said that it could not be done in a temporary measure of this nature but it would take time.

Replying to the debate on his resolution, Shri Shri Chand Goyal said that the Inquiry Committee had commented on the conduct of the Vice-Chancellor contrary to assurances given on the floor of the House and had thus gone beyond the scope of its inquiry. He said that strong action should be taken against the parties which wanted to use the students as tools for achieving their objectives and only then the atmosphere could be cleaned.

Shri Shiv Chandra Jha said that the tendency to debar the students from participating in politics should be condemned since it was a big necessity and provision for it should be made in the Bill.

Shri K.C. Madhuver said, "If the Vice-Chancellor is elected by the students, they will have more confidence in him."

Shri Raj Dee Singh said that the atmosphere in the University should be completely freed from groupism and casteism.

Shri C.K. Bhattacharya said that the element of elections should be removed from the University as far as possible as was
recommended by the Radhakrishnan Commission and the Inquiry Commission headed by Shri G.C. Banerjee.

According to Shri Om Parkash Tyagi politics was mainly responsible for the problems which the Banaras Hindu University was facing those days.

Shri Naidu Limaya said that a scheme relating to the students' Unions, teachers' organisations and participation of students and teachers in the management of the University should be incorporated in the Bill in respect of the Banaras Hindu University.

Replying, Dr. V.K.R.W. Rao, Minister of Education, said that a Selection Committee would advise the Visitor in regard to the appointment of the Vice-Chancellor of the University. In the question of nomination of the Executive Council and the court of the University, Dr. Rao said that nomination was only a temporary feature and would be replaced by election. In regard to student participation in politics, he said it was neither desirable nor possible to insulate them from politics. He said that he had emphasised upon the means and Professors of the University, the importance of having student-teacher dialogues, student-teacher councils or some kind of machinery which would see that disciplinary action, when necessary, was taken in a manner that would give the students a feeling that justice was being done. He also appealed to the political parties not to bring in any kind of propaganda or agitation within the University.¹

¹Lok Sabha Debates, Eighth Session of the Fourth Lok Sabha, August 26, 1969.
The recommendations of the Gajendragadkar Committee which investigated the breakdown of order and authority in 1963-69 at Banaras Hindu University under Vice-Chancellor A.C. Joshi, included filling not only top administrative posts but also the membership of the various governing and academic bodies by nominations and not by elections. The implication was clear that the Banaras Hindu University had lost its capacity to govern itself. The University had become to a great degree subject to influence of contending student factions with connections to organized partisan political interests.

iii) DELHI UNIVERSITY, DELHI:

The Delhi University was incorporated as a unitary, teaching and residential University by the Delhi University Act 1922, (Act No. VIII of 1922), passed by the Central Legislature. This Act has been amended a number of times by Parliamentary Acts:


Delhi University has now become a teaching cum affiliating University, as a result of the amendment Act of 1952, with a view to enabling the University of Delhi to conduct Correspondence Courses and to confer degrees or diplomas on persons who pursued
a course of study by correspondence, an amendment was made in the Delhi University Act by the (Amendment) Act No. 61 of 1961. It was brought into force with effect from February 1st, 1962. The Delhi University (Amendment) Bill 1972 was introduced in Rajya Sabha on August 3, 1972 and was passed by this House on August 28, 1972. It was passed by the Lok Sabha on September 1, 1972, and got President’s Assent on June 14, 1972.

On August 28, 1972, the Minister of Education Nurul Hasan moving the Motion for consideration of the Bill said that it was agreed on all hands that ordinances should not ordinarily be issued. However, the ordinance on the subject was a measure of urgency. There was a situation in which, if administrative decentralisation, as conceived of by the University, took place, it would facilitate better arrangements for regulating the rush of new entrants to the university and also for their instruction.

The Act was very clear on the point that “teachers of the University” included teachers whether appointed by the University or recognised by the University or those teaching in the colleges. Therefore, the Academic Council was intended to be a body exclusively of teachers. In terms of statutes, delegation of power by the Academic Council would have been possible. Since that was arousing apprehensions, the Executive Council had recommended to the Government to change the

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nomenclature from "College Councils" to "College Administrative Councils", which meant that the delegation of authority by the Academic Council would no longer be possible. It would now be possible only by the Executive Council. The Bill would not create a situation in which the college teachers would be dissociated from the post-graduate teaching. Under Section 7 of the Delhi University Act, it was the power of the Academic Council, and it would, therefore, not be proper for the House to give any directive in the matter, because the House had given academic autonomy to the University.

The participation of college teachers in post-graduate teaching should continue and it should increase. The Vice-Chancellor had every intention of involving more college teachers with post-graduate teaching and the research work of the University.

In academic matters, no statute would be added, amended or deleted without the concurrence of the Academic Council and the Visitor.

iv) THE JAWAHAR LAL NEHRU UNIVERSITY (Act No. 53 of 1966)

The Jawahar Lal Nehru University Bill was introduced in the Lok Sabha on November 16, 1965, by Shri M.C. Chagla, "to establish a new University named after a very great man, after one of India's greatest sons, Jawaharlal Nehru."

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The original idea of having a second University in Delhi arose from the fact that one existing University in Delhi felt that since the number of students were becoming so large and so many new colleges were being established, there was a necessity for a second University. Some Members urged that it was wrong to set up a University, an Institute of learning, just to study the philosophy of an individual however great and eminent he might be. But according to Mr. S.C. Chagla, the philosophy of Jawaharlal Nehru, has now become a part and parcel of our national philosophy. Jawaharlal Nehru loved the principles of democratic way of life, socialism, secularism, national integration, international understanding and scientific approach to the problems of society, the belief of unity in diversity, the desire to integrate our different languages, our different cultures and our different religious into one nation.

It has become a national University and students and Professors come to this University from all parts of India.

One of the purposes of this University is to have integrated knowledge by promoting inter-disciplinary studies. This university is entirely a teaching and residential university and not an affiliating university. This university like other new universities set up in the United Kingdom and United States, emphasizes the unity of knowledge, not to fragment knowledge, not to teach students science or humanities but to integrate knowledge so that the student who
comes out of the University, comes out as an 'all round' man.

Two experiments are going on at the same time in the City of Delhi. The old University of Delhi is an affiliating University, the new University is a residential one.

This University has also a provision for undergraduate education with different curriculum and different courses. Its jurisdiction is not territorial. The jurisdiction extends to the institution it establishes or recognises. This university has different schools of studies and not department or faculties like other universities.

There is a provision for a Council of Students' Affairs consisting of teachers and students to advise the Academic Council on all matters relating to the welfare of the students and the University.

v) NORTH EASTERN HILL UNIVERSITY

North Eastern Hill University came into existence by the enactment of the North Eastern Hill University Act 1973 (Act No. 24 of 1973) passed by the Parliament and assented to by the President of India on July 19, 1973. The University started functioning at Shillong from August 15, 1973. The Bill to establish and incorporate a teaching and affiliating University for the hill areas of the

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North-Eastern region was taken into consideration by the Lok Sabha on May 7, 1973. While moving the Bill the Minister of Education and Social Welfare and Culture Prof. S. Zulfiqar said, "The House would recall that in November last year, I had come before the House with a Bill with almost a similar purpose but under a different name and with a different jurisdiction. That was the Indira Gandhi University Bill.... I would very briefly indicate the principal differences between the earlier Bill and the present Bill. The first is the name of the Bill which is different. The Government of Meghalaya and Nagaland were extremely keen that this Bill be named after Shrimati Indira Gandhi, but the Prime Minister felt that it would not be a correct precedent, and, therefore, she decided that it should not be called after her." Sri Jyotirmoy Basu said that they had objected to it. The jurisdiction of the Bill is confined to Meghalaya, Nagaland, Arunachal Pradesh and Mizoram. The objects of the Bill shall be to provide instruction and disseminate advanced knowledge and advanced facilities, to pay special attention to the improvement of the social and economic conditions and welfare of the people of the hill areas, and in particular, to their intellectual and cultural advancement. There is a usual clause that the University shall be open to persons of all classes, creeds and castes. The substance of Article 40 of the Constitution, namely, that nothing shall prevent the University from making special provisions for admission of the students of the weaker sections of the people in the north-eastern region, and in particular of
the Scheduled Castes and Scheduled Tribes. The Visitor, has been given the additional power to inspect the administration of colleges in addition to the administration of the University. The Governor of the States of Meghalaya and Nagaland shall be the Chief Rector of the University. The University may start, with the pleasure of the Parliament, another campus in Kohima apart from its headquarters in Shillong. This may mean the appointment of more than one pro-Vice-Chancellor and Dean of studies and so on. The Visitor was empowered to frame within three years the full statutes which would be laid on the Tables of the Houses of Parliament. Among the new features in regard to conditions of service of employees an arbitration tribunal has been added for the non-teaching employees in addition to the teaching employees as well as to students. The right of appeal to the Executive Council has been guaranteed. Suitable provision has also been made for provident fund and pension rules.

According to Shri D.P. Das, the North Eastern Hill area, "is a very backward area and it is indeed a welcome step in so far as the people of this area particularly the down trodden and those at the lowest rung of the Society whom we call the weaker section namely the Scheduled Castes and Scheduled Tribes people, will get a big opportunity of increasing their intellectual capacity and of spreading their cultural heritage. From the geographical situation of the North-eastern region and its diverse languages and cultural
traits, this University at Shillong could have been an ideal place for introducing a multi-media system of education. But no such provision is included in the University Act. It was a welcome step that the name of Indira Gandhi was not associated with this University which would have smelt of personality cult or personality worship. Even the Prime Minister had herself refused to allow the University to be named after her.'

Shri N. Tonski Singh thought that the people of the hill areas and also adjoining areas would now feel a sense of participation, a sense of belonging to the educational activities. Just as in politics a good government was no substitute for self-government, a sense of belonging was very important for a University. If the people of that area felt a sense of participation, if they felt that they are under a University of their own that was a great achievement and that would rouse a tremendous enthusiasm in the right direction among the people of the hilly areas which had so far been neglected, and were backward economically, socially and educationally. He said that an aspect that would have to be borne in mind both in the beginning as well as in the later days by the University in the discharge of its functions was that it should not graft the cultures from outside but should develop the rich traditions of the hilly people.

Shri K. Marak thanked the government for realising the urgent need of the day for the people of the North-Eastern Hill region. He was glad to see that the government was
determined and keen to give them life and light and provide gears for accelerating the development of the people of this area and for ending ignorance, poverty and misery by pressing the process of economic and social transformation. Shri Bool Chand Bagga was of the opinion that according to Clause 3 "The Visitor shall have such powers as may be prescribed by the statutes" but Clause 23 says, "The Executive Council may, from time to time, make new or additional statutes or may amend or repeal the statutes referred to in sub-section (1)." The Visitor of the University is the President and according to this Bill his powers shall be curtailed by the Executive Council. This means that the Executive Council is superior in powers to the President. Constitutionally it is not a good thing.

According to the political argument of Shri Indrajit Gupta the whole background of how this University had come into being was also something which was abnormal. Just as the delegation of powers was abnormal, the whole historical background of the evolution of this University was also abnormal. 1

vi) UNIVERSITY OF HYDERABAD

The University of Hyderabad was established by the University of Hyderabad Act (Act No. 39 of 1974) passed by Parliament. The Act received the President's assent on September 3, 1974 and came into force on October 2, 1974.

1. Lok Sabha Debates on North-Eastern Hill University, May 7, 8 and 9, 1973. cc.329-352; cc.198-239; cc.313-328.
On August 6, 1974, the Minister of Education, Social Welfare and Culture Prof. M. Muzul Haen moved for consideration by the Lok Sabha the University of Hyderabad Bill 1 'to establish and incorporate a teaching University in the State of Andhra Pradesh and to provide for matters connected therewith or incidental thereto'. As a part of the six point formula for Andhra Pradesh it was envisaged that a Central University would be established at Hyderabad to augment the existing education facilities in the State of Andhra Pradesh. The main features of the Bill were recommended by a working group under the chairmanship of Dr. George Jacob, Chairman of the University Grants Commission. This University is unitary one and its jurisdiction extends not only to its own campus at Hyderabad but also it has been empowered to establish other campuses if it so desires, in other parts of Andhra Pradesh. It has the power to establish and maintain special centres and specialised laboratories for research in places outside the jurisdiction. The other powers and objectives of the University of Hyderabad are more or less the same as in the case of North Eastern Hill University. It has been provided that the University should offer three years honours courses and two years master courses, one year M. Phil. and other research courses. The basic structure of the University of Having schools providing for inter-disciplinary studies has been provided. The other main features of the Bill are:

1Lok Sabha Debate on The University of Hyderabad Bill, August 6 and 7, 1974, cc. 205-230 and 196-205, respectively.
The University shall be able to collaborate with other research institutions which have been established in Hyderabad, particularly the research institutions which are being financed from various Central Government sources.

The University shall accept the semester system and new techniques of evaluation and examination.

Admissions to the University shall be on an all-India basis and admission tests may be prescribed for admission to different courses if the university considers so fit.

There shall be no reservation for candidates belonging to a particular region or State.

It shall be legal for the University to provide reservation for scheduled castes and scheduled tribes.

The President of India shall be the Visitor of this University as he is the Visitor of all Central Universities.

The Governor of the State of Andhra Pradesh shall be the Chief Hector of this University.

The usual offices have been provided for, namely, the Chancellor, the Vice-Chancellor, the Pro-Vice-Chancellor, Deans of the Schools, Registrar, Finance Officer etc. The initial appointments of the officers were made by the Visitor, as was the case in the North-Eastern Hill University.

For the initial period of the first three years when the University was being established the main bodies were nominated by the Visitor.
Shri C.K. Chandrappa was of the view that this University should also stand for promoting national cause and national goals as per our Constitution, as pronounced by Parliament. Secularism, national unity and democracy should be the goals which should be put as objectives in Clause 4.

According to Shri K. Narayana Rao, the objectives in establishing a Central University at Hyderabad are twofold—one is to solve the immediate problems faced by the people residing in the twin city of Hyderabad; the second is the long term objective, namely, for establishing a higher centre of learning so that there would be greater opportunity for the people for higher education. The objective is to diversify and diffuse the centre of higher learning; there would be much greater mobility which will ultimately lead to the national integration.

vii) VISVA-BHARATI:

Visva-Bharati was incorporated as a University by The Visva-Bharati Act, 1951 (Act No. XXIX of 1951) passed by the Indian Parliament. Some amendments have been made in the Act.

On April 11, 1976 Mrs. Indira Gandhi asked university teachers and academicians not to confine themselves to the four walls of classrooms but to enlarge their spheres of activity and create a national atmosphere for social transformation. She was of the view that the educational

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1 Inauguration address at the Convention on "Problems and Patterns of Development-Education, Democracy and Social Change" at Vigyan Bhavan, New Delhi.
system should be related to rural needs and rural problems. She went a step further to suggest that education should be linked to rural vision as well. The Prime Minister referred to a legacy of the alien rule, namely, an inferiority complex some people still suffered from and said the tendency to denigrate everything Indian and looking upon everything foreign as being superior must end.

In the light of the views of the Prime Minister, if we examine the Central University Acts, as they stand presently, we find that they do not reveal any social purpose or commitment other than teaching, research, and extension, for which the universities can be held answerable to the society at large. It seems that the University Bills are prepared in a routine manner and they "include many things which are not particularly helpful, and there are omissions which are rather pernicious." It must be conceded that the University Acts are drab legal documents drafted by civil servants of limited vision of bureaucracy. According to Shri B.N. Mukerjee experience of the country in regard to Central Universities so far has not been particularly happy. We have Banaras, Aligarn, Visvabharati and Delhi; almost everywhere all the time from year's end to year's end there is something or the other which is happening which tarnishes the image of our country. At least when we had the Jawahar Lal Nehru University

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1Lok Sabha Debate, August 7, 1974, c. 263.
Bill on the anvil of Parliament, we discovered that there was an effort to try and set up a University of the type which would be commensurate with certain of the national requirements of today. I know that Jawahar Lal University has turned out to be a white elephant of an institution with high-falutin pretensions but with a performance which did not square up anything like the expectations which had been roused.¹ The Central Universities Acts are dismal proposition, melancholy formulations, completely inadequate statute, and utterly unimaginative things. In these Acts there is no provision to create a democratic atmosphere in the University. The students and teachers are not given proper representation in the Executive. The teachers, students and the non-teaching employees all must find representation in the various bodies of the Universities. If the Executive, the court and other bodies of the University are constituted democratically then only there will be a guarantee that a democratic decision may be taken in regard to matters of administration and academic matters.

In none of the Central Universities is there a direct representation of the State Governments on any of the bodies of the University. According to the Union Education Minister it would be creating a difficult precedent if Parliament were to take the view that a Central University would be an institution created by Parliament but it would also at the same time be responsible even partly to another legislature. Explaining a

¹Lok Sabha Debates, August 7, 1974, c. 203.
point raised by Shri Padma Laxmi, Prof. Nurul Hassan explained that all the information regarding the Central Universities would be available to the State Government concerned through the Governor who would be the Chief Rector of the University and would provide a link for close collaboration between the State Government and the University.¹

The Parliament is taking more and more interest in the education of the youth and it is hoped that necessary amendments would be made in the very near future to satisfy the critics of the higher education and university legislation both by the Union and States when education becomes a concurrent subject. It is a healthy thing that the Centre is at present preparing a plan under which students would devote about a year to nationally-identified problems on completion of their degree courses. The identified problems could include eradication of illiteracy, health and sanitation, abolition of the ills of dowry, drinking and untouchability and other issues facing the nation. The college students must be legally bound to make at least five illiterate people literate during their three years of the colleges or universities.

With regard to the security of service of university teachers and other employees of the non-teaching staff, full protection and safeguards have been provided in the University Acts passed by the Parliament which have made the provision by :

¹Lok Sabha Debate, August 7, 1974, c. 243.
a) providing for the right of appeal to the
Executive Council; and
b) the right to demand a tribunal in which there
will be three persons, one of whom will be the
nominee of the teacher or the employee concerned.
The initiative also is left with the employee or
the teacher or the student concerned and not
with the university.

The experience shows that this fully meets the needs of
the employees and teachers. In the Central Universities this
right has been given to employees and students and teachers
and this has fully safeguarded their interests. The poor
employees do not have to invest a lot of money in going
through various legal processes; they can argue the case
themselves or through their colleagues who may understand the
rules or through a professional lawyer if they so desire.
The whole procedure is flexible and it has provided guarantee
to the employees and teachers about their security of tenure.
The involvement of teachers and students in the various
processes of the universities is an essential part of the
learning-teaching process. This involvement has been
visualised by Parliament while passing the University Acts
but different academic communities have attempted to provide
this involvement in different ways. The Jawaharlal Nehru
University has attempted to do it in one way. Delhi
University is seeking to do it in a slightly different way.
In other Universities other formulae have been evolved.
Therefore, the principle of the teachers and students involvement and participation in the administration of the universities has been accepted by the Parliament. Only the basic framework of the powers of the three bodies, the court, the academic council and the executive council has been provided in the acts. But all these provisions do not satisfy Hon'ble Members like Shri Madhu Limaye who desired that the fundamental and broad principles of the Constitution of all the bodies of the University must be contained in the principle Act passed by the Parliament. The other details can be provided in the delegated legislation through the statutes, ordinances and regulations. Shri Madhu Limaye also desired that in the appointment of Vice-Chancellors, the academic community must have some say and this appointment should not be made by the Visitor alone.¹

viii) OPEN UNIVERSITY :

On 27.1.1976 the Union Education Minister gave an assurance in the Lok Sabha that an open university would be set up in New Delhi within two or three months. Such a university would go a long way in giving educational opportunity to those persons who were unable to get formal education in universities. It would also cater to the needs of those who wanted to improve their professional skills while working and earning their bread.² Such an innovation of an open university should be well planned and executed. There can be no doubt that

¹Lok Sabha Debate on University of Hyderabad Bill, August 7, 1974, cc. 236-267.
the Open University idea has tremendous potential in the developing nation of India. Proper planning and preparation must precede the experiment. The great changes that have come about in the means and systems of communication should doubtless be taken into account, as will be “the university of the Air” as well as other variants of the Open University, in determining a structure that will be most appropriate and useful in view of the size of India and the special educational problems facing her. The long reach of communication media, now extended by satellites and other ways, is an obvious advantage. As a result, learning can be dispersed to students who now have to converge on and crowd in colleges and universities. This form of informal education will help to ease the population pressure somewhat on the conventional centres of learning, thereby enabling a measure of rationalisation in the educational system. There must be a certain degree of flexibility in respect of student’s age and qualifications. Particular needs of the different students of different regions must be kept in mind while making use of the Open University experiments in Britain and elsewhere for the establishment and structure of an Open University at Delhi under the local authority of the Parliament.

DELIVERY OF BOOKS AND NEWSPAPERS (PUBLIC LIBRARIES) ACT 1994

The Delivery of Books (Public Libraries) Act 1994¹ (Act No. 27 of 1994) was passed by the First Parliament in its sixth session. This Act was amended by:

¹The Statement of Objects and Reasons was published in Gazette of India 1993, Ext. Pt. II, p. 1152.
The Delivery of Books and Newspapers (Public Libraries) Act 1954 (Act No. 99 of 1956) which was given President’s assent on December 29, 1956.

Such an Act was essentially needed for the proper development and improvement of the library facilities in the country. The Parliament considered libraries essential for encouraging scholarship and knowledge. In other countries of the world this type of Acts are named differently as Legal Deposit Act, Copyright Deposit, Copy Tax or Delivery of Printed Books Acts. Such Acts are extensively used for the development and improvement of libraries in all the advanced countries; and they help the National Libraries to be storehouses and repositories of the respective national cultures not only for the living generation but also for the future generation, by collecting, preserving and serving in a more comprehensive and useful way all the printed works in art, science, philosophy, religion and all other branches of knowledge, in the form of books, pamphlets, magazines, journals and newspapers etc.

The Parliament of India passed this Act "In order to promote libraries in India and to encourage scholarship, it was considered necessary to build up good libraries, and for this purpose, it was desired to acquire not more than four copies of books and publications in India. One set of books so acquired would be deposited in the National Library Calcutta,"
and the remaining three sets would be utilized for important libraries. The Amendment Act 99 of 1956 brought the "Newspapers" also within the purview of the Act. It has been provided that the Newspapers and other publications all over India would be made available in the public libraries for the dissemination of knowledge and encouragement of scholarship among the people of the country.

The Act expresses the policy of the Parliament with regard to the provision of all the necessary facilities for the National Libraries of the Country; for the general use of all the citizens of the country. The previous ad-hoc provision of libraries at the Centre and in the States was not satisfactory. Since India is a very large country with vast area and large population with diversities of language, provision of one National Library was considered quite insufficient by the Parliament which thought it desirable to establish more Libraries at different Centres in the different regions of India. Under the authority of the Amended Act, the Parliament decided to establish the following four Regional National Libraries in the four regions of the country:

1. National Central Library Delhi for Northern Region,
2. Comenius Public Library Madras for Southern Region,
3. National Library Calcutta for the Eastern Region, and
4. Central Library Bombay for Western Region.

The Parliament has undoubtedly performed a laudable and useful action by passing this Act which has proved to be very helpful for the encouragement of scholarship and dissemination.

1Ibid.
of knowledge among all the classes of people. The salient features of the Act are:

1) Vide Section 3 (i) the Act places a duty on every publisher to deliver, at his own expense, to each of the four National Libraries, a copy of each book published by him within thirty days from the date of its publication.

2) The book to be supplied to the National Library shall be the best copy i.e., having best paper, stitching, sewing and binding with all maps and illustrations etc., while other three copies shall be of the ordinary edition as presented for sale.

3) Vide section 3 A the publisher of each newspaper shall deliver at his own expense one copy of each issue of such newspaper as soon as it is published, to each such public library as be notified in this behalf by the Central Government in the Official Gazette.

4) The publishers have to deliver their books and newspapers to those Libraries in addition to those which may be required under Press and Registration of Books Act 1867.

5) Vide section 5 any publisher who contravenes any provision of this Act or any rule made thereunder shall be punishable with fine which may extend to fifty rupees (and if the contravention is in respect of a book, shall also be punishable with fine which shall be equivalent to the value of the book, and the Court trying the offence may direct that the whole or any part of the fine realised from him shall be
paid by way of compensation to the public library to which
the book or newspaper, as the case may be, ought to have been
delivered.

vi) Vide Section 8, the Central Government is empowered
to make rules to carry out the purposes of the Act by
notification in the Official Gazette.

vii) Vide Section 6 this Act is to be administered by
the Central Government only, through an Officer empowered in
this behalf by a general or special order.

viii) Vide Section 7 the Government publications are also
brought under the purview of this Act but the Act does not
apply to the books and secret documents for official use only.

The Act is quite comprehensive but it would have been
better if all the four copies to be supplied to the four
National Libraries were of the best quality having best paper,
stitching and finish. Under this Act the publisher is required
to supply the free copies of the newly published books at his
own cost to the National Libraries but it would have been a
desirable incentive to the publishers if a provision had been
made under the legal authority of which the postal authorities
could deliver these free books and publications gratis to
the National Libraries in the manner of Legal deposit Act in
the U.S.A. At present there are only four National Libraries
that are benefited by this Act; but in a very vast country of
India they do not meet fully the library demands of the citizens.
Therefore, there is a need for an amendment in the Act to provide for the establishment of at least one National Library in each of the twenty-two States. When the literacy percentage is about twenty-nine percent and the people are mostly illiterate and ignorant, they cannot make forceful demands for the establishment of such libraries in their States, it becomes the bounden duty of our Legislature at the Centre to make suitable amendments in the compulsory library legislation, as has been suggested by McTolvin in words:

"There can be no doubt that in every country there should everywhere be adequate library services and if this cannot, or is not likely to be achieved with the free will of the appropriate authorities, powers to compel must be given to appropriate State or National Agency."¹

It is high time that the Parliament must take positive steps for the provision of mass education through public libraries for the less favoured classes as Edward James O.C.M.P. said once in his speech:

"The more they could divert the attention of the people of this country from the public houses, gin shops, beer shops and places of that description, by opening such institutions as free libraries, and enable them to cultivate their minds, the more effectively would they diminish and put an end to the degrading vice of drunkenness, which now brought about so much misery, wretchedness and crime."²

¹McTolvin, B.L., Public Library Extension, Paris, Unesco, 1951.
²Henry Crville, In (Rev.) James Hole, An essay on literary, scientific and mechanics institutions, 1893, p. 171.
The living conditions of the Indian masses are still very poor and alarming though it is encouraging that the country is going ahead with 20 Point Economic Programme which must also have included the provision of better and free public library service. Our Parliament must realize that Public Library is a supplement to the formal system of free Public education and a source of information and inspiration to persons of all ages and a resource of continuing education and re-education beyond the years of formal education and as such, deserves adequate financial support from the Government at all levels.\textsuperscript{1} As the things exist today "the administration of this Act seems to be a failure as there is no coordination between the Library Departments of States and the Librarians of the State Central Libraries. Moreover, there is no reliable source wherefrom it can be checked as to which publications have been passed on to the concerned libraries. Since each State is to have a State Central Library of its own, it is but advisable to streamline the working of the Act,\textsuperscript{2} on the lines suggested here. We should take guidance from the Public Library Acts and Decrees passed in U.K., U.S.A., and U.S.A. In Britain the Public Library Acts of 1900, 1959, 1960 and 1969 passed by the British Parliament have made many revolutionizing provisions one after the other to give immensely improved library service to the citizens. Similarly in the U.S.A., the various library Decrees

\textsuperscript{1} Education Code of California State.
of 1917, 1934 and 1959 on the organisation and management of Mass Libraries have made the provision of availabilities of books and newspapers on a wider and better scale all over the country. Since education is to be made a concurrent subject in the near future necessary steps must be taken by the Government to form a statutory body as National Library Council of the U.C.I.E., for the coordination and development of library services in all the States and Union Territories we should be encouraged to organize and establish mass libraries or public libraries on the pattern of political, administrative divisions of the country. The importance of free library services was highlighted by Lenin in the words "Books represent a tremendous force. We must provide readers with large reading rooms and also with mobile libraries so that books can go to the readers."

On January 30, 1903, while declaring the Imperial Library Open, Lord Curzon had said, "It will be a proud and happy reflection if I am able to say that I found Calcutta without a library worthy of the name, and left it with a first class and well organised institution." Though it was a great service to the people for the spread of popular education, Maulana Azad, in 1924, when he was a boy of sixteen years, was refused entry into this library which is now known as the National Library for India and was thrown open by him, to all who wish to use it, on February 1, 1953, when he was serving India as the Union Minister of Education.
This is the age of highly advanced science and technology and no nation can progress without proper education and research in these fields. After 1958 the Union Education Ministry was divided into two separate Ministries, as such education in science and technology lies within the purview of the Ministry of Scientific Research and Culture, and therefore, the discussions and debates on Science and Technology, and Engineering etc. do not directly concern the study. However, it is mentioned that the Central Parliament passed the following important Acts concerning Technical Education:

Indian Institute of Technology (Kharagpur) Act 1956 (Act No. 51 of 1956).