

UNIVERSITY OF HYDERABAD CONVOCATION ADDRESSES

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UNIVERSITY OF HYDERABAD

FIRST CONVOCATION

Saturday, the 6th April 1985

Report

by

Prof. B.S. RAMAKRISHNA

Vice-Chancellor

Chief Rector, Governor of Andhra Pradesh, Mr. Chancellor, Sir, distinguished Chief Guest, Members of the Court, Members of the Executive Council, Members of the Academic Council, Graduates, Students, Ladies and Gentlemen,

Before I begin my report on the genesis and development of the University of Hyderabad, allow me the pleasure of extending to all of you a warm welcome on behalf of the University and on my own behalf. I am particularly happy to have in our midst our Chancellor, Mr. G. Parthasarathi, who is not only known for his knowledge of foreign affairs and policy planning but also for his long experience in education and university matters. We are happy to have with us our Chief Rector, Dr. Shankar Dayal Sharma, who is not only a man of public affairs but is also the Chancellor of all the State Universities of Andhra Pradesh. We are pleased to have with us Mr. P.V. Narasimha Rao, who has held many important portfolios in the Government and played an important role in founding of this University. Besides, he is an educationist and the *kulapathi* of the deemed university Dakshin Bharat Hindi Prachar Sabha in this very city itself. Never before have we had such a triumvirate combining learning, knowledge and wisdom on the dias in this University. I welcome all of you, Sirs, and stand beholden to you.

It is a rare privilege given to the Vice-Chancellor of any university to summarize it its first convocation the

progress the university has made in its first ten years. I shall try to do this job vis-a-vis the aspirations of the University and its expectations. I shall try to discharge this solemn responsibility as truthfully and faithfully as my knowledge of the University and my understanding of education enable me to do.

CHRONOLOGY

The University of Hyderabad came into being as a part of the so called "Six-point Formula" to augment the facilities for higher education in the State. The chronology is indeed brief. A working group under the Chairmanship of Dr. George Jacob, the then Chairman of the University Grants Commission, was constituted in 1973 to work out a plan for establishing the University. On the basis of its recommendation a bill was introduced in the Parliament. The University Act received the assent of the President of India on 3rd September 1974 and came into force on 2nd October the same year. The first Vice-Chancellor, Professor Gurbakhsh Singh, assumed charge on 1st November 1974. On 17th November, the late Kuman Padmaja Naidu made a munificent donation of her ancestral property, the now historic building of the Golden Threshold. Exactly a year later, Shrimati Indira Gandhi dedicated the buildings to the University.

On 25th March 1975, the Government of Andhra Pradesh made a generous gift of a plot of land of 2300 acres. The land, as you can see, has a rugged beauty being endowed with rounded granite boulders carved by wind and rain and small natural lakes that are now parched and crying for care and protection.

The first batch of admissions were made in November 1975 and the University began its work using

the laboratories and facilities of a number of host institutions in the city, in particular, Regional Research Laboratory, Central Institute for English and Foreign Languages, National Institute for Rural Development, Administrative Staff College, Electronics Corporation of India Ltd. and many others. In November 1976, the Fifth Plan Visiting Committee visited the University. On the basis of its recommendations, the UGC had sanctioned a grant of Rs. 6.00 crores in March 1977 for the V Plan period. During the Sixth Plan period a further sum of Rs.9.20 crores was approved. A substantial part of it, however, will be realized only during the Seventh Plan period. During the same period the University also received approximately Rs. 1.48 crores from various funding agencies like Department of Science & Technology, Council of Scientific and Industrial Research, Indian Council of Medical Research etc., for the research projects it has undertaken for them.

A BLUE PRINT FOR DEVELOPMENT

The Fifth Plan Visiting Committee which took a far-sighted view of university education, laid great emphasis on the creation of Schools of Studies in place of the conventional Departments as the basic structural units. The Schools were to be centred around certain broad disciplines, would have to develop a global view of the advancing front of knowledge and would make every effort to stay at the forefront. The Committee was emphatic that the University of Hyderabad was not meant to be just one more university in the country patterned on traditional lines, with an insulated department to cater for each subject. Any attempt at moving towards reconstituting conventional departments should be summarily checked.

Concerning the recruitment of the faculty, the Committee stated that the faculty must be selected on an all-India basis for its academic excellence. Since no university can gather under its roof all the experts that it needs, the Committee suggested that the University should make liberal use of the expertise available in the twin cities and draw heavily on visiting professors.

The Committee recommended that students should be admitted on the basis of a competitive examination and that, in order to attract talented students, the University must have an adequate number of scholarships. The Committee warned the University that the work of the universities in India often is of no relevance to the needs and aspirations of the people and to avoid the repetition of this mistake, the University should keep in close touch with the work of the national laboratories and industries.

To develop along these lines the Committee advised the constitution of

1. a School of Mathematics, Information & Computer Science
2. a School of Physics
3. a School of Chemistry
- 4 a School of Life Sciences
5. a School of Humanities
- 6 a School of Social Sciences
7. a School of Environmental Geosciences and
- 8 a School of Creative Arts

For this purpose, the Committee recommended 174 faculty positions, a Central Instruments Laboratory with modern equipment and a Central up-to-date library. The Committee also Urged that buildings should be designed

to encourage inter-school communication and cooperation and that they should be constructed in a phased manner. The UGC generally accepted these recommendations in March 1976, deferring, however, the starting of the School of Environmental Geosciences and the School of Creative Arts to the Sixth Plan period.

PROGRESS SINCE INCEPTION

Ten years is not a long time in the life of a university. Even as the age of universities goes in India, the University of Hyderabad is still a child but, I venture to say, is not childish. One would not ask of a ten-year old child what it has accomplished; one would rather ask what its expectations are and where its ambitions lie. But, challenged to speak of its accomplishments, if any, the University could indeed talk of some small accomplishments, outstanding for its age, for its size of 700 students and 100 teachers and for the money spent on it. The work of the University is getting recognized both in the country and abroad. The School of Chemistry is recognised for special assistance from the UGC and is selected for assistance under the COSIST programme. The faculty members have received many coveted awards and prizes. Two young professors, Professor Govardhan Mehta and Professor Girish S. Agarwal have won the prestigious Bhatnagar awards in Chemistry and Physics, respectively, before they were forty. Another former professor of the University, Dr. Balasubramanian, now with the centre for Cellulose and Molecular Biology, also received the Bhatnagar award in Chemistry. Professor Jain, Head of the Urdu Department, received the distinguished Sahitya Academy award. Dr. (Mrs.) Ratna Naidu, an eminent sociologist, received the Ghurye award for her book *Communal Edge to Plural Societies: India*

and Malaysia. Dr. E.D. Jemmis and Dr. K.D. Sen received the no less coveted INSA Young Scientist award and two more young scientist awardees will soon be joining the University. My colleagues and the distinguished gathering will bear with me if I refrain from cataloging all the prizes and awards received by the academic community and conclude by voicing my firm conviction that much greater rewards are in store. Quite a few members of the faculty are Fellows of distinguished academic bodies in India and elsewhere. In fact, not only our teachers but also our students seem to be getting so many invitations from within and outside the country that the Vice-Chancellor often finds it difficult to carry on with the normal work of the University.

In a short span of some seven years, the University has published over a thousand papers, trained (in round figures) 800 students for the Master's degree, 400 for the M Phil degree and 50 for the Ph.D degree. On a *per capita* basis this is an enviable record for any university of its age. It would take me far too long to list all the research and teaching activities of the University. You must bear with me again for referring you for more detailed and specific information to the Annual Reports. I have to be content here with saying that the University has developed a sound academic base on which to build the superstructure. "The lecture work of the University, for instance, is organized on a semester basis with a large number of elective courses which gives scope for the introduction of new subjects without great difficulty. We have a central library which compares in current literature, though not in the number of holdings, with the best of university libraries in India. We have acquired some sophisticated laboratory equipment like the mass spectrometer and the scanning electron microscope. We

have a number of spectrometers for infrared, nuclear magnetic resonance, photo acoustic and laser-Raman studies. Very soon we expect to have a liquid helium plant in operation. We are acquiring also several small computers which we expect to link up to a mainframe computer soon. The University has held a number of conferences including an International Conference on Gonadotropin Releasing Hormone and is going to host towards the end of the year the Diamond Jubilee Session of the Indian Philosophical Congress.

But most satisfying is the fact that the Alumni of the University are well received both in India and abroad and that they do not face the unemployment problem after graduation. It is seven years since the University has been awarding Master's and M.Phil degrees and some four years since its has started awarding Ph.D degrees. To this day, not one alumnus has come back to the University in search of a job. That speaks volumes in favour of the quality of training they receive. The University of Hyderabad is one of the very few universities in the country that has no reservations of any kind - except, of course, for the scheduled castes and scheduled tribes that admits every one of its students through an entrance examination, that runs its courses in time, holds its examinations in time and declares the results in time. It has no problems of ragging, of vast amounts of uncollected dues from the residents of hostels or of unauthorized residents in them. It has no interference from political bodies of the State or the Centre. It did not have to declare at any time what has come to be known as a 'zero-year*'. At a time when the universities are worried about problems of drug addiction, I am glad to be able to say that the students of this University are thinking of how to eradicate the evils of smoking, drinking and drugs and to

carry their message through audio-visual methods to high schools where it is easier to inculcate good habits. I could easily get eloquent on the achievements of the University, but we still believe in this University that modesty is a virtue to be cultivated. I shall be content with saying that though the University of Hyderabad is a child, it is a very healthy child, endowed with the potential to grow into a mature institution that can play a valuable role in the intellectual development of the nation.

But a child, however, gifted it may be, does not realize its full potential unless it is given proper nourishment, wise counsel and above all, the love and affection that it needs. Those who attended on the circumstances of its birth can very well remember that in a very real sense, the University of Hyderabad was an act creation even if the C in creation were not a capital C. There was no school or college out of which it grew into a university. It came out of nothing that is material. It was born out of the will of the people. But it was not born with a silver spoon in its mouth to be declared an institution of national importance. It had to come up the hardway. Though it was not exactly a Spartan child, it had acquired many Spartan habits. We still live in a Spartan way as a look at any of our offices, school buildings, hostels or laboratories will show. The first laboratory and lecture classes were conducted with tables and chairs improvised from construction planks and empty bitumen drums. We were inspired by the same zeal that inspired Marie Curie to distil radium from pitch-blende in a cattle shed. In fact we are perhaps, unique in starting our academic work 10 years a head of our building development. But we cannot continue in this fashion without our growth becoming, as one journalist had warned, stunted. Students, teachers and buildings are the three legs of the tripod upon which

the University rests and the three legs must grow together if the University is not to tilt one side or the other. Some seven hundred post-graduate students (400 boys and 300 girls), hand picked as it were, and a hundred teachers even more carefully chosen, and a campus of 2300 acres seems at first sight to be an enviable position for any University to find itself in. It indeed is, until we recall that the University is in a country that has 750 million people and that half of them are now under the age of 15. Degrees, we may delink with jobs, but knowledge, we cannot. Jobs are not a substitute for knowledge; they are the means for making the end products of knowledge. In a world that is becoming knowledge-based and in which human intelligence is about to be augmented by computers as muscle power was augmented by machine power in the industrial revolution, the universities have a greater role to play than ever before in history. The teenagers of today brought up on the movie and TV have grown up with a craving for knowledge as no generation had been before and jobs are not alternatives to knowledge. Beset with problems of unions, faced with perpetual shortage of funds, and the resulting upheavals in universities, we sometimes begin to doubt if university education is what the youth really want. I submit in all sincerity that we cannot allow a dichotomy between jobs and university education to develop in our thinking. It is a matter of knowledge and jobs, not knowledge or jobs. In a global society that would soon be knowledge-based, we in India cannot restrict the spread of knowledge except at our peril. The universities, despite their poor performance in recent years, despite their failures and despite all their unholy acts, are needed more than ever before, for they are the "bedrocks of knowledge on which alone democracy can be built to its full stature.

I am aware of the shortage of funds to open more universities; I am aware of the inadequacy of the workspace in the existing universities; I am even more aware of the shortage of good teachers, but I do not understand why universities in India must work for only seven hours a day from ten to five and not from 8 AM to 10 PM - in shifts as it were - as indeed some institutions do in freezing cold and biting winds. I do not understand also why teaching must be done only by a few full-time teachers employed by the University. What debarbs an experienced judge, lawyer, medical practitioner, scientist, engineer or artist, not in the regular service of the university, to come and teach a course outside the ten-to-five working hours. I do not understand, too, why university education should be restricted to a limited age group and why we cannot have in a class room a mix of young students, the not-so-young employed people, housewives and even the older age group who are young enough to learn. We have in the twin cities themselves any number of young men and women who are eager to learn, experienced men and women who have all the expertise that we can wish for, and all the wealth of books and periodicals we could ask for. The University has even a place right in the heart of the city where, with some necessary additions, it can extend its facilities to a very large number of men and women, even working men and women.

Yet, I would not like to lull you into thinking that the horoscope of the University of Hyderabad is good and that its future will be bright. As I said a little while ago, the University of Hyderabad is a ten-year old child, which, in this age of advanced communications, is subject to a variety of influences. It has no immunity against the many diseases that afflict universities these days. In the free

atmosphere of a university, good and bad thoughts can thrive equally well. Nurturing independent thinking and research is like rearing a young bird: If you hold it too tight it will die; if you hold it too light it will fly.

I should perhaps recall again the statement of the founding fathers of the University that it is not meant to be one more university patterned on traditional lines. But signs are there that in the University teaching and research are clustering around the traditional subjects. All the disciplines that are there in the University are already there in almost all the major universities and for a much longer time. More serious is the fact, that many important and professional disciplines, like medicine, engineering, management science, etc. are conspicuous by their total absence. It is high time, therefore, that the University should initiate schools of study that are relevant for the years ahead. It is none too soon to reactivate the proposals to have the School of Environmental Geosciences and the School of Creative Arts. It is even more urgent to start schools of medicine and engineering in an interactive environment with the schools of science which have now come of age. It is no less important to start now a School of Ocean Science so that we do not have to depend upon other nations to explore and exploit the resources of our coastal Seas. Last but not the least is the necessity to bring about a synthesis of the cultures of Humanities and Sciences, which have so far been diverging from each other. Would the University of Hyderabad have the courage to take the untrodden paths or would it remain content with going along the safe trodden paths of knowledge? It will have to make the decision soon.

The main restriction on the growth of the University

whether it is increase in admissions or introduction of new disciplines is due to the lack of buildings. The University has planned accommodation for only 150 students, which would, of course, increase to some 450, but that is nowhere near what a residential central university would need if its facilities were to be fully utilized. The University needs also housing for its teachers and its non-teaching staff. The University needs School buildings for the Schools of Social Sciences and Humanities in addition to the Science Complex building and the library, building which we are about to start constructing. A massive building programme is a prerequisite for further growth of the University.

Which way the University will go, whether it will go the way of others before it or whether it will play a useful role in the development of the nation will not depend merely upon its wishes. It needs the resources and the support and the affection of the nation. It is ultimately for the people who wanted the University and the Government that established the University to decide what sort of a university it shall be. I can assure both of them that the University of Hyderabad is the safest place for investment and it can veild dividends expected of it.



UNIVERSITY OF HYDERABAD

FIRST CONVOCATION

Saturday the 6th April 1985

Address

By

Shri. G. PARTHASARATHY

Chancellor

Shri P.V. Narasimha Rao, our distinguished Chief Guest, Dr. Shanker Dayal Sharma, the Chief Rector of the University, Mr. Vice-Chancellor, Members of the Faculty and students of the University, Ladies and Gentlemen:

On behalf of the University, I extend to you a warm welcome and my greetings. The convocation provides an opportunity to a University, as a community of learning, for introspection, for critical self-assessment and for looking into the future. In the case of our university - the latest addition in the network of Central Universities, the youngest of the seven sisters, the first to be established to the south of the Vindhyas - the first convocation is an occasion to look back with modest satisfaction at a decade of intense activity first, to evolve a system of innovative curricular as well as research programmes, which would not be a mere duplication of what is being done elsewhere but a net addition to the academic endeavours of the nation; and second, to build a campus and physical infrastructure to house and support the planned academic work. We, in our own humble way, are an integral part of the national renaissance ushered in by our "tryst with destiny", contributing in our own specific way, to the transformation of colonial underdevelopment into self-reliant national development.

Institution building is no easy task and needs total dedication. I would like to pay a tribute to Professor B.S. Ramakrishna, the second Vice-Chancellor of the University, for his contribution to the development of the University. It would be appropriate also to

commend the work of the members of the Faculty for the standards they have maintained in teaching and research.

The national movement for independence, inspired and led by Gandhiji and Jawaharlal Nehru showed the way to a new India - a democratic, secular and socialist India wedded to a humanistic approach to all men and all things, to a genuinely scientific temper, a fastidious demand for a true quality of life in our villages and cities, an attitude of tolerance, which carefully avoids indifference or smug paternalism and a receptiveness to all human experience. Gandhiji and Panditji had set themselves the goal of building a humane and equitable social order. Our graduating students are inheritors of this great and noble tradition. While congratulating them on this auspicious occasion. I would like to express the earnest hope that they would dedicate themselves to these values and work hard towards the "haven of freedom** in which Rabindranath Tagore wanted us to awake from our slumber of slavery.

The structure of higher education, inherited by independent India was quantitatively microscopic and qualitative!) disfunctional. The enrolment in higher education per lakh of population in 1947-48 was as low as 30, corresponding approximately to the figures for present day Swaziland or Somalia and a little less than those for Lesotho

Adequate and rapid expansion of this inherited miniscule was necessary in view of first, the need for import substitution in the field of the intellect and the building up of a self-reliant academic structures; second, the projected needs of planned economic

development; and third, the pressure from those who were denied higher education for centuries but who saw the possibility, however distant and difficult, of acquiring a university degree which was wrongly or rightly regarded as a passport to a white-collar job. The magnitude of growth and expansion may be assessed from the fact that the enrolment in 1982-83 was nearly 18 times the enrolment in 1950-51. It is quite possible that the Indian higher education may have expanded during the fifties and the sixties without due regard to quality. The dangers of artificially-induced expansion, however, became obvious within a few years and attempts were made to develop centres of excellence in selected universities. This policy resulted in the emergence of a few enclaves of excellence and to the widening of the gap between such centres and the rest of the system.

The University of Hyderabad has rightly set itself the target of becoming a centre of excellence. Some of its schools have already acquired positions of significance in the country and a place on the world map of the intellect. It would, however, be erroneous for it to consider itself an enclave of excellence. On the contrary, it should develop as a mode of diffusion so that other institutions in the region get the benefit of its curricular reforms and its research experience.

A central university would be playing its desired role in the national system of higher learning to the extent that it has the capacity to perform such a diffusion function. The sphere of higher education in the country has unfortunately become quite fragmented as a result of a high degree of institutional inbreeding and the decreasing magnitude of inter-

regional migration of students and faculty. It is hoped that central universities like ours would contribute, particularly through their admission and recruitment policies, to the knitting together of the diverse elements of higher education into a truly national system.

The University will be in a position to play such a role to the extent it gives adequate emphasis to the three-fold function of higher education — Teaching, Research and Extension. Teaching at universities does not only impart the accumulated social, cultural and scientific experience of mankind to the newer generation at the highest level but also performs the "mother" function of teaching the teachers at all levels and builds its bridges with the generation of knowledge. It is a complex task, which does not only call for pedagogic skills of a high order but also the ability to weave within it the continuing stream of generated findings.

The research function relates to the generation of knowledge and its consequent extension along the frontiers. The distinguishing characteristic of education at the tertiary level is the symbiosis between teaching and research. It is the university which, by bringing the two together, enriches and strengthens both. The university is the abode of the unending research-teaching-research continuum, through which the understanding of the being as becoming is being perpetually deepened.

Institutions of higher education are no longer considered to be ivory towers, wherein eggheads contemplate on the problems of the universe in splendid isolation from the rest of society. Integral links between such institutions and the community lead

to mutual advantage. It enables the community to benefit from the expertise available in such institutions. It enables the teachers and students of these institutions to acquire a sense of social relevance and deepen their understanding of nature and society.

I had mentioned earlier that a University is a community of learning. Teachers and students are integral parts of the scholarly community. Decorous conduct is vital in an academic community for the pursuit of scholarship but it is equally important that there is mutual understanding among the various segments of the university community. And it will be desirable to devise carefully worked-out mechanisms for constructive cooperation among students, teachers and the administration.

Our university, situated as it is in the City of Hyderabad, has a special role to play in national life. The city is itself a product and a symbol of the composite culture of the nation. The north and the south, the Hindu and the Muslim, the historical and the contemporary have mingled together in the crucible of time to produce a cultural synthesis with a beauty and character of its own. The meandering lanes of the Androon-i-Baida has a Hyderabadi ambience, which transcends diversities and in which all can take equal pride. It is the national duty of the students and faculty of the university, who breathe this fragrance of unity in diversity, to ensure that this composite culture is preserved and national integration strengthened.

In order to be able to perform such a function, the university should base itself on a broad view of education itself. The ancients believed in knowledge

being a seamless web and the contemporary understanding also emphasises the multi-disciplinary and holistic approach. It has, for example, been suggested that the process of development cannot be analysed with the limited tools of economics alone, and that the human sciences like History, Psychology, Sociology, Geography. Linguistics, would have to be brought in for purpose of diagnosis as well as prescription within a holistic frame.

The role of the humanities and the social sciences in particular needs to be emphasised in the context of Inter-disciplinary studies. The humanising role of education is increasingly becoming crucial in a world threatened by a nuclear winter, persistent disparities between and within nations and the yearning of people all over the world for a peaceful and just international order. I am happy to be emphasising this point in the company of our distinguished Chief Guest — Shri Narasimha Rao who is known of his literary sensibilities and his scholarly interests. He is a splendid example of a person engaged in public affairs who is imbued with a humanistic culture. We know that he has been under severe pressure during this period, engaged as he has been in important negotiations both at home and abroad. That he has come to us under such circumstances reflects his deep involvement with education and his keen interest in our university.

Thank You



UNIVERSITY OF HYDERABAD

**FIRST
CONVOCATION ADDRESS**

Saturday the 6th April 1985

By

P.V. NARASIMHA RAO

Minister of Defence
Government of India

Mr. Chancellor, Mr. Vice-Chancellor, friends:

I am grateful for the opportunity you have given me to be here with you today. To be with young minds is always an ennobling experience. To be with young minds in a young institution is even more so. Although no longer young, I can still recognize freshness and agility of mind when I see them at work. I would like to congratulate all those who have received degrees and wish them all success in life. May the country ever remain proud of them.

I have, quite advisedly, resisted the temptation of accepting convocation assignments right and left, over the past few decades. I chose only a few Universities, among them some with which I was in some way connected. This University happens to be one such, in the sense that I was connected with it before it was born. Thereafter, however, it became impossible to visit your University otherwise than as a trespasser. I am therefore doubly thankful to you for making it possible for me to visit you as an invitee for the first time.

This time last week I was in Soviet Central Asia. There, in the sun-mellowed beauty of fabled cities and the warm memory of men who gave them life, my mind returned to Hyderabad, as it did a hundred times before when I was far from Indian shores. Hyderabad runs through the veins of some of us and whenever we tend to be lost in by-lanes, it reminds us of the vastness and greatness called India. We know its strengths and understand its weaknesses; when the tempo of the day tires us, we seek peace and equanimity in this haven of harmony.

This institution came into being under a formula which was devised in order to save the integrity of the State of Andhra Pradesh by providing opportunities of higher education on a non-regional basis. Before signing the informal draft of the Six-point formula. I had implemented its unwritten seventh point by resigning my Chief Ministership of the State. Standing in front of you today, I feel an indescribable joy of fulfilment. Seeing me for the first time, I do not know how many amongst you can realize the intensity of my feeling; I do not expect you to.

This University was born in the "Golden Threshold". Some of us have lasting and inspiring memories of that hallowed place. Since many of us believe in "Sthala Mahatmya" we should expect the University of Hyderabad to remain for ever a confluence of scholarship, grace and intense patriotism.

I recall that the objective of the University, to start with, was to fulfil a felt need of the State, namely, to get over the regional restrictions pertaining to University education in the capital of the State. In that view, it was originally meant to follow the pattern of any other University, minus the regional limitation. Since this limitation would have operated in any institution started in those days under State legislation, we had to create a Central University established by an Act of Parliament. This is how the intended supra-regional character of the University look on a truly national dimension. The most welcome feature is that along with the territorial scope, the content of the University also underwent a transformation, no longer patterned on traditional lines but in the vanguard of the advancing front of knowledge, with a task-oriented and inter-disciplinary approach.

This is the very first Convocation of the University. There is no past performance to go by. The test of the new pattern deliberately adopted here is yet to begin. One would naturally feel handicapped in making any definitive observations on how the pattern has worked or is likely to work in future. To that extent, whatever is said could only be tentative. Yet I am inclined to hope that some new ground has been broken in the organization of the different branches of knowledge and that greater flexibility of choice and endeavour has been made available to the students.

A characteristic of greater institutions is that those who participate in their creation and growth rarely have the time or the capacity for a detached look, a glance at their own handiwork. They are so much an integral part of the edifice that they get little perspective. You came here ten years ago. to a land with pastoral beauty of rock and lake. You explored the spots which would yield water and with water, brought life to the campus. You tended the land without, I presume, tampering too much with the rugged beauty of the "Gachi Bowli" area. To a campus without a place to work or study, you brought the buzzing activities of the nucleus of a University. All this, I am sure, signifies considerable achievement within a few short, initial years.

A hundred years ago, the then Prime Minister of Hyderabad, Salar Jung said: "The nature of Indians is averse to sudden and violent changes of any kind. What they have contentedly lived under for years, to that they will persistently adhere. They have a settled repugnance to the unsuitable, the unknown and the untried".

This judgement, like all such judgement about India and Indians, has proved to be true only upto a point.

Salar Jung would very possibly not recognize India, or Hyderabad, today. He would also have modified his views and acknowledged India's capacity for innovation and willingness for change not at all violent but almost imperceptible while it takes place but change of vast dimensions nevertheless. This change has come about through many decades and is mirrored in all its seven hundred million facets today. Each one of us is, and wants to be, different. Each of you, I am sure, see the future as something new but all his/ her own. It is this quality of individual excellence and our ability to attain it that account for the large number of trained Indian doctors, engineers, scientists and other professionals flourishing and so much sought after, abroad. It is this that has placed us amongst the world's ten largest economies, amongst the world's eight leading nations in the publishing field, in the top three in terms of the human reservoir of scientific manpower.

But this success of individual excellence does not necessarily reflect an identical measure of national achievement. Our achievements within the country are quite impressive by any standard; but it has to be admitted that they do not quite measure up to our actual needs. Our men and women of medicine are highly valued abroad, but we cannot find more than one doctor for several thousands of our population within the country. The tenth largest national economy belongs to the fifteenth poorest nation. Proud as we are of our achievements in the publishing industry, our literacy is nothing to be proud of. Agricultural advance does not assure the power to purchase and *per capita* access to food leaves much to be augmented. Science has crossed the threshold of space, yet left many of our human settlements untouched.

This all round hiatus bothers us all. as it really should. It is quite obvious that our progress has to be located simultaneously at many points which represent different levels of development. Since we inherited a society bristling with the complexities of extreme inequality, we have necessarily to cater to the jet and the bullock cart cultures at the same time, not to speak of the plethora of stages in between. And when we speak of science and technology, we ought to mean their effective utilisation appropriate to all the stages of development. If it means the use of advanced computers at one level, it should also mean a perceptible increase in the efficiency and output of the bullocks by equally vital improvements in the design of the cart. By the way, this long-standing but unarticulated demand of the bullocks does not appear to have been implemented, to date.

It may not be a good idea to place before the graduates, on the day of their rejoicing and achievement, a grim picture of future tasks and prospects. Yet certain realities cannot be wished away and you cannot turn a blind eye on them, especially because they are, in essence, challenges to science and technology.

I shall start with your own institution. You have initiated several healthy trends, several welcome departures from the beaten track. But in the history of post-independence education in India, there has never been a dearth of fresh ideas and intentions to depart from the beaten track. Whether in methodology or in content, several innovations were decided upon. But sooner than later, they were somehow found unworkable, cumbersome or not worth the trouble. In the result, they were either greatly diluted or abandoned altogether in due course, in sharp contrast to the conviction and determination which had attended their adoption. While

glancing through the report of this University, I find that two new features are already endangered within the first few years, first, the letter grading system seems to be on **the** way out; second, conventional departments are tending to reappear, threatening the more scientific interdisciplinary approach which you had started with.

It would indeed be a pity if, as a result of certain difficulties in implementation, the University reverts to age-old but largely untenable methods. Both the new features I have just mentioned are educationally sound and ways and means should be found to surmount whatever difficulties have come in their way. I am inclined to think that this is possible.

A look at the educational scene today clearly reveals that there are no soft options available to us. We saw Basic Education foundering *on* the rocks of apathy. vocationalization at the +2 stage being observed more in breach, work experience programmes not taken off in right earnest, centres of excellence still very few and far between, examination reforms permanently in cold storage, de-linking of jobs from degrees being adumbrated for the nth time - and meanwhile, the backlog of all these desirable programmes weighing us down to desperation. Evidently, something half-hearted, some diffidence, some reluctance to face the problems squarely, has come over us, somewhere down the line, or at several points along the line. We seem to lose nerve at the very first encounter with a hurdle. At this rate, everything in education will only stagnate and become irrelevant to changing situations. It is time that we refuse to get discouraged and decide to stick to the innovations we consider right, with determination born of conviction.

Broadly speaking, the problems of education could, at least partly, be traced to the problems of population. Taking the current birth rate, minus the rate of infant and child mortality which alone is relevant to primary education, the new entrants to the school-age fold may be put around 2.2 crores annually. This, of course, is a very rough estimate. Unlike our mythological child devotee Prahlada, all babies, regrettably, are born illiterate. Be they princes or paupers, they all need schooling from the beginning. Taking the figure of 2.2 crores as the constant annual additional pupil force and assuming that the existing drop out of the first five years is to be eliminated, we have to cater to 11 crores of pupils at the primary stage alone, which puts the total number of primary school teachers necessary for the country between 25 and 30 lakhs depending on the teacher-pupil ratio. Add to this the need for class rooms and other normal facilities and we have a fairly clear idea of the magnitude of primary education alone. Finally, if we project the needs on the basis of the Constitutional directive of fourteen-year schooling, the requirements of educational infrastructure become truly massive.

Even so, the achievements of the past 34 years are quite impressive. According to available reports the enrolment in primary classes is expected to be of the order of 8.5 crores in 1984-85. That leaves a balance of about 2.5 crores uncovered, which represents the measure of the task to be completed in the next few years, at the primary stage alone. The figures could similarly be projected to cover the 14-year schooling target which, of course, makes the task much more difficult. On the whole, however, it has to be observed, with satisfaction and pardonable pride, that the problem of quantitative expansion in education is well on the way to solution, even in the

context of increasing population- While making the marginal expansion still outstanding, it would now be possible to adopt an essentially quality-oriented approach from the Seventh Plan onwards. Improved facilities and teaching aids, better training to teachers, massive use of the Television-video-computer combination and many such devices at once suggest themselves. But apart from these. I should like to emphasise the need for far-reaching innovations in the structuring of educational administration. The Directorates of Education should have a parallel, autonomous complement which exclusively attends to the myriad aspects of quality, entirely free from and unsaddled with mere administrative duties such as transfers, pay-bills etc. From my own experience, I can assert confidently that where this approach was tried even partially, the results were very encouraging.

I would like to observe, at this point, that the principle of fourteen-year schooling is not only in compliance with the Constitutional directive, but has its own independent validity. Only after the fourteen-year schooling period could a boy or girl be called literate and qualified to learn other skills, without the danger or relapsing into illiteracy. This stage, therefore, is crucial in the educational process. I would plead therefore that the entire spectrum of 6-14 years be hereafter treated as one continuous time-frame and not be sub-divided, as was sometimes done in the past, no doubt mainly for the sake of convenience and physical manageability. I am glad to note that our Seventh Five-Year Plan is contemplating to project the target of covering the entire age-group of 6-14 years and to complete the backlog too. It is only then that our educational edifice would come to have a solid base.

The story, however, does not end here. Coming to higher levels of education, inadequacy of facilities has become the chronic malady, compounded by increasing needs, Plan after Plan. The educational pyramid needs strengthening at all levels simultaneously; no single level can wait until the others are fully taken care of. Deterioration is found at all levels and any improvement, to be effective, should necessarily be of an integrated character.

Taking the numbers passing out of High School as the basis, the dimensions of the programme of vocationalisation at the +2 level could be roughly worked out. The full implementation of the Class-I-VIII spectrum would leave us with about 2.2 crores boys and girls passing Class VIII. Even if a reduction of the order of one-third is taken on account of failures, drop-outs, diversions into the job market etc., we would still be landed with about 1.3 crore High School leavers to attend to. Even if the current volume of enrolment in the universities, viz, about 35 lakhs, which many consider very high already, is to be retained, we shall have to find job-oriented education for about a crore matriculate candidates annually. And if a sizeable portion of the present level of university enrolment is intended to be prevented, the above figure of one crore would correspondingly increase very considerably in the coming years. In any event, this would represent the order of the commitment on job-oriented education needed in future. In other words, the potential of vocationalisation available at present would have to be augmented several-fold. It remains to be seen whether accomplishing this task within the Seventh Plan period is going to be feasible. If it is not, the rush on the universities is bound to continue as before.

If, on the other hand, we do succeed in providing job-oriented courses to these matriculate candidates numbering about a crore, what will they do after completing those courses? Where are the jobs to absorb them, either by way of employment or self-employment? We will then be facing even a more formidable problem, considering the fact that a graduate *simpliciter* would be more willing to remain unemployed than a technically qualified candidate. The inexorable pre-requisite of vocationalisation, therefore, is the capacity to find job or work opportunities on a really massive scale. The projections currently being made in the Seventh Plan fall far short of the requirements estimated above. This is a matter for serious reflection.

Besides, we have always acknowledged the need to regulate technical education so as to meet national needs and to avoid excessive surpluses. Technical education being much more expensive, this is the correct approach. It would, therefore, fly in the face of sound policies to seek to create job-oriented courses merely for slashing down admission to the universities. Dumping a large number of youngsters from one field on to another, merely to get rid of them, as it were, would only amount to a panicky jump from the frying pan into the fire.

The only sensible course of action that commends itself under the circumstances is -

- a) to continue the effort to provide job-oriented education in conformity with national needs;
- b) to attempt rapid industrialisation so as to augment employment opportunities as much as practicable;

- c) to limit formal university education to what is considered necessary and manageable, consistent with the requisite standards;
- d) to open up vast educational opportunities through open universities, correspondence courses and other methods needing minimum infra-structure; and.
- e) to de-link degrees from jobs.

I shall now briefly refer to the last point, viz., de-linking of degrees from jobs. The first obvious exception to this proposal is technical education. We cannot, for instance, de-link an M.B.,B.S. degree from a doctor's job. Nor can we de-link the diploma of a job-oriented technical course from the job relevant to that course. If de-linking, therefore, would be limited to ordinary arts or science degrees and would presumably envisage the degrees being replaced by specific tests relevant to the jobs. A National Merit Examination has also been proposed in this behalf, whose details and implications would, I hope, be available at an early date. Meanwhile, however, it appears fairly certain that once the National Merit Examination is instituted, it could again result in something similar to the present-day graduate degree. If the universities refuse to instruct students for this examination, a large number of teaching shops, charging exorbitant fees or other remuneration, are likely to spring up, leaving students of the weaker sections in the lurch and leading to predictable tensions in the society. These developments need to be anticipated and obviated in time and the merits of the National Merit Examination assessed carefully. One can only hope that the whole exercise will not bring us back to square one. After all,

whichever way one looks at the scenario, the fact of the matter is that we are dealing with a situation of almost unmanageable numbers, which simply cannot be wished away, howsoever we may juggle with improvisations. Success, therefore, is bound to be limited; the main question is how to maximise it within the given outside limits.

We are now seized with the problem of formulating a comprehensive policy on education and a blue-print on higher education policy is under active consideration. There is the urgent need to review our education policy, not only because we have completed four decades of Freedom, but even more because the next century is knocking at our door. What does this entail?

Writers, futurologists in particular, talk about Megatrends and the so-called revolution in technology initiated by electronics is listed as an over-arching Megatrend. I can readily think of some issues related to these developments. First, electronics technology leads to a revolution in information and this revolution transforms the whole structure of industrial production as also of intellectual advancement. In other words, computers have opened up new vistas for the production of goods and services. Thus, in one sense, this is a higher phase of the industrial revolution that the world witnessed during last century. But where the old industrial revolution did not give a direct fillip to the advancement of learning, the revolution in electronics in itself constitutes a direct tool for the phenomenal transformation in our learning process. In this sense, the electronics revolution is probably more benignly related to the intellectual advancement of society than the old Industrial revolution had ever been. Secondly, in terms of

the Third World's accessibility to this new industrial revolution, we are on more favourable ground. This qualitative transformation in technology is contemporaneous to the post-colonial stage in world history. Despite the difficulties in both the timing of the new revolution and the pressure of the efforts of the Third World, we have better access to the mysteries of the computer technology than what the age of classical industrial technology' afforded a century earlier to our ancestors in our part of the world.

To some extent, the high salience of manpower potentialities in the area of electronics vindicates the hope I expressed above. Third World scientists figure very prominently in both R&D establishments and in industrial establishments relating to the field of electronics even in the developed world. I am proud to reiterate the well-known fact that Indians are in the forefront in this area. Given all these favourable factors, we are in a position to catch up with the new industrial revolution and the initiation of our new educational policy would enable us to emerge into the electronic age.

I have been told that your faculty has been recruited from both the Higher Institutes of Technology and the Universities in the country. This is an ideal synthesis to undertake the new orientation that we are talking about. Again, being a young University, a majority of your faculty would be there occupying high positions by the time we enter the 21st century. This will have given your faculty and students the desired capability to adapt to the changes in the performance of the tasks of the Universities. Above all, as a University of the Centre, and perhaps the only one of its kind which is really centrally located with a high degree of familiarity with contemporary problems, your role in incorporating

changes in educational policy will be much sought after. Therefore, you would *do* well to take the necessary leadership in carrying out the on-going review of the higher educational policy. Obviously, you will also be in the lead in the implementation of such policy.

I shall now say a few words about research, with particular reference to this University. Timur's grandson Ulufbck, who was a great scientist and astronomer, said several centuries ago, "Religions disperse like mist; Kingdoms come down. But the Works of the Scientists remain for ever". It is heartening to know that research is accorded high priority in this University. Being a new institution, you had the advantage of beginning with the right priorities, without the burdens of an outdated past. I am happy that your research output is already impressive and bids fair to register greater achievements. But I have no means of ascertaining to what extent the University has maintained close contacts with National Laboratories and industries and enhanced its own involvement in the real problems of the day. Since you have been working with some of the most modern equipment, one would expect you to liaise with a field like Defence Research and Development which is adequately represented in Hyderabad itself. It is an important facet of any University's culture to interact constantly and closely with the scientific community in the area in which the University is situated. We know of many technological!)- and culturally-progressive cities in the world which have benefitted from such interaction. In this respect, I consider that your University is ideally located. Hyderabad is a unique city wherein we find a galaxy of scientific institutions, technological centres and Universities pursuing practically all aspects of scientific endeavour Nuclear Physics, Geology, Electronics,

Metallurgy, Molecular Biology, Genetics, to name but a few. It has also been said that a very large number of scientists and engineers live and work at Hyderabad alone.

This should provide a unique opportunity to this University to interact and enrich the society it lives in. This University's competence in Pure Sciences should provide its scientific leadership and know-how to the many institutes and industries based on those science.. This could prove to be a lasting and mutually beneficial partnership.

There are laboratories, teaching institutions and production agencies totally dedicated to the country's defence preparedness in the city. These have been established to provide the necessary scientific and technological leadership in defence. It is well-known that technologies in defence determine the outcome of wars today and thus constitute the back-bone of national independence and honour. In that view, the Hyderabad University has a common cause with these organisations. In addition to providing the much-needed technically qualified young graduates, it can also provide the basic science cover needed for the defence technologies. The sciences need not be esoteric: pure mathematics can help in cryptology, computer sciences in software and language development and physics in a spectrum of technologies. I would therefore commend the building up of this interaction. I do hope that these aspects have been fully engaging your attention and that the fact that they have not been mentioned in your report is entirely fortuitous. There is no doubt that as we go along, there will be more and more occasions to assess your achievements and to find justification for the extra high

Investment which this Central University entails, to the envy of many other institutions in the country.

It has often been pointed out that as a nation, we are not very good at pooling our talents and capabilities. This need not be true, in-as-much as our country being totally committed to the development of science and technology, this commitment must bring us all together to the common task of building a strong and technologically-advanced India.

Thank you,

Jai Hind.



*Report
by*

Prof. BH. KRISHNAMURTI
Vice Chancellor

SECOND CONVOCATION
Saturday, the 7th March. 1987

Esteemed Chancellor, Justice Hidayatullah, Distinguished Chief Guest. Dr. Parthasarathi, Members of the Court, Members of the Executive Council, Members of the Academic Council, Members of the faculty and the administrative staff of the University, New Graduates, Students, Ladies and Gentlemen:

On behalf of the Executive Council and on my own behalf, I deem it an honour and privilege to extend to you all a very cordial welcome to the Second Convocation of the University of Hyderabad. The University held its first convocation nearly at the end of the first decade of its existence in April, 1985 but the Second Convocation, we are happy to say, comes not too long after the first.

I am particularly happy that a person of the stature and eminence of Justice M. Hidayatullah presides over the Second Convocation as our Chancellor. As the Chief Justice of India he guided the judiciary of our Republic and served a full term as the Vice-President of India and as the Chairman of the Rajya Sabha. He held with distinction the highest office our Republic can offer, officiating as President during 1970. By his own life and work Justice Hidayatullah has been a shining example of India's secularism and integrity. It is also our good fortune that the first Chancellor of this University, Dr. G. Parthasarathi has kindly agreed to be the Chief Guest to address the Second Convocation and to grant us the honour of conferring on him the first honorary degree of this university. Though Dr. M.S. Swaminathan originally agreed to receive the honorary degree of Doctor of Science in person, he informed us that he was unable to come owing to an important meeting of the Board of Trustees of the International Rice Research Institute, of which he is the Director-General.

Major Administrative Changes

My predecessor, Professor B.S. Ramakrishna completed his extended term of office as Vice-Chancellor on January 14, 1986 and I took over as Vice-Chancellor on June 11, 1986. Professor S. Nagarajan, the senior most Professor of the University, performed the duties of the Vice-Chancellor during the intervening period.

As I entered on my new office, I realised that the most important problem was the inadequacy of the physical facilities which constrained the growth of the university in terms of student intake and faculty development. There were three men's hostels, one research scholars* hostel and one ladies' hostel on the campus with a total capacity to accommodate 550 students. Although construction work began on a number of other buildings — the Science Complex, the A type, B type and C type quarters for the administrative staff, the administrative block, the computer science building and the building for Chemistry under the COSIST programme — either the activity slowed down or came to a halt. The University Grants Commission sanctioned the construction of a central library and a building for the Schools of Humanities and Social Sciences

I set myself to these tasks first and took a series of measures to accelerate the pace of construction of the unfinished buildings. I am happy to report that, as a result of these efforts, a number of buildings have either been completed or are nearing completion. The first phase of the administrative block has been completed. 12 'A' type and 8 'B' type quarters for the administrative staff are ready for occupation. Five of these blocks are temporarily housing our students for want of hostel accommodation. The administrative personnel have moved into the new administrative block in January. The construction of

mens* hostel with a capacity to accommodate 108 students is nearing completion and will be ready for occupation by the end of March. The construction of a Computer Science Lab and the Chemistry School building under the COSIST programme have been completed. A Building Committee has been constituted and works have been awarded for the construction of a central library and a building for the Schools of Humanities and Social Sciences.

Our esteemed Chancellor laid the foundation stone on November 9, 1986 for the central library named after our late Prime Minister, Indira Gandhi. It was she who created this university under the Six Point Formula, and, therefore, as a tribute to her memory we decided to name it the Indira Gandhi Memorial Library.

We are waiting for a convenient date for the Hon'ble Minister for Human Resource Development to lay the foundation stone for the Humanities and Social Sciences Complex. The construction of a shopping complex started in January, soon after the Hon'ble Shri J. Vengal Rao, the Union Minister for Industries, has kindly laid its foundation stone on January 13. The shopping complex is most likely to be completed before the end of this summer.

All these construction activities hardly meet the present needs of the campus community. The student enrolment is likely to rise to well over 2000 by the end of the 7th Plan. As against 170 teachers, just 58 teachers quarters and 24 bachelors flats are available on the campus. Only 50% of the teachers thus live on the campus.

For the 720 non-teaching staff, accommodation is available only for 120. To develop this university as a residential university by the end of the 7th plan, we need housing for another 150 teachers, hostel accommodation

for 1500 more students and at least 600 quarters for the non-teaching staff. All this work involves an outlay of Rs. 20 crores.

As early as 1974 the Committee headed by Prof. George Jacob said "Admissions to the university should be phased that the total enrolment at the end of Fifth Five Year Plan should not exceed 3000 (Page 7 of the Report). The 5th Plan Visiting Committee also recommended that the intake of the students, by the end of the 5th Plan, should be 3000. The Committee also envisaged the enrolment of students to go up to 6000 at the end of the Six Plan period. The Committee further recommended that, for a period of 10 years (by March 31, 1985), the university should have a total plinth area of 28 lakhs sft. for buildings of schools, administration, library, hostels and staff quarters, at an estimated cost of Rs. 10.6 crores at the then prevailing rate of Rs. 50/- per sft., for academic buildings, and Rs. 35/- per sft. for other buildings. As against this, the university has so far received sanctions for construction of buildings covering a plinth area of 6.03 lakh sft. which constitutes about 1/5th of the originally projected estimate. It is obvious the university has not received any special grant for the development of the infrastructure facilities and residential accommodation as envisaged by the George Jacob Committee. Our Esteemed Chancellor has evinced keen interest in solving this problem and has spoken to the officials of the Planning Commission to give us a foundation grant for campus development.

I have been able to partially solve the problem of over-crowding at the Golden Threshold by shifting the School of Humanities with its five departments to the main campus in January, 1987. When the Science Schools move into their new Science Complex before the end of the summer, the School of Social Sciences will move

temporarily into the make-shift buildings presently occupied by the Science Schools on the campus.

Student enrolment and graduation details:

The student enrolment which stood at 742 during 1984-85 rose to 925 in 1985-86 and to 1143 in 1986-87 registering an average of 25% increase every year. During the year 1986-87, 50 new courses were offered and 8400 applicants competed in the entrance examination. Of these, 663 were admitted; this number includes 173 admitted to M.Phil and Ph.D. courses.

In the first Convocation held in April 1985. 1253 candidates received their degrees representing a whole decade of development. In the present convocation 550 candidates have received their degrees and this figure includes 106 M.Phils and 32 Ph.Ds, as compared to 410 M.Phils and 52 Ph.Ds at the first Convocation. The academic soundness of our programmes is reflected in the fact that 259 of the candidates have received research degrees. At the invitation of the Government of India. 13 first rankers in different subjects met our Prime Minister, Shri Rajiv Gandhi in New Delhi at a special event arranged for the toppers of all Central Universities to meet the Prime Minister.

There were 111 SC ST students on roll during the year 1985-86 and 138 during 1986-87. The university is making all efforts to attract and retain as many SC/ST students as possible and there has been a steady increase in their numbers over the years. During the current year the School of Mathematics & Computer Information Sciences has run a special certificate programme in computer applications for the SC ST students with a grant from the State Government. During the past two years only a few new programmes have been added, viz.,

Diploma in Computer Applications and B.Tech in Computer Sciences.

Our university has been fortunate in its students. While many of the universities in the state and elsewhere in the country' find their academic schedule and the academic year dislocated, our students and faculty members have ensured that our academic calendar remained intact over the years. With their genuine commitment, our students have fared well in academic and cocurricular spheres. Our students have won recognition in several national competitive examinations. As many as 54 Junior Research Fellowships have been won by our students during 1984-87 in the UGC conducted National Entrance Test. Our students have participated in a number of Inter-university meets, and have won prizes and medals in sports and Inter-university Youth Festivals. Mr. K.R. Moses of MCA. III won a gold medal in Inter-University Decathlon and a silver medal in Pole Vault.

Our students union elections are contested and conducted in an exemplary manner. It is a matter of pride that women students continue to constitute 40% of our total number of students. We will spare no efforts to improve the student amenities. Another hostel building lor women students will be taken up soon. We are planning to set up a Bureau of Student Counselling and Career Guidance Service for the students, besides a Day-students' Centre on the campus from the next academic year

Events and Achievements during 1985-87

A major event that look place in the University after the first Convocation was the Diamond Jubilee Session of the Indian Philosophical Congress which the Prime Minister, the Hon'ble Shri Rajiv Gandhi, inaugurated on

December 19, 1985. Several Departments of the university have organized and hosted national and international conferences, seminars and symposia. Mention may be made of (i) a Pre-Congress Session of the XI World Congress of Sociology organized by the Department of Sociology & Anthropology with grants received from the UNESCO, ICSSR, and the Max Mueller Bhavan; (ii) an International Seminar on Metallic and Semi-conducting Glasses organized by the Schools of Physics and Chemistry; (iii) a National Seminar on Aging with special reference to Brain Aging conducted by the School of Life Sciences.

During the period under review, two books embodying the selected proceedings of seminars have been brought out by the Department of English. A number of teachers have participated in the International Conference on Economics and also the World Congress of Sociology, both held in New Delhi in 1986.

Since the last Convocation, the faculty of the university have published 24 books and 330 research papers in national and international journals. The teachers have further contributed 310 papers at various national and international conferences. Departmentally and individually, the faculty have undertaken 78 research projects and schemes under the sponsorship of the Department of Science & Technology, University Grants Commission, Council of Scientific & Industrial Research, Indian Council of Social Science Research, Indian Council of Historical Research and of several international agencies.

The faculty of this university has, over the years, had the distinction of having amidst them several recipients of notable academic awards and distinctions.

This trend has been confirmed and strengthened in the last two years: Professor G.S. Agarwal of the School of Physics has been elected Fellow of the Optical Society of America. Professor G.V. Subrahmanyam, Head, Department of Telugu, recently won the Central Sahitya Akademi Award for his Telugu work on literary criticism. Professor K. Veerabhadra Rao of the Telugu Department served for a year as Chairman of the Official Language Commission of Andhra Pradesh. Several of our professors were accorded the distinction of being appointed as National Lecturers. These are Professor V. Kannan of Mathematics and Prof. K. Subba Rao of Life Sciences for 1985-86 and Prof. S. Viswanathan of English and Prof. G.S. Aurora of Sociology & Anthropology for 1986-87. In addition, several faculty members have won national fellowships and career awards.

Other Campus activities

A Shramik Vidya Peeth Project sanctioned by the Ministry of Human Resource Development, Government of India, has started functioning and is engaged in socially relevant extension work with programmes on adult education and training of urban industrial workers in useful skills. I inaugurated a Literacy Camp on the campus on September 8, 1986. I observed the International Adult Literacy Day. Classes are being conducted for the illiterate adults among the non-teaching staff. A number of students and non-teaching staff have been helping us in implementing the literacy programmes.

The entire university community liberally contributed to the Floor Relief Fund to help the people affected by the devastating floods in our State during August, 1986. A team of teachers, students and non-teaching staff went to the flood-affected areas and conducted relief operations on the spot.

The Cultural Club and the Vignana Vedika have conducted several programmes making use of the talent of the community on the campus.

Smt. Kumudben Joshi, the Governor of Andhra Pradesh and the Chief Rector of the University inaugurated the Health Centre and launched the Vanamahotsava - a Tree Plantation Programme - on the campus on July 25, 1986. The National Red Cross Organization has adopted the campus primary school. Our esteemed Chancellor formally opened the Red-Cross National School on November 9, 1986 and the Governor of Andhra Pradesh laid the foundation stone for a new block of the school building. We are expecting substantial help from the Red Cross Organization for the development of the School.

The Golden Threshold is a National monument. It was donated generously to the University of Hyderabad by the late Padmaja Naidu, daughter of Smt. Sarojini Naidu. It was dedicated to the University by the late Prime Minister, Smt. Indira Gandhi on November 1, 1975. We have taken measures to beautify and preserve the historical monuments in the premises: the place where the ashes of the late Smt. Sarojini Naidu were kept and the mango tree which was planted by Mahatma Gandhi during one of his several visits to the Golden Threshold. The Sarojini Naidu Memorial lecture which was delivered by our Esteemed Chancellor yesterday was jointly sponsored by the Sarojini Naidu Memorial Trust and the University of Hyderabad.

Current Finances

At the invitation of the University Grants Commission on February 17, accompanied by the Deans, Senior Faculty and Administrative Officers of

the university. I had a meeting with the Chairman, some of the Members of the University Grants Commission and other experts to discuss the 7th plan proposals. I am happy to report that the University Grants Commission has been very considerate to our needs and has agreed to give a development grant of Rs. 796.23 lakhs, consisting of a spill-over of Rs. 567.87 lakhs and sub-plan allocations amounting to Rs. 228.36 lakhs in addition to Rs. 110 lakhs for spill over teaching positions. They have also agreed to release about Rs. 250 lakhs for new Schemes covering equipment, library books, a new womens' hostel, campus development, etc. They have proposed to send a small committee to examine our request for new faculty positions. This is highly satisfying since work on the sanctioned projects can now go on unhampered and, for the first time, the different schools of studies will have their permanent homes in the near future. The annual maintenance budget has been increased from Rs. 322 lakhs in 1985-86 to Rs. 350 lakhs in 1986-87. Of this, a sum of Rs 165 lakhs goes for salaries and Rs. 185 lakhs for other charges.

Future programmes

I do not intend to spend the remaining four and a half years of my term just supervising the construction of buildings and developing the physical facilities of the university. Under the 7th Plan we have proposed a number of new academic programmes limiting our expenditure to Rs. 1.5 crores which are necessary for the all-round development of the university. They are all relevant to national development in view of the thrusts spelt out in the New Educational Policy.

these projects include the establishment of an Institute for Translation and Translators' Training (involving interaction between the teachers in different

language departments and those of the proposed Department of Applied Linguistics and Language Development), a Centre for Literacy and Continuing Education, an Institute for a Study of the Intergrated Culture of India, a School of Creative. Communicative and Performing Arts.

A Committee constituted under the Chairmanship of Dr. K.N. Rao, Vice-Chancellor of the University of Health Sciences, A.P. has submitted a comprehensive report on the establishment of a Postgraduate Institute for Medical Research, Education and Training. When all these projects materialize, the University of Hyderabad will stand out as a premier institution of higher education and training, serving the developmental needs of the country. Given our excellent qualitative resources and our faith in our academic destiny, we can look forward to a future in which the University will grow from strength to strength.

Conclusion

Before I conclude, I would like to pay my humble tribute to my distinguished predecessors. Prof. Gurbakhsh Singh and Prof. B.S. Ramaknshna, for their vision and hardwork in bringing this university into existence and developing it in its formative years. Under the guidance and leadership of my illustrious Chancellor and with the help of the Central and the State Governments, the University Grants Commission and the other agencies, I hope to take this university to a take-off stage during my term of office.

During the few months I have been in office, I have enjoyed the fullest cooperation of all segments of the university community and members of all the university bodies. I thank them all for their help and

support in my plans and programmes to develop this university into a centre of excellence.

In conclusion, I warmly congratulate all the new graduates on their achievements. As a message to the departing alumini, I would like to quote three lines from one *of* the greatest of English poets of this century, T.S. Eliot, who was influenced by Indian Philosophy:

"Where is the Life we have lost in living?
Where is the wisdom we have lost in knowledge?
Where is knowledge we have lost in information?"

(Choruses from The Rock', I)

I want you to ponder over these profound questions All information is not knowledge, all knowledge is not wisdom, and living alone is not life. Education and experience must endow you with the critical acumen to distinguish the shadow from the substance and the superficial from the deep.

I wish you all success in life.



THE UNIVERSITY OF
HYDERABAD

*Address
by*

Justice M. HIDAYATULLAH
Chancellor

SECOND CONVOCATION
Saturday, the 7th March, 1987

Dr. G. Parthasarthi. our Distinguished Guest. Mr. Vice-Chancellor, Members of the Faculties and Students, Ladies and Gentlemen:

As I stand here before you as your Chancellor I am happy that I have the opportunity to welcome to this second Convocation Dr. G. Parthasarthi. the Chancellor who preceded me. I have been connected with many Universities, some several centuries old, but none so young as this one. Our good fortune is that in those formative years the university had the guidance of our honoured guest and he gave it a right guidance. When I came last year, which was my first visit to the University Campus, I was amazed at the progress made in a little over a decade by this University. I had then occasion to meet many professors and teachers and also research scholars and their tutors. Unfortunately I could meet only prospective candidates for scientific subjects. This time I am hoping to meet the rest. I discussed with each candidate his subject for his thesis. I am not a scientist and, as is to be expected, some subjects were beyond my understanding and knowledge. But such of them as I understood, I appreciated. I was very glad to see the wide-ranging subjects and the eager interest of the candidates for perfection and advancement of knowledge. This is how a University builds up its reputation.

Our honoured guest hails from an University which is older by almost a century than my University, which itself is over seven hundred years old. Both Universities have achieved name and fame in different directions. Oxford University is known for its Humanities. It has produced more Prime Ministers than any other University. Cambridge University has made a name for sciences: so

much so that my College (Trinity College) has contributed more Nobel Prize Winners than France and Italy put together and the number stands in the thirties, the last being an Indian: Professor Chandrashekhar.

Brick and mortar are not what make an University. It is the inculcation of a special spirit in those who enter its portals. An University does not get a reputation because it has on its rolls a large body of students, a number of teachers, some of whom may have attained eminence in their own field. It gets its name from its products namely the students who finish their education there and then make a name for themselves and incidentally for their Alma Mater, in their lives afterwards.

In our country Universities think that taking in a large number of students, making them sit for examinations and declaring their results is the be-all and end-all of University education. This is not the most important obligation. The real task is imparting character, excellence and correct aptitudes. The older Universities such as Oxford and Cambridge keep a record of the doings of their pupils throughout their lives. They bring this to the notice of the world and their students.

I am anxious to hear our honoured guest and his view on education. My own views have been expressed in over a score of Convocation Address, all collected in my four Miscellanies. I shall not harp upon the shortcomings in our educational system and the need for reforms. Obviously the primary aim of education should be to fit a man to face the requirements of the present day existence. For this purpose education should be as diversified as possible so that all can fit in. I have decried the conferral of

degrees on thousands of students who have no hope of gainful employment solely on the basis of their degrees. Today there is more quantity than quality. There are no aptitude tests to discover special abilities. All are given, to a certain extent, uniform prototype education. During my five years with Parliament I did not notice appreciable interest in education (basic or specialised) among the politicians.

Only recently a new education policy has been evolved which got notice even abroad. The journal 'Time' considered it in a special number. But we are still where we were. It takes time to effect changes. The 21st Century, on which our eyes are fixed, is now only a little over a dozen years off. This is equal to our 10+2 time scheme. Schemes take a long time to mature. They have to prove their own efficacy. Twelve years represent only that much time available for improvement. It represents the time from Kindergarten to Matriculation, for only one set of students before we enter the 21st Century.

We must remember, as A.G. Gardiner said "The country is not governed ultimately by intellectual gymnastics. It is amused by them. It applauds them and it distrusts them."

The public judges by achievement and not by promises. Our public has now begun to understand political promises and critically examines them. It is no longer what Sebastian Chamfort said; "LE PUBLIC! COMBIEN FAUT-IL DE SOTS POUR FAIRE UN PUBLICT (How many fools go to make a public ?).

John Stuart Mill said that "progress or reform are necessary elements of a healthy state of political life."

Unfortunately there is a big gap between promises of reform and their achievement. As Lord Darling said in his *Scintillae Juris*, we all are the time trying "to convince a poor voter by the common argument of promised reforms, which is really corrupting him with hope."

We are lucky today to have with us someone who was deeply involved with all reforms and policies, educational and others, and he, I am sure, will throw light on the subject of education and its reforms. I now request our honoured guest to give his address, first thanking him for finding time to visit us.

Thank You

THE UNIVERSITY OF
HYDERABAD

CONVOCATION ADDRESS

By

G. PARTHASARATHI

Saturday, the 7th March. 1987

Esteemed Chancellor. Mr. Justice Hidayatullah. Vice-Chancellor, Professor Krishnamurti, members of the faculty, recipients of degrees, students of the University. ladies and gentlemen:

I am happy to be here again in the University of Hyderabad and feel greatly honoured by your invitation to address the Convocation.

Let me begin by greeting our Chancellor. The University of Hyderabad is fortunate to have as its Head Mr. Justice Hidayatullah. an eminent jurist who also symbolizes the values of India's composite culture and secular ideals. The present Vice-Chancellor. Professor Krishnamurti, is a scholar of eminence from the field of the human sciences. The fact that his two distinguished predecessors were physical scientists illustrates the importance of both the streams of knowledge for the balanced growth of the University. When I presided over the Convocation two years ago I spoke of the University's innovative programmes of teaching and research. I am happy to note that there has been steady and orderly progress in this direction.

Happy as must be the bright young men and women who have qualified for various degrees at this year's Convocation of the University of Hyderabad, I can well understand it if they entertain mixed feelings: on the one hand, high expectations of the future that lies ahead of them and, on the other hand, a certain degree of trepidation. This occasion is something like a shared climacteric for the graduates. It marks the passage from a cloistered existence to the larger and tougher university of life. They will now join us. of earlier generations, in the

pursuit of education in the broad sense that goes on life-long. This continuing development of the personality will be in a new arena, and through the practical business of earning a living, making a home, and contributing to the well-being of our people. Education is massively subsidized from public funds, reflecting the obligation felt by society to foster talent for nation building. The students, on their part, should recognise the reciprocal obligation to serve society.

Even within the cloisters of the University you must have heard, from time to time, the rumble of life outside. You will have sensed the Stresses and strains of an ancient country that became independent relatively recently, burdened by poverty and inequalities, trying to achieve economic growth and social transformation. It is true that there are a hundred other countries which, like India, became independent after the Second World War and are engaged in a similar effort to achieve quickly the progress that was denied to them during the centuries of colonial domination. But there are very few countries that are trying, as we are, to modernise and develop within the framework of democracy with constitutionally guaranteed political rights for all citizens equally, and with freedom of belief, expression and organisation. Among the countries striving for development through democratic means, there is none with a population as large as ours and as diverse in terms of language, religion and levels of development.

The leaders of India's struggle for independence, foremost among them Mahatma Gandhi and Jawaharlal Nehru, were convinced that unity could be preserved amidst this diversity only on the basis of equality. Both stood for an equitable and humane social order. They

envisaged free India as a secular State identified with no single religion but hospitable to all religions without discrimination, and affording all citizens the same political rights irrespective of their professing this religious faith or that, or none. It is true that the expression 'Secular State' had not come into vogue in the early decades of the century when the struggle for freedom began to be waged. But what we now mean by that phrase is no different from the vision that animated Gandhiji and Jawaharlal Nehru. They were both impelled by a humanism that was profound and radical, though they expressed it indifferent vocabulary and idiom.

Gandhiji was a deeply religious person who regarded all his public activity from the social crusade against untouchability to the mobilisation of the masses for political independence as part of the practice of religion. There was no room in religion, as he conceived it, for superstition or fanaticism, inequality or exploitation. Like other truly religious persons, he acknowledged all humankind as children of God. In this he was in the tradition of the Bhakti and Sufi saints of India. One of them, Kabir — who was claimed on his death in 1518 both by Hindus and Muslims — has said. "Hari is the East; Allah is in the West. Look within your heart, for there you will find both Karim and Ram. All the men and women of the world are His living forms". Four centuries later Gandhiji invoked this syncretist Bhakti-Sufi strain in the Indian ethos when he popularised the verse: "Ishwar and Allah are both Your names. Grant every one good mind." Gandhiji wrote in 1928: "After long study and experience I have come to these conclusions: (i) that all religions are true; (ii) all religions have some error in them; and (iii) all religions are almost as dear to me as my own Hinduism.

My veneration for other faiths is the same as for my own faith. Consequently the thought of conversion is impossible." He wanted Hindus to be good Hindus, Muslims to be good Muslims, Christians to be good Christians, and Sikhs to be good Sikhs. He said of Indian culture: "It is neither Hindu, Islamic nor any other, wholly. It is a fusion of all".

Gandhiji employed Hindu cultural idiom when he spoke of Rama Rajya to describe the just society, and called for service of Daridranarayana, or God in the form of the poor and the deprived. But the India of his dreams was the same as what some of us would describe, in non-religious terms, as a secular, democratic and socialist republic. He visualised "an India in which the poorest shall feel it is their country, in whose making they have an effective voice, an India in which there shall be no high class and low class of people, an India in which all communities shall live in perfect harmony. There can be no room in such an India for the curse of untouchability. Women will enjoy the same rights as men. This is the India of my dreams."

Jawaharlal Nehru was not a religious person in the traditional sense; indeed he was opposed to the meaningless ceremonial and superstition that have grown in the name of religion. He spoke in terms of socialism, not Ram Rajya, and of abolishing exploitation and poverty. He denounced the association, frequently come across in history, of the religious establishment in a country associating itself with and sanctioning exploitation and inequality at home, and imperialism abroad. But Jawaharlal Nehru acknowledged the fact that the lives of many among the world's supremely good men and women have been inspired by religion. He quotes in his autobiography a passage from Romain Rolland in which

the French savant speaks of "many souls who are or who believe they are, free from all religious beliefs, but who in reality live immersed in a state of super-rational consciousness which they term Socialism, Communism. Humanitarianism. Nationalism and even Rationalism. It is the quality of thought and not its object which determines its sources, and allows us to decide whether or not it emanates from religion. Scepticism itself, when it proceeds from vigorous natures, true to the core, joins in the march of the Grand Army of the religious Soul." Jawaharlal Nehru remarked on this: "I cannot presume to fulfil the conditions laid down by Romain Rolland but on these terms I am prepared to be a humble camp-follower of the Grand Army."

Jawaharlal Nehru's concept of secularism was comprehensive. He wrote in 1956: "We call our state a secular one. The word 'secular' perhaps is not a very happy one. And yet, for want of a better, we have used it. What exactly does it mean? It does not obviously mean a state where religion as such is discouraged. It means freedom of religion and conscience, including freedom for those who may have no religion. The word 'secular', however, conveys something much more to me, although that might not be its dictionary meaning. It conveys the idea of social and political equality. Thus, a caste-ridden society is not properly secular."

Nehru saw with equal clarity the great uses, and therefore the indispensability, of science for abolishing poverty and achieving material progress. But he also pointed out the limitations of science. He wrote in *The Discovery of India*: "Science does not tell us much or, for the matter of that anything, about the purpose of life." In

the course of the first Maulana Azad Memorial Lecture in 1959, he said: "Let us then pursue our path to industrial progress with all our strength and vigour and, at the same time, remember that material riches without toleration and compassion and wisdom may well turn to dust and ashes". Jawaharlal Nehru believed that democracy and socialism, far from being antithetical, were mutually reinforcing. He placed great value on the non-violent approach, which coincided with the democratic approach of seeking progress through consent: "An appeal to violence is particularly dangerous because of its inherent destructive character. The basic thing, I believe, is that wrong means will not lead to right results. And that is no longer merely an ethical doctrine, but a practical proposition."

Jawaharlal Nehru was very conscious of the fact that the vertical divisions of religion, language, caste and the like hide the horizontal division between the privileged few and the disadvantaged many. He knew also that in the competition for jobs and other economic opportunities between educated and upper classes within each vertical group, these classes mobilised mass support by invoking solidarity in the name of religion or other narrow collectivities. Jawaharlal Nehru hoped that unity between the common people of different religions could be forged by mobilising them on issues of economic justice and social reform alongside the struggle for political independence.

That was not to be. The partition of the sub-continent in 1947 was a shattering blow to the endeavour of Gandhiji and Jawaharlal Nehru to preserve unity amidst diversity on the basis of equality. It marked the triumph of the

British imperialist policy of dividing Indian from Indian in order to weaken the nationalist movement. A major consequence of this was what Professor Humayun Kabir described as "the fragmentation of consciousness" of the Indian people. British policy fomented sectarian and regional feelings and discouraged the recognition and acceptance of "the total heritage of India**".

Following independence, however, the Constituent Assembly reasserted the Indian ethos of unity in diversity while framing the Constitution which came into force on 26th January 1950. Our national charter made India a fully democratic, and therefore necessarily secular. Republic. The addition of the adjectives 'socialist' and 'secular' in the Preamble to the Constitution, through an amendment adopted in 1976. did not introduce new principles, it only served to make explicit the ideals of India's polity. The late Shri Chagla who was not only an eminent jurist but in his way of living the most secular of individuals, never tired of pointing out that secularism implies equality of all citizens in every sense, before the law. and of opportunity But basically it is more than a legal concept. It is an attitude, a mental approach, the acceptance that every human being is as good as another.

For free India there was to be no resting on the laurels of the republican Constitution. The acerbity and tensions which accompanied the reorganization of the States on a linguistic basis in the mid-fifties showed that language could be almost as divisive as religion. The national movement had stood for the full development and self-expression of the great linguistic regions of India, but it was opposed to narrowness and chauvinism of any kind. Other warning signals have been the disputes between

States on the sharing of river waters; the continuing outbreaks of communal tensions at different places from time to time; the eruption of controversies on the issue of job reservations for backward castes. Most serious of all is the tragic course of events of recent times in Punjab, where ecclesiastical authority has proceeded beyond its proper domain to interfere in the political processes of democratic government. The Punjab developments underline the need for all democratic and secular forces to stand united against the attempt by a small section, abetted by inimical external forces, to incite subversion and secession in the name of religion.

We have to recognise that though nearly forty years have passed since we achieved political independence, there is continuing need to strengthen national consciousness. It should be among the major objectives of education in India to contribute to this strengthening and to promote awareness of the total Indian heritage be it of natural resources like water or oil, of the mosaic of our culture which has been shaped by the interaction of diverse elements.

Education is more than the imparting of knowledge in different disciplines. The higher aim should be education for citizenship and education for living. May I, on this occasion of the Convocation of the University of Hyderabad, which is itself, as a Central University, a product and a symbol of supra regional consciousness, offer some suggestions for making the structure of formal education contribute to the process of emotional integration of our people?

The process of emotional integration can and should begin right at the stage of the school, which is the child's

first major experience of socialization outside the home. Some conscious direction by the teachers can help to make the socialization a means of recognising the oneness of people underlying differences of social, economic and religious background. The internalization of the human values of secular democracy and emotional integration can be promoted in an interesting and effective manner among school children through informal but meaningful interaction in extra-curricular activities.

At the college and university level, the process can be reinforced through a more explicitly educational approach. The first University Education Commission, of which Dr. Sarvepalli Radhakrishnan was Chairman, pointed out that, under the Constitution, "There is no State religion. The State must not be partial to any one religion. All the different forms are given equal place, provided they do not lead to corrupt practices. Each one is at liberty to approach the Unseen as it suits his capacity and inclination. If this is the basis of our Secular State, to be secular is not to be religiously illiterate. It is to be deeply spiritual and not narrowly religious."

Now that the concept of a core national curriculum has been accepted, it seems to me that consideration might be given to the inclusion in it of a course covering the development of human values, the world over and with special reference to India. Such a course would cover the contributions made to the development of a humanistic outlook by the various religions, by outstanding thinkers, by Marxism and the different schools of socialist thought, as well as by modern science many of whose findings are supportive of the concepts of humankind's oneness and of the ecological relatedness of all life on earth.

The introduction of such a course should not adversely attract Article 28 of our Constitution relating to religious instruction. Its provisions are designed only to prevent the indoctrination of students in any one religion in educational institutions run, aided or recognised by the State. On the other hand, the kind of course that I have ventured to suggest could facilitate the realisation of the objective set out in the Preamble to the Constitution, namely a "Sovereign Socialist Secular Democratic Republic". As Jawaharlal Nehru said in his foreword to a book on secularism in 1961, we have "to make the ideals proclaimed in our Constitution a part of our thinking and living, and thus build up a really integrated nation".

May I turn now to the conferment of Honorary Degrees on some of us who are no longer young? I initially felt embarrassed at the proposal of the University to honour me with a doctorate, having been personally associated with the University in recent years. On the other hand, I realised that this very fact accounted for the gesture of appreciation, which I deeply value. In respect of being honoured, I am happy that I am in good company. Dr. M.S. Swaminathan is a personal friend of long standing. I have great regard for him for his outstanding contributions to agricultural science generally and in particular to the growth of Indian agriculture which has contributed significantly to the country's economic development.

I am glad that in honouring Professor Emeneau the University is acknowledging the very good work of an outstanding Indologist and scholar of linguistics in promoting the awareness of India's cultural heritage both abroad and among large numbers of educated Indians.

Let me conclude by wishing the students, who have taken their degrees today, success and fulfilment in their careers. I am sure they will make their contribution to our common endeavour to build, on the basis of a just society, a prosperous, united and strong India, occupying a proud place in the family of nations, in a peaceful and humane world.

G. PARTHASARATHI

CITATIONS ON
Dr. G. PARTHASARATHI
Dr. M.S. SWAMINATHAN
Dr. M.B. EMENEAU

By
Dr. BH. KRISHNAMURTI
Vice-Chancellor

SECOND CONVOCATION
Saturday, the 7th March, 1987

G. PARTHASARATHI

Esteemed Chancellor, Sir,

May I have the permission of presenting to you Dr. G. Parthasarathi for the conferment of the degree of Doctor of Law (honoris causa) on him.

Dr. Parthasarathi is a distinguished son of an illustrious father, the late Sri Gopaldaswami Aiyengar. Born in 1912 Dr. Parthasarathi was educated in two famous centres of learning, the Universities of Madras and Oxford, graduating with Honours in History from the latter in 1934. He then became qualified to be a Barrister-at-Law in London in 1936.

Taking a lively interest in the happenings in the world, young and promising Parthasarathi completed his training in Journalism in the most prestigious English newspaper. The Times of London. On his return to India he joined The Hindu as Assistant Editor. In the late forties and early fifties his service was sought by the national news agency, the Press Trust of India, first as Chief Representative in London and then as Chief Editor in India. By diligence and intellect, he rose to be the Director of Press Trust of India, a post he held with great dynamism till 1975.

A multi-faceted personality. Shri Parthasarathi could not confine himself to just one area. The nation and the international community called on this sharp mind for assistance, whenever the need arose. Because of his integrity, dedication to the cause, and unflinching honesty. he became the messenger of peace, wherever he went. As the Chairman of the International Control Commission, in the former Cambodia and Vietnam, he earned for

himself and his country a great name during the fifties and the sixties, and became a pace-setter in the difficult terrain of international diplomacy for peace in Asia. In this respect he enriched the noble tradition created by the late Count Folk Bernadette and Dr. Ralph Bunche in the West Asia and the late lamented Mr. Dag Hammarskjöld in Africa.

His contributions to the development of friendly relationship between India on the one hand, and Indonesia, China, Pakistan and Sri Lanka on the other, where he was sent either as an ambassador or a High Commissioner or a special envoy will be remembered by a grateful nation for a long time. Dr. Parthasarathi's ingenuity and resourcefulness was fully tested when he was entrusted with the extremely delicate task of opening a dialogue with Mr. Sheikh Abdullah who was interned at that time. He came out with flying colours.

A brilliant mind. Dr. Parthasarathi was appointed our country's permanent representative at the United Nations and he became the President of the Security Council, a position he held with great sagacity in 1967. When the international community wanted to impose sanctions on Rhodesia. Dr. Parthasarathi's commanding personality was needed to lead the Security Council's Sanctions Committee on Rhodesia in 1968.

A versatile mind is not allowed to take rest. Shri Parthasarathi was not born to contribute to only one field. When the Jawaharlal Nehru University was established in 1969, he was appointed its first Vice-Chancellor to give it the right shape and tone in its formative years. As a visionary and an imaginative educationist he made the Jawaharlal Nehru University a shining temple of learning. It is a special quality of his mind which transforms whatever it touches. Dr. Parthasarathi's quality as a first

rate educationist was appreciated not only by his countrymen but also by the international community of scholars when they requested him to lend his mature wisdom to the UNESCO, the UNITAR, the UN University Council, the Stockholm International Peace Research Institute and many similar organisations during 1970-79. Whether as a Chairman or a Vice-Chairman or a Board Member of these bodies he made his indelible mark on their working. Several Universities felt gratified by conferring upon him their highest degree. Dr. Parthasarathi was the first Chancellor of this University. and we are all very proud of it. Under his able stewardship this University has grown from strength to strength

In fact, it is not an easy task to keep track of his numerous services and achievements. Prime Minister Mrs. Gandhi appointed him Chairman of the Policy Planning in the Ministry of External Affairs in 1975 and it may not be an exaggeration to describe him as an architect of Indian Foreign Policy from 1975 to 1986 except for a brief interlude during 1977 to 80. His sincere efforts to find a solution to the tragic ethnic problem in Sri Lanka has been appreciated by impartial observers in both India and Sri Lanka.

Dr. Parthasarathi's genuine desire to discover the socio-economic reality in India is revealed in his able guidance, as Chairman of the foremost national social research agency, the Indian Council of Social Science Research. He is truly the Parthasarathi to whom many an Arjuna has turned for advice.

"May I. Mr. Chancellor now present to you Sri G. Parthasarathi. Chairman, ICSSR, New Delhi and pray that he may be awarded the Degree of Doctor of Law (Honoris Causa) of the University of Hyderabad".

Dr. M.S. Swaminathan

Mr. Chancellor, Sir,

Born in Tamil Nadu, India on August 7, 1925, Monkombu Sambasivan Swaminathan had his early education at Travancore and Madras Universities. He received his Ph.D. degree from the Cambridge University in 1952.

Over the last 35 years Dr. Swaminathan has worked in collaboration with scientists and policy makers on a wide range of problems in basic and applied plant genetics and on agricultural research and development. Among his more important contributions are: manipulation of the genes to improve the yield, the quality and stability of wheat, rice, potatoes; identification of the harries to high yields in wheat and initiation of the dwarf wheat breeding programme and management of the 1979 drought as Secretary to the Government of India in the Ministry of Agriculture. Dr. Swaminathan was also at the forefront in moving India from having the largest food deficit in the world to producing enough grain to feed all of its people and to spare.

Dr. Swaminathan has served the Government of India and several other international agencies and several scientific bodies all over the world in various distinguished capacities. Indeed it would make a very long list. To cite a few examples: he was the Director General of the Indian Council of Agricultural Research and Education; Secretary of the Ministry of Agriculture and Irrigation; recipient of Shanti Swarup Bhatrtagar Award in 1961; recipient of **Raman Magsaysay Award** for Community leadership in 1971; recipient of **Padma Shri** in 1967 and **Padma Bhushan** in 1972. He has received the Albert Einstein World **Award** in Science in 1986. He is a Fellow

of several international academies and has held several honorary positions in various international organisations.

Dr. M.S. Swaminathan is one of the world's leading agricultural scientists, who played a catalytic role in India's Green Revolution. He is presently continuing to serve the scientific community of the world in his capacity as Director-General of the International Rice Research Institute.

Mr. Chancellor, Dr. M.S. Swaminathan, Director General, IRRI . Los Banos. Laguna, Philippines being unable to be present, I pray that he may be awarded the Degree of Doctor of Science (Honoris Causa) of the University of Hyderabad in-absentia".

Mr. Chancellor, Sir,

Dr. Murray Barnson Emeneau, Professor Emeritus of Sanskrit and General Linguistics is the leading Indologist in the world.

Born on February 28, 1904 in Lunenburg, Nova Scotia, Canada, Professor Emeneau received his B.A. Honours in Classics from Dalhousie University in 1923. He later went to Balliol College at Oxford as a Rhodes Scholar to earn a second Bachelors degree with honours in 1926. He received his Ph.D from Yale University in 1931. His dissertation on the Jambhaladatta's version of the Vetalapancavimsati was published by the American Oriental Society in 1934. As a Research Scholar he studied Classics, Linguistics and Anthropology with such great scholars and teachers at Yale as Franklin Edgerton, E.H. Sturtevant and Edward Sapir.

He visited India during 1935-38 and did extensive field work on the language and culture of several non-literary Dravidian languages of South and Central India, viz. Toda, Kota, Badaga, Kodagu and Kolami. He has been publishing scores of papers, grammars and texts of these languages since then. He was the Founder-Chairman of the Department of Linguistics at the University of California in 1940 and served as professor of the Department from 1943 to 1971. when he retired and has accepted the Emeritus status.

Professor Emeneau has earned innumerable academic distinctions. He is a member of fourteen Learned Societies throughout the world. He was elected Member of the prestigious American Philosophical Society in 1952, the American Academy of Arts and

Sciences in 1970, Honorary Fellow of the Royal Asiatic Society in 1969, Honorary Member of the Linguistic Society of India in 1964, Honorary Member of the National Institute of Humanistic Sciences, Vietnam in 1957. He was President of the Linguistic Society of America in 1949 and of the American Oriental Society in 1964-65, and presided over the VI International Sanskrit Association held in Philadelphia in October 1984. He has been awarded Honorary Doctorate Degrees by the University of Chicago (1968) and by Dalhousie University (1970).

Professor Emeneau's range of scholarship and publications spans many disciplines and interdisciplinary areas involving Linguistics, Pre-history, Anthropology, Ethnology, Onomastics, Sanskrit and Prakrits besides the other Indo-Aryan languages, Dravidian languages and folklore studies. With his 250 publications (25 books and 225 papers), he has made a mark on almost every branch of Indology. His work on the language and culture of the Nilagiri tribes is both pioneering and comprehensive. It is difficult to list all his publications and estimate their impact on scholarship all the world over.

However, there are two major areas where his scholarly contribution has left a lasting value. His classic paper India as a linguistic area published in 1955 has explored the data and specified the tools to establish that language and culture have fused for centuries on the Indian soil to produce an integrated mosaic of structural convergence of four distinct language families Indo-Aryan, Dravidian, Tibeto-Burman and Austric. With his further contributions, this area has now become a major field of research in language contact and convergence all over the world. He has thus provided scholarly substance to the underlying Indianness of our apparently diverse cultural and linguistic patterns.

His second monumental contribution is **A Dravidian Etymological Dictionary** (Oxford 1961) which he co-authored with the late Professor Burrow, who was Professor of Sanskrit at Oxford University, another great Indologist. This has been a major life-long work of both the authors representing etymologies collected from 24 Dravidian languages of which their own research and field work represented the primary source on at least ten non-literary languages. An extensively revised edition of this was published as recently as 1984 by the Oxford University Press. All students of Indian languages are eternally indebted to them for this lasting contribution.

Professor Emeneau has many Indian students occupied the highest academic positions in universities and significant contributions to the field of Indian linguistics, inspired both by his scholarship and by his example. At least six of his former students have been Vice-chancellors of Indian universities including my humble self.

In honouring Professor Emeneau by conferring upon him the Degree of Doctor of Literature (Honoris Causa), we are naturally honouring ourselves and our University. More than that, this is a symbolic gesture by which we are paying off a long-standing debt of gratitude to this great savant of Indology from the West who has demonstrated the scholarly substance underlying Indian cultural and linguistic unity. Professor Emeneau has been a kind, soft-spoken, and highly inspiring guru, whom his Indian sisyas look upon as a Sage or rsi from the glorious past of this country.

Mr. Chancellor, permit me to present Professor Emeneau, a life-long teacher-scholar, the greatest living Indologist, for conferring upon him his University's highest honour, the Degree of Doctor of Literature (Honoris Causa).



THE UNIVERSITY OF HYDERABAD

Report
by
Prof. BH. KRISHNAMURTI
Vice-Chancellor

THIRD CONVOCATION
Saturday, the 4th March, 1989

Respected Chancellor, Justice Hidayatullah, Esteemed Chief Rector, Your Excellency Ms. Kumudben Joshi, Distinguished Chief Guest Dr. H. N. Sethna, Members of the Executive Council, the Court and the Academic Council, Members of the Faculty and the Administratis Staff of the University. New Graduates, Students and Esteemed Guests:

On behalf of the Executive Council of the University of Hyderabad and on my own behalf, I extend to you all a cordial welcome to the Third Convocation of the University of Hyderabad. The University held its first convocation after over a decade of its existence in April, 1985 and the second convocation took place in March, 1987. We have now established a convention of holding our convocation every two years.

We extend a cordial welcome to our respected Chancellor Justice M. Hidayatullah and Smt. Pushpa Hidayatullah. Justice Hidayatullah presided over the second convocation on March 7, 1987 and we are happy he is presiding over the third convocation to-day. He has, in the past, held with distinction, several high offices in the country as Chief Justice of the Supreme Court, as the Vice-President of India and also as Officiating President. He has been a shining example of India's secularism and integrity. During the past three years the university has greatly gained by his active interest and guidance in may matters of university administration. We owe much to his affection and leadership.

Our very warm welcome to Dr. & Mrs. Sethna. It is kind of Dr. Sethna, former Chairman of the Atomic Energy Commission of India, an eminent scientist and an acknowledged leader of science policy, planning and education in the country to have agreed to be the Chief Guest at this convocation and to deliver the convocation address. Dr. Harindranath Chattopadadyaya and Professor G.N. Ramachandran had kindly agreed to receive honorary degrees of this university, but could not be present owing to indisposition.

I am happy to report that since the last convocation in 1987 March, the university has registered a decisive progress and development on all fronts and in all fields of activity. In the matter of infra-structural requirements and facilities in general, and in the matter of buildings and accommodation in particular, we are much better than before, but are still far from being self-sufficient, particularly in the matter of student and faculty accommodation. This vast university campus, I may say, now presents a look of having been built up and occupied. Our student enrollment has gone up to 1500 and new courses have been introduced. Our faculty strength has also registered an increase and many have received national and international honours. The administration has been streamlined in many respects.

Major construction works

A fourth mens' hostel was completed and opened on March 31, 1987 by Professor Yashpal, Chairman of the University Grants Commission. The Shopping Centre, for which the Hon'ble Shri J. Vengal Rao, Minister for Industries laid the foundation stone in January 1987, was completed and declared operational on August 15, 1988. His Excellency Dr. Shanker Dayal Sharma, the Vice-President of India, declared the Central Library building open on October 21, 1988. Her Excellency, Ms. Kumudben Joshi, our Chief Rector unveiled a portrait of Smt. Indira Gandhi on the occasion of the opening of the Library which has been named Indira Gandhi Memorial Library. Our Chancellor, Justice M. Hidayatullah presided over the function, and it was he who laid the foundation stone for the building in November 1986. The Library has been functioning in its new premises for the past several months, and we hope to be able to complete the second phase of the Library building within a year. The first phase of the Humanities and the Social Sciences Complex of buildings was finished by June 1988. The foundation stone of this building was laid by the Hon'ble Shri P. V. Narasimha Rao, the then Minister for Human Resource Development in April, 1987. The building now

houses the School of Social Sciences which had moved here in August 1988 from its earlier location at the Golden Threshold in the city. Thus during the current year all the originally established Schools and Departments of the University have come to function, for the first time, on the main campus.

The construction of the Administration Building of the university was also completed. The Vice-Chairman of the University Grants Commission, Professor K. Satchidananda Murty, declared it open on December 16, 1988. All the A-type, B-type and C-type quarters for officers reached completion and have now been occupied by administrative staff and faculty. Among the other buildings completed and occupied are a laboratory for Artificial Intelligence and Robotics and a building for the Chemistry School under the UGC COSIST Programme. Work has started on another women students' hostel and will be completed by the beginning of the next academic year.

The Science Complex of buildings which will house all the four science schools of the university is almost ready for occupation, and the School of Physics had already moved into the complex over a year ago.

The successful completion of this major building programme has been made possible by the considerate attitude of the University Grants Commission which had generously restored the spill-over funds and sanctioned additional grants to the tune of Rs. 796.23 lakhs to the university for the Seventh Plan period.

I believe the residents now feel that the amenities and the living conditions on the campus have appreciably improved during the last two years. Our minimum infrastructural needs are still not fulfilled. Only 50 per cent of the students and faculty and only 20 per cent of the non-teaching staff can be accommodated on the campus. The George Jacob Committee, which was constituted by the Central Government to prepare a blueprint for the establishment of the University of Hyderabad, envisaged a total plinth area of 28 lakh sft for all buildings. As against this target, the total built up area so far is only 7.73 lakh sft.

Student enrollment

In conformity with the national character of our university as a Central University, we have, during the last two academic years, been conducting our entrance examinations to post-graduate courses in 7 cities • Delhi, Bombay, Calcutta, Madras, Trivandrum and Visakhapatnam, besides Hyderabad. We intend to add a few more centres next year. Our admissions thus have now a truly all-India character.

The student enrollment which stood at 1143 at the last Convocation (1986-87) is currently 1504 (1988-89). A study of the profile of our admission process during the last two years shows that only ten percent of the students who are qualified to sit for the examination succeed in getting admission.

A profile of admissions

	<u>1987-88</u>	<u>1988-89</u>
Applications received . .	12,336	16,375
Qualified for tests . .	11,256	13,933
Attended tests . .	7,729	9,537
Granted admission . .	770	797
Joined . .	758	746

The number of SC/ST students on rolls during the last two years was 198 and 207 respectively. The university is making all efforts to attract as many SC/ST students as possible. It has been conducting a special diploma programme in computer applications for SCs and STs with financial support from the State Government. The Parliamentary Committee has expressed satisfaction with our record of performance in implementing the safeguards guaranteed by the Constitution to the SCs and STs.

Our students deserve congratulations on their very good academic performance and co-curricular achievements. During the current year, as many as 209 scholars hold fellowships and scholar ships awarded by the UGC, CSIR, DST, ICAR, etc. on the basis of their performance at national level testing and selection. Nearly 60 per cent of our students receive some form of scholarship or aid during the course of their study. Our Students' Union elections are conducted in an exemplary manner without any kind of political interference. We will spare no efforts to augment student amenities on the campus in the coming years. It is a tribute to the dedication of our faculty and students that the academic activity of the university has not been interrupted even for a single day during the last two years and eight months that I have been in office.

At the last convocation, 569 graduates were admitted to their degrees, of whom 106 were M. Phils and 32 were Ph.Ds. In the present convocation, 827 candidates have received their degrees. This figure includes 166 M.Phils, 37 Ph.Ds. and 62 M. Techs. Thus nearly 37 per cent of our students have received research degrees at this convocation.

New academic programmes

Thanks to the University Grants Commission for granting 8 faculty positions during the Seventh Plan period, the university has been able to set up, in the current academic year, a new School of Performing Arts, Fine Arts and Communication. We have also established a Centre for Applied Linguistics and Translation Studies and a Centre for Comparative Literature located in the School of Humanities. We have reactivated the Centre for Regional Studies located in the School of Social Sciences. The Sarojini Naidu School offers a Master's programme in Dance, Theatre, Painting and Communication. This school, appropriately named after Sarojini Naidu, is located at the Golden Threshold in the city. The Centre for Applied Linguistics and Translation Studies as well as the Centre for Comparative Literature have begun conducting M. Phil and Ph.D. programmes in these areas. We hope that these centres will

contribute significantly to realising the objectives of the New Education Policy by innovating techniques and procedures for training professional translators, and by unveiling the Indianness in different Indian literatures. The Centre for Regional Studies will promote interdisciplinary research on various aspects of the culture, history and ecology of the Deccan region.

Faculty development

The UGC has sanctioned 55 new faculty positions for the Seventh Plan period for setting up new programmes and also for strengthening the existing schools and departments. These include five 'floating' professorships. The Academic Council and the Executive Council have resolved to establish a Radhakrishnan Chair and a Jawaharlal Nehru Chair out of these positions to commemorate the centenary celebrations of these great personalities in 1988 and 1989 respectively.

The Department of Sociology and Anthropology in the School of Social Sciences was bifurcated into two - the Department of Sociology and the Department of Anthropology to promote diversification of disciplines.

As part of the implementation of the New Education Policy, the revised scales of pay of the IV Pay Commission for the non-teaching staff and teachers were implemented as soon as the UGC orders were received with effect from 1-1-1986. In order to improve the performance and accountability of university and college teachers, the UGC has set up an Academic Staff College on our campus. The Academic Staff College has so far run orientation courses for four batches of college and university teachers. We have been charged with the responsibility of conducting refresher courses in Sociology and in English, the latter with the help of the CIEFL.

In the last two years, the faculty have in all published 25 books and 476 research papers in national and interna-

books and 476 research papers in national and international journals. Several teachers have received national recognition by receiving awards such as the UGC Career Awards, National Fellowships, National Associateships, Young Scientist Awards and the UNESCO Career Awards, Professor G.S Agarwal of Physics has won the prestigious Max Born Award of the Optical Society of America for his significant work in Optics. Several faculty members went as Visiting Fellows/ Professors to universities and research institutions at home and abroad. In recognition of their research potential, the School of Physics, the Department of Philosophy and the Department of History have been admitted to the Special Assistance Programme by the UGC

During the year 1987-88, 76 research projects and schemes worth 194 lakhs have been undertaken by the faculty members under the sponsorship of national bodies such as DST, UGC, CSIR, DNES, ICMR, ICSSR, ICHR.

Planning and Administration

The university has set up a Planning, Monitoring and Evaluation Committee with expert members from outside, and all Deans as internal members. With a view to serving the region and the nation, during the coming years, it has been proposed to establish a Postgraduate Institute for Medical Research, Education and Training, a School of Engineering and Technology, a School of Environmental Studies, and a School of Management Studies - all at the postgraduate level. Given the support of the Government and the UGC and our own strong faith in our academic destiny, we are confident of realising our goals.

During the last two and a half years, I have systematically decentralised the decision-making process to give a sense of participation to all sections of the university community. Besides the statutory bodies like the Executive Council, the Court and the Academic Council, the day-to-day governance of the university is facilitated by a number of committees with membership from the faculty, the non-teaching staff, and the students. There are 17 such committees as follows:

<i>Committee</i>	<i>Composition/Purpose</i>
1. Library	(Teachers & students)
2. Sports	(Teachers, students & external experts)
3. Campus amenities	(Teachers, non-teaching staff & students)
4. Unassigned grants	(Teachers; to recommend travel grants and grants for seminars and conferences)
5. Sabbatical leave	(Teachers)
6. Reemployment of retired teachers	(Teachers)
7. Transport	(Teachers, students & non-teaching staff)
8. House allotment	(Teachers & non-teaching staff)
9. House building loans	(Teachers & non-teaching)
10. Motor-car and motor-cycle loans	(Teachers & non-teaching staff)
11. DNES academic committee	(Teachers from Life Sciences for plantation work on campus)
12. Grievances of non-teaching employees	(Teachers & outside members)

13. Grievances of teachers (External members of the Executive Council & outside experts)
14. Standing committee on SC/ST safeguards (Teachers & State Social Welfare Board Officials)
15. Grievances of students (Teachers)
16. Student discipline (Teachers)
17. Student aid-fund (Teachers & Students)

The above committees have established their own norms of functioning by consensus of the members and there has been no complaint against the smooth functioning of any of these bodies. There has been a standing committee of Deans which meets frequently under the Chairmanship of the Vice-Chancellor to discuss the academic policy matters and to prepare the agenda for the Academic Council.

There is also a Departmental Promotion Committee which meets generally once a year to recommend to the Executive Council the cases of departmental promotion. Even the recruitment to non-teaching posts upto the highest non-gazetted level is done by selection committees under the Chairmanship of a Dean or a senior teacher as per the Ordinances passed by the Executive Council. The Executive Council has also passed a viable promotion policy for class C and class D employees following the norms recommended by the Joint Cadre Review Committee of the UGC. The principle of rotation of Heads and Deans is implemented strictly on the basis of seniority. With all these measures, arbitrariness in administration has been reduced to a minimum at all levels.

Finances

The UGC has fixed the Development Grant for the VII Plan at Rs. 992.52 lakhs. Against this, the Commission has sanctioned Rs. 780.40 lakhs and released Rs. 710.40 lakhs

so far. The University incurred an expenditure of Rs. 333.93 lakhs till the end of 31.3.1987, Rs. 211.65 lakhs during 1987-88 and Rs. 156.16 lakhs during the current year, totalling in all to Rs. 701.74 lakhs.

The annual maintenance budget was increased from Rs. 375 lakhs in 1986-87 to 460 lakhs in 1987-88. The maintenance budget for 1988-89 was approved for Rs. 495 lakhs consisting of Rs. 250 lakhs for salaries and Rs. 245 lakhs for other charges.

Other Programmes

A Novodaya Vidyalaya has been established on the campus (1987). The Executive Council has allotted land for the school buildings, hostels and staff quarters. The university has established two campus schools - A Red Cross National School upto the primary level and a University Secondary School - both following the CBSE syllabus. Both the schools are run by School Management Boards headed by a senior professor of the university. The recruitment of teachers to these schools has been done through advertisement and open selection. We also intend to start a Telugu medium school from the next year adopting the syllabus of the Department of Education of the State.

The Shramik Vidyapeeth, sponsored by the Ministry of the Human Resource Development, has been successfully implementing a number of social welfare schemes to rural and urban workers in skills to enable them to be self-reliant. The university has been conducting an adult literacy programme for the benefit of the illiterates among the non-teaching employees of the university.

Sponsored by the Association of Indian Universities, our University hosted in February 1989, the Inter-University South Zone Elocution Contest in which teams from 23 universities participated.

Under a grant of 35 lakhs from the UGC, the university is planning to construct an outdoor stadium and an indoor stadium for sports activities during the next year.

Conclusion

During the last two years and eight months that I have been in office, I have enjoyed the affection and confidence of my illustrious Chancellor and Chief Rector, and the fullest co-operation of all segments of the university community and members of the university bodies. I thank them all for their help and support in my plans and programmes to develop this university as a national centre of excellence in higher education.

Since this is the Nehru Centenary Year, I would like to quote a passage from Nehru's address to the youth at the University of Saugar in 1952. This is as relevant for our country's youth today as it was 37 years ago:

"The future of this country ultimately depends on her young men and women, most of whom are in colleges and in universities today. I am anxious to find out what stuff they are made of. They are large in number; but what really counts, if our country is to progress, is the quality of our human material.... I have no doubt that you try to play a good game when you go in for sports. You perhaps run a hundred yards in ten seconds; but if you want to be an athlete of real quality you have to surpass and outdistance others. It makes a lot of difference whether you do a hundred yards in ten seconds or in eleven seconds. The difference is only one second but it is very important. That applies to everything. Is the University of Saugar going to produce men and women of real quality ?"

I would here only like to replace the 'University of Saugar' by the 'University of Hyderabad' and make you imagine, for a moment, that the all-pervasive Spirit of Nehru is posing the same question to you now : * Is the University of Hyderabad producing men and women of real quality ? * Our reply is, " Yes, indeed. "

I warmly congratulate all the new graduates of this university on their achievements and wish them all success in life.

**THE UNIVERSITY OF
HYDERABAD**

Address
by
Dr. H.N. SETHNA

**THIRD CONVOCATION
Saturday, the 4th March, 1989**

Your Excellency, Mr. Justice Hidayatullah, Mr. Vice-Chancellor, Professor Krishnamurti, Members of the Faculty, Recipients of Degrees, Students of the University, Ladies and Gentlemen:

I am happy to be here in your midst for the Third Convocation of the University of Hyderabad and I feel privileged to be able to put forth some of my thoughts to those present and to the new generation of students who will be entering the professional world.

At the outset I would like to greet your Chancellor. The University of Hyderabad is very fortunate to have as its head an eminent personality like His Excellency Mr. Justice Hidayatullah who has held the highest office in the Judiciary of the country and has been a valuable guide, friend and philosopher in steering this University to a state of educational excellence on the academic map of India. The Vice-Chancellor, Professor Krishnamurti, is an eminent personality in the field of Human Sciences. With these two distinguished and experienced captains this University will be looked upon as a leading academic centre of excellence in this country.

For most of you, this day will be one of mixed feelings. On one hand it will generate high expectations for the future that lies ahead of you, and on the other, a certain degree of anxiety in respect of the availability of challenges and opportunities in the future. The day marks the metamorphosis from the cocoon like sheltered existence of University life to the realities of life. All the lessons you have learnt here would do you in good stead in facing the future. It is not just the curriculum that I am referring to but the entire gamut of the complexities of comradeship and human relations that are an inherent part of one's life. In many ways the professional world is no different to the student world, it is only an extrapolation of the range of experiences and problems to a wider base.

The city of Hyderabad occupies a unique position on the map of India. History and legend surround the landmarks of Hyderabad and it would, perhaps not be wrong to say

that it had the highest concentration of cultural activities. Today also it has the distinction of major academic, research and management institutions of repute in the country. On its fringes have sprung up large industrial undertakings such as BHEL, Hindustan Aeronautics Limited. Hindustan Machine Tools and Nuclear Fuel Complex. The academic life is enriched by the existence of Osmania University, Andhra Pradesh Agricultural University, Jawaharlal Nehru Technological University, the Osmania Medical College, Gandhi Medical College and, of course, your distinguished University of Hyderabad. While Hyderabad's past rests in its exquisite architecture, its haunting museums and its world famous calligraphy, its future would be enriched further by the inexorable tide of modernity, new industries, academic excellence, cosmopolitan culture and growth of its scientific temper.

All of you will be called upon to make your own contribution in the development not only of Hyderabad but also of the whole of our country, the sum of which will steer the destiny of our Nation in the 21st century. This country is emerging as a force to reckon with in just over forty years of political independence. You are fortunate to be a part of this exciting era of change. A glance at the newspapers must have made you aware of the current stresses and the strains both within and without the country as we tackle the challenges of population, diversity and poverty. Concurrently, we are targeting rapid economic growth while adhering to the framework of democracy and constitutional rights. Any one of these tasks would be a stupendous challenge for an emerging nation - but we have chosen to face them all ! Can we do it ? What tools do we need ?

Engineers, scientists, skilled labourers and farmers have, during the past forty years, elevated the nation from the status of a weak, faltering and want-ridden nation to that of the seventh largest industrial power in the world . There is no reason why we cannot take off and uplift the masses to a desired quality of life and a better tomorrow. Our past

acceleration should give us the confidence that India will take off and fly over several hurdles in the next decade before the dawn of the 21st century. But what tools do we need for this effort ?

The most important tool in my opinion is Energy. If there is one challenge that every inhabitant in this world will face, it is the much talked about energy crisis. It is a global issue and will confront everyone from the poor peasant to the three-car family. The quality of life, energy and environment are closely and intricately inter-related. Any imbalance in one of these aspects will affect the other. It will be our challenge to judiciously manage these factors in the future. At this stage of development, we in our country are on the threshold of our VIII Five Year Plan. The Government has identified key thrust areas which would need emphasis in achieving a rapid rate of growth within the mosaic of infrastructure and capability of the citizens of our country. Energy availability is a major factor in shaping the future. The amount of energy consumed by a society, the sources of this energy, the control of the paths taken by it through the various strata of society before it reaches the grass root testis are factors that influence the processes and structure of societies. The Government has proposed a large financial outlay to meet the ambitious target of the power sector. More than ninety thousand crores of rupees will be spent to meet the energy needs of the country during the next plan period. This does not include the upstream and downstream investments for its application. The level of investment, on an average, is around Rupees 3,600 per capita annually. In the next five years we would be adding to our capacity an additional 38,000 MW, which, if compared in retrospect, we had been able to achieve only after thirty-five years of independence. This would probably put our capability of accelerated development in proper perspective in many of your minds and bring to focus the tremendous pace of growth that we are confident of achieving. The availability of energy is a function of technology, and the two have a dynamic mutual relationship. The future shift in energy resources would be from the "discovered and mined" sources

such as coal and oil to "manufactured" energy sources such as photo-voltaic and fusion. High technology options would, therefore, be the leading light in the dimming horizon of fossil fuel resources. Many of you may witness the historic transition from fossil fuels to replenishable energy resources like solar, wind. photovoltaic energy systems in your lifetime. Energy costs will rise. It is the reality that we must accept and, therefore, a lot more needs to be done in the conservation of its usage. Every watt of energy saved will amount to the saving of expenditure to generate the same. Conservation will be a source of additional energy. A saving of even 10% on current consumption will entail a saving amounting to crores of rupees to the national exchequer by way of avoided costs of new investments. The oil embargo of 1973 created this awareness and energy-efficient processes and devices have been integrated in place of conventional ones, but there is still a lot of scope to conserve. Our efforts are therefore needed to select and design better systems and cooperate in this global effort if we are to find solutions to the problems of tomorrow. Energy, technology, social organisation and food will be the main indicators of development in the future as they are even today, and a tremendous effort is afoot to keep these factors in focus to achieve a balanced all-round development. We are no more dependent on external aid for our agricultural needs and have proven the point in the series of recent droughts that the country has weathered. For a country which had to import goods from a pin to a power plant forty years ago, we have indeed come a long way. It will, therefore, be your singular task to keep up this pace if we are to remain politically and economically independent. The main drag on our growth has been our burgeoning population ; the task of creating a social awareness and forming public opinion on this issue "will be your challenge in the future.

The application and integration of frontline areas of technology in the development of the country needs an attitudinal change in our society. We must shake off our traditional superstitions and fatalistic approach and develop the exciting scientific temper in our approach and progress. If we are to keep abreast of the latest developments in the world,

the assimilation of high technology at a rapid pace at all levels of society is imperative. The spin-offs will be many, particularly in increased speed and accessibility to information. Geographical limits will shrink integrating this vast country and bringing people together from remote regions of the sub-continent. There will be an improvement in the efficiency and productivity of people making us competitive and at par with systems and developments abroad. This would open the doors wider for increased Indian participation in global trade and business activity leading to economic prosperity. The horizons are bright and you are fortunate to be in this new energetic and exciting phase of the nation's attitudinal development and lift off into the 21st century.

Future frontline areas of technology have leapt over the past forty years since transistors replaced the vacuum tubes. Today the electronic world too has shrunk in the form of large scale integrated chips which are the marvels of our age. This rapid pace has found obsolescence in the capability of micro chips too and has given rise to the optimum usage of Silicon devices by Quantum Electronics. Quantum Transistors are expected to be 1/100th size of their conventional counterparts and are expected to be over 1,000 times faster. The future holds an answer to the plethora of optical detectors, switches, and other devices in addition to unlocking the full potential of laser applications. The day is not far off when powerful new semiconductor lasers, which one could hold in one's hand, would produce beams strong enough to slice through steel. Biotechnology, telematics, computers and communications by fibre optics and satellite technology, new materials based on space technology are some of the progressive areas that the world would be seeing in the next generation. The future is an exciting one and the possibilities are unending, it is up to the future generations like yours to adopt and apply these frontline areas towards the betterment of the standards of our people and the world as a whole.

I once again thank you all for inviting me and allowing me to put some of my thoughts before this august gathering. I wish each one of you a prosperous and productive professional life.

Thank you.

**THE UNIVERSITY OF
HYDERABAD**

Report
by
Prof. Bh. Krishnamurti
Vice-chancellor

FOURTH CONVOCATION
Wednesday, the 13th March, 1991

Respected Chancellor, Shri J.R.D. Tata. Distinguished Chief Guest, Sir Andrew (Fielding) Huxley. Justice Hidayatullah Saheb, Prof. C.N.R. Rao, Members of the Convocation. Students and Esteemed Guests:

It is with a feeling of privilege and honour that I, on behalf of the Executive Council of the University of Hyderabad and on my own behalf, extend a cordial welcome to you all to this Fourth Convocation of the University of Hyderabad; the Convocation is now a biennial event in the University.

We have particular pleasure in welcoming into our midst our new Chancellor, Shri J.R.D. Tata. We are fortunate to have a personage of such eminence, manifold achievements and masterful qualities of leadership as Shri Tata for our Chancellor. Shri Tata is a 'high flier' in the best sense of the phrase. He has, by his shining example, set the highest standards of excellence not only in industry but also in science research and education, social welfare and self-discipline. If India is now reckoned as a global force in industry and technology, it is, in no small measure, due to the initiative, imagination and contribution of Shri J.R.D. Tata. We look forward to his guidance, counsel and leadership.

It is a particular good fortune and pleasure that our former Chancellor, Justice M. Hidayatullah, a premier citizen of India (and of the world), is with us today associating himself with this convocation by agreeing to receive an honorary degree at it. The University is honouring itself by honouring him thus. Under his sage leadership, the University had successfully passed through

a crucial phase of development, consolidation and expansion. I must acknowledge that I owe a good part of my success as Vice-Chancellor to the active interest, inspiration, counsel and moral support provided by him at crucial junctures. I welcome you, Sir, and Mrs. Pushpa Hidayatullah to the Fourth Convocation.

We offer a truly warm welcome to our Chief Guest, Sir Andrew (Fielding) Huxley and Lady Huxley. It was gracious of Sir Andrew Huxley to have accepted our invitation to give the convocation address and to receive the Honorary Degree of Doctor of Science. A Nobel Laureate in physiology and medicine, and Master of Trinity College, Cambridge, Sir Andrew is a scion of the renowned Huxley family binding the 'two cultures' of science and humanism. He is also Emeritus Professor of Physiology, University of London, and was President of the Royal Society, 1980-85. His phenomenal achievements in life sciences have won him innumerable awards, honours and honorary degrees, and we hope that our honorary degree will make a worthy addition to this long list. We all feel honoured to welcome you, Sir, and Lady Huxley into our midst.

Our hearty welcome to Professor C.N.R. Rao, a name among names in the world of science in our country. Professor C.N.R. Rao, Director of the Indian Institute of Science, Bangalore, and Chairman of the Science Advisory Council to the former Prime Minister of India, among other things, has done invaluable service to the cause of science, science research and science education in our country and in the third world. He was good enough to respond positively to our offer of the Honorary Degree of

Doctor of Science, one more to the tally, as far as he is concerned. He has been kind enough to be with us today to receive the Degree in person. We are thankful to him and welcome him.

Professor C.R. Rao, currently Eberly Professor of Statistics at the Pennsylvania State University is foremost in the field of Statistics in our country and one of the topmost statisticians of the world. He was to have been with us this evening to receive the Honorary Degree of Doctor of Science but could not do so owing to conflict of dates. We much appreciate Professor C.R. Rao's consent to receive an honorary degree of our University, again, in his case also, yet another in a series of honorary doctorates conferred upon this distinguished statistician. We are grateful to him.

Progress since 1989

I am happy to be able to report that, since the last convocation held in March, 1989, the University has been able to maintain, and quicken the pace of its progress and development on all fronts and in all fields of activity. We have now moved closer to a degree of adequacy and self-sufficiency in the matter of infra structural needs and facilities in general, and in the matter of buildings and accommodation in particular. Several more new buildings have come up and have become operational in the last two years in addition to the ones which came into being in the earlier two or three years.

Our student enrolment has now increased to 1720 and, of these, 649 (nearly forty per cent) are women

students; several new programmes and courses have been introduced. Our faculty strength has also registered an increase, and many of the faculty have been recipients of awards and honours at the national and international levels. The administrative staff has undergone a moderate expansion and diversification and at the same time a process of streamlining.

Major construction works

The Science complex of buildings which will be formally inaugurated by our Chancellor tomorrow, houses all the science schools of the University in a single yet nonetheless spacious location, providing 86,570 sft. of accommodation. All the science schools started functioning from this fresh location about a year ago. This major building programme could be successfully completed, thanks to the considerate restoration of the spill-over funds of the Sixth Plan and the sanctioning of additional grants for the Seventh Plan period by the University Grants Commission.

A new hostel for women students which houses 150 students was completed and occupied in 1990. A building which now houses the Student Centre, an additional wing to the women's hostel for 32 students, and an annexe to the Vice-Chancellor's lodge are the other buildings which were finished and commissioned during the period. A T.V. studio, with fairly upto-date equipment and facilities, was constructed for the Sarojini Naidu School of Performing Arts, Fine Arts and Communication of the University in the premises of the Golden Threshold building, the city campus of the University.

Notwithstanding the undertaking and completion of these and several other earlier building programmes, our infrastructural requirements are not yet fully met. The University has not, either at its inception or at any subsequent point of time, received a specific block grant for its building programmes. Such a grant will help the University to become really self-sufficient in building accommodation.

Student enrolment

As part of our constant endeavour to maintain the national character of our University as a Central University, we have, during the last two years, been conducting our entrance examination for admission to the M.A., M.Sc, M.C.A. programmes in as many as ten cities, besides Hyderabad, viz. Delhi, Pune, Calcutta, Madras, Cochin, Bangalore, Bhubaneswar, Visakhapatnam, Tirupati and Vijayawada. Our admissions thus aspire to a truly all-India character.

Given our infrastructural resources, the student enrolment has reached, what may be called, an optimum of about 1720 in 1990-91, thus registering a sizeable increase over 1504, the figure for 1988-89. A look at the profile of admissions during the last two years shows how competitive the admissions are.

A Profile of admissions

	<i>1989-90</i>	<i>1990-91</i>
Applications received	16,569	16,008
Qualified for written tests	15,540	11,266
Appeared for written test	10,665	8,399
Granted admission	969	1,038
Joined	832	888

The number of SC/ST students on rolls during the last two years was 246 and 169 respectively. The University is making all efforts to attract as many SC and ST students as possible through special admission notifications besides the requisite relaxation of eligibility criteria in their case. The University has been conducting a special one-year diploma programmes in computer applications for SCs and STs with financial support from the Andhra Pradesh State Government. We are soon starting a coaching programme for SC and ST students for all-India civil service examinations with funding from the Department of Social Welfare of the Government of Andhra Pradesh.

Our students deserve to be congratulated on their good academic performance and para-academic and co-curricular achievements. During the current year, as many as 179 scholars hold fellowships and scholarships awarded by the UGC, CSIR, DST, ICAR, etc on the basis of their performance at national-level testing and selection. About sixty per cent of our students receive

financial assistance in some form, during their stay here. Our Student Union elections and activities are conducted in a peaceful and dignified manner without any sort of political interference. We will try our best to augment student amenities on the campus in the years to come. Despite the current academic year having witnessed disturbed conditions due to agitations and to inter-communal violence, and despite a short spell of closure forced on us by circumstances and a few spells of curfew in force in parts of the city of Hyderabad, thanks to the genuine commitment of the students and faculty alike, the academic year is in shape and the lost time has been made up.

At the last convocation 827 graduates were admitted to their degrees of whom 167 were M.Phils and 37 were Ph.Ds. In the present convocation 1043 candidates have received their degrees. These include 244 M.Phils, 76 M.Techs and 52 Ph.Ds. Thus nearly 35 per cent of our students, receiving degrees at this convocation, are research students.

New academic programmes

Several new programmes have been started in 1990-91, viz. M.A. in Applied Linguistics, P.G. Diploma in Theatre Arts, M.Phil in Regional Studies and Ph.D programmes in Regional Studies, in Dance and in Theatre Arts. Several inter-disciplinary courses across departments and Schools have been instituted; several new programmes are being planned. A Centre for Folk Culture studies is being set up with the aid of the Ford Foundation.

Faculty Development

With the process of recruitment to new and vacant faculty positions being taken in hand promptly enough, a number of new faculty members are now in position, bringing the faculty strength to nearly 206. Out of the five 'floating' professorships available, two special Chairs have been set up, a Radhakrishnan Chair (in Humanities/Social Sciences) and a Jawaharlal Nehru Chair (in the Sciences) to commemorate the recent centenary celebrations of these great personalities.

Since the last convocation in March 1989, the faculty, in all, have published 56 books and 385 research papers in national and international journals. National and international awards and honours received by faculty members include UGC Career Awards, National Fellowships, National Associateships, National Lectureships, Young Scientist Awards, Dr. S. Radhakrishnan award in political theory, the INSA Golden Jubilee Commemoration Medal, Editorship of reputed journals, membership of editorial boards, membership of learned bodies of repute, etc. Several faculty members went as Visiting Fellows/Professors to universities and research institutions at home and abroad.

The School of Life Sciences, the Department of Political Science and the Department of English have been admitted to the programmes of Special Assistance or Research support of the UGC, in addition to several Schools and Departments which have already had this recognition. In addition to special projects being sanctioned to certain Schools and Departments, as many

as 87 research projects worth Rs.4,09,11,599/- have been undertaken by faculty members under the sponsorship of national agencies such as the DST, UGC, CSIR, DNES, ICMR, ICSSR, ICHR. A number of seminars, conferences, and symposia of a national and international cast were organized during the period by the various Schools and Departments.

The Academic Staff College of the University has run several orientation courses and refresher courses for college and university teachers. During 1989-91, it has also organized refresher courses in Sociology, in Political Science, and in Applied Linguistics, in collaboration with the Departments concerned.

Planning and Administration

The proposals for the Eighth Plan have been formulated by the University and submitted to the UGC. For the Eighth Plan our priority items are — two men's hostels and a women's hostel to accommodate at least 600 students, housing for faculty and non-teaching employees, and a school building for Humanities. We have also asked for more working space for the Sciences and Social Sciences. While emphasis is laid on consolidating the existing teaching and research programmes, we have asked for seed money to start a Postgraduate Research Institute in Medical Sciences and also proposed the establishment of a School of Management Studies.

In many matters, the decision-making and administrative processes of the University are carried out

by a number of committees constituted for various purposes with the faculty, the non-teaching staff and the students as members. This has facilitated the development of a sense of true involvement and participation in the functioning of the University on the part of the different sections of the University community. A Standing Committee of the Academic Council consisting of all the Deans and five Heads of Departments in rotation has been constituted and it discusses academic policy matters and prepares the agenda for the Academic Council.

A Departmental Promotion Policy has been formulated by the Executive Council for the non-teaching employees. A Departmental Promotion Committee meets generally once or twice a year to recommend to the Executive Council the cases of departmental promotion.

Finance

The University Grants Commission agreed to provide development grants to the tune of Rs. 1311 lakhs during the Seventh Plan period. However, grants amounting to Rs. 1022 lakhs only have been released. The University has fully utilised the grants released by the Commission. All the building projects of the plan period have been completed. The annual maintenance budget approved for the year 1990-91 is Rs. 728 lakhs; but the UGC has released only Rs. 708 lakhs owing to financial constraints.

Other Programmes

During the past two years, over 400 students donated blood to the Red Cross. The non-teaching employees,

students, and teachers raised funds and donated food and clothing to flood victims in Coastal Andhra in 1990. A team was sent to Vijayawada to participate in flood-relief work.

The University's Adult Literacy programme, involving student volunteers and non-teaching employees, has helped such Group 'D' employees as are illiterate, to learn the three R's. It has been a successful programme.

The University of Hyderabad Campus School established in 1987 was recently made autonomous with its own Management Board. It imparts instruction from Lower KG to the Xth Standard. It follows the CBSE syllabus, duly recognized by the Kendriya Vidyalaya Sanghatan.

The Shramik Vidyapeeth under the sponsorship of Ministry for Human Resource Development has been conducting a number of social welfare schemes for the benefit of rural and urban workers enabling them to acquire skills for employment.

Conclusion

As I draw to the end of my term of office shortly. I have a deep sense of satisfaction that I will be leaving this University in a much better shape than what it was when I took over as Vice-Chancellor. We clearly notice, among members of the University community, a sense of belonging to the institution, an effort to work hard and excel, and a desire to be accountable in their functions and duties. Whatever progress I have achieved in developing this

young University, I owe it to the affection and cooperation of all sections of the University community, to the enlightened officials of the Ministry of Human Resource Development and of the University Grants Commission, and to our former Chancellor, Justice Hidayatullah. I am hopeful that this University will make rapid progress in the years to come under the paternal care of our new Chancellor, Shri J.R.D. Tata.

We are inheritors of a great culture and civilization. It helps to remind the young graduates of the 'Hymn of Peace' (*saanti mantra*) that, in ancient times, the teacher and the taught used to chant at the beginning and at the end of a day's learning:

'saha naa-v avatul saha nau bhunaktul saha viiryam karavaavahi/tejasvi naav adhiitam astu/maa vidvi Saava-hai/om saantih saantih saantih.'

"May our learning protect us, May our learning benefit us. May our learning give us power, May our learning be luminous, Let us not hate each other; Let there be Peace, Peace, Peace."

In conclusion, I would, once again, like to thank the four eminent personalities who have given us an opportunity to honour ourselves by conferring honorary degrees upon them. By the same token, they have provided an opportunity to the graduates of this University, new and old, to draw inspiration from them and to emulate them. I congratulate the new graduates on the degrees and diplomas that they received at this Convocation and wish them a bright future.



THE UNIVERSITY OF
HYDERABAD

Convocation Address

by

Sir Andrew (Fielding) Huxley

FOURTH CONVOCATION
Wednesday, the 13th March. 1991

*Chancellor, Vice-Chancellor, Fellow Graduands.
Ladies and Gentlemen,*

First let me say on behalf of all the Honorary Graduands how very greatly we appreciate the honour that you have done us in conferring Honorary Doctorates upon us.

There are several reasons why it gives me special pleasure to be so honoured by your University. First, the fact that you have brought me here from another country, indeed from another continent, is a recognition of the international character of science and of all kinds of learning. I said "international" but it would perhaps have been better to use the word "supranational"; "international" often implies relations between nations as such, whereas science is carried on by individuals in different countries, communicating their results to each other as far as possible without regard to national boundaries. This touches me particularly because at present I have the honour to be President of the International Union of Physiological Sciences, one of the many such Unions - one for each branch of science — that make up the International Council of Scientific Unions. The chief work of each of those Unions is in providing opportunities for scientists from different countries to meet, and in resisting the restrictions on travel of scientists from one country to another that are imposed sometimes by Governments and sometimes by shortage of foreign currency. My own first visit to India, in 1974, was in order to attend the triennial Congress of this Union, which was held that year — with great success — in New Delhi. A recent development with the same objective has been the formation of regional groupings in my own

science; one of the first of these is the Federation of Asian and Oceanian Physiological Societies, which held its second Congress in Delhi a few months ago, with the full blessing of the International Union.

A second reason why I specially appreciate this degree from Hyderabad is that you are a young University. Your foundation is a step in the increase of opportunities for higher education that is so necessary in many countries. This is true of Britain as well as of India, though at present we are expanding numbers by increasing the size of existing universities, not by founding new ones. Having become a member of your University, I shall look forward to learning of your steady progress towards being one of the great Universities of India. My own University — Cambridge — is among the ancient ones (more than 700 years old) and its members benefit from this particularly in the sense that it gives of the continuity of learning and the extent to which we depend on the achievements of the predecessors — something that is easy to forget in the face of the sheer bulk of new publications that appear every year. But there are also advantages in being a young University: you can adopt new policies, and introduce new fields of study, without having first to breakdown the habits of centuries or even of decades.

My third reason for special pleasure in becoming a member of your University is that I am sharing the honour with your former Chancellor, Justice Hidayatullah. He and his brothers were students at the same college as myself at Cambridge — Trinity College, the College also of Muhammad Iqbal, of Jawaharlal Nehru,

and of Rajiv Gandhi. Justice Hidayatullah is a very devoted member of the College, and whenever he comes to Britain he visits us, and his visits are greatly appreciated. I had the pleasure and honour of meeting him there a couple of years ago. I had supposed that he would still be Chancellor on this occasion and I was looking forward to receiving my degree from him; that was not to be but it is an equally great pleasure to find myself one of his fellow graduands.

May I finish by repeating my own thanks, and expressing the thanks of all my fellow graduates, for the honour and pleasure you have given us on this splendid occasion.



THE UNIVERSITY OF HYDERABAD

Report

by

Prof. Bh. Krishnamurti

Vice-Chancellor

FIFTH CONVOCATION
Thursday, the 22nd April, 1993

Your Excellency, the President of India Visitor of the University and distinguished Chief Guest of the Convocation, revered Dr. Shanker Dayal Sharma. Your Excellency, the Governor of Andhra Pradesh and Chief Rector of the University. Shri Krishan Kantji. Respected Chancellor, Shri J.R.D. Tata. Dr. Abdul Kalam. Dr. Sarvepalli Gopal. Shri Mangalampalli Balamuralikrishna. Members of the Convocation. Students and esteemed Guests:

It is with a sense of privilege and honour that I, on behalf of the University of Hyderabad and on my own behalf, extend a most cordial welcome to you all to the Fifth Convocation of the University.

It is our good fortune that the Hon'ble President, who is also the Visitor of the University, has so graciously accepted our invitation and is with us here today. We are deeply grateful to you, Sir. As the first citizen and as the foremost leader and guiding light in the moral and cultural spheres of our nation, you, Sir, with your strong background of academic achievement, are the best source of inspiration and strength, of counsel and direction that academia can turn to today. We welcome you, Sir, into our midst with reverence and gratitude.

We extend a warm welcome to His Excellency, Shri Krishan Kantji who has, as Governor of Andhra Pradesh, won the respect and affection of our people through his intellectual and moral stature. We are grateful to you, Sir, for having graciously accepted our invitation to be with us on this occasion as the Chief Rector of the University.

We have particular pleasure in offering a welcome to our Chancellor, Bharat Ratna Shri J.R.D. Tata. We are fortunate to have a person of such eminence and manifold achievements as

Shri Tata for our Chancellor. He has, by his shining example, set the highest standards of excellence not only in industry but also in science research and education, social welfare and self-discipline. We look forward to his continued guidance, advice and leadership.

Our hearty welcome to Or. A.P.J. Abdul Kalam who is the Scientific Adviser to the Defence Minister, and, above all, the brain behind the nation's missile programme. He has been good enough to accept our offer of the Honorary Degree of Doctor of Science and so kind as to be with us today to receive the degree in person. We feel honoured and are thankful to him.

We accord a cordial welcome to Professor Sarvepalli Gopal, a leading historian of our time. Professor Gopal has also distinguished himself as a biographer, teacher, educationist, thinker and a man of letters. We are grateful to him for accepting our offer of the Honorary Degree of Doctor of Literature, and also for his presence with us here to receive the degree in person.

We welcome into our midst the musician *par excellence* Shri Mangalampalli Balamuralikrishna, who was the first occupant of the Radhakrishnan Centenary Chair at our University last year. He is an Olympian figure in the field of vocal and instrumental music, with a legendary reputation as a performer, composer, innovator and teacher. He has generously accepted our offer of the Honorary Degree of Doctor of Literature and is here to receive the degree in person.

We, indeed, feel honoured in honouring such personalities as these three, who have received several such honours before. This is a rare historic day for the University with the august presence of the Visitor, the Chief Rector and the Chancellor

together on the dais.

A profile of the university:

I am happy to be able to report that, since the last Convocation held in March 1991, the University has been able to maintain and improve the momentum of growth and progress on all fronts and in all fields of activity. This University, still in its teens, has emerged, over the years, as an institution of excellence in higher learning with national and international visibility, judged by the following parameters:

(1) Our distinguished faculty have won many national and international awards; for instance, there are 3 Shanti Swamp Bhatnagar award winners, 4 Fellows elected to the Indian National Science Academy (FNA), 8 elected Fellows of the Indian Academy of Sciences (FASc), 10 UGC National Fellows Lecturers, and 2 Sahitya Akademi Award winners (Urdu & Telugu). Besides, there are several winners of Career Awards from the UGC and Young Scientist awards from the INSA. International honours include a Max Born Prize of the Optical Society of America and fellowships of learned societies of England and USA, memberships on editorial boards of reputed journals and serial publications.

During the five years ending on March 31, 1992, the faculty published 144 books and 1529 research papers in referred journals, Indian and foreign.

The faculty have received grants worth Rs. 4.25 crores for 65 ongoing research projects sanctioned by national and international funding agencies like the CSIR, DST, DAE, DOE, Rockefeller Foundation, National Science Foundation, Ford Foundation, etc.

On the average 20 teachers go abroad every year on visiting assignments in various universities and research institutes.

(2) Our students are drawn from the entire nation through entrance tests held at 11 centres all over the country. One in 12 students who sit for the entrance examination gets admission in the university; of the students on rolls, nearly 43% are research scholars (in M.Phil & Ph.D) and 38% are women; currently 300 students hold research fellowships of the UGC, CSIR, DST, ICAR, etc. In the last two civil services examinations our students have scored a very high average, i.e. 1 in 5.5 candidates was selected as opposed to the national average of 1 in 11.5.

(3) The student elections are conducted without any political interference.

(4) We run the university on the semester system with internal and continuous evaluation of students; many universities have abandoned this system in the South and reverted to the year-wise system.

(5) The University has been, by and large, working peacefully, without interruption of its academic calendar.

Our student enrolment which was 928 in 1985-86 increased to 1828 in 1991-92 and reached 1934 in 1992-93. Our faculty strength which stood at 138 when I took charge in 1986 stands now at 211. The administrative staff has also undergone a moderate expansion and diversification, at the same time a certain streamlining.

Although our admissions are highly competitive, we have taken special measures to attract students from the reserved categories, SC/ST and physically handicapped. The number of SC/ST students on rolls has been 291 and 307 during the last

two years respectively. The University also runs, specially for SC/ST students, a one-year Diploma in Computer Applications and a coaching programme for all-India civil service examinations with funding from the Social Welfare Department of the Andhra Pradesh Government.

Building programmes:

Under the Seventh Plan developmental grants, several major structures, such as the complex of science buildings, the administration block, the social sciences block, the Indira Gandhi Memorial Library building (declared open by our revered President in 1988), the health centre, a second ladies hostel, two men's hostels, a student centre, etc. were got ready and occupied in the last few years. An indoor and outdoor sports complex is almost completed. Under the Eighth Plan grants, a new 300 seater men's hostel is almost ready for occupation and several other building programmes, including sizable extensions to the existing School buildings and the library are in progress. These will, to an extent, though not fully, meet the expanding needs of the university. Yet, for a satisfactory fulfilment of our accommodation needs, a specific block grant for these requirements, which the university has not so far been accorded, will be of great help.

New academic programmes and other developmental activities:

In the last few years, a new School, the Sarojini Naidu School of Performing Arts, Fine Arts and Communication, and new Centres like the Centre for Applied Linguistics and Translation Studies, a Centre for Regional Studies, a Centre for Folk Culture Studies (supported by a grant from the Ford Foundation), and new courses like M.Sc. in Biotechnology, and a Postgraduate Diploma in Chinese have been instituted.

An Academic Staff College set up in 1988 has so far provided in-service training for 1200 college and university teachers. A Women's Studies' Cell and the Shramik Vidyapeeth funded by the UGC/Ministry of Human Resource Development have been actively functioning. Under an energy plantation programme funded by the Department of Nonconventional Energy Sources (DNES) of Government of India, we have planted over six lakhs of fast-growing species of trees on the campus which have converted our campus into the greenest spot in the twin cities. The university runs a campus school on the CBSE syllabus for the benefit of the children of the university faculty and employees.

Out of the unassigned professorships of the Seventh Plan, two special Chairs, a Radhakrishnan Chair (in Humanities/Social Sciences) and a Jawaharlal Nehru Chair (in Sciences), were set up to commemorate the centenaries of these great personalities. The Schools of Physics, Chemistry and Life Sciences, and the Departments of History, Political Science and English have been chosen for special assistance or research support by the UGC; besides, the Schools of Chemistry and Physics have been admitted to the Committee on Strengthening of Infrastructure of Science & Technology (COSIST) programme by the University Grants Commission.

At the last convocation, 1043 candidates were admitted to their degrees including 244 M.Phils, 76 M.Techs and 52 Ph.Ds. In the present convocation 1158 candidates have received their degrees, of whom 249 are M.Phil., 79 M.Tech. and 72 Ph.D. Thus, 34% of our students, awarded degrees at this convocation, are research students. With this convocation, 4850 postgraduates have received degrees from the university since its inception.

We are planning to establish a Centre for Distance Education from 1993-94 to reach out a larger clientele who cannot afford

the time and money to join the conventional stream.

Planning and administration:

The UGC has sanctioned the university for the first phase of the Eighth Plan a total outlay of Rs. 988 lakhs for buildings, faculty positions, books and journals, equipment and also to continue the spill-over projects of the earlier Plan. A Planning, Evaluation and Monitoring Committee of the university makes recommendations about development in the long range view.

The annual maintenance budget approved for the year 1992-93 was Rs.899 lakhs, but the UGC released only Rs. 849.77 lakhs owing to financial constraints.

In many matters, the decision-making and administrative processes of the University are carried out, in a decentralized fashion, by a number of committees constituted for various purposes with the faculty, the non-teaching staff and the students as members. This has helped to foster a sense of involvement and participation in the functioning of the university on the part of the different sections of the university community

Conclusion:

This University was established in 1974 to resolve a political crisis under the Six-point Formula. While all other state universities reserve 85% of seats for local candidates under their respective jurisdictions, we admit students purely on merit not only from all parts of our State but also from all parts of the country. However, because of the factor of proximity, nearly 85% of our students happen to come from our State. Since we do not have any professional courses like Medicine, Engineering and Management, meritorious students who do not fall within

the net of 85% of each state university area are forced to migrate to other states in search of placement. Despite our serious efforts, we have failed to get funding to start professional courses at the postgraduate level at this university. I appeal to our Esteemed Visitor to help the university fulfil this long standing desideratum in the interest of meritorious students of this state.

As I draw to the end of my second term of office, I have a deep sense of satisfaction that I have had an extended opportunity to serve the university and that I will be leaving it in a much better shape than what it was when I took over in 1986. Happily, the members of the university community, in general, display a sense of belonging to the institution and a constant effort to work hard and excel. Whatever success I have achieved in developing this young university, I owe it to the affection and cooperation of all sections of the university community, to the enlightened officials of the Ministry of Human Resource Development and the university Grants Commission and to our former Chancellors and to our present Chancellor, Shri J.R.D. Tata, under whose care the university will grow from strength to strength. My congratulations to all those who have received their degrees and my best wishes to them for a bright future.



CONVOCATION ADDRESS

BY

**DR. SHANKER DAYAL SHARMA
PRESIDENT OF INDIA**

AT THE

HYDERABAD UNIVERSITY

HYDERABAD

**Thursday, 22 April 1993
2 Vaisakha 1915 (Saka)**

It gives me immense pleasure to be here today for the Convocation of Hyderabad University. I would like to thank the Chancellor, Shri J. R. D. Tata, and the Vice-Chancellor Prof. B. Krishnamurthi for their very kind invitation to me to be with you on this important occasion.

The University of Hyderabad has been fortunate in having as its Chancellors men of great ability and stature who have helped nurture this institution and build it as a model Central University. I remember the keen interest that Shri Justice M. Hidayatulla took in every aspect of the growth of this University. Justice Hidayatullah's distinction as a scholar and jurist, his vast experience in public life, enlightened outlook, refinement, and prodigious capacity for work, formed the characteristics of one of our most eminent citizens of our country. I greatly value my own association with him and would like, on this occasion, to pay on behalf of all of us our grateful tributes to his memory.

Hyderabad University now has Shri J. R. D. Tata as the Chancellor and therefore the unique honour of being headed by one whose services to the nation have been recognized with the highest honour of our Republic, the Bharat Ratna.

The University's having men of such standing at its particularly in its early years, has an important bearing on the way the institution is nurtured, guided and developed to perform its designated role as a Central University.

The report of the Vice-Chancellor has provided a perform its view of the progress registered by Hyderabad University. I am happy to see the positive gains secured in terms of student enrolment, enlistment of faculty strengths, introduction of academic programmes, and capital works. The perceptive, innovative and energetic manner in which the infrastructure for this Central University has steadily materialized, despite financial constraints, deserves appreciation

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The report of the Vice-Chancellor has provided a perspective view of the progress registered by Hyderabad University. I am happy to see the positive gains secured in terms of student enrolment, enlistment of faculty strengths, introduction of academic programmes, and capital works. The perceptive, innovative and energetic manner in which the infrastructure for this Central University has steadily materialized, despite financial constraints, deserves appreciation.

The University of Hyderabad Act, 1974, specifies that the objects of the University shall be to disseminate and advance knowledge by providing instructional and research facilities, by the example of its corporate life, and in particular, integrated courses in humanities and science, inter-disciplinary studies and research.

On going through details of the academic activities pursued. I feel that a good and solid beginning has been made in these respects. The research projects underway, in the various Schools of Mathematics, Computer and Information Sciences, Physics, Chemistry, Life Sciences. Humanities and Social Sciences, appear to be designed to secure knowledge as would be relevant to social needs, useful in current approaches to nation-building.

I am glad to see that a number of organizations are sponsoring these research projects, including the Council of Scientific and Industrial Research, the Department of Atomic Energy, the Indian Space Research Organization, the Department of Science and Technology, BHEL, UGC, the Indian Council of Medical Research, the Department of Environment and Forests, the Department of Women and Child Development, the Planning Commission, the National Environmental Engineering Research Institute, and private sector bodies.

The quality and cost-effectiveness of research conducted will itself encourage more and more institutions to turn to Hyderabad University for Research and Development activity towards specific operational objectives whether concerning products, processes or phenomena.

Hyderabad has a number of major industrial, commercial and scientific undertakings, including the BHEL. HMT. Hindustan Aeronautics Limited and the Nuclear Fuel Complex. There is also a concentration of leading academic institutions including Osmania University. Jawaharlal Nehru Technological University, Andhra Pradesh Agricultural University, the Osmania Medical College, the Indian Institute of Chemical Technology. Telugu University, the

Indian Institute of Management, the National Institute of Rural Development, the Indian Institute of Appropriate Technology, the Central Institute of English and Foreign Languages and several other prestigious bodies.

The role of Hyderabad University as a Central University is of crucial importance in this context. Hyderabad University can, and should, increasingly develop as a dynamic institution creating, consolidating, magnifying and diversifying symbiotic, mutually-beneficial, linkages with other organizations and institutes to enhance the qualitative and quantitative features of aggregate growth activity

This role and responsibility : of leading a drive towards mutually-supportive, inter-institutional, inter-disciplinary, inter-sectoral Creativity is an essential aspect of the functions of Hyderabad University as a Central University. In doing so, the University would also be serving the major need of providing courses, programmes and facilities ordinarily beyond the reach of many other institutions in terms of staff and equipment. This, in my view, is a key purpose in the establishment of Central Universities, and Hyderabad University is now increasingly well-endowed to work in this direction. In this way the University would contribute to and catalyse a qualitative upgradation of institutional and individual capabilities in the context of modern requirements, and help build a form of corporate intellectual life of much-needed practical relevance.

The process of optimal interaction between the sectors of University education, Industry, Scientific and Technological establishments, and agencies working in areas of socioeconomic growth, will be more efficacious if concerted attention is paid to certain areas; Hyderabad University may be an exception, but broadly speaking our Universities are so structured that scope for the desired nature and extent of interaction is restricted.

Faculties of Universities lack practical exposure to industrial commercial and other economic activity. A purely academic approach to operational problems has to be substituted by specialist

with relevant technical experience. A system or mechanism enabling inter-transferability of specialized talent between university faculties and operational agencies needs to be developed. There should also be some settled way in which scientists, technologists and managers working in various undertakings can obtain what may be called 'up-linking orientation' in academic institutions. Special course curricula would need to be designed for this.

Essentially, the basis for 'cross-fertilization' has to be organized. Through this method, inter-sectoral confidence and mutual enrichment would occur more efficiently. Some of our IITs have initiated measures in this direction. Experience gained there needs to be shared and utilized for similar initiatives by other universities.

A conscious effort needs to be made to turn the attention of our industrial establishments towards drawing upon, investing in and building up resources in our universities. More and more industries should associate and involve universities and academic institutions in project identification, formulation, appraisal, implementation, monitoring and evaluation. The sharing of costly equipment, the exchange and free flow of faculty, experts, R&D collaboration, joint consultancy initiatives, joint academic programmes—all these should form key elements in connecting university education with national growth.

The time has come when university education in India must be metamorphosed and equipped to fulfil the needs of the national economy in an increasingly competitive global environment. The Central Universities should take the lead in this task. Hyderabad University can, and should be, a pioneer in this direction.

There is a certain urgency to this, calling for a sense of mission on the part of all concerned. Today, India has reached a position from which it is poised for a quantum improvement in aggregate economic status. The primary, secondary and tertiary sectors of the national economy have tremendous potential for growth. In terms

of trained man-power, technical expertise, managerial strengths, material resources and opportunity and scope for progress, India has the wherewithal to move rapidly towards prosperity.

We must realize the full implications of this. It places an enormous responsibility on all of us to translate the potential developed thus far into dynamic form.

India is, and will be, as strong and prosperous as *we* make it. India's genius in diverse areas is proven and part of our heritage. In control of our own destiny, as a people, our creative excellence can express itself in every positive area of growth. We can achieve this by the spirit of harmony, and by cooperating with each other at individual and institutional planes, in a mutually supportive atmosphere, fully perceptive of the resulting ability of every participant being more productive, more effective and successful.

Following this approach our problems would be less difficult to solve and our advantages be magnified manifold. Pooling our strength we enhance its aggregate force. Mutual understanding, determination to try and accommodate each other's views and interests, harmony, maximum cooperation : these must be our watch words.

India's spiritual heritage, our cultural mores, our political values, constitutional framework, and the directions from our democratic institutions representing the people's will—all these provide ample basis and strength to processes of harmony, cooperation and successful addressal of national tasks.

There will, inevitably, be a few who are prone mainly to see our weaknesses, and deficiencies. There is no question that such problems need realistic appraisal. This is essential. But viewing the aggregate perspective is also essential. And in totality, by any reckoning. India is resurgent and surely placed on the path to progress through harmony and cooperation. Attuned to democratic ideals, we can advance with confidence.

Our being a strong, peaceful, prosperous nation will only be of benefit to others. Other nations and peoples in our region and elsewhere stand only to gain by the forces of democracy and prosperity in India as we are committed to peace and the good of all सर्वे भवन्तु सुखिनः, सर्वे सन्तु निरामया — has been our ideal from ancient times. We have looked upon the human race as one.

Students of Hyderabad University have been the recipients on educational impulses in the specially organized environment of a Central University. It is important to remember that knowledge and skills gained in the University have real value only when guided by our time-honoured moral and ethical values.

In India's advancement, in the progress of India's masses, the youth of the country have a vital role to perform. Those who have received higher education have a special responsibility. The power of India's youth must mobilize India's masses by exerting the force of the ideals of harmony, unity, cooperation and creativity. During our struggle for freedom. India's youth was in the vanguard of Satyagrah. political activity for awakening the masses, and guiding India's millions to strive for the ideals of freedom and human dignity. Today again, India's youth must see it their duty to spread the message of harmony, democratic outlook and unity in tasks of national reconstruction.

India's youth force must endeavour to safeguard the gains of freedom, to concentrate on nation-building activity, tackle the problems of poverty, ignorance and disease, and prevent any deflection of national energy away from key tasks on the national agenda.

Here, in Andhra Pradesh, the heart of India, in a State steeped in our rich heritage of pluralism and oneness, of integrated progress at the spiritual, intellectual and material planes, the students of Hyderabad University must prove themselves as worthy sons and daughters in the service of their motherland. An opportunity of

great importance is open before you. I would like to express my implicit faith in your ability to rise to the needs of the nation, the needs of our culture, the needs of India's future.

Hyderabad University was born in the 'Golden Threshold', the home of Smt. Sarojini Naidu, whose eloquent voice moved millions to patriotic service.

Students of Hyderabad University, indeed, the citizens of India, should keep in mind these words sung by the Nightingale of India in a pledge to our Motherland :

"Ne'er shall we fail thee,
forsake thee or falter,

Whose hearts are thy home
and thy shield and thine altar. ..
Mother, the flame of our hope
shall surround thee !

Mother, the sword of our love
shall defend thee !

Mother, the song of our faith
shall attend thee !

Our deathless devotion and
strength shall avail thee !"

I thank you for inviting me to this Convocation. I extend my greetings and felicitations to all on this auspicious occasion and pray that all who pass the portals of this University may lead a life of fulfilment and gain peace, prosperity and happiness.

JAI HIND

The University of Hyderabad

Report
by
Prof. G. Mehta
Vice-Chancellor

SIXTH CONVOCATION
Friday, the 9th February, 1996

Your Excellency, the Vice President of India. Shrt K.R Narayanan. Honored Chief Guest of the Convocation, Your Excellency, the Governor of Andhra Pradesh and Chief Rector of the University, Shri Krtshan Kant. distinguished Chancellor, Shri Abid Hussain, Members of the Convocation, Students and esteemed guests:

It is with a sense of privilege and honor that I. on behalf of the University of Hyderabad and on my own behalf, extend a most cordial welcome to you all to the Sixth Convocation of the University.

It is our good fortune that His Excellency the Vice-President, has so graciously accepted our invitation and is with us here today. As a foremost leader and guiding light in the moral and cultural spheres of our nation, you Sir, with your background as a distinguished diplomat and erudite scholar. are a great source of inspiration and hope. We welcome you, Sir, into our midst with reverence and gratitude.

We extend a warm welcome to His Excellency, Shri Krishan Kant who. as Governor of Andhra Pradesh, has won the respect and affection of our people through his intellectual and moral stature. We are grateful to you, Sir, for having graciously accepted our invitation to be with us on this occasion.

We have great pleasure in offering a warm welcome to our Chancellor. Shri Abid Hussain. We are fortunate to have a person of such eminence and manifold achievements as Shri Abid Hussain for our Chancellor We greatly value his guidance, advice and leadership

I am happy to report that, since the last Convocation held in April 1993, the University has been able to maintain and improve the momentum of growth and progress and has been able to launch several new programs and initiatives. This young University, has emerged, over the years, as an institution of excellence in higher learning with national and international visibility.

Student Profile

Our student enrollment which was 928 in 1985-86, now stands at 2048 in the regular mode and 2089 in the distance education mode Our faculty

strength is currently 215 which provides a very desirable student to faculty ratio.

Our students are drawn from the entire nation, through entrance tests held at 11 centers all over the country. One in 19 students, out of about 16000, who sit for the entrance examination gets admission in the university; of the students on rolls, 37.4% are women; 49.41% are research scholars (in M.Phil., M.Tech., and Ph.D.). Presently, a total number of 285 students hold research Fellowships of the UGC, CSIR and other funding agencies.

Although our admissions are highly competitive, we have taken special measures to attract students from the reserved categories, SC/ST and Physically Handicapped. The percentage of such students on rolls has been 19.93% and 20.26% during the last two years (1994-95 and 1995-96), respectively. The University also runs, specially for SC/ST students, a coaching program for all-India Civil Service Examinations with funding from the Social Welfare Department of the Andhra Pradesh Government.

A Placement Cell assists the students in finding jobs and also arranges to hold campus interviews.

The student elections are conducted in a very orderly manner by students themselves without any political interference.

In the present Convocation, 1826 Candidates have received their degrees, of whom 356 are M Phil., 106 M.Tech. and 124 Ph.D. Thus. 32% of our students, awarded degrees at this Convocation are research students. With this Convocation, 6695 students have received degrees from the University since its inception.

Faculty Profile

We are fortunate to have a very well-trained and active faculty. Over the years, they have won several national and international awards. For instance, there are among them four Shanti Swaroop Bhatnagar Award winners, five fellows elected to the Indian National Science Academy, ten Fellows elected to the Indian Academy of Sciences, one Fellow elected to the National Academy of Medical Sciences, ten UGC National Fellows, three Sahitya Academy Award Winners, two FICCI Prize, two Birla Prize and two

Goyal Prize Awardees for Scientific Research, and winners of the Hari Om Ashram Trust Award instituted by the University Grants Commission, etc. Besides, several young faculty members have held the young associateship of the Indian Academy of sciences, the UGC Career Award, Bhabha Fellowships, Young Scientist Award of the INSA and the A.P. Akademi of Sciences. In addition, our faculty is actively associated with a large number of important national bodies such as UGC, ICHR, ICSSR, DST, CSIR. DBT, DAE, ICMR and AICTE in various capacities. International honors received by our faculty include Max Born Medal of the Optical Society of America. Third World Academy of Sciences Fellowship and Prize. Einstein Medal for Laser Sciences of the Society for Optics and Quantum Electronics, USA, Humboldt Research Award and Fellowship of the learned Societies ft Institutes of Germany, UK and the USA.

During the past two years, up to March 31,1995, the faculty published 80 books and 1100 research papers in refereed journals, Indian and Foreign

During the same period, the faculty received grants worth Rs.3 16 crores for 33 ongoing research projects sanctioned by national and international funding agencies like the UGC, CSIR, DST. DOE. ICMR, ICSSR. DBT, European Economic Commission, Indo-French Center, Third World Academy of Sciences, Italy, The Rockefeller Foundation. USA. National Science Foundation, USA, etc. The Ford Foundation, USA, renewed its support to the Center of Folk Culture Studies, Sarojini Naidu School of Performing Arts, Fine Arts and Communication

A number of teachers go abroad every year on visiting and other academic assignments to various universities and research institutes They are invited to Chair, deliver key-note addresses and participate in international and national conferences. They are on the editorial boards of many reputed professional journals.

Academic Programs

The University offers Masters. M.Phil and Ph D. degrees through its 95 academic programs, spread over the disciplines of Humanities, Social Sciences, Sciences and Performing Arts. Fine Arts and Communication.

The University has the distinction of following the semester system with internal and continuous evaluation of students ever since its inception

The University has been, by and large, working peacefully, without interruption to its academic calendar.

The Schools of Chemistry, Physics, Life Sciences and the Departments of Mathematics, Philosophy, English, History, Economics, Sociology and Political Science have been chosen for Special Assistance Program by the UGC; besides the Schools of Chemistry and Physics continue to receive support from the COSIST Program of the UGC.

The University has organized a number of national/international seminars & conferences in various disciplines to generate academic interactions and give our students opportunities for exposure. A Women's Studies Cell has been actively functioning in the University. During the last two years, the Academic Staff College trained 540 teachers under its refresher programs and 173 teachers under its orientation program.

The University has a Campus School affiliated to the Central Board of Secondary Education. It also has a Shramik Vidyapeeth affiliated to the Human Resource Development Ministry, Government of India, which caters to the needs of deprived sections through various programs and activities.

Several leading Institutions in the twin cities, such as NRSA, ICRISAT, IICT, CMC, etc.. have been recognized for research affiliation by the University.

The following new courses in the regular stream have been introduced since the last convocation held in April, 1993. P.G. Diploma in Japanese Language (1993). Advanced Diploma in Functional Hindi (1994), P.G. Diploma in Chinese Language (1994). M.Sc. (Electronics). (1995).

Beginning from the calendar year 1994. four Post-Graduate Diploma Programs have been introduced in Distance Education mode in the following areas: Computer Science. Environment. Planning & Project Management & Translation Studies.

New Initiatives

During the period, several new initiatives have been taken by the University with financial support from different agencies. They include special programs in Human Rights. Intellectual Property Rights and a

Center for Indian Diaspora Studies. This University has been specially chosen to locate the above projects by the UGC & DST. In addition, another unique collaborative program has been started between the University and IIT. Kanpur, in the area of Natural Language Processing and Machine Translation, with substantial funding from the Department of Electronics. A Molecular Design and Synthesis Unit of the Jawaharlal Nehru Center for Advanced Scientific Research, Bangalore, has been established at the University.

The University has instituted 'University of Hyderabad Distinguished Lecture Series' and established 'Endowed Chairs'. During the recent period, several distinguished Visiting Professors occupied the Jawaharlal Nehru Chair and the Sarvepalli Radhakrishnan Chair.

The University has decided to establish a corpus fund to supplement the assistance being received from the University Grants Commission and other agencies for its developmental programs.

Plans are on to establish a School of Management Studies in this University for which the necessary sanctions have already been received.

The University is making energetic efforts to forge international linkages. During the year 1993-94 the University entered into a bilateral agreement with Bar-Ilan University, Israel, for academic exchange and collaborative research in natural sciences.

New Facilities

During the period, the Computer Center has acquired a cluster of work stations connected to a server which is accessible through a campus-wide network. In addition to providing a central facility for carrying-out research and training, the Computer Center, through a VSAT connectivity, also serves as a node for the Internet facility for the twin cities.

We have modernized our library and ours is perhaps the first University library in the country to have created its own database, on a DEC-ALPHA System, which is accessible through the campus-wide network of computers as a library service facility. The National Board of Higher Mathematics has recognized the Indira Gandhi Memorial Library as one of the seven regional centers in the country.

The Department of Science & Technology has sanctioned a National Single Crystal Diffractometer Facility to the University through a grant of Rs.92.94 lakhs. The UGC has recognized the Central Instrumentation Laboratory at the University as a Grade-II University Science Instrumentation Center (USIC).

University—Industry Interaction

A good beginning has been made in bringing our institution closer to industry and provide our intellectual input into their research & development efforts. So far 6 MoUs have been signed with private and public sector industries amounting to Rs.21.29 lakhs.

Finance, Administration and Campus Development

Under the Eighth Plan, the UGC has sanctioned the University for a total outlay of Rs.988 lakhs for buildings, faculty positions, books and journals, equipment and also to continue the spill-over projects of the earlier plan.

The annual maintenance budget approved for the year 1994-95 was Rs.1320 lakhs. It comprises the UGC grants of Rs. 1135.25 lakhs, inclusive of one-time special grant of Rs.100 lakhs for library books and laboratory consumables and anticipated internal receipts of Rs.84.75 lakhs. The UGC released Rs.944.54 lakhs and one-time special grant of Rs.100 lakhs. The University realized internal receipts amounting to Rs.88.62 lakhs, thus in all as against the provision of Rs.1320 lakhs approved, funds available was only 1133.16 lakhs.

The University endeavors to run its administration in a participative manner with openness and transparency. The faculty, the students and the other members of the campus community are involved in this process.

During the period, several important buildings were completed which include a 300 capacity men's hostel. Indira Gandhi Memorial Library Phase II, Central Glass Blowing cum Fabrication Building. Indoor Sports Complex. Extension to Administration. Social Sciences, Chemistry. Physics, Mathematics, Computer and Information Sciences, Life Sciences buildings. Further, several additional residential quarters for faculty and non-teaching

employees were completed and a refurbishing of the in-campus Guest House rooms and the old library hall was carried out during the period.

The Government of India, Department of Science and Technology, has recently sanctioned financial assistance of Rs.180 lakhs for construction of a seminar complex on the University campus. This complex will include a 600 seater auditorium.

Conclusion

I would like to thank the entire University community of faculty, students and non-teaching employees for their help and understanding in the steady march of this University towards attaining excellence. These are very difficult times for the higher education system in the country as the budgetary support has remained static for the past several years. In the rapidly changing economic scenario, we in the University are faced with new challenges. This necessarily implies that we initiate appropriate processes of reform within the University System. At the University of Hyderabad, we are trying our best to re-adjust and restructure ourselves to move into the next century with confidence and strength. We solicit support from all of you in this endeavor.

Before I close, I would like to offer our best wishes to the new graduates. I am confident that you will prove worthy alumni of this University and serve the nation through your learning, hardwork and dedication.

UNIVERSITY OF HYDERABAD

Report

by

Prof. A.K. Bhatnagar

**SEVENTH CONVOCATION
Monday, the 18th January, 1999**

Distinguished Chief Guest Professor U.R Anantha Murthy. Respected Chancellor. Professor Romila Thapar. Members of the Convocation, Students and esteemed guests:

On behalf of the Executive Council of the University. I extend to you all a cordial welcome to the Seventh Convocation of the University of Hyderabad, which I am particularly happy to report, is being held in the Silver Jubilee Year of the University.

Padmabhushan Professor U.R Anantha Murthy, former Vice-Chancellor. Mahatma Gandhi University. Kottayam and former President, Sahitya Akademi, New Delhi, is one of the eminent literary personalities of our time. A teacher of English and a highly original writer in Kannada of the modernist school and an acclaimed literary critic. Professor Anantha Murthy is the recipient of several honours & awards, including the highest literary distinction in the country - the 'Jnanapeeth Award' Your presence at this Convocation. Sir. signals this University's commitment to integrate knowledge by equally honouring the Humanities while still promoting the Sciences, because Science not tempered by the Humanities is arid and the Humanities without a scientific temper is imprecise. We feel honoured to welcome you. Sir, with a sense of gratitude for accepting our invitation to be the Chief Guest at this Convocation and to deliver the Convocation address

We accord a warm welcome to our Chancellor. Professor Romila Thapar We are fortunate to have an outstanding and renowned scholar of international repute as our Chancellor A person of immense erudition, she is the epitome of the historical discipline in our country. In her work one recognizes the scientific temper informing the analysis of matters of emotive significance, thereby demonstrating the necessary inter-relationship between different branches of knowledge We have benefited from her guidance and leadership which we look forward to receiving in future also, when the University is poised to achieve much in the next millennium, and to rise to its true calling as a site for the unification of all branches of study.

I now warmly congratulate all our students who have received their degrees today.

Ladies and gentlemen, I am happy to report that, since the last Convocation of the University held in February 1996, the University has maintained a steady momentum of growth in all aspects of its functioning. The University, has emerged, over the years, as an institution of excellence in higher learning with national and international visibility and as a pioneering institution in several fields. All through these years the University has been able to maintain its academic schedule on time. The credit for this must go to our distinguished faculty members and motivated students, and to the dedicated supporting staff of the University. In this context I wish to place on record with gratitude, the services rendered by the former Vice-Chancellors of the University since inception - Late Professor Gurbakhsh Singh, Professor B S Ramakrishna, Professor Bh Krishnamurti and Professor Goverdhan Mehta - who laid the foundations of the University and enabled its rapid growth with their vision and commitment in a period of just 25 years. The recognition that the University of Hyderabad receives both nationally and internationally in its Silver Jubilee year of 1999, owes much to their efforts.

Faculty Profile

We are fortunate to have a very active and dedicated band of faculty members well known for their scholarship and academic achievements. Since the inception of the University, several of them have won many prestigious national and international awards such as the Shanti Swamp Bhatnagar Award, the Fellowships of the Indian National Science Academy (FNA), the Indian Academy of Sciences, National Academy of Medical Sciences, the UGC National Fellowship, the Sahitya Akademi Award, the FICCI Prize, the Birla Prize, the Goyal Prize for scientific research, the Hari Om Ashran Trust Award of the University Grants Commission, the Padmasri Award, the British Council Award and the Fulbright Award. Besides, several young faculty members have held the Young Associateship of the Indian Academy of Sciences, the UGC Career Award, the Bhabha Fellowship, and won the Young Scientist Award of the INSA and the A P Akademi of Sciences. In addition, our teachers are actively associated with a number of important organisations like the UGC, the ICHR, the ICSSR, the DST, the CSIR, the DBT, the DAE, the ICMR and the AICTE in various capacities. International honours received by our faculty members include the Max Born Medal of the Optical Society of America, the

Third World Academy of Sciences Fellowship and Prize, the Einstein Medal for Laser Sciences of the Society for Optics and Quantum Electronics. USA. the Humboldt Research Award and the Fellowships of the learned societies and institutes of Germany, UK and the USA While senior Faculty have been appointed as Heads of prestigious national Institutions, several young faculty members also have held the membership of important Boards and visiting professorships and membership of international organizations During the past three years the faculty published over 120 books and 1300 research papers in refereed national and international journals Several faculty are on the editorial boards of many reputed professional journals.

It is gratifying to report that the faculty members in various disciplines have secured research grants from national and international funding agencies like the UGC, the CSIR, the DST, the DOE, the European Union (EU) - India Economic Cross Cultural Programme, the Rockefeller Foundation (USA) and the Volkswagen Foundation (Germany) Currently 98 such research projects are under investigation in various Schools and Departments with an outlay of about Rs. 10 crores. This is a matter of pride and honour for the University

Our teachers actively interact with their counterparts in institutions in India and abroad and a number of them go abroad periodically on academic assignments to various Universities and research institutes Besides collaborative research, they are regularly invited to deliver keynote addresses, to chair sessions and participate in international and national conferences

Academic Programs

The University offers Masters, M Phil and Ph D programs in the disciplines of Humanities, Social Sciences, Sciences, Performing Arts, Fine Arts and Communication A new School of Management Studies will start functioning from the next academic year and will offer a two-year MBA program Besides these conventional postgraduate and research courses which, of course, are the core areas of academic study, the University offers 10 postgraduate diploma courses under the Distance Education mode in Computer Science, Environmental Education & Management, Planning & Project Management. Translation Studies in English

Translation Studies in Hindi, Human Rights, Television Production, Library Automation & Networking, Telecommunications & Energy Management This mode of Education is going to become increasingly important in the future and this University hopes to provide leadership in it.

The University also introduced last year the Study India Program (SIP) - which lays emphasis on the study of India's heritage, culture, and contemporary society. Under this program, 20 interdisciplinary courses are being offered. The program is mainly meant for foreign students. Under this program, a group of 10 students from the University of Pittsburgh, USA, studied a range of courses on Indian Society and Culture during June-August, 1998. SIP has the potential of giving international visibility to our University. Also it was introduced during the Swarna Jayanti Celebrations of Indian Independence and it does have a symbolic significance.

The University is regularly being visited by several national and international delegations showing keen interest in starting collaborative projects in teaching and research.

The Schools of Chemistry, Physics, Life Sciences, the Departments of Mathematics, Philosophy, History, Economics, English, Sociology and Political Science have been chosen by the UGC for the Special Assistance Program. The Centre for the Study of Indian Diaspora and the Human Rights Program are functioning under the Special Area Studies Program of the UGC. The financial support received in this form has been most encouraging for our academic growth.

The Centre for Folk Culture Studies, funded by the Ford Foundation, USA, continues to conduct research on folklore and folk lifestyles in Andhra Pradesh and adjacent regions.

A Women's Studies Cell has been actively undertaking studies and programs on issues related to women.

The Academic Staff College of the University is one of the 48 such colleges established by the UGC in the country and has conducted 31 refresher and orientation courses during the last three years. These were attended by 1100 college and university teachers.

The College also conducted three workshops which were attended by 76 college and university administrators.

A total of 17 prestigious institutions in the twin cities of Hyderabad and Secunderabad have been recognised by the University for external registration to the Ph D programs in various disciplines.

The integrated project on development of 'ANUSAARAKA' - machine translation of Indian language texts into Hindi - in collaboration with the IIT. Kanpur. funded by the Department of Electronics, Government of India, made considerable progress in the last three years. This project will galvanize translation activity in our country and will provide access to different Indian language texts on the internet. Anusaaraka is a shining example of collaboration between two premier Institutions and the University is looking for other such collaborative possibilities.

The University has a Campus School, affiliated to the Central Board of Secondary Education. It provides education to a large community of children on the campus and it is always a joy to see children actively involved in the learning process. That they are located on a University campus has its own meaning and significance. The University also has a Shramik Vidyapeeth aided by the Human Resource Development Ministry, Government of India, which caters to the needs of deprived sections of our society through various training programs and activities. Our University has not fallen behind in its commitment to social justice and the Shramik Vidyapeeth has done good work indeed.

Student Profile

During the last three years the annual student enrollment has stabilized at over 2000 in the regular mode and at over 3000 in the Distance Education mode. Of the 2000 students on the rolls of the University, about 48% receive financial support in the form of scholarships/fellowships, contingency and other aid through a number of funding agencies.

Students of our University are drawn from the entire country through common entrance tests held at 11 centers at different places. Of the students on the rolls, 33% are women and over 42% are

research scholars (in M.Phil., MTech and Ph.D. courses). The University has taken special measures to attract students from the reserved categories, namely, SC/ST and Physically Handicapped. The percentage of such students belonging to these categories is close to 25%.

The University runs a study circle to give coaching to SC/ST/BC candidates for the All India Civil Service Examination with funding from the Government of Andhra Pradesh. Remedial Coaching has also been arranged for them in various subjects, especially English.

A Placement Cell at the University coordinates with prospective employers and arranges campus interviews to assist the students in finding jobs. This has proved quite successful.

I am very pleased to report that our alumni have, over the years, been awarded the Shanti Swamp Bhatnagar Prize, the Young Scientist Award, the Career Award and, the Humboldt, Fulbright, and STA Japan Fellowships.

In this Convocation, degrees were conferred upon 1922 candidates, of whom 318 are M.Phil., 145 MTech and 205 PhD. Thus, 35% of our students, who have been awarded degrees at this Convocation are research students. With this Convocation 8628 students would have received degrees from the University since its inception.

University - Industry Interaction

The University cannot be an island unto itself. It must integrate with the world and it must repeatedly assert its relevance in a fast growing economy even while conserving and preserving some basic values which are not negotiable and which cannot be left to the mercy of market forces. With this sense of balance in mind since 1993, a total of 31 MoU have been signed by the University, accounting for nearly Rs 2 crores. A large number of these MoU have been signed with industry. A total of 10 MoU are currently under operation with several private and public sector industries, and this promises to increase.

Finance. Administration and Campus Development

The University has implemented the V Pay Commission Recommendations from 01.01.1996. Towards the annual budget, the UGC released a maintenance grant of Rs 1480 79 lakhs for the year 1997-98 while the University generated Rs 140 40 lakhs from internal receipts.

During the last three years, a building for the School of Management, an extension to the Lake-View Quest House and a new Canteen were completed. Under the Ninth Plan, the UGC has sanctioned Rs. 14 crores for developmental activities such as construction of buildings, purchase of equipment and books faculty positions, campus development and student amenities. New buildings are expected to be ready for the School of Humanities, the Sarojim Naidu School of Performing Arts. Fine Arts & Communication, the Centre for Folk Culture Studies and for a Hostel during the next two years.

The construction of a new Seminar Complex on the campus at a cost of Rs 2 crores. funded by the Department of Science & Technology is in progress. This complex will include a 600-seater auditorium. Future convocations are expected to be held in this complex on the campus. A number of offers from various agencies have been received for adding space and infrastructural facilities to various Schools of study and we look forward to these during the next few years.

The centre of the academic life of a University is the Library. We have an excellent central Library system named after our late Prime Minister Indira Gandhi. The University library is now fully computerized. Ours is perhaps the first University library in the country to be fully automated with network access to users including those from sister institutions. The library card catalogue has been replaced with a computer Online Public Access Catalogue. The library has a web page for access of its catalogue over the INTERNET. The library has also signed an MoU with Dr Ambedkar Open University for computerization of their library and also to provide network access to the teaching departments of that University. However, I must mention in this context that budgetary support for the Library is dwindling and this has serious implications for the University.

The University administration is run in a participative manner with a number of committees comprising students, faculty and employees on subjects such as campus amenities, library, sports, house allotment, house building loans, grievances of students and student discipline.

I take this opportunity to thank the entire University community comprising faculty members, students and non-teaching employees for the help they have extended and for the understanding they have shown in smoothly running the affairs of the University so that we can move towards higher standards of excellence. The higher education system in the country is facing a crisis today because of inadequate budgetary support from the Government. In this background, the University is facing acute financial difficulty in meeting its basic requirements. The University is accepting this as a challenge and, therefore, taking innovative steps to overcome the crisis. To meet these challenges, it is imperative that we reorient ourselves to the new scenario and bring in necessary reforms within the system without sacrificing the best in our past and our time-tested values. In this endeavor, I seek support from all of you to move forward and to make the University of Hyderabad a truly national Institution of Higher Learning, second to none in the entire world.

Before I conclude, I once again congratulate all the new graduates of the University on their achievements and wish them all success in life. We have done our best in imparting education to you. I hope we have succeeded. Remember, education is what survives when what has been learnt has been forgotten. The country is going through extremely difficult times and it is my belief that what you have received as education from your teachers will stand you in good stead throughout your lives. Our University's motto is *Sa Vidya Ya Vimuktaye* which means "Knowledge is that which Liberates". Go forth into the world as liberated souls and do your bit for your country and make your *Alma Mater* proud.



UNIVERSITY OF HYDERABAD

Convocation Address

by

Prof. U.R. Ananthamurthy

SEVENTH CONVOCATION

Monday, the 18th January. 1999

The honourable Chancellor, Prof. Romila Thapar. Mr. Vice Chancellor, Members of the Faculty. Recipients of the degrees, students of the University, Ladies and Gentlemen:

I am grateful to you for the privilege I have received to put forth some of my thoughts on the solemn occasion of the seventh convocation of your comparatively young but very distinguished University. Let me first congratulate all the students who are receiving their degrees today. In their future career they are sure to be known not merely by the degrees they received, but by who taught them and where they were taught. Such is the reputation of your university in the country. I have known some of your teachers and students and I have admired their receptivity to new ideas. Let me therefore begin abruptly by posing a question, and then formulate my own answer for your Consideration.

What have been the greatest urges of our times which motivated the lives of the tallest individuals of the twentieth century? As we approach the end of our century in this year 1999, it is possible to ask ourselves such a question and there will be. I am sure, different answers depending on who ask such a question, and for what purpose. A popular response can easily be guessed: the urge for knowledge of the material world which has resulted in unprecedented strides in technology and science is the most important in our times. There is no point in either denying it or extolling it; is a truism not to be repeated in a self-congratulatory manner.

But if the questioner is inward looking - as some of the greatest scientists too are-there will be other responses, where not only

experts but the general human kind have had a part to play.

If we prefer to call these urges by the word 'hunger.' taking our cue from one of the saintly philosophers of our century. Simone Weil, the real urges of mankind through history will appear as insatiable hungers of the soul, the soul of the entire humankind, which get vivid expression in some distinguished individuals who imaginatively empathize with the rest of humanity. What are these hungers, then, which make such individuals triumph over fear of death even, as it happened in the case of Gandhiji?

These are: the hunger for equality and hunger for God. Between the two great hungers of the soul, solutions to the merely physical hunger for equality appears to be within our reach today. Enough food and shelter for all is no longer a dream. thanks to the great advance of science and technology in our times. But equality as hunger of the *soul* is not easily satiated when it gets coupled, as it does in some great beings, with the other hunger, the spiritual hunger. Both these hungers have their origin in the feeling that all forms of life are sacred and our routine quotidian existence in the temporal world is boring unless it glows with a transcendent meaning. Consumerist paradise can ultimately prove to be dull and tediously repetitive. Great writers of the West have shown how listless and nauseated the human person is in their civilization.

On the other hand, when one is deeply affected by these two hungers, as if the two hungers were the same, one becomes profoundly impatient with the existing social system, the existing structures of religion as well as the developmental dreams unleashed by science and technology, for this world doesn't belong to man alone.

This twin-hunger is what distinguishes our great saint poets of mediaeval times. Basava, Tukaram, Kabir and Akka. In our own times, Mahatma Gandhi, Martin Luther King, and

Ambedkar - to take some examples at random - exemplify this hunger for equality as well as spiritual hunger. Spiritual hunger may be a better term than hunger for God because I can include a fierce critic of organized religion like Ambedkar in it. Who is not familiar with the person of Ambedkar in European clothes who fought an incessant battle for equality and dignity of the Dalits? But it is the same Ambedkar who in his later years embraced the compassionate Buddha, not in contradiction to his social commitment but as a continuation of his struggle on another timeless dimension. There is a moving picture of him, although not so popular, in Buddhist robes and shaven head. Those who consider both these pictures of Ambedkar as intensely connected would understand how difficult, yet how beautiful, it is to connect the hunger for equality and human dignity which seeks ruthless political action in the temporal world outside, with spiritual hunger which seeks fulfillment in an inward silent struggle. This is what makes Gandhiji and Ambedkar complementary, despite their differences.

The pressure of our times has been such that some great historical figures like Lenin and Mao were so impatient for social change that they ignored the eternal spiritual hunger of the human kind. and, consequently, ethical and moral questions. Paradoxically, therefore, they failed to achieve what they deliberately set out to achieve in the social sphere. The spiritual hunger too has its own passionate intensity which can make one turn one's face away from societal contradictions. A troubled Tolstoy or Gandhi for whom the human condition in the physical world is as real as their spiritual aspirations seems to offer more to us in an existential sense than the most serene sanyasin . One should not, of course, be simplistic and hasty in passing judgments on the materialistic yajna of the former and the withdrawn tapasya of the latter, but those who connected the two hungers are truly the heroes of our times. There is nothing

awesome about them, for they are compassionate and even at times frail which make them human and warm in an earthly sense.

Let me put my thought more mundanely in political terms. The great leaders of our struggle for national independence combined in their personal lives as well as their political struggle these twin hungers which resulted in some of the crucial decisions we could take at the dawn of independence. One was the decision to remove untouchability and make it illegal to bar Dalits from temples. It would have been difficult perhaps to take such a decision today regarding temple entry because the obstruction to freedom of a particular religion to practice what it believes could have been raised in Law Courts. (This is my guess and I hope I am wrong). Another great decision was Adult Franchise. The English educated intelligentsia of the country as well as the orthodox pundits of those days thought, and they still think, it was a mistake to grant franchise to ignorant and pliable masses. But our democracy has proved itself to be more vigorous than American democracy, and no one can easily halt peoples' aspiration for equality; they can only delay it or frustrate it,as,unfortunately. political parties have often been doing in recent times. Look at the lackadaisical manner in which we have handled our constitutional obligation to implement universal primary education. Another crucial decision was the creation of linguistic states, which our English educated intelligentsia bemoaned; but it has again proved to be a strong factor in strengthening our federal structure and the pluralities of our culture without which we will be spiritually poor and dull.

Both Tagore and Gandhiji were great critics of the European idea of strong nation-state, united and invincible under one language, one race and one religion. India is a civilization of

many cultures, many religions and many peoples and therefore we have to be a nation with a difference. Fortunately, we still are, and one's love for one's language is not construed as un-Indian. I grew up reading a popular poem in my language which situates my land, Karnataka in the center of the globe. Delhi is a political centre for convenience, but the civilization of India is multi-centred.

We should go even further and decentralize power upto the village level as Gandhiji, Vinoba and Jayprakash Narayan taught us. Otherwise if the ruling class of the country is tempted by the idea of a monolithic nation-state where pluralities of our culture are ignored and undermined, we may balkanize. There is a profound truth in the phrase, 'unity in diversity,' often used to describe the nature of our *civilization*, although the phrase has become a cliché. If the element of diversity is over asserted and the essential unity is undermined, then we become acutely aware of our unity. Similarly if the unity of our civilization is sought to be achieved by over-privileging either a religion or a language as *the* only single factor of our strength or unity, then every province of India and different peoples in every one of these provinces may clamor for separation, asserting the diversities of language and religion.

Whether it is in the aspiration of the dalits and the backward classes for full selfhood, or in the aspiration of the various linguistic groups of the country for non-hegemonic recognition of their literary and cultural worth, what we see is not only a hunger for equality in the sharing of material goods, but a profound spiritual hunger for knowledge, dignity and liberation through increased awareness. The best of the literary and artistic expressions of people, whether written or oral, in the various languages of India, bear testimony to this. The economic backwardness of the people hasn't impoverished their cultural richness or originality. As a matter of fact, the modern English

education and our fascination for the West have made us increasingly imitative and unoriginal. But this is not to say that the poor should be non-literate and economically backward so that they can preserve our culture in pristine purity.

But politics in a democratic set-up can often divorce the twin aspirations, and play populist games to create vote-banks by deceptive illusions of equality. This is easily perceived and condemned by the intelligentsia, but they do not see how much more dangerous and even sterile would be to go after elitism in a western imitative manner. Thanks to the policy of affirmative action in these fifty years, we have today a second generation of backward-classes and dalits who are making a significant contribution in our national life . That is the best way, perhaps the only way. open for us to harvest the hidden talent in our country. Isn't it sterile and foolish to fish for talent in little pools of upper-castes, as we have been doing in our educational institutions for quite a while? We should spread our nets far and wide in the untouched ocean of humanity, which is India. We should never give up our search for excellence, for that would be suicidal, but we should do so through massive programs of compulsory primary education, and further education for all in skills, and higher education for those who have an aptitude for it. Neither populism which ignores the yearning after excellence. nor elitism which is blind and supercilious to the untapped potential of the mass of mankind in India offer any solution to the task ahead of us.

There is an increased danger of our being elitist in a superficial way in these days where globalisation is seen as a cure-all mantra. There is pressure to commercialize higher education in the name of cost effectiveness. Now donation seats are available in many State universities. Good regional medium schools have almost disappeared everywhere: and if this continues our languages have

no future as medium of knowledge. English as a language is sought to be empowered at the cost of our rich regional languages, and very soon for our educated classes the regional languages which are a storehouse of our cultural memory will remain at best kitchen languages. Both the hunger for equality and for spiritual richness and uniqueness are abandoned to be able to compete with the United States and Europe in an illusion of belonging to the so called global village. We will not only be losing our languages but our seeds, our bio-diversity, and even our diverse tastes of food which have sustained us and made our civilization richly textured and colorful. The best of us and the luckiest of us like those graduating today from this well endowed university are in danger of suffering such a spiritual loss, which will of course be interpreted as an honest attempt at gaining world status on par with south Koreans and Singaporeans.

A thousand years ago Latin was the language which traveled in Europe, and connected the elite of Europe. But something amazing happened and all the languages of Europe came to their own and produced a Shakespeare, a Dante, a Tolstoy and Darwin. In India Sanskrit was the language of the cosmopolis and that too had to make way for emergence of innumerable languages and dialects. In my language, Kannada, our first great poet, Pampa, a thousand years ago, rewrites Mahabharata by reinterpreting it, and Karnataka rivers and even streams run through this ancient epic. Karnataka is in India, but it is also a world in itself. In our own times, Bendre achieves universality, but much of his material is drawn from his little town, Dharwar. Basava, Akka and Allama in the twelfth century speak to God in the language of the common street, and their utterances in Kannada have Upanishadic dimension. This is what we mean by combining the great hunger for equality with the hunger for God.

What I have spoken today may seem to be unfashionable and intellectually regressive. But I feel proud to belong to a minority in the country who feel anxious about mega projects of development in the country which are shamelessly meant to attract multi-nationals in the name of progress and prosperity. Hunger for equality, which is a spiritual hunger, and also spiritual hunger which gets expressed as hunger for equality, cannot allow us to degenerate into mindless consumerism which, one feels, is the hidden agenda in globalisation.

Let me conclude by what Tagore said, prophetically, almost at the beginning of our century:

On each race is the duty laid to keep alight its own lamp of mind as its part in the illumination of the world. To break the lamp of any people is to deprive it of its rightful place in the world festival. He who has no light is unfortunate enough, but utterly miserable is he who, having it, has been deprived of it, or forgotten all about it.



UNIVERSITY OF HYDERABAD

Report

by

Prof. P. Rama Rao

Vice-Chancellor

EIGHTH CONVOCATION

Silver Jubilee Year

Saturday, March 4, 2000

Your Excellency the Governor of Andhra Pradesh, Chief Rector of the University of Hyderabad and the Chief Guest of the Convocation Dr. C. Rangarajan, Respected Chancellor Professor Romila Thapar. Members of the Convocation, colleagues, students and esteemed guests:

1. On behalf of the Executive Council of the University of Hyderabad and on my own behalf it is my privilege and honour to extend a cordial welcome to one and all of you to the Eighth Convocation of the University. The University of Hyderabad is in its Silver Jubilee Year, and today's Convocation is an important part of the Jubilee events. The other major events have so far been a number of Special Lectures. Seminars and Symposia organised by our different Departments and a three-day cultural festival organised in Shilparamam. a congenial venue in our neighbourhood, by the Silver Jubilee Committee and the S.N. School of Performing Arts. Fine Arts and Communication.
2. Our Chief Guest Dr. Rangarajan is widely known as an economic administrator. Let us also note that he is a scholar and a distinguished teacher. He took his Ph.D. degree in Economics from the University of Pennsylvania and taught at several prestigious institutions in India and abroad including the University of Pennsylvania. New York University. University of Rajasthan, and the Indian Institute of Management at Ahmedabad. During the long span of his career. Dr.Rangarajan has held several positions with great distinction. He was a Member of the Planning Commission and of the Tenth Finance Commission as well as the Governor of the Reserve Bank of India before he was appointed Governor of Andhra Pradesh. He headed the Reserve Bank of India during the momentous years of the New Economic Policy (NEP) initiatives of the Government of India. During this period. besides making monetary policy a flexible instrument of economic policy in achieving growth and price stability, Dr.Rangarajan gave a major thrust to financial sector reforms.

We are indeed privileged and honoured to welcome you. Sir, as Chief Guest at this Convocation.

3. We extend a warm welcome to our respected Chancellor Professor Romila Thapar. Romilaji is an outstanding and renowned Indian scholar of international repute. She is well known for her writings on the history of India, especially early Indian history. Having obtained a Doctorate from the University of London, she started her career as a lecturer at the School of Oriental and African Studies of the same University. In India, she had taught at Kurukshetra and Delhi Universities before she became one of the founder members of the Centre for Historical Studies at Jawaharlal Nehru University in the early 1970s. She was responsible in moulding and building up this Centre for higher education till she retired from there. Professor Romila Thapar has travelled widely and has been a Visiting Professor at various universities in India and abroad. She is an author and editor of considerable fame. And she has just been elected to the Fellowship of the British Academy in Social Sciences, which is a signal honour. We have greatly gained by her active interest and guidance in matters pertaining to our University. We owe much to her understanding and leadership.
4. Before I present my report, let me have the pleasure of warmly congratulating all the graduates who have received their degrees today. Also, let me especially congratulate the 44 medal winners.
5. Ladies and Gentlemen. I am happy to state that the University of Hyderabad, which has completed 25 years in the cause of higher education, has today come to be regarded as a premier University in pure sciences, social sciences, humanities and performing and fine arts with national and international visibility. It has attained a standard, marking it as a distinct institution of higher learning, as becomes obvious whenever objective criteria are applied.
6. For example, in a recent assessment of 50 top institutions by the National Information System for Science and Technology

(NISSAT), based on research publications in citation index journals, the University of Hyderabad is the only University to be placed under the 'High Output - High Impact' category.

7. This assessment is not surprising. The 200-member faculty of our University has so far authored 457 books and 4,381 research papers in numerous refereed international journals and scores of other publications adding up to nearly 8,000 till date, thus gaining for the University the reputation of being a premier research university in this country.
8. The present faculty of about 200 was built up essentially during two five-year periods, that is, between 1975 and 1980 when 100 or so were recruited, and again between 1985 and 1990, when the second lot of about 100 were inducted. The faculty strength has been stagnant at about 200 for nearly ten years.
9. Presently, we have advertised about 90 positions and I am happy to report that not only the total number but also the number of quality applications in several disciplines has been gratifying. We will shortly go through the selection process and do all we can to choose the best. For, nothing is more important than the quality of faculty in the University. Excellence attracts excellence; and so good faculty are bound to attract good students. And it is this quality trend that we have the duty to sustain.
10. This University has distinguished itself not only collectively but at the individual level as well. Our faculty members have won several national and international awards. There are, for instance, five Shanti Swarup Bhatnagar Award winners; nine Fellows elected to the Indian National Science Academy (FNA); eleven elected Fellows of the Indian Academy of Sciences (FASc); two Padmashree awardees; four Sahitya Akademi Award winners; four Fellows of the National Academy of Sciences, Allahabad; two Fellows of the National Academy of Agricultural Sciences; and one Fellow of the Academy of Medical Sciences.

11. The other awards won by the faculty members are Aditya Vikram Kala Puraskar, Hamsa Award, Rajalakshmi Award, J.C. Bose Award, Goyal Prize for Scientific Research (Chemistry and Physics), G.D. Birla Award for Scientific Research, Katha British Council Translation Prizes, Honours of the Third World Academy of Sciences, Einstein Medal for Laser Sciences of the Society for Optics and Quantum Electronics, U.S.A., Fellowship of Linnean Society, London, Alexander von Humboldt Fellowships, German Academic Exchange Fellowship, the UGC National Fellowship, FICCI Prize, the Hari Om Ashram Trust Award of the UGC, the Fulbright Award, the Max Born Medal of the Optical Society of America, the Fellowships of the learned societies and institutions of Germany, U.K., and the U.S.A.
12. Our faculty members have been associated with important national and international bodies and have held visiting Professorships abroad and memberships of international organisations. Besides collaborative research, they are regularly invited to deliver keynote addresses, to chair sessions and to participate in international and national conferences.
13. Further, faculty members in various disciplines have secured research grants from national and international funding agencies like the UGC, the CSIR, the DST, the DoE, the European Union (EU) - India Economic Cross Cultural Programme, the Rockefeller Foundation (U.S.A.) and the Volkswagen Foundation (Germany). Currently, 98 such research projects are in progress in various Schools and Departments of the University with an outlay of about Rs. 10 crores.
14. The University offers, under its 8 Schools of Studies, postgraduate and research programmes in several areas of the Humanities, Social Sciences, Sciences, Performing Arts, Fine Arts, Communication and the new programme of Management, launched during the current year. Besides these conventional courses, the University offers 12 Post-Graduate Diploma

courses under the Distance Education mode in Computer Sciences, Environmental Education and Management. Planning and Project Management. Translation Studies (in English and in Hindi), Human Rights, Television Production. Library Automation and Networking. Telecommunications. Energy Management, Chemical Analysis and Quality Management, and Professional and Organizational Ethics and Values. A Women's Study Cell has been active in the University undertaking studies and programmes on gender issues.

15. The University is conscious of the increasing national need for education through the distance mode and will expand these programmes to cater to those who are already employed and interested in increasing their skills. This will make higher education accessible to a wider section of the community. Alongside expanding programmes of distance education, the University progressively will enlarge the associated infrastructure that modern technology has made possible for achieving hitherto unbelievable efficiency in transmittal of information.
16. The Schools of Chemistry, Physics, Life Sciences, and the Departments of Mathematics, Philosophy, History, Economics, English, Sociology and Political Science have been recognised by the University Grants Commission in its special assistance programme. The Centre for Study of Indian Diaspora and the Human Rights Programme are functioning under the Special Area Studies Programmes of the UGC. The Centre for Folk Culture Studies, funded by the Ford Foundation, conducts research on folklore and folk lifestyles of Andhra Pradesh and other contiguous regions. It has also been developing a repertoire of folk cultural performances.
17. The Academic Staff College of the University is one of 48 such colleges established by the UGC in the country. The College organises orientation and refresher courses for teachers of degree colleges and universities from all over the country. It has so far conducted 105 courses which were attended by over 3,300 teachers.

18. The University is running a high school on the campus providing education not only to the wards of the employees but also to children residing in the neighbourhood. A Shramik Vidyapeeth functions under the auspices of the University of Hyderabad with funding from the Ministry of Human Resource Development, Government of India. It works for the upliftment of the socially and economically backward sections of the urban/semi-urban community through various training programmes and awareness campaigns.
19. Over the last few years, our annual student enrolment has stabilised at a little over 2,100 in regular courses and around 1200 in distance education programmes. True to the national character of the University, students are drawn from the entire country through common entrance tests conducted at 11 centres in various parts of the country. Of the total number of students on our rolls, 33% are girls and over 48% are research scholars in M.Phil., M.Tech. and Ph.D. courses.
20. The University has also the system of external registration for Ph.D. programmes to enable meritorious candidates working in recognized R & D Laboratories and Institutions. A total of 18 prestigious institutions in the twin cities of Hyderabad and Secunderabad have been so recognized by the University for the Ph.D. programmes in various disciplines.
21. The University attracts, through special measures, students from the reserved categories. The fact that we are fulfilling our Constitutional and societal obligations becomes clear from the admission figures in these categories. The number of students belonging to the Scheduled Castes, Scheduled Tribes, and Physically Handicapped categories is over 26% of the total enrolment. The University runs a study circle, with financial help from the Government of Andhra Pradesh, to give coaching to SC/ST/BC candidates for All India Civil Services examinations. A Placement Cell on the campus coordinates with prospective employers and arranges campus interviews to help our students in finding jobs.

22. With and without such help, our students have been doing well in their subsequent careers and this is a matter of pride for the University. Over 50 of our old students have secured positions in Central Civil Services such as Indian Administrative Services (IAS), Indian Police Services (IPS), and Indian Revenue Services (IRS). Our distinguished alumni have, over the years, been awarded coveted prizes and fellowships like the Shanti Swamp Bhatnagar Prize. Career Awards, and the Humboldt. Fulbright and STA Japan Fellowships.
23. I must express my confidence that today's outgoing students will turn out to be achievers as well. In this convocation 715 graduates have received degrees, of whom 131 are M.Phil.. 34 are M.Tech.. and 86 are Ph.Ds. It is a matter for particular satisfaction that out of 86 doctorates at this convocation 17 belong to the SC/ST category. At the conclusion of this eighth convocation, a total of 9.404 graduates will have received degrees from the University since its inception in 1974 of whom about 680 are Ph.Ds.
24. At this point let me announce that the University of Hyderabad Alumni Association have offered to build on our campus, at a cost of about Rs.50 lakh, an ' Alumni House' on the occasion of the Silver Jubilee. The Alumni House will serve as a Special Guesthouse for visitors to the University. I cite their gesture not only to publicly acknowledge our indebtedness to them but also to appeal to our alumni in India and abroad to come forward in greater numbers and with even more generous donations. I affirm that we are in need of their support.
25. In tune with the new thrust on University-Industry interaction. we are seeking collaboration with industry. So far. the University has entered into 31 MoUs with different organisations. Over 10 MoUs are currently under operation with central, public and private sector industries. While interaction with industry has been via the conventional channel of industry sponsoring University projects, we are in dialogue

with some major groups to develop on-campus partnership programmes and hopefully I shall have more to state as we make progress.

26. The University Library has been a pioneer in computerisation. It is fully computerised with network access to users including those from sister institutions. The library card catalogue has been replaced with a computer on-line public access catalogue. The library has a web page for access to its catalogue over the Internet. The library, under an MoU with Dr B.R. Ambedkar Open University, undertook and completed the computerisation of the latter's library and also provided a network to the teaching departments of that University. The University Grants Commission has selected our University Library as one of two Document Delivery Centres, along with the Indian Institute of Science, Bangalore, in the Southern Region. Our library will be one of six such UGC centres in the country.
27. During the IX Plan, the UGC has sanctioned Rs. 14 crore to the University for developmental activities such as construction of buildings, purchase of equipment and books, faculty positions, campus development and student amenities. Much construction work is underway and new buildings are being erected for the School of Humanities, for the Sarojini Naidu School of Performing Arts, Fine Arts and Communication, for the Centre for Folk Culture Studies and for additional hostel accommodation. The seminar/convention complex on the campus funded by the Department of Science and Technology, Government of India, to the extent of nearly two crore rupees, is nearing completion. This complex will include a 600-seater auditorium.
28. We have received three special grants this year from the UGC. one of Rs. 50 lakh a few months ago for house building advances. I am happy to add two more, that came through last week, one of Rs. 50 lakh for the upgradation of our Computer Centre and another of Rs.15 lakh as a development grant to the Centre for Distance Education.

29. While UGC and Government agencies have been extending support to our University development maintenance and research projects, it has become necessary to look for other avenues for building up our resource base. For outsourcing funds, we have been currently working on new models. I am happy to announce one instance of success involving the Institute of Development and Research in Banking Technology (IDRBT), an autonomous institute set up by the Reserve Bank of India. IDRBT and the University of Hyderabad will jointly conduct a Master's programme in Banking Technology. In support of this programme. IDRBT have obtained in-principle approval of the Reserve Bank of India to set up a corpus with an initial amount of Rs. 50 lakh to be built up progressively year after year. The corpus will be jointly managed by IDRBT and the University of Hyderabad to promote higher education and research in management studies in general and banking technology in particular.
30. It is a significant coincidence that the University's Silver Jubilee Year is also the marvellous year 2000. marvellous because the year stands on the threshold of the 21st century heralding a new millennium. The United Nations has designated the year 2000 as the International Year for the Culture of Peace. The UN General Assembly Resolution 52/15 focuses on cultural diversity and cooperation.
31. It is relevant to mention, therefore, that the University of Hyderabad has been endeavouring to build bridges to foster cooperation. A case in point is the innovative Study India Programme recently launched by the University. This programme is poised for a take-off during the year 2000. Scholars of Pittsburgh and Missouri Universities will be in our University as their chosen productive site for exploration of cultural diversity. I am happy to announce the latest development in this regard. The University of California, i.e.. the group of Universities in 9 campuses, have just agreed to enter into an arrangement with our University in the Study India Programme in a way that allows, in exchange, visits for

our students to California with possible support such as waiver of tuition fees and scholarship.

32. Speaking about cooperation and building bridges, a more sublime issue is one related to integration of disciplines. With such proven strengths in several disciplines that the University has displayed, there is a great deal that is waiting to be accomplished in interdisciplinary research. What seems to be presently even more promising is to be delving into borders between disciplines, that is, at the interface between conventional subjects, such as chemistry and biology. And similar potential lies in other fields. The larger intellectual dialogue between 'scientific' and 'humanistic' trends is becoming a matter for concrete and serious research. Recent developments that cut across the old divide between 'the two cultures' make it possible for innovative research resulting in not only new solutions but also more fertile problems.
33. In this context, I must report the prestigious chairs that we have in the University in the names of Sarvepalli Radhakrishnan and Jawaharlal Nehru. Currently we have outstanding scholars, Professor Akeel Bilgrami, a great name in philosophy from Columbia University, and Professor R.Champakalakshmi, formerly of Jawaharlal Nehru University, a distinguished historian. Both are occupying the Radhakrishnan Chair. Professor Karl Jug of the University of Hanover, a celebrated chemist, and Dr F.C.Kohli, of Tata Consultancy Services, an information technology visionary, have agreed to take up the Jawaharlal Nehru Chair. Their presence on our campus is an honour. Their interactions in the University - not only with those belonging to their fields of specialization but also the others - contribute in no small measure to the fascinating aspect of cross-disciplinary encounters of minds. As their value is inestimable, I fervently seek substantially greater support to set up more such Chairs as well as to improve facilities for the distinguished visiting Professors to make them feel comfortable and to render their work a pleasant experience.

34. Before I go further. I sincerely thank the faculty members, the students, officers and non-teaching employees of the University for their unstinted cooperation in smoothly running the affairs of the University. I also thank the authorities of the University Grants Commission and the Ministry of Human Resource Development for their support to the University.
35. At this convocation during the Silver Jubilee Year, it is my duty to place on record a special word of our gratefulness first to our former Chancellors who have been men of great eminence. Chancellors Shri B.D. Jatti, Shri G. Parthasarathi. Justice M. Hidayatullah, Shri J.R.D. Tata, and Dr. Abid Hussain. My special word of gratitude goes also to the yeoman services rendered by the former Vice-Chancellors Late Professor Gurbakhsh Singh, Professor B.S. Ramakrishna. Professor Bh. Krishnamurti and Professor Goverdhan Mehta. To this distinguished list I must add the names of those who had functioned as Vice-Chancellors, namely. Professor Shiv K. Kumar, Professor S. Nagarajan and Professor A.K. Bhatnagar.
36. We have done 25 years. What can we look forward to?
37. The report that I have read out and the statistics available encase a few features which I must extract, as they, together, point to an aspect based on which we can project into the future. These features are as follows:
38. Over 90% of our faculty hold doctorate degrees. Over 48% of our annually enrolled students have to carry out research leading to doctoral or Master's degrees. Among the 715 graduates this year, over 35% are Ph.D.s or Masters involving research. It is not just the numbers. Let us look at productivity. Our faculty's publications number over 2.5 per faculty. The ratio of supervision of research is on an average over 3.6 per faculty. Their participation in technical seminars and symposia is as high as 2.25 per faculty. One has to note that our University's resources have been quite meagre and that it is to the credit of all concerned that we have made it our culture to

use resources optimally. Thus, if one has to evaluate productivity as output per rupee expended, the University of Hyderabad productivity could be one of the highest not only among universities but also among many research laboratories. Considering these telling facts, the University of Hyderabad can rightly claim to have grown into a scholarly serious and academically productive university with a substantial research potential.

39. With demonstrated high research potential, and as research is judged in terms of absolute standards, our aim should be to achieve the status of an internationally competitive research university. We can more specifically aim to belong, at least in certain of our chosen disciplines, to a league of top-ranking universities on a world-wide basis. I must, however, add the following. Relatively, it is not so difficult to reach a high point of achievement. But it is good to know that the pyramid narrows at the top and only a few can get to the pinnacle. So when we set our sights on the top, it would require much greater effort on our part on all fronts. Also, such a lofty goal calls for enormously more resources to be made available to the University.
40. Let me close by expressing one thought that comes to mind. Cambridge and Oxford are little towns made world-famous by their respective universities. It is almost everyone's duty in the U.K. -Government, philanthropists, and corporate entities - to see to it that these two universities continue to flourish as internationally acclaimed centres of excellence. So the natural thought, as I end this report, is that the University of Hyderabad should attain to a similar stature - such standing that, if there is one institution for which the city of Hyderabad becomes known the world over, it should be the University of Hyderabad. I seek the help and support of all concerned in the city and elsewhere and the Government to make such a dream come true.



UNIVERSITY OF HYDERABAD

Convocation Address

by

Dr. C. Rangarajan

Governor of Andhra Pradesh

EIGHTH CONVOCATION

Silver Jubilee Year

Saturday, March 4, 2000

Economic reforms in India - some issues and concerns

It is a great honour and privilege to be asked to deliver the Silver Jubilee Convocation address of the University of Hyderabad. This University in a short span of time has come to occupy an important place in the world of higher education. The alumni of the University who are holding important positions in various fields are a testimony to this fact.

At the outset, let me congratulate all of you who are graduating today. Let me also add a special word of praise to all those who are receiving awards for meritorious performance. This is a moment of great joy and pride in your lives, an occasion which you will always cherish and remember in your life. One stage in your life is coming to an end and another is about to begin. You are leaving behind the sheltered environment of a campus life and entering the tempestuous world of reality. May you have the courage to face this real world which is not always kind. You are young and youth is filled with idealism and ambition. These are your strengths. Idealism without ambition may not achieve much; but ambition without idealism may be dangerous. May you combine the two in the right proportion.

As you are graduating today, perhaps the thought that is uppermost in your mind is: What does the future hold out? In a sense, your future is inter-twined with the future of our nation, even though you will have an opportunity to mould its future as well. It may, therefore, be worthwhile to reflect for a moment on how far we as a nation have come during the last fifty years and where we go from here. Fifty years is certainly not a long period in the history of a country. It is much less so for a country like ours with a past going back to the beginning of civilisation. Nevertheless, the last fifty years are very significant for our country. We have moved from the status of a dependent country stricken at periodic intervals with famines and shortages to that of an independent nation with a reasonable degree of stability.

Overall Performance of the Economy

The performance of the Indian Economy since independence has been well documented. The Indian economy was literally stagnant during the first half of this century. The growth momentum started with the attaining of independence. The annual growth rate in GDP however, remained below 4 per cent until the end of 70s. It was only in the 80s that the growth rate crossed 5 per cent per annum. In the nineties, leaving out 1991-92 which was an exceptionally bad year for reasons well known, between 1992-93 and 98-99 the average annual growth rate has been 6.5 per cent. Because of the fairly substantial growth in population, the growth rate of per capita income has been much lower even though there are distinct signs of deceleration in the population growth rate in recent years.

Obviously the growth in national income and per capita income is reflected in a number of social indicators such as rise in the literacy rate, the availability of medical and health facilities, expansion in education etc. The death rate per thousand has declined from 22.8 during 1951-61 to 9.0 in 1995. Life expectancy at birth during this period has increased from 41 years to 61 years. Infant mortality rate per thousand live births declined from 146 during 1951-61 to 74 in 1995. The progress achieved in improving the educational level can be seen from the trend in literacy rate which increased from 18.3 per cent of the total population in 1951 to 52.2 per cent in 1991.

While the achievements of the Indian economy are indeed striking in comparison with the record of India's performance during the first fifty years of this century, it has nevertheless fallen short of our expectations and in some ways the performance has been less impressive than what has been achieved by several other developing countries. Events over the last two and half years may have dimmed the growth performance of the East Asian Economies. Their progress is still a miracle and not a myth. The average annual growth rate between 1970 and 1996. of South Korea was 8.4 percent

last four decades, it is that there can be both "Government failure" and "market failure" and that the critical issue is not so much the presence or absence of State intervention but the extent and quality of that intervention.

The new economic policy of India comprises of the various policy measures and changes introduced since July 1991. All these measures have a common direction, aim and purpose. The objective is to improve the efficiency of the system. The thrust of the new economic policy is towards creating a more competitive environment in the economy as a means to improving the productivity and efficiency of the system. The private sector is being given a larger space to operate in, as some of the areas earlier reserved exclusively for the public sector are also now allowed to the private sector. In these areas, the public sector will have to compete with the private sector, even though the public sector may continue to play the dominant role. What is sought to be achieved is an improvement in the functioning of the various entities whether they are in the private or public sector by injecting an element of competition. There is, however, nothing in the new economic policy which takes away the role of the State or the public sector in the system. The New Economic Policy has not necessarily diminished the role of state; it has only redefined it, expanding it in some areas and reducing in some others. What we need is an optimal mix of 'market' and 'State'. It is necessary to create a matrix of activities and the kinds of intervention and determine for each activity what form of intervention works best. With limited resource availability. Government should reallocate resources more in areas where it has a comparative advantage over the market and vacate those where it has less of an advantage.

Performance in the Post Reform Period

Viewed from the angle of growth rate, the performance of the Indian Economy in the post reform period has been good. After the initial set back in 1991-92, the growth rate started picking up. Between 1992-93 and 1998-99 the average annual growth rate as

already mentioned was 6.5 per cent. The average annual per capita income growth rate during this period has been 4.7 per cent as compared with a growth rate of 3.4 per cent in the eighties. Thus, there has been a significant step up in terms of the per capita income growth rate. The average growth rate of industrial production and agricultural production since 1992-93 has been 6.4 per cent and 3.1 per cent respectively. The gross domestic savings rate of the economy on an average during the nineties has remained at 24 per cent. The inflation rate has shown a perceptible decline in the recent period. The inflation rate in the current year as measured by the wholesale price index has been 3 per cent. The foreign exchange reserves of the country have shown a perceptible improvement from \$ 5.8 billion in 1991 to \$ 32.5 billion by March, 1999.

Some Concerns

The liberalization process has come in for criticism from two opposite ends. There are those who feel that the process has been slow and not sufficiently comprehensive. At the other end, there are critics who view the reform process as misconceived, ignoring the basic requirements of the people. There are four aspects of these criticisms, which deserve attention.

A major criticism of the opponents of the liberalization process is that the higher growth rate achieved has made no dent on poverty and unemployment. They rely basically on National Sample Survey data on consumption expenditures. Estimates of the percentage of people below poverty line based on various National Sample Survey rounds show that the combined rural and urban ratio came down from 44.48 per cent in 1983 to 38.86 per cent in 1987-88 and further to 35.07 per cent in 1993-94. However, based on thin sample as against large sample, one estimate shows a rise in the poverty ratio to 43.01 per cent in 1998. This is a disturbing trend. Another analysis relying on the thin sample shows that between 1993-94 and 1997, the rural poverty ratio came down to 35.78 per cent and the urban poverty ratio to 29.99 per cent. Obviously there are some methodological issues involved. There

are misgivings on using the thin sample for arriving at the poverty ratio. All the same, one has to enquire as to why a step up in growth rate has not resulted in making an impact on poverty and unemployment. Part of the reason may lie in the slower rate of growth of agricultural production of 2.6 per cent in the nineties as against 4.1 per cent in the eighties.

Employment figures indicate that between 1990-91 and 1997-98, overall employment grew at an average rate of one per cent with the employment in the organized and unorganized sectors growing at 0.6 per cent and 1.1 per cent respectively. Part of the explanation for this phenomenon lies in the rigidities in the labour market which induce preference for capital in relation to labour contrary to the pattern of factor endowments in the country. It is here, one has to take a lesson from the experiences of Europe and the U.S. Unemployment has remained stubbornly high in Europe, where the rigidities in the labour market are high, whereas a flexible labour market has enabled the U.S. to reduce the unemployment ratio.

One of the major planks of the liberalization policy has been to reduce the fiscal deficit. There has been some success in this area but not to the desired extent. However, some are critical of the fact that whatever reduction that had been brought was almost by reducing capital expenditures. Total expenditures as a proportion of GDP came down by 3.0 percentage points between 1990-91 and 1997-98. This was achieved by a reduction in capital expenditures as a proportion of GDP by 2.1 percentage points and revenue expenditures by 0.9 percentage points. The revenue to GDP ratio has remained more or less at the pre-reform level, despite significant tax reform measures introduced. Without doubt, the best way of reducing fiscal deficit is by reducing revenue deficit. But unfortunately revenue expenditures have kept increasing. Wages and salaries have continued to rise. Subsidies after an initial drop have remained at the same level as percentage of GDP. At state level, implicit subsidies have increased enormously because of the supply of various services such as electricity and water for irrigation

below cost. The fiscal deficit can be contained at a reasonable level only by widening the tax base and raising the ratio of revenue to taxes and by limiting revenue expenditures. In a developing economy like India, where a significant proportion of people remains poor, subsidies are an essential component of government expenditures. However, they need to be targeted appropriately!), so that they accrue only to the deserving. We must make an effort to evolve a consensus on how to deal with subsidies and reducing revenue expenditures. This is an imperative which we cannot postpone.

Yet another area of concern of the critics is that enough attention is not being paid to social infrastructure areas, Literacy levels have risen in India. Nevertheless, they remain well below what is desirable. Basic health facilities have not reached every one. But the fault for this situation cannot be laid at the doors of liberalization. The distortions in priorities occurred much earlier. In fact, the very purpose of liberalization is to reduce the role of the state as an entrepreneur and direct investor and expand its role in areas such as social infrastructure, where state alone can play a dominant role. As has been somewhat paradoxically remarked "more market does not mean less government but only different government". The need for expanded state intervention in areas \leq education, health and sanitation cannot be under estimated. It is only an efficient economy which will generate the necessary surplus which will enable the state to fulfil its socio-economic obligations. It is also to be noted that better education and health are a function of not only levels of expenditures but also the efficiency with which such expenditures are incurred.

The fourth area of concern has been the growing disparities in income among states. Differences in growth rates among states have become more pronounced after liberalization. During the seven year period 1984-85 to 1991. the highest growth was 62.7 per cent and the lowest was 17.4 per cent. In the post liberalization period, the highest growth rate was 85.4 per cent while the lowest was 10.1 per cent. Some of the most highly populous states have

registered very low growth rates in the post liberalization period. Tax devolution formulas as well as Planning Commission allocations of grants and loans are heavily weighted in favour of population and the inverse of per capita income. Nevertheless, the populous states have grown weakly in the last seven year period and this has contributed to the increase in the overall poverty ratio also. Many of these states have not been actively involved in the liberalization process. If the regional disparities have grown, it is at least in part a reflection of the quality of governance.

Liberalization programme to be successful must ensure that the benefits accrue to all sections of society and that it commands the acceptance of a wide constituency. Efficiency and equity should not be posed as opposing considerations. They must be weaved together to produce a coherent pattern. There is no conflict between the process of liberalisation and the social obligations of the state. There is nothing inherent in the liberalisation process which should hinder the special responsibilities of the state in relation to the poor and under-privileged. In fact, a more efficient economy which should be the outcome of the process of liberalisation would enable the state to meet better its responsibilities in the socio-economic arena.

The much awaited new millennium has arrived. The challenge of the new century and the millennium can be met only by focusing on the expansion of the knowledge base. In the world of today, in effect competition in any field is a competition in knowledge. This is why we need institutions of excellence like the University of Hyderabad. May ! wish every one of you success in your future endeavours.



UNIVERSITY OF HYDERABAD

Report
by

Dr. Kota Harinarayana
Vice-Chancellor

Ninth Convocation
Wednesday, December 29, 2004

Your Excellency President of India. Visitor of the University and distinguished Chief Guest of the present Convocation. Dr. A.P.J. Abdul Kalam; Your Excellency Governor of Andhra Pradesh and Chief Rector of the University Shri Sushilkumar Shinde; Respected Chancellor and former Chief Justice of India. Justice P.N. Bhagwati; Members of the Convocation. Graduating Students and Esteemed Guests;

1. On behalf of the Executive Council of the University of Hyderabad and on my own behalf I deem it a special privilege and honour to extend to you all the most cordial welcome to our Ninth Convocation. Significantly, this solemn event also marks the 30th year of the University's existence.
2. It is our good fortune that His Excellency the President. the Visitor of the University, has so graciously accepted our invitation and is with us here today as Chief Guest. We are deeply grateful to you. Sir. As the First Citizen and as the natural leader in the moral, scientific and cultural spheres of our nation, with your legendary personal achievements, you *are* our constant source of inspiration and strength. Sir, your association with the University of Hyderabad was firmly established in 1993. during its Fifth Convocation held on 22nd April 1993. Indeed, we felt very honoured that you accepted and received in person the Honorary Degree of Doctor of Science we then conferred upon you. Your gracious presence here at the Ninth Convocation shows your affectionate concern for the University system in general and the University of Hyderabad in particular.
3. We extend a similarly warm welcome to His Excellency Shri Sushilkumar Shinde, who is not only Governor of Andhra Pradesh but also our Chief Rector. We are grateful to you. Sir. for having graciously accepted our invitation to be with us on this occasion.

We have great pleasure, too, in offering a warm welcome to our Chancellor, Justice P. N. Bhagwati. We are fortunate to have a person of such eminence and manifold achievements as our Chancellor. Sir, we greatly appreciate your pioneering work on Human Rights issues, truly a universal concern, and we are proud of your exemplary contributions to a variety of other fields. We look forward to your continued guidance and advice.

Ladies and gentlemen, I am happy to be able to report that in the years following our last Convocation in March 2000, the University has maintained a steady momentum of growth in all aspects of its activity. Indeed, among some 50 top Institutions of Higher Education and Research in India, on the basis of publications and citation indexes, the National Information System for Science & Technology of the Department of Scientific and Industrial Research, Government of India, has rated our University as the only University in the "High Output-High Impact" category.

Similarly, after a particularly rigorous and stringent evaluation, the National Assessment and Accreditation Council of the University Grants Commission has awarded the University of Hyderabad the highest rating. A*****, on a five point scale of A* to A*****. Moreover, after an elaborate exercise, the UGC has also selected us. as one of only five universities in India, with just one other Central University, as a University with Potential for Excellence. We thus qualify for special development grants under the scheme. The UGC has sanctioned us a grant of thirty crore rupees to pursue and promote Interface Studies and Research in particular.

In 2000. our R & D project funding for 92 projects was 15 crore rupees. It has increased to 40 crore rupees for 160 projects this year. In addition to research funding. consultancy has contributed 1.25 crore rupees to our resources.

8. We have recently created a High Performance Super Computing Facility with a grant of 24 crore rupees from DST. This is a new National Facility to be shared by all DST-FIST supported institutions in India. I am happy to report that this facility represents the best computing infrastructure available today among all Indian Universities.
9. Our School of Chemistry has been recognized by University Grants Commission as its Centre for Advanced Studies in Chemistry. In addition, the Schools of Physics and Life Sciences, and the Departments of Mathematics, Philosophy, History, Economics, English, Sociology and Political Science, as well as the Centre for Applied Linguistics & Translation Studies, have been recognized by the UGC under its Special Assistance Program. The Centre for Study of Indian Diaspora and the Human Rights Programme are functioning under UGC's Special Area Studies Programmes. With a special research grant under its programme entitled "Fund for Improvement of Infrastructure in Science & Technology (FIST)", and through a national competition involving 1500 claimants, the Department of Science & Technology has selected our Schools of Chemistry and Physics and Department of Mathematics and Statistics for Level-II grants, and the Departments of Biochemistry and Plant Sciences for Level I grants. This year the University has been declared India's topmost biotechnology institution among nearly 100 institutions.
10. We believe that nothing exceeds in importance the quality of our faculty. Over the years we have carefully planned our faculty recruitment. During the last couple of years we have made strong initiatives to recruit young and bright faculty in all disciplines. We have recently made 62 new appointments, taking our faculty strength to 250. Over ninety-three percent of our faculty hold doctorate degrees

11. Besides teaching, productivity happens to be a major criterion of faculty achievement. Our faculty's individual annual publication runs to over 2.4. The ratio of individual supervision of research is also high, on an average over 4. Our faculty's individual rate of participation in technical seminars and symposia stands as high as 2.5. Our faculty have so far published over 650 books and 8000 research papers in numerous national and international refereed journals. Scores of other publications add up to nearly 10,000 in thirty years. This output has brought us the reputation of being a premier research University.
12. This University has distinguished itself at the individual level in other ways as well. Our faculty members have won numerous national and international awards including one Ramon Magsaysay Prize, five Shanti Swarup Bhatnagar Awards. 11 Fellowships of the Indian National Science Academy (FNA), 16 Fellowships of the Indian Academy of Sciences (FASc), one Padma Bhushan, two Padma Shris, four Sahitya Akademi Awards, six Fellowships and Memberships of the National Academy of Sciences, Allahabad, two Fellowships of the National Academy of Agricultural Sciences, and one Fellowship of the Academy of Medical Sciences. Some other awards won by our faculty are the Aditya Vikram Kala Puraskar. Hamsa Award. Rajalakshmi Award, J.C. Bose Award, Goyal Prize for Scientific Research (Chemistry and Physics), G.D. Birla Award for Scientific Research, Katha Translation Prizes. UGC National Fellowships, the FICCI Prize, the Hari Om Ashram Trust Award of the UGC, the Homi Bhabha Fellowship. Prizes and Fellowships of the Third World Academy of Sciences, the Einstein Medal for Electronics. U.S.A.. Fellowships of Royal Society of Chemistry. London. Alexander von Humboldt Prizes and Fellowships, German Academic Exchange Professorship and Fellowships, the Fulbright Award. Fellowships of the

Association of Commonwealth Universities, the **Max** Born Medal of the Optical Society of America, and Fellowships of learned societies and institutions in Germany, the U.K. and the U.S.A.

13. Our faculty have been associated with important national and international bodies and have held Visiting Professorships and memberships of international organizations in India and abroad. Besides collaborative research, which includes a large number of Bi-national scientific collaborative projects, our faculty are regularly invited to deliver keynote addresses, to chair sessions and to participate in international and national conferences.
14. A number of our faculty members have been appointed Vice-Chancellors of other Universities and Directors of National Laboratories and Institutes. They have held other prestigious appointments such as Member-Secretary of the Indian Council of Philosophical Research and Advisor. Twelfth Finance Commission.
15. Further, faculty members in various disciplines have secured research grants from national and international funding agencies such as the UGC. CSIR. DST. DRDO. ISRO. DBT. DoE. the European Union-India Economic Cross Cultural Program, the Rockefeller Foundation (U.S.A.) and the Volkswagen Foundation (Germany). One hundred and sixty such projects are in progress in various schools and Departments.
16. At the same time, however, we remain acutely conscious of the increasing national need for education through the distance mode. We consider it essential to employ our expertise in designing programmes to cater to citizens already employed yet interested in enhancing their skills. In this way we aim to make higher education accessible to a far broader section of society. We offer 14 Post-Graduate Diploma courses in the Distance Education mode:

Computer Sciences, Environmental Education and Management, Planning and Project Management, Translation Studies (in English and in Hindi), Human Rights. Television Production, Library Automation and Networking, Telecommunications, Energy Management, Professional and Organizational Management, Chemical Analysis and Quality Management, Cyber Laws and Intellectual Property Rights, Business Ethics and Values. and Communicative English. At present, some 3,148 students are enrolled in our Distance Education courses.

17. Our Academic Staff College is one of 48 such colleges established by the UGC. It has so far conducted 43 Orientation courses and 117 Refresher courses for teachers of degree colleges and universities from all over the country. Over 5000 teachers have attended these courses. It is also the first Academic Staff college in India to have set up full fledged computer training for participating teachers.
18. Our annual student strength in the regular courses has increased from 2193 in 2000 to 2529 this year. In distance education programs the registration has, similarly, increased from 2,959 to 3,148. True to our national character, our students come from the entire country through entrance tests conducted at 14 centres in various parts of the country. Of our present students, 800 are women and nearly 1300 are scholars in our M.Phil., M.Tech.. and Ph.D. programmes.
19. We also have a limited system of external registration for Ph.D. that enables meritorious candidates employed in recognized R&D laboratories and Institutions of Higher Study to pursue research. We have also recognized 21 prestigious institutions in Hyderabad and Secunderabad for doctoral programs in various disciplines.

20. We attract, through special measures, students from the various reserved categories. That we fulfil our Constitutional and social obligations becomes clear from the admission figures in these categories: over 30 per cent of our student enrolment comes from the Scheduled Caste, Scheduled Tribe, and Physically Handicapped categories
21. A Placement Cell, in coordination with prospective employers, arranges employment interviews. I am happy and proud to state that our alumni have been doing very well in numerous careers. Over 60 of our alumni have secured positions in Central Services such as the Indian Administrative Service, Indian Police Service and Indian Revenue Service. Distinguished alumni have, over the years, also received coveted prizes and fellowships such as the Shanti Swarup Bhatnagar Prize, Career Awards, and the Humboldt, Fulbright and STA, Japan Fellowships
22. I must express my confidence that today's graduating students will turn out to be high-achievers as well. In this convocation 3,687 (excluding the diplomas) graduates have received degrees. — M.A.s and M.Sc.s, 551 M.Phil.s, 290 M.Tech.s. and 311 Ph.Ds. It is a matter of particular satisfaction that out of 311 doctorates at this convocation 39 belong to the SC or ST category, and nine physically challenged students have also received degrees today. At the conclusion of this, our Ninth Convocation, a total of 13,091 graduates will have received degrees from the University since its inception in 1974, of whom nearly one thousand happen to be doctorate degrees
23. In tune with the contemporary global thrust on University-Industry interaction, we have continuously sought collaboration with industry. So far, we have entered into 127 Memoranda of Understanding with different organizations, of which over 78 are with public and private sector industries.

24. Our Indira Gandhi Memorial Library not only boasts a significant collection of books and journals, but it has also been a pioneer in computerization. It is fully computerized and provides network access to users including those from sister institutions. Its card catalogue has been replaced with an on-line public access catalogue accessible via a web page. The UGC has selected our Library, along with the Indian Institute of Science, Bangalore, as one of only two Document Delivery Centres in the Southern Region. It will be one of six such UGC centres. Besides expanding Distance Education programmes, we have progressively enlarged associated infrastructure made available by modern technology for achieving efficiency in rapid transmission of information. In this connection, the Library has recently acquired additional Sun Microsystems hardware and software for its "Centre of Competency in Digital Libraries and e-Learning projects". Nearly eighty per cent investment for this has come from Sun Microsystems. Internally, the Library provides our Schools and Departments on-line access to over 10,500 e-journals.

25. New buildings for the School of Humanities and the Centre for Folk Culture Studies and a new Annexe to the Student's Canteen are all complete. The new 600-seat seminar complex funded by the Department of Science and Technology, Government of India, has been frequently used. Other new buildings include the Jubilee Guest-House Annexe, Extensions to the Artificial Intelligence laboratory and Administration Building, and additional classrooms for Social Sciences and Science Schools. In the Tenth Plan we obtained sanction of 9.75 crore rupees for additional buildings. Under this provision further expansion of the AI Lab, School of Humanities, Computer Centre and School of Management Studies is in progress. The sanction includes projected expansion of the Library, the Social Sciences building, an additional hostel, a new Science

University, Sweden under a separate program. These programs, and admission of foreign students to our regular programmes, have added an international dimension to our academic and social life, which we are striving to strengthen. Recently an MoU was signed with the South Asian Institute, University of Heidelberg, involving the possibility of student and faculty exchange.

29. We have two prestigious Chairs instituted in honor of Sarvepalli Radhakrishnan and Jawaharlal Nehru. Several scholars of eminence have occupied them. In addition, the UPE program has attracted many distinguished scholars as visiting faculty. Their interaction with us—not only with those belonging to their fields of specialization but also with others—contributes in no small measure to a fascinating cross-disciplinary encounter of minds. It remains our endeavour to make such visitors feel comfortable and to render their tenure here a pleasant experience.
30. Effective from the present academic session, we have adopted a Credit System for all courses of studies so as to encourage design of new inter-disciplinary courses and academic freedom for students to study courses offered in other schools and centres than their own.
31. The establishment of centre for five new disciplines has been approved: High Energy Materials, Earth and Space Sciences. Nano-Sciences and Technology. Cognitive Sciences and Complex Systems Engineering and Design.
32. We run a campus school in order to impart quality education not only to wards of our employees but also to children from the neighbourhood. For many years a Shramik Vidyapeeth functioned under the auspices of the University of Hyderabad with funding from the Ministry of Human Resource Development, Government of India. Renamed **and** reorganized as Jan Shikshan Sansthan. it works for

the upliftment of socially and economically backward sections of urban, semi-urban, and rural society through various training and awareness programmes. In 2003 the University of Hyderabad undertook a massive Adult Literacy Programme with the cooperation of Serilingampally Municipality. We have achieved at least modest success in it. In order to attract more learners, this year we have also introduced a skill development component into the literacy programme.

33. The statutory objective of the University requires us "to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and by the example of its corporate life. and. in particular, to make special provisions for *integrated courses in humanities and science in the educational programmes* of the University and to take appropriate measures for promoting *inter-disciplinary studies and research* in the University".

I wish to assure you. ladies and gentlemen, that this objective is being followed in letter and spirit, as my report describes.

34. Before I go further, therefore. I sincerely thank faculty members, students, officers and non-teaching employees of the University for their unstinted cooperation in helping run the University smoothly and pursue these objectives. I also thank the University Grants Commission, the Ministry of Human Resource Development, the Department of Science and Technology and other S & T funding organizations of the Government of India for their support
35. At this our Ninth Convocation, during the Thirtieth Year of our existence, marked by our strictly and punctually maintained academic calendar, it is my duty to place on record a special word of gratitude first to our eminent former Chancellors, the Late Shri B.D. Jatti. the Late Shri G. Parthasarathi, the Late Justice M. Hidayatullah. the

Late Shri J. R.D. Tata, Dr. Abid Hussain, and Professor Romila Thapar. We feel special gratitude also for the yeomen services rendered by our Vice-Chancellors over the years—the Late Professor Gurbakhsh Singh, Professor B.S. Ramakrishna, Professor Bh. Krishnamurti, Professor Goverdhan Mehta and Professor P. Rama Rao. To this distinguished list I must add the names of those who had functioned as Acting Vice-Chancellors, namely, Professor Shiv K. Kumar, Professor S. Nagarajan and Professor A.K. Bhatnagar.

It is now my most pleasant duty to offer warm felicitation and congratulations to the young men and women who have received their degrees and medals of distinction today. For they represent the most talented among India's youth. Yet it will be appropriate to remind them here of Albert Einstein's significant words: *"A hundred times a day I remind myself that my inner and outer lives are based on the labours of other people, living and dead, and that I must exert myself in order to give the same measure as I have received and am still receiving."* My dear young graduates, on behalf of the University of Hyderabad. I wish you every success in your personal lives and professional careers, and in your role in building a New Society.

Jai Hind



UNIVERSITY OF HYDERABAD

Convocation Address

by

Dr. A.P.J. Abdul Kalam

President of India

Ninth Convocation

Wednesday, the 29* December, 2004

The Mission of University: Empowerment

I am indeed delighted to participate in the ninth Convocation of the University of Hyderabad. I take this opportunity to wish the University students for their excellent academic performance. I greet the Chancellor, Vice Chancellor, Professors, teachers and staff for shaping the young minds to contribute to the nation in multiple fields. Dear graduates, when you complete the university education, the knowledge that you have received will enable you to meet any challenge. With a big aim in life and hard work with devotion and above all indomitable spirit to combat the challenges, will lead you to success.

Now I would like to share with you my thoughts on the forewarning measures needed to face the fury of nature, in which the university has a great role to play.

High Intensity Tidal wave early warning system

You are all aware of the damage caused to our people their property and the disruption of normal life in the coastal area of Tamil Nadu, Andaman & Nicobar Islands. Andhra Pradesh, Pondicherry, Kerala and many other coastal states due to the impact of Tsunami on 26 December 2004.

The pacific nations have got Tsunami warning system which is designed to protect 27 pacific countries residents from

distant-source tsunamis. After the earth quake has occurred beneath the sea floor at the shallow depth, it takes 3 hours to build dynamic waves of large heights. All communities within a 3 hour travel time of the epicenter are put into a tsunami warning situation.

That means, technologically there is a solution. It is essential that Indian sea shores are provided with tsunami warning system or equivalent with the Indian control centre connected to the Pacific tsunami warning centre. Since, the Central University of Hyderabad has multiple expertise's at one single place; they can evolve an integrated technological solution in the form of sensor, communication system, networking and high intensity tidal wave warning system. This may involve the participation of multiple institutions like University, ISRO, Departments of Science and Technology, Ocean development and Atomic Energy.

Like this there are a number of challenges in our national scene which all of you are witnessing in your day to day life. It is necessary for the faculty members and students of the University to be sensitive to such occurrences and development needs, so that the university can productively participate in the welfare of our citizens. Now I would like to discuss with you about the importance of competitiveness.

Competitiveness in the WTO environment

I was studying the development patterns and the dynamics of connectivity between nations, especially in trade and business. As you all know the world has few developed countries and hundreds of developing countries. What is the dynamics between

them and what connects them? Developed country has to market their products in a competitive way to different countries to remain as developed country. The developing country to get transformed into developed country; they too have to market their products to other countries in a competitive and aggressive way. Competitiveness is the common factor between aspiration of developing and developed countries. Competitiveness has three dimensions: quality of the product, cost effectiveness and supply in time. Indeed this dynamics of competitiveness in marketing of products by developing and developed countries is called the law of development. If India has to become competitive, we have to be innovative. Innovation has to come from our Universities, in every field of learning.

Economic Growth in different societies

During the last century, the world has undergone a change from agriculture society, where manual labour was the critical factor, to industrial society where the management of technology, capital and labour provided the competitive advantage. Then the information era was born in the last decade, where connectivity and software products are driving the economy of a few nations. In the 21st century, a new society is emerging where knowledge is the primary production resource instead of capital and labour. Efficient utilization of the existing knowledge with innovation can create comprehensive wealth of the nation and also improve the quality of life - in the form of better health, education, infrastructure and other social indicators. Ability to create and maintain the knowledge infrastructure, develop knowledge workers and enhance their productivity through creation, growth

and exploitation of new knowledge will be the key factors in deciding the prosperity of this Knowledge Society. Whether a nation has arrived at a stage of knowledge society is judged by the way the country effectively deals with knowledge creation and innovative knowledge deployment in all sectors like IT, Industries, Agriculture, Health Care etc., The university is indeed a place of knowledge that creates innovations.

Innovation is the capital

I was studying the Global Competitiveness Report for the year 2003-04. There I find in terms of Innovative Capacity Index US is ranked one, Singapore 6, South Africa 27, China 40, Brazil 42 and India 44. In the same report I noticed that the proportion of Scientists and Engineers Index is stated as US 4, Singapore 6, South Africa 38, China 43, Brazil 51 and India 60. Thus, we can see the large proportion of new ideas and innovation are generated in the Universities in USA. This innovation arises from private sector initiative and the R & D productivity of the firm, shape by local policies and nature of local institutions. National innovative capacity has to be the country's important potential to reinforce both political and economic entity with commercially relevant competitive products. This capacity is distinct from purely scientific or technical achievements and focuses on the economic application of new technology. Thus, for building innovative capacity, we require the partnership of private sector, public sector, R & D and academia as a group. I would recommend the Hyderabad University to work towards building the innovative capacity amongst its faculty and impart knowledge with students.

To achieve a goal what is needed is not only knowledge, but also a passion. The passion should not be limited to the technical aspects but it should also aim towards creating a concern for the society with a view to finding positive solutions to the problems.

Team building

Most of the discoveries and innovation are team efforts. Education system should work towards team building among the students. Every student must have an opportunity to play the role of a team member and a team leader so that he can see both sides of the fence. The amount of information that we have around us is overwhelming. The management of knowledge therefore must move out of the realm of the individual and shift into the realm of the networked groups. The students must learn how to manage knowledge collectively. When the information is networked the power and utility of the information grows as squared as predicted by Metcalfe's law. Information that is static does not grow. In the new digital economy, information that is circulated creates innovation and contributes to national wealth. In this context, let us discuss the national scenario and its priorities.

Our National mission - challenges

Our nation is going through a major challenge of uplifting of 260 million people who are below the poverty line. They need habitat, they need food, they need health care, and they need education and employment and finally resulting in a good **life**. Our GDP is growing at more than 6% per annum. Whereas, the economists suggest that to uplift the people below poverty line.

our economy has to grow at the rate of 10% per annum consistently, for over a decade.

Ambience in the Nation

Presently, a new situation is emerging in the national scene of 2004. In the Indian history, very rarely we have come across a situation, all at a time, an ascending economic trajectory, continuously rising foreign exchange reserve, global recognition of technological competence, energy of 540 million youth, umbilical connectivities of 20 million people of Indian origin in various parts of the planet, and the interest shown by many developed countries to invest in our engineers and scientists including setting up of new R&D centers. The priorities of the Government include an emphasis on economic development by ensuring growth rate of 7% to 8% annually, enhancing the welfare of the farmers and workers and unleashing the creativity of the entrepreneurs, business persons, scientists, engineers and other productive forces of the society.

Integrated action: To meet the need of one billion people. we have the mission of transforming India into a developed nation. We have identified five areas where India has a core competence for integrated action: (1) Agriculture and food processing (2) Reliable and Quality Electric power. Surface transport and Infrastructure for all parts of the country. (3) Education and Healthcare (4) Information and Communication Technology (5) Strategic sectors. These five areas are closely inter-related and if well done would lead to national, food, economic and security.

Essential Connectivities: The integrated methods, which will bring prosperity to rural India is PURA (Providing Urban amenities in Rural Areas), which has four connectivities. The physical connectivity of the village clusters through quality roads and transport; electronic connectivity through telecommunication with high bandwidth fiber optic cables reaching the rural areas from urban cities and through internet kiosks; knowledge connectivity through education, vocational training for farmers, artisans and craftsmen and entrepreneurship programmes; these three connectives leading to economic connectivity through starting of enterprises with the help of banks, micro credits and marketing the products.

Recently, we made some study at various parts of the country how the PURA model or its components are in position. I would like to discuss one of the examples.

Periyar PURA

Recently I had visited Periyar Maniammai college of technology for women and inaugurated a PURA Complex. I thought of sharing with you the developmental concept of a cluster of over 65 villages near Vallam, Thanjavur district of Tamilnadu which involves a population of 3 lakhs. This PURA complex has all the three connectivities - physical, electronic and knowledge - leading to economic connectivity. The centre of activity emanates from the women engineering college that provides the electronic and knowledge connectivity. Periyar PURA has health care centres, primary to post graduate level education and vocational training centres. This has resulted in large scale employment generation and creation of number of

entrepreneurs with the active support of 850 self-help groups. Two hundred acres of waste land has been developed into a cultivable land with innovative water management schemes such as contour ponds and water sheds for storing and irrigating the fields. All the villagers are busy in either cultivation, planting Jatropha, herbal and medicinal plants, power generation using bio-mass, food processing and above all running marketing centres. This model has emanated independent of any government initiative. The committed leadership has been provided by the Engineering institution. This gives me the confidence that PURA is a realizable proposition and this movement can be multiplied by thousands of entrepreneurs, educational administrators and philanthropic institutions with the support of the government agencies.

The University of Hyderabad can study the Periyar PURA and evolve a unique PURA system for promoting and empowering the people living in the adjoining villages and creating a platform for learning about the economics of PURA enterprise, which can be beneficial to other institutions in Andhra Pradesh. PURA enterprise can become an employment generator for the state.

Employment Generation through Entrepreneur-ship

There has been substantial growth in our higher educational system and the University is generating over thousand professionals every year and overall for the whole country it is around 3 million per year from 300 Universities. However our employment generation system is not in a position to absorb the graduates passing out from the university leading to increase in

educated unemployed in the region year after year. **There** is a large mismatch between the skills required for the modern economy and the education imparted to most of these students. In addition, economic growth and investments have not kept pace with the availability of human resources. This situation will lead to instability in the social structure. We need higher education focused on and oriented towards high value and productive employment opportunities. A three pronged strategy is needed to make education more attractive, make it skill imparting and simultaneously create employment generation potential how do we do that?

Firstly, the educational system should highlight the importance of entrepreneurship and prepare the students right from the college education to get oriented towards setting up of the enterprises which will provide them creativity, freedom and ability to generate wealth. Diversity of skills and perseverance in work make an entrepreneur. It should be taught to all the students. In addition, college syllabi even for arts, science, and commerce courses should include topics and practical where such entrepreneurship is possible. When the graduates leave the campus, they carry the Degree and entrepreneurship course Diploma.

Secondly, the banking system should provide venture capital right from every village level to the prospective entrepreneurs for undertaking new enterprises, with hassle free loan assistance.

Thirdly, there has to be an economic pull for human resources; for example generation of marketable products and enhancement of purchasing power among the people through the

implementation of national missions. The University, Government and the private enterprises should become facilitators for creating this entrepreneurship scheme through the support of the banking system and the marketing system. Entrepreneurs have to produce the competitive products for becoming successful in their missions. I would like to discuss in-detail one of the large-scale employment and wealth generating avenues in the rural sector.

Jatropha-Biofuel: Government has decided to permit mixing of 10% bio-fuel with diesel. This has opened up new opportunities for employment and wealth generation. We have nearly 63 million hectares of wasteland available in the country, out of which 33 million hectares of wasteland have been allotted for tree plantation. Certain multi-purpose trees such as Jatropha can grow well in wasteland with very little input. Once grown the crop has a fifty years of life. Fruiting can take place in this plant in less than two years.

It yields oil seeds up to five tonnes per hectare per year and produces two tonnes of bio-fuel. Presently, the cost of bio-diesel through the plant is approximately Rs. 17 to Rs. 19 per litre which can be substantially reduced through choice of right size of the plant and using high yield variety plantation. Bio-fuel plants grown in 11 million hectares of land can yield a revenue of approximately Rs. 20,000 crore a year and provide employment to over 12 million people both for plantation and running of the extraction plants. This is a sustainable development process leading to large scale employment of rural manpower. Also, it

will reduce the foreign exchange outflow paid for importing crude oil, the cost of which is continuously rising in the international market. Moreover, use of Bio-fuel is CO₂ emission free. This oil can also be used for soap and candle industries. De-oiled cake is a raw material for composting. Also Jatropha plantation provides a good environment for honey production. We should absorb best of the technologies available worldwide and start commercial operation soon, instead of staying at pilot plant levels. I would request the industrial community and entrepreneurs assembled here to take the initiative, generate detailed project report in collaboration with technical agencies such as the Energy and Research Institute (TERI) on this project and promote entrepreneurs with financial support from the banks in rural areas who can undertake the plantation and commissioning of extraction plant leading to production of cost-effective bio-fuel. Can there be a better project than this for coherent development of our rural sector and sustainable business proposition for industry? I am sure University of Hyderabad, can participate proactively in this national wealth generating mission.

Conclusion: Creative Leadership

There are 540 million youth below 25 years in the Population of a billion people. The nation needs young leaders who can command the change for transformation of India into a developed nation embedded with knowledge society. The leaders are the creators of new organizations of excellence. Quality leaders are like magnets that will attract the best of persons to

build the team for the organization and give inspiring leadership even during failures of missions, as they are not afraid of risks. I have seen and worked with creators of vision and missions.

One of the very important ingredients for success of the vision of transforming India into a developed nation by 2020 is **the** evolution of creative leaders. I am giving a connectivity between developed India, economic prosperity, technology, production, productivity, employee role and management quality, all of which linked to the creative leader. Who is that creative leader? What are the qualities of a creative leader? The creative leadership is exercising the task to change the traditional role from commander to coach, manager to mentor, from director to delegator and from one who demands respect to one who facilitates self-respect. The higher the proportion of creative leaders in a nation, the higher the potential of success of visions like "developed India."

I congratulate the students who have been awarded degrees during this convocation. My best wishes to all the members of this university for success in their missions.

May God bless you.



University of Hyderabad

Report

by

Prof. Seyed E. Hasnain

Vice-Chancellor

Tenth Convocation

Tuesday, July 31, 2007

UNIVERSITY OF HYDERABAD
TENTH CONVOCATION
REPORT

by

Prof. Seyed E. Hasnain

Vice-Chancellor

Tuesday, July 31, 2007



His Excellency, Sri Rameshwar Thakur, Governor of Andhra Pradesh and Chief Rector of our University, Justice M.N. Venkatachaliah, our respected Chancellor and former Chief Justice, Supreme Court of India, Hon'ble Sri P. Chidambaram, Finance Minister of India, and the Chief Guest of this Convocation, graduating students, parents, esteemed guests and members of the Press, on behalf of the Executive Council of this University, I deem it a great privilege and honour to welcome you to the X Convocation of our University. We are indeed fortunate to have in our midst our distinguished Finance Minister whose brilliant articulation of economics has left all of us in awe and admiration. Thank you, Sir, for accepting our invitation to be the Chief Guest. Our Chief Rector, whose stewardship of our State has been exemplary, is our mentor and guide and we are very happy to have him in our midst today. Sir, we thank you for being with us. Our Chancellor, Justice Venkatachaliah, a distinguished Legal luminary, has been very generous with his time and counsel and we are indeed very grateful to him for his leadership of our University. Thank you, Sir, for gracing this occasion.

Since the last Convocation in 2004, this University has made great progress in all respects. Just to recap, we are accredited with a five star ranking by the National Assessment and Accreditation Council (NAAC) and we are perhaps the only one to have fruitfully utilized the opportunity and funding support accorded by the UGC when it declared us as a University with a Potential for Excellence (UPE) in the X Plan, one of the only 5 Universities recognized at that time. We are the only University in the country which has been rated by the CSIR as a "High Output High Impact" University.

The main aim of our University is to provide holistic education and to integrate knowledge from various disciplines in the Sciences, Humanities, Social Sciences, Performing Arts and Management. With this in view, the University initiated five-year Integrated Masters Programmes, some for the first time in India, in order to catch the country's youth early enough to train them in a discipline of research and in good citizenship. For the first time in India a student enrolled in the Integrated Masters Programme can switch over to an entirely new discipline which he never studied at School. A system of joint appointments has been established so that faculty members can associate themselves with the teaching and research in more than a single academic discipline. We are the first University in the country,

and perhaps the only one, to encourage entrepreneurship development by permitting our faculty members to become entrepreneurs and set up their own industries without losing their position at the University. Under the UPE scheme, several innovative projects were completed all of which were interdisciplinary in character. Our University thus exemplifies the profound idea of an Institution of Higher Learning where knowledge is integrated, a view advanced by great educational philosophers like Cardinal Newman and *Gurudev Rabindranath Tagore*. All our Schools of Study are well known across the country and abroad. The School of Physics is now recognized by the UGC as a Centre for Advanced Study, as is the School of Chemistry. Other Schools like Life Sciences, Sarojini Naidu School and Departments like Mathematics, Philosophy, History, Economics, English, Telugu, Sociology and Political Science are recognized under the Special Assistance Programme by the UGC and some of them also enjoy enhanced funding under ASIHSS, FIST, COSIST, etc.

All our Schools maintain a high profile and their publication record speaks for themselves. I shall not give dry statistics but suffice it to say that the ratio of teachers to published research work is on an average 1:2.5. Our faculty members have won several distinctions which include Padma Awards, the Magsaysay Award, Bhatnagar prizes, Fellowships of various learned Bodies, the Humboldt, Fulbright, British Council awards, Membership of professional Academies within the country and outside and so on. The faculty members are also on important Committees and on the Editorial Board of reputed Journals both at home and abroad. They also hold Visiting Professorships in prestigious institutions abroad. Some of our colleagues have become Vice-Chancellors or Directors of Institutions and of national Laboratories. A good number of our faculty have secured research grants and on a general reckoning the ratio of faculty to research projects in the University is on an average 1:1. The University has entered into MoUs with several leading Universities in the country and abroad including R&D Laboratories.

With such an academic profile of the University it is no wonder that admission to the University is much sought after by students from all over the country. Our students are indeed our pride and strength. At the present moment our student strength is about 3000. Another distinguishing feature of this University is that every student enrolled in our regular programmes is given a fellowship every month which ranges from Rs.500/- to Rs.5000/- and this is in addition to other Government and Social Welfare scholarships which are available. Our University has ensured improved and wider access to higher education and has adopted an inclusive approach. Our record in admitting students belonging to the socially and economically marginalized groups is higher than the statutory requirement and it is a matter of pride that many of these students have

distinguished themselves in academic life. The University fittingly honours some of these students with awards at this Convocation.

Noted dancer, scholar and Andhra Natyam exponent, Professor Nataraja Ramakrishna, distinguished author and critic, Professor Namwar Singh and noted critic, Urdu litterateur and President of Sahitya Akademi, Professor Gopi Chand Narang, are being conferred with honorary doctorates at this Convocation. We will also shortly honour two other eminent personalities, Professor Muhammad Yunus, Nobel Laureate and Professor Romila Thapar, eminent historian and former Chancellor of our University with Honorary Doctorate Degree in a Special Convocation.

In this Convocation 1738 students are receiving degrees and Diplomas which includes 260 M.Phils., 158 M.Techs. and 212 Ph.Ds. Ours is the only University in India to have an RFID chip embedded in its degree to render it tamper proof.

Our graduates are highly employable and our record for placement is impressive and includes various professions such as teaching, media & journalism, research, Government, Civil services, the IT industry and in corporate institutions. I appeal to outgoing students to join the Alumni Association and keep your links with your Alma Mater alive. I invite our Alumni for a get together this afternoon at our University.

The Indira Gandhi Memorial Library at our University has a collection of nearly 2.30 lakh books and other reference material and subscribes to 570 foreign journals and 17000 online journals and 5 online data bases. Our Library has the distinction of being the first University Library in the country with complete IT infrastructure for all its in-house activities and perhaps the only University where the reading rooms are open 24x7.

The University has upgraded its infrastructure with the Science Schools moving steadily towards acquiring their own buildings and other Schools upgrading their facilities. The Integrated Programme will soon have its own premises and new lecture complexes and laboratories are being set up to further enhance and facilitate scientific work. In the XI Plan we are hoping to further expand existing facilities for all Schools of study, construct new student hostels, transit accommodation for faculty, married students' accommodation and more quarters for non-teaching employees.

Given our very large land mass, we are striving to create a cluster effect by entering into academic partnership, involving the public, the private sector and not for Profit Foundations, for the establishment of new Centres of Excellence. While

the Institute of Life Sciences, a wonderful example of public-private partnership (PPP), was formally inaugurated a few months ago, the foundation stone for the C.R. Rao Advanced Institute of Mathematics, Statistics and Computer Sciences was laid recently by Dr. C. Rangarajan, Former Governor, RBI and Chairman of the Economic Advisory Council to the Prime Minister of India.

Students and scholars have found this University to be an oasis for study and reflection. With state-of-the-art computing support, the University will have the distinction of being the first institution in the country to have the entire campus including hostels, residences, canteens and *dhabas* linked by 68 mbps WI-FI connectivity. This will considerably improve connectivity and speed, vital for sustaining the high academic credentials of the University.

I should like to touch on a few other strengths of our University. Among these are the healthy student-teacher ratio which is 1:9, and the student-friendly practices of our University. Our emphasis on e-governance and e-administration and in-service training has made our bureaucracy sensitive to the needs of faculty and students. Our University is acutely conscious about social justice and gender equality. While we implement all Govt. directives and we participate in a democratic world order we have not sacrificed quality. We have struck a balance between excellence, access and equity. The University campus is conducive to good health and creativity. We have entered into an agreement with the World Wildlife Fund (WWF) to document the entire biodiversity of our campus. Some parts of our campus are breathtakingly beautiful and we intend to make our community more environmentally conscious while retaining the only sweet water lake on the campus. Our University truly reflects the plurality of cultures of our country. Our students and faculty are drawn from all parts of the country and our thriving Study in India Programme ensures a healthy infusion of internationalism. Up to 15% of our seats are meant for foreign students and the number of foreign students has confirmed that we live locally and think globally. As a measure of our commitment to becoming more active in many other thrust areas, this academic year we have established two new Schools of Study to add to the existing eight – a School of Medical Sciences and a School of Engineering Sciences & Technology. The University has also established the Department of Sanskrit Studies and new Centres viz., University Centre for Earth & Space Sciences (UCESS), Advanced Centre for Research in High Energy Materials (ACRHEM), Centre for Cognitive Science, Centre for Research and Education in Aging (CREA), Centre for Nano Technology with about 40 faculty members as PIs, Centre for Foreign Languages, Centre for Health Psychology, Centre for the Study of Social Exclusion and Inclusive Policy, Centre for Knowledge, Culture and Innovation Studies and Centre for Women's Studies, to name a few. Jan Shikshan Sansthan (JSS) earlier known as Shramik Vidya Peeth (SVP) was established by the University in 1986. It works for

the empowerment of the socially and economically backward sections of the urban/rural population through various training and skill development programs. Few more Centres like the Centre for Comparative Study of Literature and Language, Dalit and Adivasi Studies, Music and Soundscape, Eurasian Studies are to be set up in the XI Plan. In fact our XI Plan proposals while reflecting the UGC's philosophy for higher education incorporates a vision that takes into account our existing strengths and also build upon effective public-private partnerships in higher education.

Ladies and Gentlemen, I could go on and on about our University but I hope I have conveyed to you a sense of the character of this thirty-three-year old University. The challenges before us are many. Specifically we have to take into consideration public and societal expectations of greater access to higher education and strike a balance between the needs of a democratic order and the equally compelling need to maintain high standards. The impact of globalization, the introduction of private universities and foreign universities will put increasing pressure on publicly funded University systems such as ours. It is imperative for the Government to allocate more resources for the education sector. Increased resource allocation for the higher education sector will bring rich dividends in our quest for building a knowledge society. Although current levels of allocation for higher education are better than what it was in the past but if we have to be a global economic leader where knowledge would be the driving engine then we must attempt global levels of funding of higher education.

I am happy to inform you that at the end of the XI, Plan the University of Hyderabad would have more than doubled its student intake and would have added several new and innovative programmes driven by social relevance and market dynamics criteria. There is a general misconception that the non-teaching component of a University represents excess baggage that need to be off-loaded. Sir, I am proud of our non-teaching employees and I appeal to you to permit the University of Hyderabad, as an exception, to supplement and reinforce this very important pillar of our University, more so when we are embarking on a major expansion and inclusivity. It is also important to mention here that in just the last financial year alone, of the X Plan, this University could spend in a very transparent way a figure which was about 3 times our total 5-Year Plan allocation. This amply demonstrates that the University of Hyderabad has the system in place to absorb more funds and higher budget allocations. I firmly believe that the University of Hyderabad has enough resilience and creative potential to meet contemporary and future challenges. In the next five years our effort will be to cast ourselves as a global player, export education, provide access to the deprived sections of our population and transform ourselves into a globally competitive University of Excellence and create a new benchmark. Hon'ble Finance Minister, Sir, we fervently

hope that you will replicate your pioneering efforts in propelling our economy to new heights by considering islands of excellence like the University of Hyderabad for special funding.

It gives me pleasure to congratulate the young men and women who have been admitted to degrees today and who have received medals of distinction. As you leave the portals of your University, I wish you all a bright future, marked by upright conduct, social sensitivity and a thirst for excellence. I would also like to thank the recipients of the Honorary Degrees who, while joining the ranks of Dr. A.P.J. Abdul Kalam, Justice M. Hidayatullah, Dr. M. Balamurali Krishna, Professor M.S. Swaminathan, Professor C.N.R. Rao, Professor G.N. Ramachandran, Professor C.R. Rao, etc. bring value and honour to the University of Hyderabad.

Jai Hind!



University of Hyderabad

Convocation Address
by

Shri P. Chidambaram

Union Finance Minister

Tenth Convocation

Tuesday, July 31, 2007

**UNIVERSITY OF HYDERABAD
TENTH CONVOCATION ADDRESS**

by

Shri P. Chidambaram

Union Finance Minister

Tuesday, July 31, 2007

India's Competitive Edge



It is truly an honour to be invited to deliver the Convocation address at the Tenth Convocation of the University of Hyderabad. This University, through its eight schools, is acknowledged as a hub of excellence in teaching, research and creativity. I welcome the University's decision to establish two new schools in engineering and medicine. The University of Hyderabad is perhaps a rare institution in the country where there are an equal number of students registered for Ph.D. and other research programmes as are registered for post graduate programmes. If our goal is the establishment of a knowledge society, more institutions must be not content with awarding graduate and post graduate degrees but must actively encourage research and development.

2. As members of a University that pursues the goal of excellence, I thought I may share with you some thoughts on the global economy which, thanks to greater integration, has become increasingly complex and competitive.
3. Between 1980 and 1989 the global economy grew at an average rate of 3.4 per cent per year. Between 1990 and 1999, the average growth rate was a satisfactory 3.0 per cent a year. The momentum has continued into the 21st century. Economists are agreed that the most important driver of global growth has been trade. In the year 2006, the volume of goods and services that was traded internationally has been estimated at US\$ 29.3 trillion.
4. For nearly three decades, India's contribution to international trade and commerce was miniscule. In 1990-91, the year before liberalization, India's foreign trade (exports and imports of goods) amounted to US\$ 42.2 billion, representing 0.6 per cent of global trade. This was the consequence of a conscious choice of policies: self-sufficiency, protectionism, high tariffs and licensing control. These policies could not insulate India from global upheavals. For example, India could not insulate itself from the oil shock of 1973. The graver consequence of these policies was a loss of competitiveness. Indian industry took shelter behind high tariff walls and, as a result, turned out

shoddy products at high cost. Indian agriculture suffered because of depressed prices and negative subsidies.

5. After four decades of independence, India could hardly claim to be a leader in any product or service. There was no Indian company among the top 100 companies of the world in terms of sales or market capitalization. There was no Indian brand which could be regarded as a global brand.
6. The worst sufferer was the Indian consumer. She paid high prices for shoddy products. She had a choice between an Ambassador car and an Ambassador car; a choice between Indian Airlines and Indian Airlines; and a choice between waiting for years for a DOT telephone and not having a telephone at all!
7. Not all our plans could spur GDP growth beyond an average of 3.5 per cent a year. A fondness for isolation led to more isolation; a penchant for controls led to more controls. For example, in order to shore up foreign exchange reserves, we passed the Foreign Exchange Regulation Act, 1973, which contained provisions more stringent than the Foreign Exchange Regulation Act, 1947. The result: by 1991, our foreign exchange reserves had dwindled to below US\$ 1 billion. Another example is the Coal (Nationalisation) Act, 1973. Since nationalization, the compounded average growth rate of coal production has been only 5.18 per cent, hardly adequate for a country whose principal source of energy is coal.
8. The consequences of loss of competitiveness were felt throughout the economy. When the cost of raw materials increased, the cost of final products also increased. Since imports were disallowed or restricted, there was no competition from imported products and no restraint on price fixing by domestic producers. Further, since import of capital goods was severely controlled through licenses, new investment, especially in the manufacturing sector, was made at a high cost, and this cost was eventually loaded on the final products and passed on to the consumer. The cost of transportation was high; the cost of power was high; the cost of making a telephone call was high. And each of these costs increased every year. I cannot recall a Budget or a year prior to 1991 in which rail fares or telephone charges were not increased.
9. In the cause of a *dirigiste* economic model, the Indian consumer paid a huge price. Thankfully, we brought about a paradigm shift in 1991. The growth rate of GDP increased, between 1991 and 2000 to 5.7 per cent and between 2000 and 2006 to 6.9 per cent per year. In the most recent four years ending March 2007, the average rate of growth has been 8.6 per cent. Likewise, India's share of international trade in goods has increased from 0.6 per cent in 1980 to 1.1

per cent in 2005. India's reserves have grown exponentially from a mere US\$ 1 billion to US\$ 219 billion. These gains reflect both production and productivity gains. India has acquired a leadership position in several sectors such as software, steel, automobiles, leather, textiles, refining and telecommunications. The Global Competitiveness Report, 2006-07 brought out by the World Economic Forum ranks India at 43 out of 125 countries. While we are not among the most competitive nations, it cannot be gainsaid that, thanks to liberalization, India has acquired a sharper competitive edge than it had before.

10. The World Economic Forum (WEF) has said that it understands "national competitiveness as that set of factors, policies and institutions which determine the level of productivity of a country." Evidently, the factors underlying competitiveness are diverse as well as numerous. Among the factors identified by the WEF are protection of property rights, the quality of the judicial system, education and training, technology and the reining in of corruption.
11. Regarding India's overall rank of 43, the WEF has observed that the country has "high scores in capacity for innovation and sophistication of firm operations..... However, weaknesses in the coverage of educational opportunities and the poor quality infrastructure limit the more equitable distribution of the benefits of India's high growth rates."
12. The World Competitiveness Center at the University of Lausanne has specified a menu of golden rules for the competitiveness of nations. Among them are:
 - create a stable and predictable legislative environment;
 - work on a flexible and resilient economic structure;
 - invest in traditional and technological infrastructure; promote private savings and domestic investment;
 - develop aggressiveness on the international markets as well as attractiveness for foreign direct investment;
 - focus on quality, speed and transparency in government and administration; and
 - invest heavily in education;
13. Let me touch upon a few of these aspects in the Indian perspective.

14. First, if we are to compete in international markets, we must create an environment that facilitates quality production while minimizing impediments to growth. High on the list of such impediments is the continuing use of licensing as a tool for resource allocation and physical controls as an administrative instrument. Government needs to ease into the role of regulator rather than be a decision maker in the sphere of productive activity. Allocation of resources through administrative rationing tends to ignore professionally based policy inputs. India should be ready to discard archaic decision making processes and controls.
15. Second, our objective has been to engender a tax system that would obviate unnecessary interventions that distort resource allocation between sectors just on account of the tax laws themselves. This is not an easy task, since the challenge of a political economy is also to neutralize past inequities among different regions of the country. Thus, temporary area-based incentives may be unavoidable to create a level playing field. Similarly, in order to allow the small entrepreneur to flourish, a threshold has to be provided only above which taxes may be imposed. There is no doubt that these could cause strain from the point of view of efficiency and administration, but neither can equity be sacrificed. However, as the economic differences in our society as well as among regions diminish, such interventions should be reduced in order to improve the efficiency of our scarce resources. Further, as the tax base becomes wider and tax compliance becomes better, we should not hesitate to reduce tax rates further since, in an environment of a rapidly growing economy, we ought to be prepared to act on the premise that revenues would nevertheless be even more buoyant.
16. Third, we must have a basic tax structure that is broad based and oriented to low tax rates. In a demonstration of close and splendid cooperation between the Centre and the States, the States have introduced a broad based Value Added Tax (VAT) replacing the earlier sales taxes. In the same vein, preparations have begun for the introduction of a Goods and Services Tax (GST) on April 1, 2010. The GST would integrate central and state taxes on goods and services, and would revolutionize indirect taxation in the country by eliminating the distorting features. GST would also improve the efficiency of resource allocation. GST is expected to improve our competitive edge vis-à-vis our international competitors that do not have overbearing taxation at two levels of government and whose burden of indirect taxes is not as high as in India.

17. Fourth, we should not shy away from selecting leading sectors of growth and offering them encouragement. In the past, we had provided special dispensation to textiles and steel and productive activity in both sectors subsequently took off from a relatively slow or stable rate. Indirect taxes were also reduced significantly for small automobiles and that sector has done well enough for us to feel confident that India is on its way to becoming a hub for small cars. We must continue to seek more such sectors that could contribute exceptionally to our growth rates, and where unutilized potential exists in terms of both resources and well established skills. Some promising sectors in this regard are food processing, electronic hardware, leather products, hotels and tourism.
18. Fifth, we should reiterate the imperative of specialized education. Our demographic dividend provides ample scope to manoeuvre and create a supply of professionally skilled graduates who can respond to the specific needs of industry. Yet, given the challenges of existing social and economic inequities in education, we have to move quickly to address the legacy issues and create equal opportunities for all sections of the people. Our effort to democratize and improve primary and secondary education is indeed the right thing to do. However, that should not come in the way of imparting quality professional education at the higher levels. Indeed, higher education should be increasingly oriented to the needs of the economy. It is a cause for worry that while you are graduating after completing your education from one of India's best universities, so many university graduates all over India remain unemployed. There is a significant conversion problem between supply and demand and, even in technical education, the absorption has been slow. This breach must be closed by innovative modifications in our university and technical education.
19. Sixth, the use of skills acquired through modern education has to be progressively enhanced in the policy- and decision- making process. Our system of government still depends on an administrative structure that fails to reflect developments in the rest of the world. The system should make a quick and seamless transition to a new system that will comfortably accommodate and utilize available professional skills in an array of governmental activity. In countries that have reinvented governance, interface occurs at the level of specialized professionals. Tax disputes are negotiated between teams of tax economists and lawyers on either side; trade negotiations use teams of experienced corporate executives, lawyers and economists; diplomatic and security negotiations employ specialists and researchers often taken from the field; and so on. Without such a transition in the system of governance, I do not believe that India can maintain, leave alone enhance, its edge in an

increasingly competitive world based on skillful negotiations on every economic and diplomatic matter.

20. Last but not least, we cannot maintain our competitive edge without an administrative and justice-delivery structure that recognizes the need for quick decision making. The longer it takes for either the administration to make a decision or for the judiciary to resolve a dispute, the higher is the risk and uncertainty involved in business decisions. It should be acknowledged by all branches of the State that policies are made in an evolving, dynamic and uncertain environment. The worth of a policy is always relative, and it is continually tested against other policy options available within India or adopted in other countries. Policy making, therefore, is always amidst turbulence. This fact must be recognized by the judiciary which stands as the sentinel on the *qui vive*. In the process of resolving disputes, the judiciary must allow greater latitude to the executive to devise – and if necessary modify – policies from time to time.
21. Our efforts to improve the macro economic environment have yielded good results in the last 15 years but, as I have tried to explain, more needs to be done. In particular, I would draw your attention to the fact that the countries which rank at the top of the competitiveness table are countries with the best institutions in the world. They have a well developed institutional framework for delivery of goods and services and a well developed infrastructure for scientific research. I believe the graduates of the University of Hyderabad have the capacity to help the nation build such institutions.
22. I congratulate the scholars who will take their degrees today and I urge them to continue their scholarly pursuits throughout their lives. In the ultimate analysis, it is the pursuit of knowledge, scholarship, research and development that will make India a knowledge society and it is only a knowledge based society that will make India a competitive nation.
23. I thank you for your patience and courtesy.



University of Hyderabad

Report

by

Prof. Seyed E. Hasnain

Vice-Chancellor

Eleventh Convocation

Saturday, January 17, 2009

Hon'ble Sri Arjun Singh, Union Minister for Human Resource Development of India, and the Chief Guest of this Convocation, graduating students, parents, esteemed guests and members of the Press, on behalf of the Executive Council of this University, I deem it a great privilege and honour to welcome you to the XI Convocation of our University. We are indeed fortunate to have in our midst our distinguished Union Minister for Human Resource Development whose novel ideas are showing rewards in the field of Education and Human Resources in India. Thank you, Sir, for accepting our invitation to be the Chief Guest.

Since the last Convocation in 2007, this University has made great progress in all respects. Over the years, University of Hyderabad has emerged as a top ranking institute of higher education and research in India. The Government of India, Ministry of Science & Technology has recognized the University of Hyderabad as the second ranking University in the country. This recognition comes with an award known as '**P**romotion of **U**niversity **R**esearch and **S**cientific **E**xcellence (PURSE)' Award. This is a new initiative taken by the Government of India to recognize excellence in research and teaching in the areas of Science and Technology. This award comes with a grant of Rs.10.00 crores every year for the next three years. The University was identified by the University Grants Commission (UGC) as one of the first five exclusive Universities in the country with 'Potential for Excellence', and provided special funding of Rs. 30 crores for its overall development. It has been reaccredited by the National Assessment and Accreditation Council (NAAC) and awarded the A grade. The A Grade attributes a Very Good descriptor for the University and is interpreted as High Level of academic accomplishment expected from an Institution. Among the leading 50 institutions of Higher Education and Research in India, on the basis of publications and citation indices, the National Information System for Science and Technology (NISSAT) of the Department of Scientific

and Industrial Research (DSIR), Government of India, has rated the University of Hyderabad as the only University in the 'High Output-High Impact' category.

The main aim of our University is to provide holistic education and to integrate knowledge from various disciplines in the Sciences, Humanities, Social Sciences, Performing Arts and Management. With this in view, the University initiated five-year Integrated Masters Programmes, some for the first time in India, in order to catch the country's youth early enough to train them in a discipline of research and in good citizenship. For the first time in India a student enrolled in the Integrated Masters Programme can switch over to an entirely new discipline which he never studied at School, after taking some bridge courses. A system of joint appointments has been established so that faculty members can associate themselves with the teaching and research in more than a single academic discipline. We are the first University in the country, and perhaps the only one, to encourage entrepreneurship development by permitting our faculty members to become entrepreneurs and set up their own industries without losing their position at the University. Our University thus exemplifies the profound idea of an Institution of Higher Learning where knowledge is integrated, a view advanced by great educational philosophers like Cardinal Newman and *Gurudev* Rabindranath Tagore. All our Schools of Study are well known across the country and abroad. The School of Physics is now recognized by the UGC as a Centre for Advanced Study, as the School of Chemistry has already been. Other Schools like Life Sciences, Sarojini Naidu School and Departments like Mathematics, Philosophy, History, Economics, English, Telugu, Sociology and Political Science are recognized under the Special Assistance Programme by the UGC and some of them also enjoy enhanced funding under ASIHSS, FIST, COSIST, etc. The School of Life Sciences has been selected as the top Biotech Institute in India by BioSpectrum for the year 2008. The School of Chemistry has been recognized by the University Grants Commission to set up the First

Networking Centre in Chemistry in India with a sanction of rupees ten crores. The department of Plant Sciences has been recognized for DST FIST Level II support like some other departments that have already been so.

All our Schools maintain a high profile and their publication records speak for themselves. I shall not give dry statistics but suffice it to say that the ratio of teachers to published research work is on an average 1:2.5 per year. The University has more than 300 highly qualified and talented Faculty, many of whom are recipients of national and international awards and honours. The honours and awards received by the Faculty include: Shanti Swaroop Bhatnagar Award, Ramon Magsaysay Award, Alexander von Humboldt Fellowship, Padma Shri and Padma Bhushan Awards, Leverhulme Fellowship, Third World Academy of Sciences (TWAS) Award, Fellowship of TWAS, Fulbright Research Fellowships (pre- and post-doctoral), Fellowship of the German Academy of Sciences, Leopoldine, Fulbright Visiting Professorship, Shastri Indo-Canadian Institute Faculty Research Fellowship, Charles Wallace India Trust Short Term Fellowship, Salzburg Seminar Fellowship, ACLS Award, Membership of American Linguistic Society, Sahitya Akademi Award for Literature and Translation, Visiting Scientist/Professor positions (including exchange programs), Fellowship of the National Science Academies, Chemical Research Society of India Medal, J. C. Bose Fellowship, Raman Fellowship, Swarnajayanti Fellowship, British Council and Commonwealth Staff Fellowship, Fellowship of Royal Society, etc. Several faculty members have gone on to occupy coveted leadership positions in institutions, including vice chancellorship of prestigious universities, chairpersonship of national commissions etc. The faculty regularly undertakes teaching and research in India and abroad. They are on the editorial boards of many reputed journals and serve on important national committees and are members of official delegations of the Government. A good number of our faculty have secured research grants and on a general reckoning the ratio of

faculty to research projects in the University is on an average 1:1. The University has entered into MoUs with several leading Universities in the country and abroad including R&D Laboratories. With such an academic profile of the University it is no wonder that admission to the University is much sought after by students from all over the country. Our students are indeed our pride and strength. At the present moment our student strength is more than 3400. Another distinguishing feature of this University is that every student enrolled in our regular programmes is given a fellowship every month which ranges from Rs.500/- to Rs.5000/- and financial assistance is provided in addition to other Government and Social Welfare scholarships whenever available. Our University has ensured improved and wider access to higher education and has adopted an inclusive approach. Our record in admitting students belonging to the socially and economically marginalized groups is higher than the statutory requirement and it is a matter of pride that many of these students have distinguished themselves in academic life. The University fittingly honours some of these students with awards at this Convocation.

Noted Scientists Professor Obaid Siddiqi, Professor K R Sreenivasan, Professor Goverdhan Mehta, Professor Dr. (h.c.) Jörg Hacker and Professor Romila Thapar, eminent historian and former Chancellor of our University are being honoured today with Honorary Doctorate Degrees.

In this Convocation 864 students are receiving degrees and Diplomas which includes 114 M.Phils., 104 M.Techs. and 81 Ph.Ds. Ours is the only University in India to have an RFID chip embedded in its degree to render it tamper proof.

Our graduates are highly employable and our record for placement is impressive and includes various professions such as teaching, media &

journalism, research, Government, Civil services, the IT industry and in corporate institutions. I appeal to outgoing students to join the Alumni Association and keep your links with your Alma Mater alive.

The Indira Gandhi Memorial Library at our University has a collection of 2.87 lakh books and other reference material and subscribes to 615 foreign journals and 18000 online journals and 5 online data bases. Our Library has the distinction of being the first University Library in the country with complete IT infrastructure for all its in-house activities and perhaps the only University where the reading rooms are open on all days.

The University has upgraded its infrastructure, with the Science Schools moving steadily towards acquiring their own buildings and other Schools upgrading their facilities. The Integrated Programme has its own premises and new lecture complexes and laboratories are being set up to further enhance and facilitate scientific work. In the XI Plan we are hoping to further expand existing facilities for all Schools of study, construct new student hostels, transit accommodation for faculty, married students' accommodation and more quarters for non-teaching employees.

Given our very large land mass, we are striving to create a cluster effect by entering into academic partnership, involving the public, the private sector and not-for-profit foundations, for the establishment of new Centres of Excellence.

Students and scholars have found this University to be an oasis for study and reflection. With state-of-the-art computing support, the University will have the distinction of being the first institution in the country to have the entire campus including hostels, residences, canteens and *dhabas* linked by 68 mbps

WI-FI connectivity. This will considerably improve networking and speed, vital for sustaining the high academic credentials of the University.

I should like to touch on a few other strengths of our University. Among these are the healthy student-teacher ratio which is 1:10, and the student-friendly practices of our University. Our emphasis on e-governance and e-administration and in-service training has made our bureaucracy sensitive to the needs of faculty and students. Our University is acutely conscious about social justice and gender equality. While we implement all government directives and we participate in a democratic world order, we have not sacrificed quality. We have struck a balance between excellence, access and equity. The University campus is conducive to good health and creativity. Some parts of our campus are breathtakingly beautiful and we intend to make our community more environmentally conscious while retaining the only sweet water lake on the campus. The University's concern for environment and energy conservation is evident from its activities which includes; protecting existing trees and planting new saplings on the campus, Developing lawns and landscaping in front of the buildings and entrance to university, Educating the students and employees on protecting and maintaining a cleaner and greener campus; Eradicating use of plastics harmful to the environment, Hygienic disposal of waste material, Water treatment of bore wells used for drinking purpose, Sewage treatment for gardening and also for use in flush tanks, Rain water harvesting in catchment areas by building check dams has resulted in the water table increasing by one meter, Deepening of Lakes to protect and store rain water, Hot water through solar energy in Hostels, Energy efficient street lights to minimize energy consumption.

This academic year (2008-09), eighteen new courses have been started at the University of Hyderabad. The 5 year Integrated Masters programme

launched two years ago has been doing well and this year the University has started three new courses which are not offered anywhere else in the country. The courses are in the area of Optometry and Vision Science, Nursing Sciences and Health Psychology. The University of Hyderabad from this academic year is offering a total of 124 courses which includes, Integrated Masters Programme, PG courses, M.Phil, PhD, Certificate and Diploma courses in the faculties of Humanities, Social Sciences, Life Sciences, Management, Physics, Mathematics, Computer Sciences, Engineering Sciences & Technology, Medical Sciences etc. Our students and faculty are drawn from all parts of the country and our thriving “Study in India Programme” (SIP) ensures a healthy infusion of internationalism. Up to 15% of the seats on approved intake in each course are meant for foreign students and the number of foreign students has confirmed that we live locally and think globally.

Jan Shikshan Sansthan (JSS), earlier known as Shramik Vidya Peeth (SVP), was established by the University in 1986. It works for the empowerment of the socially and economically backward sections of the urban/rural population through various training and skill development programs. Few more Centres like the Centre for Comparative Study of Literature and Language, Dalit and Adivasi Studies, Music and Soundscape, Eurasian Studies are to be set up in the XI Plan. In fact our XI Plan proposals, while reflecting the UGC’s philosophy for higher education, incorporate a vision that takes into account our existing strengths and also builds upon effective public-private partnerships in higher education.

Ladies and Gentlemen, I could go on and on about our University but I hope I have conveyed to you a sense of the character of this thirty-three-year old University. The challenges before us are many. The impact of globalization, the introduction of private universities and foreign universities will put increasing

pressure on publicly funded University systems such as ours. It is imperative for the Government to allocate more resources for the education sector. Increased resource allocation for the higher education sector will bring rich dividends in our quest for building a knowledge society. Although the current levels of allocation for higher education are better than what they were in the past, but if we have to be a global economic leader, where knowledge would be the driving engine, then we must attempt global levels of funding of higher education.

I am happy to inform you that at the end of the XI Plan, the University of Hyderabad would have more than doubled its student intake and would have added several new and innovative programmes driven by social relevance and market dynamics criteria. There is a general misconception that the non-teaching component of a University represents excess baggage that needs to be off-loaded. Sir, I am proud of our non-teaching employees and I appeal to you to permit the University of Hyderabad, as an exception, to supplement and reinforce this very important pillar of our University, more so when we are embarking on a major expansion and inclusivity. I firmly believe that the University of Hyderabad has enough resilience and creative potential to meet contemporary and future challenges. In the next four years our effort will be to cast ourselves as a global player, export education, provide access to the deprived sections of our population, transform ourselves into a globally competitive University of Excellence and create a new benchmark. Hon'ble Minister for Human Resource Development, Sir, we fervently hope that you will replicate your pioneering efforts in propelling our country's education to new heights by considering islands of excellence like the University of Hyderabad for special funding.

It gives me pleasure to congratulate the young men and women who have been admitted to degrees today and who have received medals of distinction. As you leave the portals of your University, I wish you all a bright future, marked by

upright conduct, social sensitivity and a thirst for excellence. I would also like to thank the recipients of the Honorary Degrees who, while joining the ranks of Dr. A.P.J. Abdul Kalam, Justice M. Hidayatullah, Dr. M. Balamurali Krishna, Professor M.S. Swaminathan, Professor C.N.R. Rao, Professor G.N. Ramachandran, Professor C.R. Rao, Professor Nataraja Ramakrishna, Professor Namwar Singh, Professor Gopi Chand Narang etc. bring value and honour to the University of Hyderabad.

Jai Hind!



*Convocation address
By*

Shri Arjun Singh

*Hon'ble Union Minister for Human Resource Development
delivered at the*

**Eleventh Convocation of University of Hyderabad
Saturday, January 17, 2009**

**SPEECH OF HON'BLE MINISTER OF
H R D ON THE OCCASION OF
CONVOCATION OF UNIVERSITY OF HYDERABAD
TO BE HELD ON 17.01.2009**

- 1. It is a matter of privilege for me to be here today on the occasion of the XI Convocation of the University of Hyderabad. Let me first compliment all the young students who are being conferred various degrees at this convocation. The Convocation is always a milestone in the history of an institution. It affords an opportunity to reflect on its past and plan for the future. It helps determine a role that the institution may choose for itself to play in a fast changing world. The scholars on whom the degrees have been conferred today would be the emissaries of this institution and the values it stands for.**

- 2. The fate of a nation depends on the education of its youth. One may add that it depends on educating them along the right lines, in relevant disciplines and in a manner conducive to Modern Mind. The best way, an institution can contribute to society is by being able to connect with the world outside by being non elitist and by being multi disciplinary. It can live best if it can live with a sense of pride and no prejudice. It can make a place for itself if it can be relevant in a larger national and international context.**

- 3. An institution should combine high academic excellence commensurate with the National goals. Today these goals include research that is socially relevant and empowers large sections of our marginalized population, and above all, innovation of radically new thinking that can make us effective players in the domain of international education.**

- 4. The 'objects of this University' as envisaged in its Act are: "to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and to make appropriate measures for promoting inter-disciplinary studies and research." I am happy to note that, the University of Hyderabad, has, over three decades, distinguished itself as one of the best in the country as a centre for teaching, research and innovations.**

- 5. During it's more than 33 years of existence it has shaped itself into a major centre of advanced learning in various disciplines. On all critical parameters, the University has done well and it is evident from its track**

record of efficient management of resources, providing excellent ambience to its dedicated faculty and non teaching staff, creating an effective learning environment for its students and forging effective partnerships with national and international institutions of repute. A healthy teacher-student ratio, proactive policies towards the needs of the deprived sections of our community and dedicated enthusiasm to implement the government of India's goals of higher education with inclusive approach has indeed established this university as a major player in the higher education system of the country.

6. We further recognize that higher education cannot be imparted in isolation. It requires networking and sharing of knowledge which has been duly recognized as is evident by its collaborations and MoUs with reputed universities across the globe. The innovative 'Study in India' programme of the university has broken fresh ground as an effective mechanism to allow students from other countries to opt for short term and long courses with provision of transfer of credits. New Centres for Study of Inclusion and Social Exclusion, Cognitive Sciences, Health Psychology, Women Studies, Disaster Management, and many more have been established and their inter and multi disciplinary character will add to the strengths of the University.

7. Today again we are faced with the challenge of increasing the access to higher education along with equity, inclusiveness and excellence and I am sure that together we all will rise to the occasion. While we must take steps for increasing access to higher education, there should be no dilution in quality; rather we should strive to achieve excellence in all the fields. Further, while improving access, due care should be taken to ensure that the disadvantaged sections of the society, be they women or minorities or members of SC/ ST/ OBC, they all must be included in this growth and the fruits of progress must be shared by all sections, particularly more by those sections who are under privileged.

8. We have accorded greater priority to the Education Sector. During the Eleventh Five Year Plan, a number of initiatives have been taken at all levels of education. For instance, the Government has recently approved a scheme known as Rashtriya Madhyamik Shiksha Abhiyan for enhancing access and improving quality at secondary level of education. Likewise, major expansion programme by way of opening several new Central Universities, IITs, IIMs and NITs has been undertaken. All these initiatives have thrown up unprecedented challenges for educational administrators and teaching community both at the policy as well as at the execution level. All of us need to exhibit greater commitment and dedication to see that the desired objectives of the XIth Plan are achieved both in terms of number and quality.

- 9. Let me take this opportunity to mention that we have recently announced a package of incentives for attracting bright young talent to a career in teaching and research in the university system. For the first time, in the last several decades, we have been able to highlight a strong sense of dignity and pride in the profession of teaching. We have also used the occasion of pay revision of teachers to drive home a message for insistence on quality in academic achievements. The teaching community has overwhelmingly welcomed our recent decisions in this regard. The time has, therefore, come to expect that teachers in our university system rededicate their efforts to make our universities the envy of others.**

- 10. Let me conclude by conveying to my young friends, who are being awarded with degrees today, that you are entering a new world. There are challenges ahead but also greater opportunities. To succeed in such an environment, you will have to dream and aspire. The future of our great nation is in your hands and depends on the hard work you put. My best wishes to all of you.**

Address of the Hon'ble Vice President
of India Shri M. Hamid Ansari at the
12th Convocation of the University of
Hyderabad on 22nd June 2010 at
1130 hours at Shilpakaia Vedika,
Hitech City, Madhapur, Hyderabad.

H.E. Shri E.S. L Narasimhan, the Governor of Andhra Pradesh

Dr. R. Chidambaram, Chancellor of the University

Dr. J. Geeta Reddy, Minister for Information and Public Relations

Dr. Seyed E. Hasnain, Vice Chancellor of the University

Shri C.P. Mohan Kumar, Registrar of the University

Graduating students, Faculty and Staff of the University

Distinguished guests

Ladies and Gentlemen

It is not customary to begin with a disclosure. Yet, I owe it to this audience to admit that the persuasive powers of the Chancellor and the formidable reputation of this seat of learning were sufficient to induce me to come here today and feel happy about it.

Add to these Hyderabad's own cosmopolitan essence. The founder of the city in the sixteenth century decreed that it should be 'a replica of paradise itself'. Few down the ages disagreed with the outcome. Diamonds from nearby mines gave it fame and centrality and textiles commercial significance. It spawned a charmingly rich language and a composite culture. A Qutb Shahi poet summed up its place in the world: Dakan hai angina, angoothi hai jag.

None would have then realised that the closing years of the 20th century would make the city a Koh-i-noor in terms of modern science and technology. It speaks volumes for Hyderabad's genius for accommodation and change while holding on to the thread of excellence. The University of Hyderabad, occupying the first position in a recent ranking of Indian universities, is itself a good example.

II

Convocations are occasions to honour intellectual achievement. The pursuit of knowledge, however, is not subject to formal barriers and inquiry in any of its branches does not end with the acquisition of a university decree. The mind trained to think logically and critically does not cease to function. This often brings it face to face with reality at variance with tradition and to which it feels compelled to respond. It is here that the two worlds, within the academia and beyond it, come together.

There is a perception that in a gone by era a university was an idyllic and isolated enclosure where knowledge was pursued for its own sake unrelated to mundane utilitarian requirements of the lesser world beyond its portals. The reality, however, was somewhat less prosaic and not devoid of a carefully crafted umbilical cord to society and its spokes-persons. It was also subject to change. Today it is candidly accepted that teaching and research in a university, and the advances in knowledge it produces, should in considerable measure be related to the changing needs and demands of society. The centrality of social

purpose thus stands underlined. The really teasing question pertains to its ambit.

Some weeks back I came across an introspective essay by Professor Stephen Chan, who teaches international relations at the School of Oriental and African Studies, University of London. Seeking a new internationalism and exploring different cultural traditions, he dwells on the prevailing contest between what he calls "assertions of certainty" and described them as 'about the best form of coercion to apply in any international moral impasse'. He urges the need to speak publicly and with imagination about complex things, and challenge orthodoxy with correctives. 'The idea', he adds, 'is to think, and not be either led or simply moved by images of distress.' The concerned citizen, he concludes, should be motivated by five principles: transparency, lack of arbitrariness, accountability, compassion and redress.

There is nothing altogether novel about any of Chan's five principles; yet, taken together, they do offer a road map for action. This youthful audience, blessed with a critical faculty and brimming with excellence in their chosen

disciplines, knows only too well that responsibilities of citizenship cannot be forsaken nor can they be delegated or postponed since eternal vigilance is the only way to safeguard liberty and rights and, as Edmond Burke put it, 'the only thing necessary for the triumph of evil is for good men to do nothing'.

Some of you would, as I would, like to explore this further. What are the legal and the moral imperatives for the citizen? What is the most feasible manner in which his/her responsibilities can be undertaken? Both are inextricably linked to, and influenced by our perception of the human character and of the world we live in. It unavoidably influences the shaping of the future.

Let us consider the latter. The term human has a certain connotation. A random perusal of the dictionary suggests a number of associated terms: humane, humaneness, humanism, humanitarian, humanitarianism, humanity, humanize, humankind, and humanly. Each of these depicts an aspect being human and thereby becomes prescriptive in some measure if the claim to be human is to be sustained.

It becomes clearer when put alongside its antonym which suggests its negation or opposite. Furthermore, and to use the words of the UN's Universal Declaration of Human Rights of December 1948, the ambit of humanity and therefore of human rights extends to 'all peoples and all nations.'

Those of you familiar with political philosophy would recall the argument by which Aristotle had distinguished between 'a good man' and 'a good citizen' and concluded that the virtue of the two 'cannot be always the same' except in the case of a perfect state. He then defined a good citizen as one who should know 'how to govern like a free man and how to obey like a free man'. He or she should, as a later philosopher put it, appreciate both the necessity and the moral imperative of being free.

These attributes of citizenship were refined down the ages. A famous example is the Funeral Oration of Pericles, recorded for posterity by the historian Thucydides. Two of the attributes cited by him have universal validity: firstly, that citizens 'are fair judges of public matters', and secondly

that 'instead of looking on discussion as a stumbling block in the way of action, we think it is an indispensable preliminary to any wise action at all.'

A citizen is endowed with rights, is a participant in public life not on sufferance but by right, does so as an equal and not as a subject. The raja-praja concept that has such an established place in our daily vocabulary is a relic of an earlier era and has no basis in today's legal structure. Its persistence, nevertheless, sheds much light on the psychological baggage that we sub-consciously carry.

It is essential to remember that the modern democratic state has specified the citizen's charter of rights; it also dwells on the duties of citizenship. We do not have to look for instances because we ourselves are the model. The Constitution of India is one of the best examples of a constitution that blends the rights and duties of citizenship harmoniously. In terms of sheer numbers and scale, the extent of human freedom and liberation that was granted was unprecedented in human history. It has stood the test of time and has been widely acclaimed.

III

The charter of rights of citizens is spelt out in the Constitution of India in the chapter relating to fundamental rights. These pertain to six broad categories: the right to equality, right to freedom, right against exploitation, right to freedom of religion, cultural and educational rights, and right to seek constitutional remedies. Some other rights are interspersed in other sections of the document, e.g. protection against arbitrary taxation, freedom of trade, commerce and intercourse, and group rights of certain classes. The text is underscored by an overarching framework of constitutional morality.

Many years after the Constitution was finalised and proclaimed, a section on Fundamental Duties was added, based on the perception that successful functioning of a democratic polity necessitates active participation by citizens in the processes of governance through assumption and discharge of responsibilities by the citizen body. This approach has been accepted by the courts of law.

You would note that Article 51A of our Constitution contains a set of eleven duties of citizens described as

fundamental. Three of these need to be highlighted in the context of our discussion today. These pertain to the promotion of harmony and spirit of common brotherhood, development of a scientific temper, humanism and spirit of inquiry and reform, and striving for excellence in all levels of individual and collective activity. These have to be read with the requirements of justice and fraternity so clearly enunciated in the Preamble of the Constitution.

I dwell on this because you, the highly educated among our citizens, bear a special responsibility in this regard. As you leave the sanctuary of the university and step into the world beyond it, it is appropriate to remind you of this compendium of rights and duties and of the need to reiterate your commitment to them. This would assist you in assessing the direction in which we as a citizen-body are travelling, as also to explore correctives where needed.

It has been observed by an eminent public figure that we are today 'desperately groping for a political culture based on integrity'. One obvious reason for this is the dilution of system of values at the individual and collective levels.

Views to the contrary are also around. Some, espousing pragmatism, propel us towards the dogma that politics is the art of the possible. The first is reflective of anguish, the second of smugness.

Here again, as in the case of the conceptual framework of humanity, the ambit and implications of terms like integrity and possible have to be clearly understood. Integrity stands for moral excellence and honesty; its absence would suggest immorality and dishonesty. In the same way, a term like 'possible' leaves open a range of possibilities including the acceptance of the immoral and the dishonest.

It should therefore be possible to argue that our quest for humanity and integrity does, lead us to an approach in which we proactively seek and induce values that are human, humane, moral and honest, values and practices that contribute fully to the public good in terms defined and prescribed by the Constitution. Thus is made the transition from what is ordinarily possible to what may be perceived as impossible.

Many decades back Gandhiji had identified Seven Social Sins. They are inscribed on a tablet near his Samadhi at Rajghat. This identification is essential but not sufficient. The need of the hour is to redress the wrong, to apply the corrective, to change.

IV

Lest it be suggested that the foregoing is in the realm of the philosophical and the ideal, let me hasten to stress that a deficit of integrity and constitutional morality is wasteful of resources and harmful to the public good in material terms. This is substantiated by the reports of the Comptroller and Auditor General, the Public Accounts Committee of the Parliament and the India chapter of the Transparency International. Thanks to the RTI, a good deal of information is otherwise also available in the public domain. Together they reveal a disturbing pattern of departures from norms of integrity.

Further a field, the same holds good in varying measure for our commitment to norms of human rights, humanity and justice inscribed in the Constitution and supplemented or

amplified in customary international law and international covenants subscribed to by the Republic of India.

The need for correctives is thus evident. Public awareness is one aspect of the matter, focused public action is another.

It is clear that being a citizen and being a good citizen are far from being the same thing; the former is a legal fact while the latter demands participation in and contribution to the common good. Furthermore, and depending on the nature and extent of participation in civic burden and activities, it is possible to categorise citizens into three types: (a) those that are personally responsible, (b) those who participate in social activities within the established structures and values, and (c) those who go beyond the first two categories and critically assess situations to improve upon them and actively seek realisation of goals and values enshrined in the Preamble of the Constitution. The first is essential and obligatory; the second is desirable and necessary; the third would set us upon the path of full realisation of our potential as a society.

There is, of course, a fourth - unmentionable - category of those who flout rules, evade responsibilities, and disgrace by their behaviour the civic community to which they belong. A mature society would ostracise them, a less mature one would endure the burden while seeking a corrective.

The commitment of a society and polity to educating, grooming and nurturing its citizens, eventually manifests itself in the latter's approach to civic participation, standards of personal responsibility and adherence to constitutional morality. Thus a substantive contribution to the shaping of citizens can be made and educational institutions, including those of higher learning, can play a major role in this national effort.

One other aspect of the matter bears scrutiny. Technology and globalisation have ensured that isolation is no longer an option and that we have to live in the world and with the world. This necessitates an acceptance of global standards, rules, and norms of behaviour but without sacrificing our identity and values.

Pluralism and accommodation of diversity is a characteristic of our societal reality.. The Indian approach to multiculturalism, in the words of an eminent academic, is to 'aspire towards a form of citizenship that is marked neither by a universalism generated by complete homogenisation, nor by particularism of self-identical and closed communities'. This model is of wider relevance in an era that seeks to define the contours of a 21st century citizen who would have a national as well as a transnational identity.

The foregoing considerations help us to recapitulate the three of the eleven aspects of Article 51A and assess their relevance. A diverse and stratified society like ours requires social harmony for its cohesion, and needs a scientific spirit and excellence to seek and attain all round development. To promote and attain these is among the principal duties of citizens and this is to be undertaken proactively rather than passively, with a spirit of seeking justice and achieving fraternity.

This then is the task for the citizen body, and particularly for those like yourselves who are stepping into world beyond

the portals of this seat of learning. Every individual has an ideal, and an idiom for expressing it. This would be true of each of you. I have, speaking personally, often found a few couplets of the poet Mohammad Iqbal of considerable relevance and would like to share them with you:

Sitaroan ke aage jahan aur bhi hain

Abhi ishq ke imtihaan aur bhi hain

Qanaat na kar aaiam-e-rang-o-boo par

Chaman aur bhi, aashiyaan aur bhi hain

Tu shaheen hai parwaz hai kaam tera

Tere saamne aasman aur bhi hain.

There are worlds beyond the stars

Tests of passion yet to come

Content be not with the colour and scent around you

There are other gardens, other nests too

Thou art a falcon, flight is thy destiny

There are other skies that await you.

I congratulate the select few rewarded for excellence and all those who have received their university degrees today. I wish them happiness in personal life and success in professional pursuits. I urge them to remember at all times that they are citizens of this country and, by virtue of that, claimants of rights and obligated to discharge duties.



UNIVERSITY OF HYDERABAD

Report

by

Prof. Seyed E Hasnain

Vice-Chancellor

Twelfth Convocation

Tuesday, June 22, 2010

Hon'ble Shri Hamid Ansari, Vice President of India and Chief Guest of this Convocation, His Excellency Shri E S L Narasimhan, Governor of Andhra Pradesh, Chief Rector of University of Hyderabad and the Guest of Honour of this Convocation, our Chancellor, Dr. R Chidambaram, Hon'ble Minister Dr. J Geeta Reddy, their Excellencies the Consul General of United States of America and Islamic Republic of Iran, recipients of Honorary Doctorates, graduating students, parents, esteemed guests and members of the Press, on behalf of the Executive Council of this University and on my personal behalf, I deem it a great privilege and honor to welcome you all to the XII Convocation of our University. We are indeed fortunate in not just having our distinguished Vice President in our midst but are also deeply touched by the fact that you have come to Hyderabad just to deliver our Convocation Address. Thank you, Sir, for accepting our invitation to be the Chief Guest.

Globalization and the geographical remapping of the world economies is changing the very fundamentals of human relations and social life. Information and innovation, highly knowledge-intensive activities are key

factors for this change. India has a huge demographic dividend. As a nation of 1.2 billion, today more than 2/3rds are in the age group of 15-64 years which will gradually shift to become a much younger India in the next 30 years creating a very important human resource asset. The challenge, therefore, is to empower this young India to enable them to contribute not only for the development of the national economy but also the entire world.

Never before in Indian history has education been the centre stage of all attention. Our Hon'ble Prime Minister Dr. Manmohan Singh, while launching the National Knowledge Commission said "At the bottom of the knowledge pyramid, the challenge is one of improving access to primary education" The PM further adds "At the top of the pyramid, there is need to make our institutions of higher education and research world class. The time has come for India to embark on a second wave of nation building. Denied this investment, the youth will become a social and economic liability."

The country's vision to create a knowledge society is based on three key components: Expansion, Equity and

Quality. The first watershed initiative launched by the Govt. of India since Independence has been the passing of the Right to Education Act providing every child in a given age group the right to free and compulsory admission, attendance and completion of elementary education. The accompanying challenge is to change our perception of children being passive receivers of knowledge, and thus move away from the conventional textbook approach for examination to a more knowledge based growth. An equally important challenge will be to create an innovation ecosystem which will instill an attitude of questioning and healthy irreverence.

The other major challenge concerns the upper end of the pyramid - higher education. Providing access to a large population of our young citizens who are not able to go to college is a daunting task. Assuming that we succeed and by 2020 our gross enrollment ratio climbs from the present 13 per cent to 30 per cent there will still be a huge shortage of skilled and employable manpower. This "talent gap", defined as the lack of right skills for the right job required, has been estimated by CII and Boston Consulting Group to be more than 5 million by 2010 primarily because existing educational institutions do not impart employable skills.

Where does the University of Hyderabad figure in this new vision? University of Hyderabad, once widely considered only as a research University and barely known outside its sphere of operations, has today emerged as a No. 1 Institution of higher learning in the country. Receiving the PURSE Award from the Prime Minister of India for being No. 2 in the country two years ago preceded a string of other distinctions. 'A' Grade by NAAC with a CGPA equivalent of 97%, the highest ever score for any institution in the country; SCOPUS ranking of No. 1 in terms of research publications; and the very recent Quacquarelli Symonds (QNS) ranking of top 200 Asian Universities are all indicators of the new growth trajectory of the University of Hyderabad. As many of you may have read, the University of Hyderabad has gate crashed into the 34th position in Asia in terms of academic excellence as measured by citations per paper (with no other University from India figuring in the top 90), and 5th position in Asia in terms of student/faculty ratio, with an overall rank of 81.

How did this major transformation occur? It is all a consequence of a sustained effort to excel, made by every section of our larger University family - teachers,

non-teaching staff and students, their willingness to accept reforms and move with times have been the driving force responsible for catapulting this University to the enviable position we are today. An entire gamut of reforms and innovation has become our USP. Let me illustrate some of these.

University of Hyderabad is the first Central University to have the entire campus, including hostels, residences and canteens linked by 68 Mbps WI-FI connectivity, to be increased soon, thanks to the support of our Chancellor Dr Chidmabaram, to 1 Gbps, thereby considerably improving networking and speed, vital for sustaining the high academic credentials.

Another unique distinguishing feature of our University is that every student enrolled in our regular programs is awarded a fellowship every month, which presently ranges from Rs.500/- to Rs.5000/- and the semester topper receives the University Achievers Award from an eminent dignitary, at a special function.

Centralized timetable of each and every course and lecture schedule, is displayed on our intranet well before the start of the semester.

Departmental colloquia presentation by prospective Faculty precedes the formal interview by the Selection committee.

Doctoral Committee is mandatory for semester registration of Research students.

Every student enrolled for the Ph.D. program is provided, once in his career during the fourth year of his stay, with 100% financial support to cover travel, boarding and lodging expenses to enable him to present his research findings in an international meeting anywhere in the world.

Faculty is similarly supported once every 2 years for international meetings and every year for a national meeting.

Encourage entrepreneurship development by permitting our faculty members to become entrepreneurs and set up their own industries without losing their job at the University.

There is a focus on growth of Corpus Fund that has more than doubled in the last few years, thus enabling us to fund innovative programs and initiatives from the interest component only.

Our 5-year Integrated Master's Degree program is not just the trendsetter for the country, but for the first time in India a student enrolled in the Integrated Masters Program can switch over to an entirely new discipline, which he/she never studied at School, after taking some bridgecourses.

In terms of infrastructure and other collateral support we are again at the high end of the spectrum. The Indira Gandhi Memorial Library at our University has a collection of about 3.56 lakh books and other reference material and subscribes to about 600 foreign journals and 18,000 online journals and 10 online databases. This fully computerized Library with special software for the visually challenged students is perhaps the only one where the reading rooms are open 7 days a week. It is no wonder, then, that our University recently received the highest usage award by the UGC for utilizing online journals and databases provided under the UGC Info Net Digital Library Consortium.

Many Schools and Centers are moving steadily into their own buildings and/or upgrading their facilities. In the XI Plan we have further expanded the existing facilities

for all Schools of study, constructed new student hostels, transit accommodation for faculty, married students' accommodation and quarters for non-teaching employees. All these have been made possible thanks to a dramatic increase in fund allocation during 11th Five Year Plan. With a meager allocation of Rs. 16.75 crore in the 10th 5-year Plan, in the 11th Plan and under OBC expansion this amount has increased to more than Rs. 400 crore.

Our Faculty Members maintain a very high profile and their publication records speak for themselves. Our average teacher-publication ratio is 1:2.5 per year. More than 15% of all Fellows of the Royal Society (FRS, UK) elected from India have been associated with our University at some point in their career; several faculty members have received prestigious awards and recognitions, both national and international, such as the Ramon Magsaysay Award, Sahitya Academy Fellowships, Shanti Swarup Bhatnagar Prize, The Academy of the Developing World (TWAS) Award, Fellowship of TWAS, Humboldt Prize, Fulbright Visiting Professorship, Shastri Indo-Canadian Institute Fellowship, Fellowship of the National Science Academies, J.C. Bose National Fellowship, Swarnajayanti

Fellowship, British Council Fellowship and the Padma awards (civilian award given by the President of India). Several faculty members have gone on to occupy coveted leadership positions, including Vice Chancellorship of prestigious universities, Chairpersonship of national commissions etc. They serve on the editorial boards of many reputed national and international journals and serve on important committees and are members of official delegations of the Government.

Our faculty members have been very successful in securing competitive research grants and the ratio of faculty to research projects in the University is on an average more than 1:1. Expectedly so, the University Faculty attracts increased extramural funding from national and international agencies every year, which in the last financial year was over 120 crore - a commendable feat indeed that no other University in India has been able to beat.

We have been successful in being able to attract top names as Chair Professors. Names like Professor Goverdhan Mehta, Dr. Y.V. Reddy, Professor Roddam Narasimha, Professor Deekshatulu, Dr. Kota Harinarayana, Prof

Mohan Maharishi, Prof Bajaj, to name a few, have already enriched or will enrich the University with their presence. This envious reputation has expectedly generated an overwhelming response to our advertisement for faculty positions where over 6000 candidates from India and abroad have applied for less than 200 teaching positions we advertised few months ago.

With such a varied and valued academic profile, it is no wonder that admission to the University is extremely sought after by students from all over the country. The creme-de-la-creme of students, selected on the basis of a national level admission test conducted at 25 centres all over the country, are indeed our pride and strength. At the present moment our student strength is about 4200 and is likely to go beyond 5000 this year. Our graduates are highly employable, as is evident from an impressive placement record which includes various professions such as teaching, media & journalism, research, Government, Civil services, IT industry and the corporate world.

Our University has ensured improved and wider access to higher education and has adopted an inclusive

approach. Our record in admitting students belonging to the socially and economically marginalized groups is higher than the Constitutional requirement and it is a matter of pride that our students have distinguished themselves in academic life.

There is an increasing pressure on the University from some of the finest institutions of higher learning in the world to enter into a MoU for academic collaboration. The only University to have a separate budget to service such MoUs, managed by the newly created office of International Affairs, we take our MoUs seriously as an instrument of mutual growth and excellence. This has naturally contributed to a very high degree of visibility for the University at the international level. It is no wonder that we were the only one from India invited to the Vice-Chancellors Conference of G8 + countries at Vancouver where we signed the Vancouver declaration on Higher Education which will be presented and discussed by the Prime Ministers of G8 countries next month. The United Nations invited the University of Hyderabad as the founding Member of its new Education Impact Program. The German Science Foundation (DFG) recognizing the importance of India in the new

geography of science decided, for the first time, to fund two major science projects running into millions of Euros in India, and both are at the University of Hyderabad. The German Academic Exchange Programme (DAAD) has now earmarked six DAAD Fellowships exclusively for the University of Hyderabad over and above what is available at the national level.

The Centre for Distance Education and the Academic Staff College continue to excel also by partnering with other institutions, public and private. The synergies have been achieved by the convergence of communication technologies and computing technologies allowing a revisit both in terms of capabilities and cost. The landmark Agreements with the NIRD and Truth Labs to empower the youth and law enforcement agencies of the country, respectively, are glowing examples of the proactive vision of the new leadership of CDE and ASC.

The University is fully aware of its limitations of classroom learning and formal education and has therefore been actively pursuing the agenda of educating and empowering the common man through the Jan Shikshan Sansthan (JSS). The JSS through its battery

of programs has been providing functional training to create livelihood opportunities for a large number of our population that has been deprived of an opportunity to receive formal education.

The University of Hyderabad also takes pride in acting as a nucleus for disseminating knowledge created around the globe by conducting, on an average once every week, national and international workshops/conferences/seminars. We have established a new benchmark by hosting, on behalf of Government of India, the International Congress of Mathematicians in August 2010 which will not only witness the participation of several thousand mathematicians from all over the world but will also announce the winner of the most prestigious 'Fields Medal' (The Nobel Prize equivalent in Mathematics).

The University Campus is on the path of becoming a hub of knowledge, innovation and creativity in the country. A large number of Institutions such as the C.R.Rao Advanced Institute of Mathematics, Statistics and Computer Science (AIMSCS); Association of Management Development Institutions of South Asia

(AMDISA); Tata Institute of Fundamental Research (TIFR); The Energy Resources Institute (TERI); National Institute of Smart Government (NISG); National Institute of Animal Biotechnology (NSAB); Indian Institute of Public Health (IIPH) and several more have come up, or are relocating to the campus and being organically linked to the University of Hyderabad. "SANKHYA, the National Museum of Statistics" is being set up as the first of its kind in the world to document the richness and the power of statistics in all areas of human inquiry and to reinvigorate interest among the common man in this unifying discipline where India once was a leader. University of Hyderabad will soon emerge in the years to come, as a hub for knowledge and creativity in India.

Ladies and Gentlemen, ! could go on and on about our University but I hope I have conveyed to you a glimpse of the path and trajectory this thirty-five-year old University has embarked upon. The challenges before us are many. The impact of globalization, the introduction of private universities and foreign universities will put increasing pressure on publicly funded University systems such as ours. A healthy competition is always welcome, but

this should be on a level playing field. I am happy to share with you that at a recently concluded meeting of the Vice-Chancellors of existing Central Universities organized by us, one of the important decision taken by the Hon'ble Union Minister for HRD Mr. Kapil Sibal was to entrust the University of Hyderabad with the task of benchmarking and identifying Universities of Excellence on the lines of Ivy League of the US and supporting them in all respects to find a place in global rankings.

The new India is witnessing unprecedented growth, It is projected that India will sustain an average GDP growth of >10 per cent in the next two decades, the middle class will climb from the present 120 million to over 200 million. Education will be the major focus of expansion. It is projected that we will more than double our graduates from the present 45 million; we will have over 700 Universities and above 50,000 colleges. An optimistic view is that ten of our Institutions/Universities will feature among the top 100 of the world and India will emerge as an international hub for education and what the BPO and IT sectors are today for India, education will be in 2020. We are confident that with

the unprecedented reforms and innovations introduced at the University of Hyderabad, we will certainly be a part of this optimism.

Let me conclude by congratulating the young women and men who have been admitted to degrees today and who have received medals of distinction. As you leave the portals of your University, I wish you all a bright future, marked by upright conduct, social sensitivity and a quest for excellence. I would also like to thank the recipients of the Honorary Degrees who, while joining the ranks of Dr. A.P.J. Abdul Kalam, Professor M.S. Swaminathan, Professor C.N.R. Rao, Professor C.R. Rao, Professor Nataraja Ramakrishna, Professor Dr. Jorg Hacker, Professor Romila Thapar, etc., will bring value and honor to the University of Hyderabad.

Jai Hind!

University of Hyderabad

13th Convocation

October 1, 2011

Address by Dr. Anil Kakodkar

H.E. Shri E.S.L. Narasimhan, Chief Rector, University of Hyderabad and Governor of Andhra Pradesh, Dr. R. Chidambaram, Chancellor, University of Hyderabad, Prof. Ramaswamy, Vice-Chancellor, University of Hyderabad, Members of Executive Council, Members of Academic Council, members of faculty, members of staff, students graduating today, distinguished invitees, ladies and gentlemen.

Allow me to express my greetings to all of you on the occasion of the 13th Convocation of University of Hyderabad, one of the leading Universities in our country. Convocation is a special day in the calendar of a University. It marks the culmination of a phase of learning and after having satisfied that the student is now ready to face and contribute to the world at large as a worthy professional in the chosen domain of learning and training, the teachers give the final

advice and blessings for further journey that student is embarking upon. It is a solemn occasion for the students and also the teachers. The bond between the teachers and the student that is built through years of mentoring brings in an emotional content to the Convocation day. I wish to use this occasion to thank the faculty who in their own way have contributed to shaping the young minds while they are with the University.

My congratulations to students graduating today. You have gone through your respective courses of studies and have been adjudged to be worthy of the degrees that are being awarded to you. You are now ready to face the exciting world out there. Looking at the present situation in the country, one can say that there are great opportunities as well as important challenges that await each one of you ready to embrace these opportunities and take up the challenges. All of you have to be an important part of the nation building process through your respective capabilities that you have acquired here. Today there is ample scope for innovation and entrepreneurship. The way our country is moving forward, the opportunities for the capable ones will continuously expand. I wish all of you graduating today a very successful career ahead. May all your dreams be realised.

Today, I wish to discuss higher education in the context of changing paradigms that have been around us. We Indians have a great heritage. India was a premier country in the world till about five or six centuries ago. We had great Universities and centres of learning that attracted scholars from many parts of the world. We have our time tested value system. After a long period of oppression and foreign rule, India is now bouncing back. Democracy has taken roots in Independent India. We are now one of the fastest growing economy. We are already the fourth largest after USA, China and Japan. Indications are that we would soon become third. We have an unparalleled demographic dividend with the largest youth force. Indian youth have demonstrated their capabilities through their impact, here as well as in countries abroad, for example in USA. The world is now highly interconnected and the A3 (anyone, anywhere and anytime) connected society is fast taking shape. We are fast embracing knowledge driven economy worldwide. Technology is changing our lives faster that we would have imagined.

While there may be several drivers to this evolving situation, we must also acknowledge that apart from people who engaged themselves in mass movements at different times, a very large number of individuals have made key contributions in shaping the evolution in a healthy manner and in the right direction through their

wisdom, sustained work and passionate contributions. For example, there have been people who pursued mathematics and astronomy and made new discoveries. Others pursued social reforms in spite of several odds. Then we have had far sighted pioneers who established key industries within the country in much adverse circumstances. We need such people in large numbers to guide and shape the society as it evolves through some of the transitions that I mentioned above. Universities have an important role and the responsibility in this regard. All of us in the higher education domain have the opportunity to be a part of such people both by ourselves as well as through the students that we teach and mentor. Through our teaching which should be at the frontiers of knowledge, through our research which should push the frontiers of knowledge, through development of technologies at the cutting edge and through nurturing a spirit of innovation and entrepreneurship with a strong commitment to our time tested value system, we have the opportunity to be an important part of people who can shape the destiny of our nation. At our universities we have the possibility of creating a holistic learning environment that could be a fertile ground for nation building in today's context. We all must resolve to make that happen through our respective pursuits of scholarship, research and engagement with society and industry around.

Let us look at today in this backdrop. As I mentioned earlier, we are in a way passing through a critical phase of transformation in our country. Are we well prepared for this transformation? How are we to respond proactively to the emerging paradigm? You will all agree with me that quality education that prepares our young people to embrace the changing scenario would be the key to success in this regard. Then there is the all important question of availability of access to quality education for everyone. While future holds great potential if we are able to manage the challenge of providing quality education to all, there are serious threats on the horizon if we are not able to do so quickly. Our large youth force must be provided with opportunities for constructive engagement in a manner that fulfils their aspirations. There is a need for some urgent actions in this regard, as otherwise this powerful engine of growth and development could well turn in to a major destructive force.

Higher education institutions and more particularly the teachers in such institutions have a special role and responsibility. Higher education and research would play a key role in sustaining and enhancing the relative competitive edge of our country in the emerging knowledge driven economy of the world. This would become more important as country further moves up on the economic ladder. Such institutions and the faculty

must therefore shape young people who can confidently engage themselves with the real life world and make an impact through their knowledge and innovative capabilities. They should be able to do so in today's context as well as be ready to deal successfully with the emerging change. This task is crucially important to the future of India and all of us in the higher education institutions have a special role and responsibility in shaping that future.

High quality research in our Universities must be emphasised for a variety of reasons. Such research should span a wide spectrum of disciplines ranging from basic sciences and engineering to humanities, economics and management. Aim of research should be to push frontiers of knowledge as well as to evolve technologies and to implement them for development. This would require several dimensions to be incorporated in the research domain in our institutions. Our research should become comparable to the best in the world. (here I must compliment University of Hyderabad for its excellence in research) We should engage ourselves in some grand challenge activities of importance to the nation. Several faculty would need to come together to address such grand challenges in a coordinated manner. We should have an environment that incubates industrial enterprise making use of the R&D carried out in our institutions. We should have the

presence of industry research on the campus in the form of research parks where our students and faculty have the opportunity to participate. Similarly, there should be presence of our national laboratories engaged in key national programmes on our university campuses. In my view, all this would make our education more holistic and also create an ecosystem that nurtures the spirit of innovation that we so desperately need to inculcate.

While such enrichment on the campus is a very desirable feature, we need to bridge a considerable gap in the mutual confidence that exists between our academia and our industry. We need to reach a condition wherein both sides see a win-win situation. Considerable credible work is necessary to create confidence on part of either side to invest in each other. We need to explore opportunities to work together in a variety of mutually beneficial ways to create conditions of mutual trust and confidence.

As we engage with the industry, we should also explore opportunities to engage in R&D of relevance to society. There are many possibilities of technology being brought to bear on societal issues. This is of particular significance in the context of agriculture and rural development. Our students getting exposed to such activities would not only give them a good problem solving experience but also emotionally bind them with India in true sense. By

preparing our students to be fully capable and ready to effectively be constructive in the emerging A3 (anyone, anytime and anywhere) connected society, we could perhaps accelerate the pace of inclusive development in an unprecedented manner.

I do wish that all of you would give some serious thought to these issues and decide your respective course of action. After all we are all in this world to play our respective roles. Our happiness and joy of life depends on how well we play our roles. To our students, I would once again wish them well in their respective further pursuits. I am certain they would rise progressively in their respective careers. I do hope that as they rise, they will retain in them a spirit of trusteeship and contribute substantially to their roots, the society around, the institutions that brought them up and the nation at large. It is this spirit of trusteeship and the desire to support others who were not as fortunate or successful as us that makes this world a better place. We must remember that our happiness depends on the happiness all around us.

Once again, let me express my congratulations to all successful students graduating today and thanks to their teachers.

May God bless all of you.

Thank you.



UNIVERSITY OF HYDERABAD

Report

by

Prof. Ramakrishna Ramaswamy
Vice-Chancellor

Thirteenth Convocation

Saturday, October 1, 2011

Your Excellency the Governor of Andhra Pradesh and Chief Rector of the University Shri E. S. Lakshmi Narasimhan, respected Dr. R. Chidambaram, Chancellor of the University, Dr. Anil Kakodkar, the distinguished Chief Guest of the Convocation, members of the Convocation, colleagues, dear students and esteemed guests:

On behalf of the Executive Council of the University of Hyderabad and on my own behalf, it is my privilege and honour to extend you all a cordial welcome to the thirteenth Convocation of the University. Our Chief Guest Dr. Kakodkar, an eminent nuclear scientist, was the Chairman of the Atomic Energy Commission and Secretary to the Government of India, Department of Atomic Energy. He has also been the Director of Bhabha Atomic Research Centre, and is well known for having played a major role in India's nuclear programme, particularly in the design and construction of the indigenous Dhruva reactor as well as the reactors at Kalpakkam and Rawatbhata. Recipient of the Padma Vibhushan, Padma Bhushan and Padma Shri Awards, Dr. Kakodkar is a champion of India's self-reliance: his dream is to make India fully self-reliant in energy particularly by the use of indigenous Thorium resources. We are indeed privileged and honoured to welcome you, Sir, as Chief Guest at this Convocation.

We extend a warm welcome to our respected Chancellor Dr. R. Chidambaram. Dr. Chidambaram, an Indian nuclear scientist and metallurgist is the Principal Scientific Advisor to the Government of India and formerly was a predecessor of Dr Kakodkar as Director of the BARC. As a member of IAEA's 'Commission of Eminent Persons', Dr. Chidambaram

played an important role in getting the Safeguards Agreement passed by the Board of IAEA that followed the signing of the Civilian Nuclear Cooperation Agreement between India and the United States of America. Dr. Chidambaram completed his Ph.D. in nuclear physics at the Indian Institute of Science, Bangalore in 1962 and his research thesis on Nuclear Magnetic Resonance was awarded the Martin Forster Medal for the best Ph.D thesis submitted to the IISc during 1961-62. He has subsequently been awarded the D.Sc. in metallurgy and in materials science. Dr. Chidambaram is the recipient a number of awards and honors including the Padma Vibhushan and the Padma Shri.

We are also privileged to have in our midst His Excellency the Governor of Andhra Pradesh Shri E. S. Lakshmi Narasimhan. Thank you very much, Sir, for sparing some of your valuable time to be with us to give away medals to the recipients.

Before I present my report, I warmly congratulate all the graduates who have received their degrees today. My hearty congratulations are also due to the medal winners. Yours is the Earth!

Ladies and gentlemen, the University is now 37 years old and is regarded as one of the major Universities in the area of higher education achieving honours and attaining standards that set a benchmark for universities in India. The faculty strength is over 400 and that of students is 4,700 plus. We are poised to expand further in the coming few months as we advertise 124 positions and will, hopefully, fill these up soon. As of now the faculty have written over 1,100 books and more

than 12,000 papers. We are also pleased to share the news that we have been granted 8 patents. All these have helped us achieve the position of the highest ranking University within the UGC system.

The University is particularly pleased that this year one of our alumni has been awarded the Shanti Swaroop Bhatnagar Prize in Chemistry in addition to several of our faculty being elected to the INSA, IASc, and other academies. We also have a Young Engineer of the year among our colleagues, and our former Vice-Chancellors have recently been given the Gujar Mal Modi Science & Technology Award, H.K. Firodia Award and the Lokmanya Tilak Award. Our faculty have also been associated with several important national and international bodies, held Professorships of distinction both in India and abroad, and participated in the global educational scene with as much vigour as we have always done. Furthermore, they have been funded quite handsomely receiving grants from national and international funding agencies like UGC, MHRD, DBT, DST, EU, DoE, IUSSTF and so on. The University's current extramural R&D funding is over Rs. 135 crores.

In its 10 Schools of study, the University offers postgraduate and research programmes in several areas of the Humanities, Social Sciences, Sciences, Arts, Management, Medical Sciences and Engineering. There are also a large number of students under the Distance Education and Virtual Learning Programme through 20 PG Diploma courses. In addition, there are a number of Centres outside the School system, interdisciplinary Centres such as the Centre for Neural and Cognitive Sciences, Centre for Women's Studies, Centre for

Social Exclusion and Inclusiveness, to name a few. I am happy to inform that it has been decided to convert the Department of Economics into our eleventh School.

The Academic Staff College at the University is one of the finest of such Staff Colleges established by the UGC. It has so far conducted 72 Orientation Courses, 180 Refresher Courses for the benefit of 10,000 teachers from the colleges and universities all over the country. The University is running a high school on the campus for the benefit of employees' children as well as for those from the neighbourhood.

Over the years, our annual student enrolment has grown steadily, now at a little over 4,700 in regular courses. Entrance examinations for selection of students are conducted in 25 centres all over the country. About a third of our students are women, and nearly two fifths come from marginalized or otherwise deprived communities.

The Library at the University has done very well and has a collection of about 3.6 lakh books and other reference material, and it subscribes to about 600 foreign journals and 18,000 online journals and 12 online databases. It is fully automated with special software for the visually-challenged students. It has recently received the highest usage award from the UGC for utilizing online journals and databases provided under the UGC Info Net Digital Library Consortium.

This is the final year of the 11th Plan, under which the University has been allocated a sum of Rs. 189 crores, a large part of which has been spent for expansion and strengthening of our infrastructure.

In this Convocation a total of 2096 students will receive their degrees and of these 160 are Ph.Ds. This brings the total number of Ph D's produced at the UoH to nearly 1700, and the number of graduating students since the time of its inception to nearly 20000.

In the early part of this century, the University Grants Commission selected the University as one of five that they declared to be **Universities with the Potential for Excellence**. Along with this title came entitlement, a certain special grant that each of the Universities could use in order to better realize this potential. It was the wisdom of the leadership at the UoH at that time that the funds obtained under the UPE grant were used to promote interdisciplinary or interfacial studies, thereby ensuring two things. The first was that we realized that the most exciting aspects of any field of enquiry lay at its boundaries, where the questions and methods came dangerously close to the methods and questions of other traditional domains. The second was that we could make new entities to look at these problems. Thus, the interface between biology and physics, between nanoscience and biology, between physics and neuroscience, between neuroscience and philosophy, and between science and public policy: these interdisciplinary- indeed multidisciplinary areas of study have been found most fruitful, and form the focus of some of the new research that we have undertaken in the past decade. And thus we have seen the establishment of a Centre for Neural and Cognitive Sciences, a Centre for Nanotechnology, and a Centre for Women's Studies among others.

Among aspects of multidisciplinary, of intellectual integration, one of the most imaginative initiatives that the UoH has pursued is the undergraduate programmes, the integrated Masters programmes in the Sciences, Humanities, and Social Sciences. Students are admitted after twelfth standard in this five year program of studies. The first set of students to graduate are among those here in the hall today, and we are very proud of this innovation that the University has introduced in higher education in India. Like many good beginnings, this effort needs nurturing and polishing, and this is our task in the coming years. The integration that has been successfully done vertically needs to be buttressed horizontally as well- to offer students in the country a liberal arts program that is sensitive to our educational system and our needs.

This sense of consolidation will, I hope, mark the efforts of the UoH in this decade. Having witnessed considerable growth- in faculty strength, in student strength, in the number of programs, the number of departments, centers and schools, and in the number of different degrees we give; it is now time for us to consolidate. We are in desperate need of infrastructure to fully realize our dreams. Adequate hostel rooms, adequate offices and laboratories, teaching spaces etc. These facilities are not just part of a wish list, they are crucial if we are to be in a position to take advantage of the initiatives made in the last decade. The University is - in a way that few institutions are- a wonderfully inclusive campus with diverse inputs from all over India. The potential is all here, and it is the obligation of the University administration to translate the potential into

realization. This requires, at the base, a solid infrastructure. Common teaching spaces are our primary requirements as we make our claim for the UGC's second phase of support under the UPE rubric.

Having just gone through a part of this exercise, it is a matter of pleasure to report that the University community has with one voice requested for common facilities - for the faculty as a whole- to pursue and strengthen our efforts in interdisciplinary areas. Enabling students to easily pursue complementary disciplines, enabling the mingling of ideas in common spaces- these are the themes of the different areas of support that we have requested.

To reiterate some ideas that I articulated a couple of months ago, the University system is continuously evolving, and not always in a way that one could have anticipated. Today, we see the mushrooming of new Institutes and universities with different mandates, different aims, and different sets of goals. I would not like to forget the very special space that the UoH, as a Central University, occupies as a centre for learning and knowledge dissemination; we have an added responsibility, to grow with inclusion in the true sense, and with transparency. Our commitment to this goal remains as real as always. It also becomes increasingly difficult, as the world changes, as the country changes, and indeed as our local environment changes. But a University such as ours was founded on the hope that from such scholarship would emerge the possibility of addressing social and societal problems, and from such scholarship would emerge the material that would lead our country forward in all spheres of achievement. These hopes are still alive.

To realize this aspiration, the UoH needs the ability to grow in new ways, and indeed, needs to be unfettered as we aspire to excel. Too often, we perform to the levels set by others and achieve goals set by governments. As academics, we know that the best standards are internal, set by the disciplines themselves. We need the freedom to pursue such ideals, without fear or favour.

Our progress along these paths would not have been possible without the unstinting and tireless support of the UoH fraternity which includes the students, the staff, the officers and the teachers. Each has played her or his role with enthusiasm and dedication, and each has been crucial in bringing us to this special moment.

Thank you all.

Jai Hind!