

Government of Bombay

Report

of the

Maharashtra University Committee

Appointed by Government

1942-43

BOMBAY

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1943

COST OF THE COMMITTEE.

A total expenditure of Rs. 15,920-6-6 has been incurred in connection with the Committee up to the end of July 1943, distributed over the following items :—

Item.	Expenditure.
	Rs. a. p.
I. Honorarium to the Secretaries	2,725 13 0
II. Pay of Establishment	6,674 6 0
III. Travelling Allowance to Members and Witnesses ..	5,523 8 0
IV. Contingencies	996 11 6
Total ..	<u>15,920 6 6</u>

2. An additional expenditure of about Rs. 4,100 will be incurred in the course of August 1943.

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REPORT OF THE MAHARASHTRA UNIVERSITY COMMITTEE.

CHAPTER I.

INTRODUCTORY.

Resolution of Appointment.

1. The Maharashtra University Committee was appointed by order of His Excellency the Governor of Bombay, on 7th February 1942, under the following G. R. (No. 5398, Educational Department):—

“The question of the establishment of a University for Maharashtra has been discussed on several occasions in the past. In 1924, the University Reforms Committee recommended the establishment of such a University. In 1933, as a result of representations made by certain leaders of Maharashtra, it was decided to convene a conference of educationists, representatives of Bombay University and other interests to discuss the policy of the gradual establishment of regional Universities in this Province. The conference was held in July 1933, but as there was no unanimity of opinion in favour of any particular scheme, the question was not pursued further. In 1937, a resolution was moved in the Legislative Council recommending to Government that early steps should be taken to establish additional Universities in the Presidency to meet the increased demand for higher education and facilities for research. The House was informed that Government had no objection in principle to the establishment of Regional Universities, provided the necessary safeguards and conditions were present. An assurance was given that due attention would be paid to the consideration of this important subject.

“Government now thinks it advisable that this question should first be investigated in all its aspects by a small Committee of persons who, on account of their experience and knowledge of such matters, will give valuable consideration to the solution of the problem. Government is accordingly pleased to appoint a Committee consisting of the following members to report on the question of the establishment of a University for Maharashtra in the Bombay Province :—

- (1) The Right Honourable Dr. M. R. Jayakar, M.A., LL.B., Bar-at-Law,
Chairman.
 - (2) Dr. Sir Raghunath P. Paranjpye, Kt., M.A. (Cantab.), D.Sc.
 - (3) Mr. R. P. Masani, M.A.
 - (4) The Rev. J. McKenzie, D.D.
 - (5) Mr. D. R. Gadgil, M.A., M.Litt. (Cantab.)
 - (6) Mr. B. G. Jagtap, B.A., B.T.
 - (7) Mr. G. B. Jathar, I.E.S., Principal, Elphinstone College, Bombay
(Member and Secretary).
2. The terms of reference to the Committee are as follows :—
- (1) To consider whether a University for Maharashtra should be established, and
 - (2) If, in the opinion of the Committee, such a University should be established, to make recommendations as to what should be its form, constitution and jurisdiction, and
 - (3) To report on the cost of its establishment and maintenance and to make proposals for raising the necessary funds.

3.

4. The Committee should be requested to submit its report to Government as early as possible before the end of July 1942."

Subsequent Changes.

2. Khan Bahadur Shaikh Abdul Kadir Sarafaraz, M.A., I.E.S. (Retired), was appointed as an additional member on the Committee on 20th April. Mr. G. B. Jathar, finding it difficult to cope with his work as Secretary to the Committee concurrently with his duties as Principal of Khalsa College, resigned the office of Secretary, and Mr. P. M. Limaye, M.A., who was appointed in place of Mr. Jathar, took over charge from him on 18th December.

3. The original time limit for submitting the report of the Committee was extended from time to time, to the end of August 1943. Schools and colleges being closed for the summer vacation during April, May and part of June 1942, replies to the Questionnaire were slow in coming in. The tense atmosphere created by the war situation during this period and the disturbed political conditions in later months also contributed to the delay. After the replies had been received and scrutinised, the Committee thought it necessary to take oral evidence from a large number of persons, and this procedure naturally took a long time. The last witness was examined on 13th January 1943.

Procedure.

4. The Committee held meetings on 44 days. The first meeting was held on 27th February 1942; on 18th May 1943, the report was finally approved and on 6th August 1943 it was signed. Twenty-two meetings were held in Poona and twenty-two in Bombay. Oral evidence was recorded at a few meetings; a few other meetings were devoted to an informal exchange of views with the principals of some colleges, representatives of the governing bodies of educational institutions and some other educationists in Poona. The remaining meetings were occupied with discussions and deliberations among members of the Committee.

5. On 24th December, some members of the Committee visited the Ayurveda Rasashala (a factory for the preparation of Ayurvedic drugs) at the invitation of the Principal of the College of Ayurvedic Medicine. On 16th January, the Committee inspected two sites suggested for the location of the University, viz., Hirabag and the Ramana. On the same day the Committee visited the College of Engineering at the request of the Principal.

6. After the oral evidence had been recorded, the Committee proceeded to deliberate upon the various questions at issue and formulate decisions on them. This part of the Committee's work was completed before the end of January 1943. The Committee at this stage decided to submit a resumé of its findings to His Excellency Sir Roger Lumley to enable him to obtain, before his departure from Bombay, a general view of the university scheme as envisaged by the Committee. The resumé was accordingly placed in His Excellency's hands on 18th February. The work of writing the report itself was then taken up and the draft of the report was completed about the end of April 1943. The Committee held eight meetings to discuss and revise the draft, which was finally approved on 18th May 1943.

Evidence.

7. The Questionnaire (see Appendix I) was settled by the Committee at its meeting on 12th March 1942, and despatched in the course of the succeeding month to individuals, institutions, associations and the Governments of certain Indian States. One hundred and sixty-one written statements were received in reply to the

Questionnaire—126 from individuals in their personal capacities, 27 from institutions and associations, and 8 from the Rulers and Governments of Indian States. At the invitation of the Committee, 65 individuals, and representatives of 15 institutions, associations and Governments of Indian States appeared before the Committee to give oral evidence (see Appendix II). All written statements and records of oral evidence are being submitted to the Government along with the Report.

Acknowledgments.

8. The Committee wishes to place on record its appreciation of the assistance which Principal G. B. Jathar gave from the commencement of the Committee's work. It was unfortunate that owing to his appointment as Principal of Khalsa College in June 1942, he was unable to continue his work as Secretary, and this necessitated the appointment in his place of Professor P. M. Limaye of the Fergusson College, who had to take over the work at short notice and in the middle of the term. The Committee is, however, happy to record that notwithstanding this drawback, Mr. Limaye did his work to the satisfaction of the Committee and placed freely at its service his long and valuable educational experience.

Mrs. Shilavati Ketkar was appointed Assistant to the Secretary of the Committee in the middle of September 1942. She rendered valuable assistance to the Secretaries.

9. The Committee thanks the authorities of the University of Bombay, the Servants of India Society, the Deccan College Post-Graduate and Research Institute and the Law College, Poona, for offering accommodation and other facilities to the Committee in connection with its meetings. The Committee also thanks the various bodies and persons who sent written statements and gave oral evidence, sometimes at considerable personal inconvenience.

CHAPTER II.

HISTORICAL.

Idea of a University for Maharashtra.

10. The idea of a separate university for Maharashtra had been in the minds of various educationists for a considerable time and definite expression was given to it by the Bombay Presidency Educational Conference under the Presidency of Sir Narayan Chandavarkar in 1917, when a resolution was adopted in favour of the establishment of five universities, one for each of the five linguistic divisions of the Presidency. The movement for the reform of university education in India and for the creation of new universities received considerable impetus from the Report of the Sadler Commission issued in 1920. This movement which widely influenced other parts of India made itself felt also in the Province of Bombay. In the light of the Sadler Commission's Report, the Senate of the University of Bombay made certain proposals to Government in 1921 for amending the constitution of the University of Bombay and improving the organisation of university education in the Province. The appointment, in 1924, of the Committee on University Reform presided over by Sir Chimanlal H. Setalvad, may be said to be the outcome of a widespread desire for the reform of university education and the creation of additional universities in the Province. One of the terms of reference to the Setalvad Committee was, "to consider whether it was desirable and feasible to institute other universities at mofussil centres." The idea of the Maharashtra University assumed a more concrete form in the report of this Committee.

Recommendations of the Setalvad Committee—and after.

11. The Setalvad Committee made the following two recommendations with regard to additional universities :—

- (1) Four new universities may be created in Maharashtra, Gujarat, Karnatak and Sind, when conditions at these centres are ripe.
- (2) Conditions are ripe for the setting up of some form of University for the Maharashtra area at Poona. (pp. 197 and 198).

12. These recommendations were endorsed by the Senate of the University of Bombay in January 1926 in the following terms :—

- ✓ (1) That a separate university be established at Poona for the Maharashtra area.
- (2) That the Poona University be of the teaching and affiliating type as recommended in the University Reforms Committee Report.

13. The Bombay University Act of 1928 recognised the possibility of new statutory universities by providing ex-officio seats on the Senate of the University of Bombay for the Vice-Chancellors of other universities in the Province.

Movement for Maharashtra University.

14. The Marathi Sahitya Sammelan (Marathi Literary Conference), at its session held in Bombay in 1926, passed the following resolution :—“ This Conference is of opinion that the Government of Bombay, the Ruling Princes and the wealthy and educated classes of Maharashtra should co-operate in the undertaking of founding a university for Maharashtra, which would accord special importance to Marathi literature in the curricula of all examinations, strive for the enrichment of Marathi literature, and keep before itself the ideal of imparting, as speedily as possible, all education through the Marathi language.” Resolutions of similar import have been adopted at successive sessions of the Conference held in various

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the continued maintenance of the Deccan College. The Government preferred an appeal to the High Court of Bombay and it was pending when the Congress ministry took office in July 1937. As the whole question relating to the future of the Deccan College was under the consideration of the Government, a deputation on behalf of the Maharashtra University Association and the Maharashtra University Committee waited on the Honourable Mr. B. G. Kher, Prime Minister and Minister of Education, in September 1937, to make a representation on the allied questions of the future of the Deccan College and the establishment of a separate university for Maharashtra.

Deputation to the Prime Minister.

19. The deputation made representations to the Prime Minister asking for a declaration of the Government's policy and intentions with regard to the University and the Deccan College, in the following terms :—

“ We urge on you the need of making a declaration of the policy of Government, especially as there is a feeling of considerable uncertainty in the public regarding this matter. In spite of the very definite opinion expressed by the Bombay University Reform Committee and the endorsement by the Senate of that opinion, no declaration of ministerial policy was made at the time of the introduction of the new University Act, or at any time later. This has acted as a great hindrance in the way of those who would organise popular support for this cause. Seizing, therefore, as appropriate the occasion of the imminent closure of the Deccan College, the Maharashtra University Committee made a representation in terms very similar to this representation to the Governor of Bombay, His Excellency Sir Frederick Sykes, early in 1933. This representation led to a conference being called by Government, in July of the same year, of educationists and others from all over the Presidency, to consider the question of the establishment of regional universities. The Conference met in Poona for two days and a large variety of opinion was expressed during its course. It, however, proved to be fruitless, as the Government communique issued at its close, merely pointed to the difference of opinion that existed and did not go on to make any declaration of policy on behalf of Government. In the meanwhile the Deccan College has been closed and even if it is revived in one form or another, it is clear that a substantial part of the former expenditure on that College will be saved. We may observe here that, in the representation made by us to Government in 1933, we had laid stress on the need for the continuance of the Deccan College and handing it over to the Maharashtra University when it came into being. We realise that the entire question of the future of the Deccan College is at present under the consideration of Government. We may, therefore, take this opportunity of bringing to your notice the fact that, looking to the history of the Daxina Fund and the traditions of the Deccan College, a University at Poona is the fittest body on which the conduct of the Deccan College in any such form in which it may be revived should properly devolve, or which in case the discontinuance of the College is decided upon should most properly succeed to such capital and recurring assets as may be attached to that foundation.”

Legislative Council and Senate Resolutions on additional Universities.

20. On 20th September 1937, Dr. G. S. Mahajani moved a resolution in the Bombay Legislative Council, recommending that the Government should take steps to establish additional universities in the Province, to meet the increased demand for higher education and facilities for research. He urged upon the Government the desirability of making an unequivocal declaration in favour of additional universities

in the Province. Such a declaration, he urged, would enable the sponsors of a university for Maharashtra to make an effective appeal to the public for funds. He did not want the Government to commit itself immediately with regard to finance for the University. The Prime Minister, in replying, said that the Congress had already accepted the principle of constituting provinces on the linguistic basis, and that there was no objection in principle to the establishment of additional universities, provided the necessary safeguards and conditions were present. He was not prepared to commit the Government to any further responsibility at that stage. After the statement of the Prime Minister, Dr. Mahajani withdrew his resolution in the following words :—

“ I think we have accomplished one thing at least ; that, the principle of additional universities has been accepted..... So, having accomplished that, and after having the sort of assurance which the Prime Minister has given, I should not, I feel, press further.”

In August 1937, the Senate of the University of Bombay reaffirmed its opinion in favour of establishing regional universities in the Province.

Declaration of Government Policy.

21. In 1938, the Government of Bombay agreed to the revival of the Deccan College, as a Post-graduate and Research Institute, in terms of the consent decree passed by the High Court in the course of the appeal arising from the suit mentioned above. In commenting on the grant to the Deccan College Institute provided in the Budget for 1938-39, the Honourable Mr. A. B. Latthe, the Finance Member, stated the views of the Government regarding the relation of the Institute to the project of a Maharashtra University in the following words :—

“ This outline of the projected developments in education will not be complete without a word about the University at Poona. There is, in the opinion of Government, no doubt that the future development of higher education in this Province must be on the lines of three new universities or university centres specialising in certain subjects, in which the three centres I have mentioned afford the best opportunities for research. This move will in due course lead to the establishment of three more universities in Maharashtra, Gujarat and Karnatak. This natural culmination of the intellectual movements in our Province must indeed await very much more progress than has now been attained. But it will be admitted by all that Poona has already established its claims to some definite steps forward towards the establishment of a university there. The revival of the Deccan College on lines indicated here will pave the way for the fulfilment of the long-cherished hopes of Maharashtra in this matter and will prove beyond question, if indeed such proof were needed, the Government's earnest desire to help in the creation of a university on modern lines in Poona—a university which will not lead the intellectual life of our Province on narrow parochial or sub-parochial lines, but which will be the second of a sisterhood of four universities which will work together for the advance of knowledge, so that the highest training in intellectual pursuits will be available to all parts of the Province without any one in them having to go out of it.”

Mr. R. D. Sethna's Offer.

22. About this time, Mr. R. D. Sethna, retired Official Assignee and Administrator-General of the High Court of Bombay, made an offer to the Government of Rs. 10 lacs towards the foundation of a Maharashtra University ; and some discussions and negotiations had taken place but the offer had not materialised, when unfortunately Mr. Sethna passed away.

Request for a Committee.

23. In pursuance of the terms of the consent decree mentioned in paragraph 21, the Deccan College was revived as the Deccan College Post-Graduate and Research Institute in August 1939. It was intended that the Institute should embody and continue in an altered form the associations and traditions of the old Deccan College. According to the constitution framed by the Government for the conduct of the Institute, certain educational institutions in Poona were given representation on the Council of Management, and the Vice-Chancellor of the University of Bombay became an ex-officio member and chairman. This arrangement was to continue until a university for Maharashtra was established, when its Vice-Chancellor would replace the Vice-Chancellor of the University of Bombay. In December 1940, the Government revised the constitution of the Council of Management. The Government Resolution announcing the changed constitution described the prospects of the establishment of a university for Maharashtra as being remote. The reference to the Vice-Chancellor of the future university for Maharashtra was also omitted. In consequence of this, it was considered necessary to secure from the Government a clarification of its policy. Accordingly, in June 1941, a joint deputation, representative of the Maharashtra University Association, Maharashtra University Committee and Marathi Sahitya Parishad waited on Mr. (now Sir) J. A. Madan, C.I.E., I.C.S., Adviser to His Excellency the Governor. He explained that the statement in the Government Resolution, to the effect that the establishment of a university for Maharashtra was remote, referred merely to the situation arising out of an anticipated donation having failed to materialise. He also assured the deputationists that the attitude of the Government towards the proposal of a Maharashtra University remained unchanged, and that the Government would sympathetically consider any concrete proposals for such a project. The deputationists urged the Government to take a lead in the establishment of a university for Maharashtra by the appointment of a Committee to investigate the whole project in detail. The Adviser promised to consider this suggestion. The appointment of the present Committee may, therefore, be regarded as the outcome of the representation made by the deputation.

CHAPTER III.

THE NEED, OBJECTIVES AND FUNCTIONS OF THE UNIVERSITY.

Unwieldiness of the University of Bombay.

24. In Chapter II we noted the recommendations of the Setalvad Committee with regard to additional universities for the Province in general, and its recommendation in favour of the early establishment of a university for Maharashtra. The most obvious reason urged by the Setalvad Committee for the desirability of establishing new universities was the need of relieving the University of Bombay of some part of its burden. The unwieldiness of the University of Bombay was a matter for comment in 1924; since then, conditions in this respect have become even more serious. In his speech at the opening of the University Conference of 1933, His Excellency Sir Frederick Sykes quoted comparative figures of increase in the number of Matriculation candidates and of candidates at higher university examinations, during the period 1924-32. He characterised the number as "startling", and observed: "These facts compel us to address ourselves to a review of the situation, and challenge the enquiry whether in all respects the existing University is able to meet the strain that is being placed upon it." The number of matriculation candidates, which stood at 15,477 in 1932, has risen to 29,066 since then. Between 1926 and 1942 the number of affiliated colleges went up from 26 to 50, and of students in attendance from 12,022 to 26,814. The jurisdiction of the University of Bombay covers an area of 196,575 square miles (see Appendix IV) which is greater than that of any other Indian university. Even if Sind establishes a university of its own in the near future, the University of Bombay will have on its hands a jurisdiction of over 140,000 square miles, and more than 24,000 students, attending 44 colleges. This is apart from the consideration that the student population is linguistically heterogeneous to an unusual degree, as evidenced by the languages offered by matriculation candidates in 1942 (excluding Sind): Marathi 10,396; Gujarati 10,047; Kannada 1,824; Urdu 637; English 2,928. One university for the whole Province is no longer sufficient. A survey of actual working conditions in the University of Bombay warrants the conclusion that the creation of additional universities would be a benefit both to the parent body and the offspring.

Affiliated Colleges and the University of Bombay.

25. We may first examine the relations between the University of Bombay and its affiliated colleges. Owing to the large number of such colleges, many of them have no share in the work of the bodies charged with the direction of the affairs of the University. As things stood on 1st January 1942, 20 colleges out of 50 had no representatives on the Senate or the Faculties of the University. Six, out of the remaining 30, owed their connection to the nomination by the Chancellor of members of their staffs to the Senate. The University cannot hope to bring every college into direct touch with itself. If the attempt were made, the university bodies would become too unwieldy for the discharge of their functions. This drawback is bound to be accentuated with every increase in the number of affiliated colleges. The small number of seats on the Senate open to principals and teachers of colleges has also had the effect of making them seek election to it through constituencies not primarily intended for them. We find two principals elected by the teachers' constituency, one by municipal boroughs, and one by the registered graduates. For the successful working of the present Bombay University Act

a smaller number of affiliated colleges, such as would result from the establishment of additional universities, would be an advantage.

Composition of University Bodies.

26. In addition, there are difficulties arising from the nature of the personnel of the different university bodies. These bodies are made up of representatives drawn from certain well-marked areas, each of them exhibiting distinct differences of outlook, language, and predominant interests. In a university varieties of type and outlook are desirable up to a certain point. But it is open to question whether a university can best accomplish its work when it contains within it groups with such different backgrounds—linguistic, cultural and economic—as are found in the University of Bombay.

Inability to utilise outside Resources.

27. The Setalvad Committee noted the complaint that "a single Presidency University cannot easily pay heed to and develop diverse local interests and cultures. Bombay has too great a multiplicity of interests, above all is too deeply concerned in commerce and industry to be a good guardian of Maratha History or Gujarati literature" (p. 43). This observation is supported by the fact that the University of Bombay has not yet found it possible to make a beginning in this direction; and, should it desire to do so, the prospect of having to make a simultaneous beginning at two or three centres may prove a powerful deterrent. This is apart from the natural desire, on the part of a university, to concentrate at the headquarters all post-graduate teaching conducted directly by itself. The result is that valuable resources available in mofussil centres have not been fully utilised by the University. These resources can be properly organised, and studies of local and regional interest pursued with zest, only by universities started outside Bombay in their respective centres.

University for Maharashtra needed.

28. For reasons stated above, we are of opinion that a single university for the whole Province can no longer serve its needs in the field of higher education. The number of young men and women seeking that education keeps on growing from year to year. The variety and range of instruction to be provided for them continue to expand. Seats of higher learning have now increasingly to serve the needs of their social and physical environment. It follows, therefore, that more universities are needed to suit the requirements of the times. The Setalvad Committee was of opinion that a case had been made out for setting up a university in the Maharashtra area, and we are in agreement with this view. Since 1925 the need for such a university has been intensified by the progress of education in the area.

Region, a natural Basis.

29. The need for additional universities in the Province is thus urgent and widely acknowledged. The Setalvad Committee pointed to the different regional units in the Province as the proper bases for the fresh division of territory. It is, of course, not only in respect of university affairs that regional devolution has been advocated. The principal divisions—Maharashtra, Karnatak, Gujarat and Sind—within the territorial jurisdiction of the University of Bombay are differentiated from one another in many respects, and it has been urged by many witnesses that the demand for regional universities is merely a part of a demand for a much larger measure of national re-organisation, viz., the formation of provinces on the basis of homogeneous regions—in this particular case on the basis of the linguistic region.

Nature and Justification of Regionalism.

30. Regionalism has been defined as "a clustering of environmental, economic, social, and governmental factors to such an extent that a distinct consciousness of separate identity within the whole, a need for autonomous planning, a manifestation of cultural peculiarities, and a desire for administrative freedom, are theoretically recognized and actually put into effect." (National Resources Committee, U. S. A. : *Regional Factors in National Planning and Development*, 1935, p. 138). The Marathi-speaking parts of the Province of Bombay form, from this point of view, a distinct and well-marked region.

31. Regional division is necessary on account of the large area of India and the divergent elements contained in it. But it is noteworthy that even in the U. S. A., where the settlement of population has been comparatively recent and where a deliberate attempt has been made to evolve a common pattern of life and culture, the large area of the country has necessitated distinct regional divisions. It has also been recognized in that country that the development of regionalism is "a factor of value and importance in the encouragement of a more varied and a richer life for the Nation, whereby the peculiar characteristics, resources, and contributions of the major sections of the country, and within each of its constituent parts, could be protected from invasion and suppression by ill-considered and hasty national policies"; and that "the very stimulation of the self-consciousness of the section may recruit a wider leadership for civic affairs, and a richer culture". (Ibid. p. 8). The conclusions of the United States National Resources Committee in respect of regional factors in planning appear to us very important in this connection. The Committee hold that "regions are genuine entities, each of which expresses both natural and cultural differentiation from its neighbours. As such, they are definite and recognizable subnational units within the national whole.....Nor is such regional differentiation to be deplored. Rather, it may turn out to be the true expression of American life and culture.....One might conclude, therefore, that it should not only be conserved but augmented and utilized as a major factor in national planning and development." (Ibid. p. 154.)

It need not be emphasized that the natural and cultural differentiation in this country is much more marked and very much more ancient than in the U. S. A. Therefore, the need for a free regional development leading to a richer and better integration of the whole is much more insistent with us.

Regionalism is not Parochialism.

32. Before we proceed to consider the objects and functions of the proposed University, it is necessary to deal with the apprehension that a regional university may accentuate narrowness of outlook and lead to a parochialism inconsistent with the nature of a true university. This view involves some confusion in the minds of the objectors between mere heterogeneity and the existence of a wide outlook. It has not been the experience in either the political or other social spheres, in Europe or in India, that a compulsory association of divergent elements has led to a smoothing of relations or a better understanding between them. As a matter of fact, the attempt to link together such elements has led to an exacerbation of feelings and to an emphasizing of particularisms. The experience of the working of the University of Bombay in this regard has also not been very happy. Thus it can hardly be said that a mixed organisation necessarily inculcates a wider outlook. It is also not true that a university providing for a homogeneous region need necessarily develop parochialism.

33. There is nothing in regionalism *per se* to accentuate narrowness of outlook. However, any danger that might be anticipated in this regard is lessened a great

deal in Maharashtra by the fact of the broad area and by the diversity of elements comprised within the jurisdiction we propose for the new University. The Setalvad Committee observe in this connection : " We do not think that there is much real danger of such universities becoming centres of disruptive or centrifugal forces, as the new universities will be associated with wide areas such as we propose. For, as has been pointed out, those areas are not absolutely homogeneous and there will be sufficient variety to balance one-sided tendencies." (p. 46.)

34. The best way to eradicate the tendency towards parochialism is to diffuse knowledge regarding the thought and culture of other people. We would, therefore, specially urge on the authorities of the proposed University the establishment of a department of modern Indian languages and literature, in which a comparative study of the trends of the thought and literature of the other " sub-national " groups of India would be carried out. It would be a special responsibility of this department not only to afford facilities for intensive studies in its subject, but also to rouse the interest of all the university students and to spread the knowledge more widely through the popular and extra-mural activities of the University.

Regional University not incompatible with highest University Ideals.

35. It has been further urged that a university which is linked up with the life and requirements of any particular region cannot properly serve the highest needs of a seat of learning. Such a plea would, perhaps, be more acceptable in Great Britain than, for example, in the U. S. A. Even in Great Britain, however, the newer universities have a distinct provincial or civic character. Professor Barker says regarding them : " The peculiarity, the strength, and (in a small measure) the weakness of the newer universities is their local, their ' provincial ', their ' civic ' character. They are rooted in their own areas : they are immersed in the life of their own regions. This is a weakness, in so far as their students, during their whole career, from the primary and secondary school to the university, may continue in the same district, without coming necessarily into any contact with students from other districts. But what is a weakness is also, from another point of view, a source of strength and vitality. There is local patriotism and local support behind these universities ; and they, in their turn, are something of a power in local life and local problems. There is such a thing as academic anæmia ; and the newer universities are preserved from that peril by being plunged into the circulation and the throb of the work-a-day life of a great civic community " *. (E. Barker : *Universities in Great Britain*, 1931, pp. 73-74.)

36. The seemingly more universal outlook of the older British Universities may also be due, not so much to their divorce from practical life, as to the fact that a large proportion of their alumni find opportunities of rule and service in a far-flung empire. Many recent developments in the Universities of Oxford and Cambridge (not to mention London) point to their intense interest in imperial concerns. Universities that have opportunities of serving empires will naturally appear broader based than those that serve smaller regions. This is not to say, however, that the former are less oriented to the specific needs of certain areas than the latter. Even in a narrower sphere, again, the older British Universities were the first to acknowledge the newer concept of social obligation by being in the vanguard of the Adult Education movement in Great Britain.

*Cf. also the following :—

" The new universities and indeed all the universities except Oxford and Cambridge are local institutions in more than one sense. In 1929-30 most of them drew about two-thirds of their students from within 30 miles." (p. 410, *Year Book of Education*, 1932). In comparison, Poona draws its students from a wider area and also has substantial numbers coming from outside the Maharashtra region.

Practical Role of a University.

37. There is no doubt a danger involved in the emphasis on the practical role of the university in social life. It might lead to a lowering of standards and a descent into trivialities, such as is alleged to have happened in some of the American Universities. An awareness of these dangers and a sedulous effort to avoid them may, however, be expected in view of the traditions of learning in Maharashtra. It would be wrong, on the other hand, to shirk an essential responsibility because of a possible danger. This is put forcibly in the following quotation :-

“ After all, we can only wish that the universities should render every possible service to society and, in the movement which has been going forward so rapidly, to bring them into closer contact with the pressing needs of that society, our chief solicitude should be to see that they are safeguarded against any impairment of their devotion to the conception of the highest excellence, for it is at this point that they make their unique and invaluable contribution, and especially must they be protected against the essential vulgarizing of their methods and ideals. The more isolated they are from the currents of the work-a-day world, the easier it is to maintain a traditional, even though somewhat artificial, purity of standards. But the temper of our time will hardly allow them to maintain any complete seclusion, and it may well be doubted whether in the long last such isolation is really in the interests either of the university itself or of the social order which maintains it”. (J. R. Angell: “The University Today—Its Aims and Province”, in *The Obligation of Universities to the Social Order*, 1933, pp. 22-23.)

New University must aim at Service.

38. Such a conceptions of the functions of a university has special importance for Maharashtra. It has to be recognised that, in this region, the last century has brought about something of a cleavage between the educated, urban and professional classes, on the one hand, and the mass of the people and the peasantry on the other. To a large extent this has been the result of peculiar political and social circumstances, but also partly of the character of university education. In consequence, university education has come to be looked upon as the preserve or the concern of a small section and the curious belief has gained currency that the movements for the spread of the higher and lower stages of education, respectively, are mutually antagonistic. The existence of such a belief is highly detrimental to the growth of university education, but it is bound to persist until the higher educational institutions are able to show their social worth in a more palpable and concrete manner than they do at present. It is only by directly helping the solution of the urgent problems that face the mass of the people, and by directly participating in the movement for the diffusion of knowledge and for the raising of the educational level of the people that a university can do this. The university must itself have wide interests and must also have wide contacts with life outside. Only such a university can be exempt from the charge of serving sectional interests, and win for itself the interest and pride of the people, as State or civic universities elsewhere are supposed to do.

Character of Indian Universities.

39. It would be no exaggeration to say that in India there has been little conscious attempt made, till recently, to integrate the work of the universities with their social environment. The oldest universities had large territorial jurisdictions but were not intended to serve any special function in respect of that territory

particularly. In the era beginning with the Report of the Calcutta University Commission the unitary teaching university became the dominant type. But, while in this newer type, considerable emphasis was placed on the teaching functions of the university and later on research activity, not much progress was made, on the whole, in bringing the universities into touch with the life of the people. Two universities have, however, been established with a definite regional bias during the past two decades: the Andhra University and the University of Travancore. The first has suffered from the beginning owing to the want of a strong teaching centre, and the other was established only a few years ago. At the time of the establishment of the Andhra University emphasis was laid on the development and study of the regional languages and on their use as media of instruction and examination, while the Travancore University Act places in the forefront the development of technical and technological education and the furtherance of original research in the various branches of applied science. The difference in the two indicates, perhaps, the change of emphasis with the passage of time.

Analogy of American State Universities.

40. In its dependence on the State for its main current financial needs and its specific connection with the life of a particular region, the proposed University would resemble closely an American State University. We might, therefore, preface our statement of the objectives and functions of the new University with an extract from a spirited account of the work that falls to an American State University, as given by the President of one of them:—

“No State university could survive in a sheer intellectual empyrean. State universities do not reside upon a hill. Their professors do not enjoy a cloistered life far from the marts of trade and the madding crowd. They are constantly renewing their strength by returning to the springs from which the sources of strength flow. They share with all universities the common responsibility of advancing the cultural life of the people they serve. They do this by discovery and adding to the sum total of human knowledge. They do this by spreading knowledge, by cultivating an appreciation of the arts, and by encouraging skill in their performance.

“Closely associated with these functions the State universities have another—a service function. Doubt still lingers in the minds of some, I know, as to how far a university should go, if at all, in extending its off-campus service to adults. There are those who look upon this practice as a prostitution of learning, and others who look upon it as a sheer and unmitigated dissipation of the intellectual life. Whatever else may be said, it nevertheless is true that the State universities have accepted, and are attempting to discharge, this responsibility with all of the effectiveness at their command, and they are unabashed and without shame in doing it. If this be treason to the traditions of the university idea and ideal, then the State universities of America must for the most part live in a world of outcasts, for instead of decreasing their contacts with the world, they propose to increase them.

“The State universities hold that there is no intellectual service too undignified for them to perform. They maintain that every time they lift the intellectual level of any class or group, they enhance the intellectual opportunities of every other class or group. They maintain that every time they teach any group or class the importance of relying upon tested information as the basis for action, they advance the cause of science. They maintain that every time they teach any class or group in society how to live better, to read more and to read more discriminatingly, to do any of the things that stimulate intellectual or aesthetic interest and effort, they thereby enlarge the group’s outlook on life, make its

members more cosmopolitan in their points of view, and improve their standard of living. These are services which no State university would shrink from performing." (L. D. Coffman, President, Minnesota University : "The Obligation of a State University to the Social Order," in *The Obligation of Universities to the Social Order*, 1933, p. 25 and pp. 27-28.)

Aspects of University's Work.

41. It is obvious that, defined in this manner, the work of the university serves three special purposes : firstly, to provide adequately for the higher educational needs of the region with special reference to its economic and cultural life ; secondly, to conduct and stimulate original research with a view to promoting the higher development of this economic and cultural life ; and thirdly, to secure that a large and increasing number of classes and groups in the region, outside the body of its own students, profits from its activities and the results of its researches.

Type of University.

42. In explaining in detail the aims and functions of the University, it is necessary to anticipate somewhat our conclusions regarding the type of the University. A regional university to be alive and virile must be closely linked with the life of the region. It must, therefore, have direct contact with the wide area whose needs it is expected to serve. This means that the proposed University must have direct jurisdiction over the Marathi-speaking area of the Province and must be brought into contact with various elements in it. This necessity leads us to reject the idea of a university whose activities would be confined only to Poona. A university so limited might serve as an additional university in the Province, but its activities would not be specially meaningful for the people of the region. It could not, in short, serve except in a very indirect way the need of a university for Maharashtra. On the other hand, a university which had merely wide jurisdiction, without being so constituted as to function as the real apex of an educational system and as the diligent searcher for the solutions of the problems presented by the economic and cultural life of the people of the region, could also not function as a real regional university. An arrangement, therefore, that merely linked together higher educational institutions in the Maharashtra area in an affiliating, or a very loose federal arrangement could not meet the requirements that we have set forth. While the University must have for a variety of purposes extensive jurisdiction, it must also have at the centre a close-knit and efficient organization which could effectively take up the heavy and responsible duties of a real university for the region. We thus conclude that the proposed University for Maharashtra must have two important functional aspects : (i) a strong and efficient centre of university work and (ii) close contact with the intellectual, economic and social life of the whole region.

Aims and Functions.

43. In view of these considerations we define the special functions of the proposed University as follows :—

(1) To lay the foundation of a strong teaching university by creating a central organization in Poona, for conducting directly all teaching in graduate and post-graduate courses and for organising and carrying on research in the Faculties of Arts, Science, Technology, Law, Medicine and such other faculties as occasion may require.

(2) To lay down, by holding, if necessary, a matriculation examination, adequate standards for the admission of students to university courses ; to link together and bring into contact with itself institutions of Higher learning

in Maharashtra and to co-ordinate research facilities and activities throughout Maharashtra by associating with itself scholars and institutions, and by promoting research projects through such scholars and institutions.

(3) While not losing sight of its essential character as a University, i.e., a seat of universal learning which recognises no frontiers or barriers except those of the human mind itself, to keep in view the special needs, interests and traditions of Maharashtra and its people, and, in particular,

(a) its economic resources, its special problems of agriculture, industry and commerce and generally the various aspects of its economic and industrial life,

(b) Marathi language and literature, the history, civilisation, art and culture of Maharashtra, and in general every branch of study relating to what may be regarded as the distinctive features of the life and thought of the people of Maharashtra of all classes and communities.

(4) To diffuse widely the benefits of university education among all classes by organising centres of extra-mural teaching and university extension activities and encouraging the production of popular literature on scientific and cultural subjects.

(5) To institute and award diplomas of merit and proficiency in various branches of theoretical and practical study, of a standard lower than the degree standard of the University.

Exposition of Aims and Functions.

44. Little comment is needed on (1) and (2). They merely make clear the two aspects of the academic work of the proposed University which are (i) the organization of a centre at Poona and (ii) the co-ordination of work of a university type throughout the area.

3 (a) and 3 (b) bring out the specific emphasis in university studies and especially the orientation of the research to be carried out at the University in the direction of the needs of the life of the region.

3 (a) needs no explanation as it has been realised more and more, especially during the last decade, that the fundamental problems of the economic life of a region, with the necessary emphasis that they imply on research in applied science, have a paramount claim on the time and attention of the leaders of thought in a region, and, therefore, necessarily on that of the highest educational organization in the region, i.e., the University.

In 3 (b) we have made special mention of the Marathi language and its literature, because the region as a whole is Marathi-speaking. We would, however, make it clear that, while specially concerning itself with studies that would interest the vast bulk of the population, the University should not neglect the corresponding claims of minority elements in the area. Some of these elements have definite traditions, historical, cultural and linguistic, which also, we feel, the University should guard and cultivate. To mention only a few: the Muslims of the Deccan area have played a considerable role in the history of the region and have a distinctive tradition. Their history, language, literature and culture would be fitting subjects of study and research at the University. Similarly, the immigrant trading and other elements in the area who hold such an important place in its economic life might also have interests to which the University would, we expect, pay adequate attention. The Parsees who have been munificent patrons of educational activity in Poona might desire the encouragement of Avesta and Pahlavi studies. The study of Jainism and Ardhmagadhi has already received some attention from scholars in this area, and this might well be further organized. The close cultural

and political relations in historical times of Karnatak and Maharashtra, and the mixture of the two elements in the area on the border, would lead the new University to cultivate specially the comparative study of the language, art, music, culture, etc. of the two regions. These few instances are merely illustrative, and are not intended to exclude others of whose existence we are aware, and which would equally claim the attention of the proposed University.

The two special functions laid down in (4) and (5) indicate the service aspect of the University and we expect that it is through an efficient organization and a wide distribution of these activities that the University would maintain its close contact with the people of the region.

Headquarters.

45. In our opinion, Poona is the most suitable headquarters for the new University. Its central position in relation to the area we recommend for the jurisdiction of the University and its equable climate make it a very desirable centre. Some witnesses have suggested a rural environment for the University away from the bustle and distraction of city life. We have already indicated that our idea regarding the new University is not that of a university pursuing abstract studies in cloistered seclusion, but one that would attempt to grapple with the vital problems affecting the mass of the people belonging to the region. The suggestion of a rural environment, therefore, has no great force from our point of view. Further, this suggestion takes no account of the resources in men, equipment and buildings that Poona already possesses. Unless these are to be left unorganized and unused for the highest grade of university teaching, and public monies spent on duplicating them elsewhere, the choice in respect of the headquarters of the new University must inevitably fall on Poona. Poona has more than 5,000 college students and has provision for instruction in most branches of learning. We may point out that there is no other educational centre in India, with such a large number of college students and so many notable institutions of different types, which is not also the seat of a university.

Name of the University.

46. We recommend that the name of the proposed University for Maharashtra should be the "University of Poona". It is more usual to name universities after cities than after regions. Further, a regional name, such as the University of Maharashtra would not be suitable in this instance. The term Maharashtra means and includes the predominantly Marathi-speaking block of contiguous territory. This territory is today divided between a number of jurisdictions, chief among which are the Province of Bombay, the Central Provinces and Berar, the Nizam's Dominions and the Portuguese territory of Goa. Within the British portion of the Maharashtra area there are, today, two universities, the University of Bombay and the University of Nagpur. Even after the establishment of the proposed University, the University of Nagpur will continue to provide for a very important part of the Maharashtra area; and as Bombay City and the Bombay Suburban District would not be included within the jurisdiction of the new University, the whole Maharashtra area, even within the Province of Bombay, would not be comprised within it. The name "University of Maharashtra" would, therefore, be inappropriate and might even be resented by parts of Maharashtra not included within the area of the new University. An analogous instance is provided by the University of Travancore. In considering the establishment of this University the idea of a Kerala University which would embrace all the Malayalam-speaking population, not only within the State of Travancore but also within the State of Cochin and the contiguous British districts, was constantly under discussion.

CHAPTER IV.

COLLEGIATE EDUCATION IN POONA AND MAHARASHTRA.

47. In this chapter we propose to survey the extent of the educational resources and activities of university grade to be found within this area. The survey will be limited to the area which we are going to propose for the jurisdiction of the University. This area is the Marathi-speaking portion of the Province of Bombay, excluding Bombay City and Bombay Suburban District. In addition to this, the jurisdiction would cover such neighbouring Indian States as choose to come within the fold of the University.

*I. Colleges in Poona.***1. College of Engineering.**

48. The College of Engineering (formerly the Poona College of Science and still earlier the Poona Civil Engineering College) arose out of a school established in 1854 for the purpose of educating subordinates for the Public Works Department. The College was affiliated to the University in 1865. It is under the control of the Principal who is subordinate to the Director of Public Instruction. An advisory committee consisting of officials and non-officials has been associated with the Director.

49. Students who have passed the Intermediate Examination in Science are admitted to the College and go through a course of three years' training for the Degree of Bachelor of Engineering (Civil), Bachelor of Engineering (Mechanical) and Bachelor of Engineering (Electrical). The number* of students attending the three branches noted above was 185, 63 and 76 respectively in 1941-42, spread over the three years' course in each case. The total number had increased from 194 to 324 during the preceding three years. The strength of the teaching staff was 17, and demonstrators and tutors numbered 17.

50. The workshops and laboratories serving the various departments are well equipped with modern machinery and apparatus. The library has about 3,000 books in different branches of Engineering. The Triennial Inspection Committee of 1941-42 stressed the necessity of developing research work and of providing facilities for post-graduate work.

51. There are, in addition, attached to this College Diploma Classes in the three branches of engineering noted above, which were attended by 275 students.

2. College of Agriculture.

52. This College owes its origin to the development of the agricultural classes at the old College of Science, Poona. In view of the growing demand for agricultural education it was considered advisable to establish a separate College of Agriculture. This was done in 1908, and the College was removed to its new buildings in 1911. The Principal of the College is responsible in respect of management to the Director of Agriculture in the Bombay Province.

53. Students are admitted to the College on their completing the course for the First Year in Science. They can take the B.Sc. (Agri.) Examination three years after their admission. There are also the higher degrees of M.Sc. (Agri.) to be obtained by research or by research and examination combined, and Ph.D. (Agri.), a purely research degree. Research work in different branches of agricultural science is carried on at this College. The College possesses a library containing about 13,000 books and 8,000 bound periodicals.

* The figures quoted here and elsewhere in this chapter are for the year 1941-42.

Because, however, a start had to be made with a university confined to the State of Travancore the new University was named not the Kerala University, but the University of Travancore. It has been suggested that the name "University of Poona" might indicate a university which confined its activities to that city and might even connote association with only a small section of the population of Maharashtra. We do not think that this fear is justified. The University would be judged by its constitution and by the sphere of its activities, and not by what its name might convey to certain people. In view of the recommendations that we make in these respects, we are confident that the new University would prove to be the intellectual and cultural home of the whole of the Maharashtra area within the Province and beyond.

54. The total number of students on the rolls was 232, of whom 87 were in the First Year Class, 81 in the Second and 64 in the Third. There were 12 students engaged in research work. The teaching staff numbered 22 and demonstrators and tutors, 8.

Private Colleges in Poona.

55. The Colleges of Agriculture and Engineering are Government institutions conducted and financed by the Government. The other five colleges in Poona are managed by private educational bodies and a sixth, the Deccan Education Society's College of Commerce, will be added at the beginning of the next academic year. Three of the five colleges are Arts and Science Colleges, the fourth is a Law College and the fifth a Secondary Teachers' Training College. These colleges constitute a very important group of educational institutions, having more than 4,500 students on their rolls. They possess certain distinctive features of working and organisation, which will be described in another part of this chapter.

3. Fergusson College.

56. The oldest among the private colleges is the Fergusson College founded in 1885 by the Deccan Education Society, an educational body formed in 1884 for the purpose of "cheapening and facilitating" education. It is at present the second largest college affiliated to the University of Bombay, with an enrolment of 820 students on the Arts side and 1,117 students on the Science side. The Science side of the College has during the last few years expanded very rapidly. There were 128 students registered for post-graduate work in Arts and 41 in Science. The teaching staff numbered 49, and the number of tutors and demonstrators was 40.

57. The Jerbai Wadia Library of the Fergusson College is housed in a building of its own. The library contains about 50,000 volumes including the valuable Mandlik Section. The library of the Indian Mathematical Society is also located in the Fergusson College building.

58. There is a Technical Institute attached to the College, which provides a two years' course in the Technology of Paints and Varnishes, for matriculates or students of equivalent qualification. The number of students in attendance was 16.

4. Sir Parashurambhau College.

59. The Shikshana Prasarak Mandali of Poona started the New Poona College in 1916. By 1927 the College became a full-grade Arts and Science college. In 1928 its present name was given to it, and it was shifted to its present location. The College had a total enrolment of 1,400, of whom 823 belonged to the Arts side and 577 to the Science side. The number of post-graduate students in Arts was 71 and in Science 23. The teaching staff consisted of 40 members; the number of tutors and demonstrators was 9. The library of the College is housed in a separate building and contains 35,000 volumes.

60. There is a special department attached to the College, called the School of Radio-Physics and Electronics. It had an attendance of 54.

5. Nowrosjee Wadia College.

61. This College was opened in June 1932 by the Modern Education Society, Poona. The College is permanently affiliated to the University of Bombay for the teaching of the full Arts course, and also for the teaching of B.Sc. courses in certain subjects. It had 383 students on the Arts side, including 33 post-graduate students, and 361 students on the Science side, including 9 M.Sc. and Ph.D. students.

The teaching staff consisted of 42 members. The number of tutors and demonstrators was 9. The library of the College contains over 15,000 volumes.

62. The Institute of Electrical Technology attached to the College was attended by 104 students in 1941-42.

6. Law College.

63. This College was opened by the Indian Law Society in June 1924. For the first twelve years the classes were held in the Fergusson College buildings. The College was shifted to its permanent home in 1936. The number of students on the rolls was 456, including 28 students reading for the LL.M. degree. The teaching staff numbered 8. The College is housed in a spacious building in the midst of extensive grounds. The library has 7,000 volumes.

7. Tilak College of Education.

64. The College was opened in June 1941, by the Shikshana Prasarakā Mandali. The course of studies for the B.T. degree extends over one year. The number of students on the rolls was 115. The strength of the teaching staff was 12. The College is housed in a building on the grounds of the S. P. College.

II. Colleges outside Poona.

8. Willingdon College, Sangli.

65. This College was opened by the Deccan Education Society, Poona, in 1919. It is affiliated for the full Arts course, and up to the intermediate stage on the Science side. The total number of students was 460, of whom 337, including 70 post-graduate students, were on the Arts side and 123 on the Science side. The teaching staff consisted of 16 members. The number of tutors and demonstrators was 5. The college library contained 15,000 volumes.

66. The College is situated in British Territory, midway between the towns of Sangli and Miraj, and has been liberally supported by the Rulers and people of the States in the Southern Maratha Country.

9. Hansraj Pragji Thackersey College, Nasik.

67. This College was opened by the Gokhale Education Society of Bombay, in June 1924. It is affiliated for the full Arts course only. The number of students was 276 and the strength of the teaching staff was 16.

10. Dayananda Anglo-Vedic College, Sholapur.

68. This College was opened in June 1940 by the D. A. V. College Trust and Management Society of Lahore, with the object of "promoting and encouraging the study of Hindi and classical Sanskrit in Southern India, and to serve as an effective medium for the establishment of cultural contact between the people of Northern and Southern India." The College was a second-grade collegiate institution in 1941-42. The number of students in the first two college-classes was 140 on the Arts side and 148 on the Science side. The teaching staff numbered 14.

11. Rajaram College, Kolhapur.

69. The Rajaram College was opened in 1880. For nearly 40 years the institution remained a second-grade college. In the course of ten years between 1920 and 1930 it became a full-grade college both on the Arts and Science sides. The number of Arts students was 559, including 59 post-graduate students, and that of Science students was 305. The college library contained 29,000 volumes.

12. Sykes Law College, Kolhapur.

70. This College was opened in 1933. The number of students was 124. The teaching staff consisted of 7 members. The college library has 2,600 volumes.

13. Shree Maharani Tarabai Teachers' College, Kolhapur.

71. The College was opened in 1934. The number of students enrolled was 100. The teaching staff consisted of 10 members.

72. The three colleges in Kolhapur are conducted by the Kolhapur State. Their combined strength is well over 1,000, and the annual current expenditure amounts to about Rs. 2,00,000. Kolhapur has already become an important educational centre, and its importance is bound to grow in course of time. It offers special facilities to students of the intermediate and backward classes, such as economical lodging and boarding arrangements in communal hostels, and a generous provision of scholarships and free-studentships in State institutions.

Agencies managing Colleges.

73. Two of the colleges mentioned above, viz., the Colleges of Agriculture and Engineering, are conducted by the Government of Bombay and the three colleges in Kolhapur are conducted by the Kolhapur State. The remaining eight colleges belong to private educational bodies and are managed by them. With the exception of the D. A. V. College Trust and Management Society, which has its head-quarters in Lahore, these bodies have been formed and operate within the Maharashtra area. They possess certain common features of organisation and working, which may be traced to the constitution of the Deccan Education Society and to the ideals that inspired its founders. All of them are corporate public bodies and no individuals have private proprietary interest in their funds and properties. The lead and initiative in their formation have often come from persons who had deep and abiding faith in the efficacy of education as a means of national uplift.

74. The main features of the organisation and working of private educational bodies have flowed from the circumstances of their origin. The responsibility for education, management and finance is shouldered by the "life-members", who pledge themselves to the service of these societies and in whom as a body are centred the functions of the teacher, organiser and administrator. Leading men in the community are associated with life-members in the management of these societies. Another noteworthy feature of these societies is their initial basis of self-sacrifice, which has stood the test of adverse conditions and contributed greatly to the progress of education in Maharashtra.

*III. Research Institutes in Poona.***1. Ranade Industrial and Economic Institute.**

75. This Institute, founded in 1908 as a memorial to the late Mr. Justice M. G. Ranade, is the oldest among the research institutes now functioning in Poona. Amongst its objects are the following:—

- (1) To promote the spread of industrial, technical and scientific knowledge in the country.
- (2) To advance in other ways the industrial development of the country.

76. In 1910 the present laboratory—then described as the Techno-Chemical Laboratory—was opened to provide for training in experimental and research work in industries. Professor D. B. Limaye became the Director of the Institute in 1912 and continued in that post until 1942. During recent years the main work of the

Institute has been on fundamental research in Organic Chemistry and since 1929 research students have been admitted to its laboratory. There were 8 research students working there in 1941-42. It is now regarded as an important centre of chemical research. More than 40 students have secured university degrees on the strength of research work carried on at the Institute. Its main source of income is from the interest arising from a trust fund of Rs. 90,000. The Director of the Institute is a whole-time salaried officer.

2. Bharat Itihas Samshodhak Mandal.

77. This institution was founded in 1910 by the late Mr. Vishwanath Kashinath Rajawade and his co-workers. Its objects are to collect and conserve historical materials, to publish historical works and the results of historical research, and generally to promote the study of Indian History in all its aspects and departments. It has published 56 works on its own account and sponsored the publication of 37 more. It has been conducting a quarterly Journal of Research for the last 23 years. The Mandal possesses a library of about 7,000 volumes and a rich collection of Sanskrit, Marathi and Persian manuscripts and letters. The museum of the Mandal contains rare paintings and other objects of historical interest. There are two whole-time research-workers in the service of the Mandal. The Mandal has a building of its own.

3. Bhandarkar Oriental Research Institute.

78. This Institute was founded in 1917 with the object of creating and offering facilities for research in oriental studies. It was named after Dr. Sir Ramkrishna Gopal Bhandarkar to commemorate his great services to the cause of oriental learning. In 1918 the Government of Bombay transferred to the Institute the collection of manuscripts in the Deccan College library and also handed over to it the management of the Bombay Sanskrit and Prakrit Series.

79. The most important undertaking of the Institute is the publication of a critical edition of the Mahabharat, which was begun more than 20 years ago, and is expected to take at least 10 years more. A descriptive catalogue of the manuscripts in the Government library numbering about 20,000 is under preparation. The Iranian and Semitic Department was organised in 1920, for the collection and preservation of Avesta, Pehlavi, Persian and Arabic manuscripts. A part of the present programme of this Department is to arrange for the study of Avestan literature in conjunction with the Vedic. The post-graduate instruction department was opened in 1927. The Institute now participates in the scheme of coordinated post-graduate instruction at the Poona centre.

4. Gokhale Institute of Politics and Economics.

80. This Institute was opened in 1930 at the head-quarters of the Servants of India Society in Poona. It represents an effort to fulfil one of the main aims of the founder of the Society, viz., to provide for a thorough study of the political and economic problems of India. The late Rao Bahadur R. R. Kale, M. L. C. of Satara donated the sum of over a lac of rupees to form the corpus of a fund, the interest on which is being used for the purpose of promoting research into political and economic problems. Since its foundation this Institute has carried out a number of socio-economic investigations. The Director of the Institute participates in the inter-collegiate post-graduate teaching at Poona. The number of post-graduate students registered at the Institute in 1941-42 was 68. Besides the Director there are two other research workers on the permanent staff of the Institute. The Institute is able to draw upon the valuable and extensive library of the Servants of India Society.

5. Deccan College Post-Graduate and Research Institute.

81. This Institute which represents the old Deccan College in its new form, was inaugurated by the Government in 1939. The Deccan College itself had grown out of the Poona Sanskrit College founded in 1821 by Mountstuart Elphinstone. In 1863, the Government accepted a donation of Rs. 1,25,000, from Sir Jamsetjee Jeejeebhoy, in trust, for continuation of the College and for the erection of suitable buildings for its use. The College was thereafter named Deccan College. It was closed in 1934. The developments that followed have been set forth in paragraphs 18, 21 and 23 of this report. In the end, the Government agreed to revive the Deccan College as a Research Institute, under its own management. The expenses of its maintenance are borne by the Government.

82. The Institute provides facilities for conducting research in the following subjects :—

Linguistics.

- (1) Indo-European Philology.
- (2) Dravidian Philology.
- (3) Semitic Languages and Literature.
- (4) Sanskrit Literature (especially Vedic).

History.

- (5) Proto-Indian and Ancient Indian History.
- (6) Mediæval Indian History.
- (7) Maratha History.
- (8) Sociology.

83. The number of students on the rolls was 40. The whole-time teaching staff attached to the Institute consisted of a director and 7 professors and readers. The library of the Institute contains the collection of books in the old Deccan College library and the books belonging to the Satara Historical Museum, which were transferred to it in 1939. In addition to these, new books worth Rs. 30,000 were purchased as initial library equipment for the Institute. The library now contains over 25,000 volumes and a valuable collection of journals. The Institute also possesses a fully equipped Phonetic Laboratory.

6. India Meteorological Headquarters Office.

The Meteorological Officers posted at the Headquarters Office of the India Meteorological Department at Poona, have found it possible to guide the research work of a number of post-graduate students in Poona in certain branches of Physics, Meteorology and Agricultural Meteorology.

Ten research students were guided by the members of the staff of this office during the year 1941-42 : one for D.Sc., four for Ph.D. and five for M.Sc.

84. The experts connected with the Meteorological Observatory of the Government of India have found it possible to guide the research work of a number of post-graduate students in Poona in certain branches of Physics.

7. Central Irrigation and Hydrodynamic Research Station, Khadakwasla.

85. This is a centre where hydrodynamic research is carried on by the Government of India into problems of control of rivers and canals.

IV. Research Institutes outside Poona.

8. Indian Institute of Philosophy, Amalner.

86. Shet Motilal Manekchand of Amalner founded this Institute in 1916. It is purely a research institute and its object is to encourage persons who have already studied western philosophy to obtain first-hand acquaintance with Indian philosophical thought in general and with Shankaracharya's Advaitic philosophy in particular. The Institute has a permanent staff of 4 teacher. Six research fellowships have also been instituted and they are awarded to persons with high university

degrees, possessing knowledge of Sanskrit. The Institute has a valuable library of philosophical literature.

2. Shree Samartha Vagdevata Mandir, Dhulia.

87. This institution owes its origin to the efforts of Mr. S. S. Dev of Dhulia, who for about 50 years has been a devoted student of the life-work and writings of Ramdas. During this period Mr. Dev has published 75 books about Ramdas, his disciples and his school of thought. In 1935 the collection of books, letters, manuscripts, etc., along with the building in which it is housed, was handed over to a body of trustees. Besides literature of the Ramdas school, the collection also contains manuscript copies of the works of a large number of Marathi poets who flourished before 1818.

3. Rajawade Samshodhan Mandal, Dhulia.

88. This institution was founded in 1929 as a memorial to the late Mr. Vishwanath Kashinath Rajawade. Its principal objects are :—(1) to carry on historical and literary research ; (2) to preserve the Rajawade collection of old manuscripts and historical papers, and to publish the writings of Mr. Rajawade. A building was completed in 1931 to house the collection. The Mandal has published two works of Mr. Rajawade dealing with Marathi etymology.

V. Other Institutions.

89. Besides the research institutes noticed above, there are other institutions and associations engaged in academic activities which might well be brought into association with the new University. The following are among such institutions :—

The Veda-Shastrottejak Sabha (Poona) founded in 1875 holds examinations in different branches of Sanskrit learning and awards certificates and titles of proficiency, as well as prizes and scholarships for the encouragement of learning.

The Anandashram (Poona) was founded in 1888 by the late Mr. Mahadeo Chinnaji Apte. Under its auspices the well-known Anandashram Sanskrit Series, now comprising 120 volumes, has been published.

The Mimamsa Vidyalaya (Poona) was founded in 1924 by the Shikshana Prasarak Mandal, with the object of promoting the study of Mimamsa literature and preserving and demonstrating the technique of ancient sacrifices.

The Poona Sanskrit College was founded in 1924 "to preserve traditional Shastric learning and make arrangements for fostering and furthering its study along traditional lines, but upon a broader and sounder basis."

The Vaidik Samshodhan Mandal (Poona) is engaged in bringing out an edition of the Rigveda with Sayana's commentary.

The Pradnya Pathashala (Wai) is compiling the Dharma Kosha, being a classified collection of Smriti texts and commentaries bearing upon Hindu law, religion, ethics, social institutions, etc.

The Deccan Vernacular Translation Society (Poona) has since 1891 been helping, by monetary awards, the production of Marathi literature.

The Maharashtra Sahitya Parishad (Poona) is engaged in the development of Marathi language and literature. One of its undertakings is the preparation of scientific terminology in Marathi.

The Maharashtra Kosha Mandal (Poona) has recently completed a seven-volume dictionary of the Marathi language and is at present working upon a dictionary of Marathi proverbs.

The S. N. D. T. College for Women (Poona) is affiliated to the Sreemathi Nathibai Damodhar Thackersey Indian Women's University. The University was founded by Prof. D. K. Karve in 1916, *inter alia*, with the following objects :—

(1) To make provision for the higher education of women through modern Indian languages as media of examination and instruction.

(2) To lay down courses of study specially suited to the needs and requirements of women.

The College is open to matriculates of this University or of other Indian universities. The degree of G. A. (Grihit Agama) is taken on the completion of a three years' course. The College was attended by 67 students in 1941-42.

Baytul-Ulum (i.e. House of Sciences), a Muslim educational institution at Malegaon, Nasik district, teaching, through Urdu and on traditional lines, Arabic classical and standard works on Arabic Language and Literature, Exegesis of the Quran, Traditions, Jurisprudence, Theology, Logic, Philosophy and History. It also teaches Persian language and literature up to the B.A. standard. Founded in 1895, it has been doing the work of spreading higher learning amongst Muslims for the last forty-eight years. It is located in its own buildings and about 75 to 100 students study therein. Among the sources of its income are grants from the Educational Department, the Municipality, and rents of buildings, endowments and subscriptions. Annual examinations are held and Certificates of Proficiency are granted to successful candidates who are designated Mawlawis, Hafizs, (i.e. those who have learnt the whole of the Quran by heart), and Qaris (i.e. those who are trained to recite the Quran according to the rules of correct recitation).

The Byramjee Jeejeebhoy Medical School (Poona) was founded in 1878. It is an important centre of medical education in Poona. It provides a four years' course leading to the degree of L.C.P.S. (Licentiate of the College of Physicians and Surgeons.) Students were previously admitted after passing the matriculation examination, but now they have ordinarily to pass the Intermediate Science examination. In 1941-42, there were 217 students, and of these 33 were women. The School is conducted by the Government.

Institutions teaching Ayurvedic Medicine.

There are four such important institutions in the Maharashtra area : (1) The Aryangla Vaidyak Mahavidyalaya, Satara, (founded in 1913); (2) the Ayurveda Mahavidyalaya, Ahmednagar, (founded in 1917); (3) the Ayurveda Mahavidyalaya, Poona, (founded in 1921); and (4) the Ashtanga Ayurveda Vidyalaya, Poona, (founded in 1939). They are conducted by private bodies. They generally teach a four years' course, at the end of which they grant their own certificates or present candidates for the examination of Ayurveda Visharad held by the Tilak Maharashtra Vidyapitha. These institutions recently received recognition from the Board of Indian Systems of Medicine set up by the Government of Bombay. The total number of students in them was about 300 in 1941-42.

CHAPTER V.

ORGANIZATION OF THE UNIVERSITY AT POONA.

Poona Assets.

90. The details given in the last chapter will have shown what considerable resources of diverse types have been built up in Poona during the last few decades, largely through private effort. The existence of these accumulated resources makes the problem of building up a university centre at Poona much easier than if a purely fresh start had to be made. The new University would start, not only with considerable assets in buildings, books and apparatus, and a large body of well-qualified teachers on which to draw, but also with what is of greater importance, viz., the splendid academic traditions and the spirit of service for which the educational history of Poona has been so noted.

Present Lack of Co-ordination.

91. The problem of utilising these assets in building up a central university organisation is, however, not easy of solution. It has to be remembered that the existing resources are not under unified control. The private colleges and research institutions have developed to a very large extent independently of one another. Indeed, there is at present little co-ordination between them. The available resources are devoted today mostly to ordinary collegiate teaching; and, though a certain amount of improvement in the quality of equipment is noticeable, there is no denying the fact that a number of organizations are continually in financial difficulties and have, therefore, to content themselves in several directions with very ordinary standards of teaching and equipment. While it would be unfair to say that post-graduate and research work have been altogether neglected by the major educational organizations, it is incontrovertible that the major private societies do not find the leisure or the resources to organise this vital branch of university activity in a systematic manner. Moreover, the isolated working of each unit makes the result of such work much less efficient than if co-ordination had been possible among them. This is, of course, much more evident in the teaching of the graduate classes than in the classes up to the intermediate examination. The first and the second year classes on both the Arts and Science sides are sufficiently large in all the three colleges. Consequently there is not much wastage in the conduct of formal teaching or in the use of building space. The case is, however, very different with the graduate classes. Even for the pass B.A. degree, the only classes that are large enough to be handled separately in formal lectures are those in compulsory English and in the History and Economics course in the three institutions. As Appendix VII will show, in the vast majority of other subjects the students are so few that the formation of separate classes in each college necessarily means considerable waste of time and resources. Even where the number in each separate institution in a subject is large enough to constitute a fair lecturing class, the isolation of the different units involves waste, inasmuch as the benefits of co-operation are not obtained. Each college teaches, under existing conditions, the entire course, and preparation for this has to be made by the small staff of teachers available in each institution. In modern times, a certain degree of specialization is indispensable, not only for the conduct of post-graduate teaching and research, but also for the efficient conduct of ordinary graduate teaching. It is obvious that, as things stand, it is difficult for most teachers in Poona colleges to specialise.

Idea of Merger.

92. How to bring about the co-ordinated use of all the educational resources available in Poona, so that a strong centre of university work might be created, is a question to which we have given careful consideration. The proposed university organization must be capable not only of bringing about the most economical use of available resources in Poona, but also of actively initiating and undertaking diversified activities over a wide area—activities that will range from conducting and stimulating original research over the whole field of knowledge to popularising the accumulated store of knowledge and the results of research. The most obvious way to attain our objective would be to bring about a complete merger of all the various educational institutions in Poona. This would result in the almost automatic creation of a unitary organization which could efficiently conduct both teaching and research. The idea of the creation of such a unitary organization has many attractions and was forcefully put before the Setalvad Committee by Dr. (now Sir Raghunath) Paranjpye. His note dealing with this question as also his general scheme for the re-organisation of education is printed as Appendix VI. The Setalvad Committee did not find the idea acceptable, and at the time it found comparatively little support in Poona institutions. A definite advance over that stage was recorded in the evidence that was tendered before us. In this evidence, one of the three important educational societies in Poona, the Shikshana Prasarka Mandali, advocated the establishment of a unitary and teaching university, as will be seen from the following extract from its written evidence :—

“As regards the existing colleges in Poona, the University should take over the control of these colleges completely along with their assets and liabilities. It would be possible to persuade the Governing Bodies of these colleges to hand over them to the University, as the establishment of a University in Poona would be the most natural culmination of the activities of these societies. As regards the schools conducted by them, it is suggested that the University should take these also under its control and run them through a secondary education board. Naturally the whole of the existing permanent staff employed by these societies will have to be taken over by the University together with the other commitments. It is calculated that according to this arrangement the University would have property worth Rs. 75 lakhs and with the Government college property worth about Rs. 50 lakhs the University would own property worth a crore and a quarter. It is felt that the patriotic, and self-sacrificing societies would be able to merge themselves into this University for the benefit of Maharashtra as a whole. If the societies concerned agree to do this, there would be a staff of teachers excellently qualified in different subjects, which would fully maintain the standard of a first-class University. The colleges would retain their names and their trusts, only they would be doing whatever work is assigned to them by the University.”

Objections to Merger.

93. There is a great deal of force in the views expressed by the Mandali. A great many difficulties in adjusting relations, academic and financial, involved in any arrangement that stops short of a complete merger would be obviated if the merger could be effected. The University would begin to function with fairly considerable assets, which it would absolutely command. While, however, the proposal of a merger to bring into existence a university organization appears logical and attractive and would have found favour with the Committee, it must be admitted that a number of considerations make it impracticable to suggest such a course for the present. Apart from the many legal difficulties which would have

to be faced in bringing about a merger of societies variously endowed, there are other difficulties concerning the reactions of the people now in control and the practical working of the proposed organization. It has been pointed out to us that a merger is not likely to be favoured, either by the life-members of the various societies who directly control the working of the institutions, or by the bodies of patrons and donors who have financially supported and continue to support these institutions. Financial support to these institutions has been forthcoming because they have been guided in their activities and policies in particular directions; endowments have been made and institutions reared up with definite objectives and aims in view. It is considered problematical whether these particular objectives will continue to be served, when the institutions are merged and when all control over them will have passed to the newly-created unitary organization.

94. Secondly, even if there had been greater willingness on the part of members of governing bodies and of life-members of Poona societies to accept the idea of a merger, an immediate merger would not, in the opinion of some witnesses, be in the interest of either the institutions concerned or the future University. The present educational structure in Poona has been almost entirely built up as a result of the disinterested and strenuous efforts of working life-members and other teachers of the various societies. This effort has been put forth and these institutions built up largely because the individual life-members, or life-members as a body, felt that they were thus helping to create something after their own ideas and the development of which they were in a position directly to influence. The building up of the Poona institutions has been often spoken of as the result of self-sacrifice. Perhaps it might with equal justice be called the result of the efforts of a body of educators at self-fulfilment. It has been emphatically stated that, in the unitary organisation which would completely replace the separate individual institutions, this incentive and this urge would no longer be in evidence. If this incentive were taken away and the teachers of the new University were to regard themselves as mere employees of the unitary organisation, a vital factor contributing to the present status of Poona as an educational centre would be eliminated.

Analogy of Oxford and Cambridge.

95. While we do not consider these objections as insurmountable, we have been impressed by them so far as to think it inadvisable to try to bring about a merger of the Poona societies until a large body of their life-members and the members of their governing bodies favour such a step. We do not think that it would be wise to bring into existence a new organization which, in the very process of its creation, would provoke considerable opposition from precisely those people on whose willing co-operation its successful working would depend. Though a merger under present conditions may not be practicable, a very close co-ordination of the activities of the various institutions is a condition precedent to the creation of a strong university centre. We, therefore, propose to consider the manner in which such a close co-ordination of effort of the various bodies could be brought about. In this connection the analogy of the situation existing some decades ago in the Universities of Oxford and Cambridge is instructive. Like the colleges at these Universities, the Poona colleges have grown independently of one another, each with its own resources and each self-sufficient within itself for practically all purposes. When the Royal Commission on Oxford and Cambridge Universities reported in 1922, co-operation between the several colleges was limited. It was only as a result of the work of the Statutory Commission set up for each University on the recommendation of the Royal Commission that a closely interwoven system of college and university relations has now been built up.

Arrangements at Cambridge and Oxford.

96. The following extracts from the Universities Yearbook, 1939, describe in brief the nature of the present organizations at Cambridge and Oxford.

Cambridge.

“The Colleges are self-governing corporate bodies distinct from the University, owning and managing their separate property, the corporators being the Head and Fellows. Their powers are, however, limited by their statutes, which cannot be altered by them without notice to the University and approval by the Privy Council. The functions of the Colleges in regard to students are to provide lodging, corporate life, and personal tuition, while the function of the University is to provide public instruction by means of lectures and demonstrations, examinations leading to degrees, and facilities for research. The affairs of the Colleges are, however, closely interwoven with those of the University. Most of the Fellows of Colleges are university officers, indeed the statutes require that a certain proportion of the Fellowships of each College shall be held by university officers. And each College is required by statute to contribute a certain fraction of its income to the funds of the University, the scale of contribution being graduated according to the wealth of the College.” (p. 65.)

Oxford.

“The Colleges are corporate bodies distinct from the University. They manage their own property, and elect their own officers; and the Proctors have no power within their walls. Their Statutes, however, render them subject to certain University Statutes which deal, among other things, with reservation of a proportion of Fellowships for University teachers and officers, the assignment of Fellowships to University Professorships, the admission of undergraduates, contribution for University purposes, the presentation and audit of accounts, and the special examination of catering accounts. The relation between the University and the Colleges is intimate. The great majority of the members of the University belong to the Colleges, and all who belong to the various Colleges are at the same time members of the University. Teaching is given partly by University Professors, Readers, Lecturers, and Demonstrators, partly by the more numerous body of College Tutors and Lecturers.” (p. 272.)

Proposed Poona Organization.*

97. In our opinion it should be possible to bring into existence a strong university centre in Poona, if the University acquired powers similar to those vested in the Universities of Cambridge and Oxford. There should, at the same time, exist no room for complaint that initiative and independence had been taken away from the existing organizations.

98. The colleges at Cambridge and Oxford are very ancient and, most of them, well-endowed corporations. They were not at any time in receipt of a direct subsidy or grant from the Government. The colleges at Poona are comparatively recent organizations, dependent for a part of their current finance on Government grants. There should, therefore, be less difficulty in their conceding to the proposed University at least as much power as has been conceded by the colleges at Oxford and Cambridge.

99. We propose that all institutions conducting teaching of the graduate standard in Poona should form constituent units of the new University. The

* For statistical information about colleges in Poona and outside see Appendices V, VII and VIII.

independence of the existing units in respect of internal management and finance would be maintained. The constitutions of the various organizations conducting these institutions are diverse and there would be no need to disturb them. Some of these organizations also conduct other types of institutions and institutions in other areas. The existence of these raises another difficulty in the way of a merger, but need raise no complications when, as in the proposed arrangement, the independent existence of the organizations is maintained.

Teaching in the First Two Years.

100. We propose that teaching up to the Intermediate standard, wherever it is conducted, should be left to the constituent units themselves. We have already indicated that the number of students in the first two college classes in the Arts and Science colleges is ordinarily large enough to be separately handled. Further, teaching during these two years does not constitute so much an integral part of university teaching as a link between it and secondary education. Students at this stage require to be taught in a manner essentially different from university students. It would be better, therefore, to leave these stages of teaching to be conducted by the colleges themselves. It is certainly not intended that the University should have no control over the activities of the colleges in this respect. The control exercised by the University over the first two years' activities in the constituent units would, however, be similar to that exercised at present by the University of Bombay over its affiliated colleges. While this would be the nature of the control, we expect that it would be exercised more continuously and in greater detail. It is, perhaps, no exaggeration to say that the students in these two years are less carefully looked after than those at any other stage of our educational system. They come straight from schools where they are accustomed to be taught in comparatively small classes and according to methods which involve a certain amount of direct supervision over their studies. In the colleges they find themselves herded together in large classes, formally lectured to in the mass and with little direction or help in their studies. They are, in all these respects, worse off than even the more mature students of the graduate classes. The Royal Commission on Oxford and Cambridge Universities (p. 38) measured the extent of the increase of teaching by recognized college authorities in those Universities, by the fact of the diminution of private coaching. In a similar manner, it would be possible to measure the ineffectiveness of the teaching in our colleges, especially in the first two years, by the amount of private coaching that exists and by the wide use of notes and such other undesirable aids to examination studies. Unless radical reform was brought about in this state of affairs, increased efficiency at later stages might not be possible. The financial and other resources that would be released by bringing about a university organization in Poona would, we expect, be utilised by the colleges for this reform. A decrease in formal lecturing and a very considerable increase in the amount of tutorial help available to the students are the obvious directions of this reform. The University should exercise adequate powers of general control over the work of the first two years, enabling it to bring about the desired changes.

Graduate and Post-graduate Work.

101. Beginning with the graduate class, the organization of teaching in Poona would be directly taken over by the University. The University would have at its disposal the services of its own whole-time employees and of a large number of teachers in colleges upon whose services it would be able to draw. Under present arrangements, i.e., under the affiliating system, the colleges maintain a staff in each subject, in such numbers and of such qualifications as are

indicated by general university standards. The University of Bombay has now powers which enable it to disapprove of a particular appointment because the teacher is not fully qualified for his work, or to indicate that the total number of teachers in any particular subject is insufficient. The proposed University would have these powers and would have, in addition, the power to co-ordinate the work of the college teachers in all graduate work. Each college would be required to maintain a given staff in a particular subject, and place its services at the disposal of the University. The responsibility of maintaining a staff of given strength and qualifications devolves even today on all colleges which desire to teach particular subjects up to particular standards. Our proposal contemplates that the academic control, in respect of the formal lecturing work of these members of the staff, should pass from the colleges to the University. It should be clear that the services of the staff would not be made over completely to the University by the constituent institutions. They would be available for tutorial and supervisory work among the students of the graduate and post-graduate classes of their own institutions and also, to a strictly limited extent, for lecture work in the first two years. The University would, of course, control the extent of the work done by these teachers for the colleges, in order to ensure that their work for the University did not suffer.

Arrangements for University Lectures.

102. When it is proposed that academic control should pass from the hands of the colleges to those of the University, this would mean in practice that the staffs of the colleges would co-operatively control themselves. We anticipate that the arrangements in this behalf would be somewhat as follows: The University Professors and Readers and the recognised college teachers, by which term we mean the quota of teachers in a subject contributed by each college, would constitute together the panel of lecturers in each subject in the University. With their help the University would conduct the teaching of the post-graduate and graduate, Honours and General Degree classes of the University. The panel of lecturers, of which the Chairman would be the head of the department in the University, would meet some time before the beginning of the academic year and propose a scheme of lecture courses to be delivered during the ensuing year. This scheme would go up to the Co-ordinating Committee in each faculty, which would consist of the heads of University departments in that faculty and the heads of constituent institutions who participate in the teaching in that faculty. The co-ordinated schemes of all faculties would be ready and published before the beginning of the academic year. Provision would be made for consultation between different faculties, wherever necessary. It will thus be seen that the transference of academic control from colleges to the University would mean merely the transference of control from isolated bodies of teachers working independently to the co-ordinated control of a body consisting of all of them.

103. The lectures delivered according to the courses arranged for by the University would, it may be expected, be substantially supplemented by tutorial or guidance work undertaken by the college staffs. As regards this work each constituent institution would be left free, the University exercising merely general control so as to ensure (i) that adequate tutorial help is provided and (ii) that individual teachers are not overburdened.

B.A. Pass and B.A. Honours.

104. It has been proposed by some that, instead of taking over the teaching of the B.A. pass course from the colleges, the University should directly undertake

only the honours and post-graduate courses. The objections to this proposal are obvious. In the first place, students of the B.A. (general) and B.A. (honours) courses are both at the same educational stage. The difference between the two is, or ought to be, that one group spreads its work over a wider field while the other specialises. There is, therefore, no justification for the University leaving outside its fold any one of the groups. Moreover, the number of students in the individual colleges in the majority of pass subjects is very small and the continuance of independent teaching would involve waste of valuable resources. Further, the staffs of colleges are not distinct for the honours and the pass sides. A proper scheme of co-ordination could, therefore, not be worked if the activities of these teachers, in regard to the pass courses, were left out of its purview. All these considerations would acquire greater strength if we assume that the University would shape its graduate courses in consonance with modern ideas on the subject.

Maintenance of College Quota.

105. Doubts have been expressed as to whether the colleges would be as keen on maintaining the staff in equal numbers and of the same qualifications, when the University takes over directly the responsibility of conducting the teaching of the graduate classes. The arrangements we propose to meet such possibilities are, firstly, that the quotas of contributions of teachers should be fixed for a period of years, say, five, and should be subject to revision only at the end of that period; secondly, that a minimum quota in a subject be a condition precedent to the institutions' being allowed to enrol students in that subject. It should also be possible to link the quota up with redistribution of the proceeds of the fees of the graduate and post-graduate classes. The pooling of the fees of the post-graduate classes and their redistribution according to fixed percentages is current even today in Poona. If, in fixing this percentage of redistribution, considerable importance were attached to the total number of teachers contributed by any institution to the service of the University, a financial incentive would also have been offered to induce colleges to keep up the strength of their quota.

106. It might, however, happen, in course of time, especially in subjects in which the total enrolment of students is not large, that most of the constituent institutions might want to withdraw from teaching. In this case, the teaching might come to be confined to a single institution, or finally only to the University. This is an eventuality which need not be regretted. It would, perhaps, mean a slight increase in the whole-time staff employed by the University, but this would be compensated for by the more direct control that the University would obtain over it. We contemplate that, as long as constituent institutions were participating in the teaching either at the graduate or the post-graduate stage of any subject, the registration of students should be allowed only at the institutions; but, when teaching in any subject at any stage was taken over completely by the University, the students should be registered directly at the University. It should, in addition, be remembered that we expect the University staff to be recruited in the main, from among the qualified men on the staffs of colleges. There would thus continue to operate an important incentive for the recruitment of qualified and competent persons to the college staffs.

Professional Colleges.

107. The arrangements that we have indicated above would apply to all constituent institutions whether they were ordinary Arts and Science colleges or professional colleges or research institutions. It might happen that where a college, such as a professional college, was the only one of its kind, the effort at co-ordination would

not benefit it as much as the other colleges. For the framing of lecture courses, etc., the staff of the college would be autonomous and independent except where there were University Professors or Readers in any of the subjects taught in the college. Even in such colleges, however, co-ordination would mean a great deal in the honours and post-graduate stages. For example, the Law College should find co-ordination very useful, especially with the Politics, Economics and Sociology departments of the University. In subjects such as Jurisprudence and Constitutional Law even common lecturing arrangements should prove feasible and profitable. The connection of the Commerce College with the Economics department is too obvious to need comment; but this department could helpfully co-ordinate its activities with those of even the Agricultural and the Engineering Colleges, in both of which, studies in Economics have been introduced. While the more specialised work in the subject would be carried on in professional institutions, for the broader and more general courses the department of the University would provide better instruction. A very great deal could be done on similar lines in the co-ordination of the work of the science departments of the University with the professional colleges.

108. In the remarks offered by us later on the possibilities of laboratory co-ordination, we have confined ourselves largely to problems of co-ordination between the three colleges which teach science at present. Similar co-ordination, especially in specialised subjects, could be brought about between these colleges and the Agricultural and Engineering Colleges and the science departments of the University. While these professional colleges would thus be more self-sufficient in respect of a larger part of the ordinary teaching than the Arts and Science colleges, close contact and co-ordination between the various Poona institutions in all the advanced specialised studies would lead not only to a more economical and efficient organisation, but also to a broader outlook.

Possibilities of Academic Reorganisation.

109. So far our remarks have assumed the continued existence of the present pattern of organization of studies. The fruits of co-ordination would be even more plentiful if it were found possible to adopt some of the innovations that have been brought to our notice. It might, for example, help if an important feature of the organisation of the courses of studies in many American universities were adopted. Here the teaching in all subjects is split up into a series of graduated courses, the more elementary courses being common to all types of degrees and diplomas. The complete course of studies for any degree in any faculty is made up of a series of these courses, elementary and advanced. There is no separate detailed syllabus, for each paper, for each degree and diploma, which involves so much separate teaching in our universities. A very large amount of teaching, especially in the elementary courses, could thus be given in common to students preparing for more than one Arts, Science or professional examination, and there would occur considerable opportunities for economising in staffs and for concentration on specialised post-graduate and research work.

Research Institutions.

110. All research institutions which consented to become constituent units of the University would also find themselves in a position similar to that of constituent colleges. To the extent of managing their own internal affairs and in respect of such activities as do not fall within the purview of the University, they would remain independent and autonomous. They would, however, have to submit themselves to university control in respect of the contribution of an agreed quota of teachers participating in the teaching and research work of the University, and in respect of any arrangements that might be brought about for the pooling of income from fees. The position of the Deccan

College Post-Graduate and Research Institute would also be that of a constituent institution. It cannot be merged in the University and become merely a department of it, having regard to the terms of its Trust. We expect, however, that when the new University comes into being the Government will transfer the management of the Deccan College Post-Graduate and Research Institute to the University, while providing for its continuance as an independent unit. If some of the research institutions in Poona should find it difficult to accept the position of constituent units, and the control of the University arising therefrom, some other arrangement would have to be devised for co-ordinating their equipment and staffs with those of the University. The problems of co-ordination at the research stage are, however, not so complicated as at the earlier stage, and it would not materially affect the proposed scheme even if one or two research institutions did not immediately come into intimate contact with the University.

University Lecture Rooms.

111. It is obvious that the scheme of co-ordination, according to which the University takes up directly the teaching work at all stages after the intermediate examination, would not be easy to work, especially in the general courses where numerous students are enrolled, unless the University had a central location easily accessible to most teachers and students. One of the first concerns of the University, therefore would be to acquire a suitable central site and to build on it adequate central lecture rooms. The bulk of the lectures in the Arts Faculty would be delivered in these rooms. There might, however, be cases in which they would be delivered at the individual institutions.

Co-ordination of Library Facilities.

112. The libraries and the laboratories which the University commands are among the most important instruments of its work, and the value of having these well-equipped can hardly be exaggerated. The new University at Poona would be faced in this connection with two problems: one, that of co-ordinating the existing facilities, and the other, that of making substantial additions to them in particular directions. Each one of the constituent institutions already possesses certain library facilities. The Arts and Science colleges have general libraries in all subjects, some portions of which, such as the Mandlik Library in the Fergusson College, are special collections of considerable importance. The Colleges of Agriculture and Engineering have well-equipped libraries in their own branches of learning. The Bhandarkar Oriental Research Institute has a specialised library in Sanskrit and allied languages, and the Servants of India Society has a valuable collection of blue books and books on Economics, Politics and allied subjects. The Deccan College Post-Graduate and Research Institute is also rapidly building up a research library in the subjects in which it specialises. The Bharat Itihas Samshodhaka Mandal's collection of manuscripts, paintings, etc., is of extreme value. At present there is very little co-ordination of the facilities afforded by these institutions. A university authority could easily bring about such co-ordination. The general college libraries could be maintained chiefly as student-libraries, and moneys spent on them could be directed more to securing ample library facilities for the students of the graduate classes than to attempting specialised collections of books on most subjects. The Engineering, Agricultural, Law and Medical Colleges would rightly specialise in their own subjects and ordinarily there would be no necessity of duplicating these collections in the University Library. Similarly, the libraries of the Bhandarkar Oriental Research Institute, the Deccan College Post-Graduate and Research Institute and the Gokhale Institute could be treated as specialised branches of the University Library.

113. A co-ordinating scheme on these lines should increase the efficiency of the present libraries and should make it possible, with the same expenditure as now, to equip these libraries more thoroughly. Even so, we expect that one of the earliest items of heavy expenditure that the University would have to incur would be on the housing and building up of a proper University Library. The recurring expenditure would also be considerable. It is obvious that we visualise the University Library as being chiefly a scholars' or research library in such subjects as it chooses to specialise in. All the important library facilities for examination students would be provided by the libraries of the constituent institutions; and the University Library would be organised on lines chiefly useful to the teacher and the research student. We are further of opinion that, in this matter as in others, close co-operation with the University of Bombay would be found to prevent much waste and overlapping.

114. The main directions in which the University would have to control the libraries of the constituent institutions are the following :—(1) to see that an adequate amount is spent by each institution on the purchase of books each year; (2) to give general directions regarding the manner in which these funds are to be spent after arriving at an agreement as to the type of service and specialisation of each library; (3) to compile and maintain a union catalogue; (4) to arrange for the lending of books between libraries and institutions.

Laboratories.

115. The present number of students on the Science side of the colleges is practically up to the capacity of the college laboratories; so that a scheme of co-ordination could not be based on specialisation by the different colleges in the major science subjects. It would be possible, however, to organise the work in such a manner that the different college laboratories specialised in particular branches of the major science subjects. The control and management of the existing laboratories belonging to the colleges would rest with the authorities of the respective colleges, but the University Professor or Reader in the subject would have the responsibility of seeing that the equipment of the laboratories was adequate for the purpose of the B.Sc. teaching. The University would also generally see that the colleges continued to maintain these laboratories at least at their present standard of efficiency. Further, until such time as the University started its own research laboratories for post-graduate work, the University Professors or Readers in the different science subjects would have to be attached to one or other of the college laboratories, and the authorities of the colleges would have to agree to place at the disposal of the Professor or Reader such laboratory accommodation and facilities as were necessary for his research work. Any special type of apparatus that was needed for his research might be procured by the University and would remain the property of the University, though temporarily housed in a college laboratory.

116. The University would, very soon after its establishment, have to take up the question of starting its own laboratories in Chemistry, Physics, Botany, Geology, Zoology, etc. These should be equipped with the most modern type of appliances, suitable for the higher type of work. This would become specially necessary as soon as the University of Poona came into line with the more progressive of the Indian universities by separating its pass and honours degrees. The B.Sc. honours degree might then require three years' study and matters could be so arranged that the course, involving specialisation in the principal subject would be done in the University laboratories only. This would enable the really good student, capable and desirous of taking an honours degree and later of doing

research work, to benefit by working under the guidance of the University teachers in the University laboratories. A certain amount of research work done or guided by the members of the staff of the different colleges in their own laboratories would naturally continue to be carried on.

117. Until such time as the University had its own laboratories, the University might not have to appoint demonstrators or even lecturers in science subjects. The practical work in the Junior B.Sc. and Senior B.Sc. classes would be under the general supervision of the University Professor or Reader, but under the day-to-day management of the college professor and college demonstrators. A greater degree of control by the University in the running of these college laboratories would, at least at the present stage not be possible, for the same laboratories are generally used at different times for the first two years' and the last two years' courses, and also because the personnel, stores, etc., are common. Where, however, a part of the laboratory could be reserved as the senior laboratory, for the exclusive use of the B.Sc. classes, the University could easily take charge of it on terms mutually agreed upon, and exercise greater control over it through its own staff working either independently or in conjunction with the staff of the college.

The University and Colleges.

118. It will have been clear, from our remarks regarding the manner in which we expect the co-ordination arrangements at Poona to work, that, while they would eliminate waste effectively and bring into existence a strong corporate body, they need not be thought irksome by the constituent units. The colleges would continue to have exclusive charge of teaching up to the stage of the intermediate examination. In addition to this teaching they would have the sole responsibility for conducting tutorial and supervisory work in connection with intermediate as well as graduate and post-graduate classes. They would also be concerned with the discipline, residence, health, social and corporate life, as also the games and recreation of their students throughout their college course. The University would supplement the activities of colleges by helping the organisation of the corporate life of the students on an all-university basis, by bringing about the establishment of bodies such as a University Students' Union, or a University Gymkhana. Over all these activities the University would exercise only general supervision, which would have special reference to the health and residence of students. The sphere allotted to the colleges will be seen to be very wide and to give ample room for the exercise of the administrative and other abilities of members of the college staffs.

119. In regard to future developments the colleges would have considerable scope for independent work, especially in the field of technical education, at a stage lower than the University stage. We expect that in this field also the colleges by mutual agreement would bring about a division of spheres in which each acts. The equipment and resources thus created would, in their turn, help the development of the appropriate activities at the university stage.

120. The financial resources of the constituent institutions would not be adversely affected by the proposed arrangements. The classes that, under present arrangements, cost comparatively little to conduct, i.e., the first two college-classes, would be left entirely to the colleges. In respect of the fees received for the graduate classes alone the control of the University would be newly introduced. But even in this respect the University would not derive any pecuniary benefit therefrom, and the result of the control would merely be some measure of redistribution in relation to the strength of the staff maintained by the institutions for the University. The tuition fees would partly or wholly go into a pool. The laboratory fees for the graduate class might either be wholly retained by individual colleges which provided

laboratory facilities for the graduate students, or if the University were to take over completely any laboratory, it might receive the laboratory fees of the students and incur all the current laboratory expenses. The contribution of a quota of teachers is a less onerous burden than the reservation of some of the fellowships for university teachers, as required of the colleges at Oxford and Cambridge. In respect of the whole-time university employees, the colleges, under our proposals, would accept no responsibility. These would be wholly maintained by the University. The university staff on the Arts side would work in separate buildings provided by the University. Until the time, however, that the University had its own set of laboratories, the university staff on the science side would work in the laboratories on the premises of the constituent institutions.

University Control over Colleges.

121. The powers that would have to be given to the University for effectively bringing into existence an organisation of the type we have sketched above may be summarised as follows:—

The control exercised by the University over the first two years of teaching in the constituent colleges would be similar in character to that exercised at present by the University of Bombay over its affiliated colleges. The control over the post-intermediate section would include, in addition to the above, the powers—

- (1) to lay down minimum educational qualifications for the different grades of the teaching and tutorial staff employed by the colleges and also the conditions of their service,
- (2) to require each constituent college to contribute the requisite quota of teachers in each subject for post-intermediate teaching,
- (3) to approve of the appointments to the teaching staff made by constituent colleges and institutions,
- (4) to co-ordinate and regulate the library and laboratory facilities of constituent institutions,
- (5) to require a constituent college, when necessary, to confine the enrolment of post-intermediate students to certain subjects,
- (6) to levy contributions from colleges and make grants to them,
- (7) to require satisfactory arrangements for tutorial, supervisory and similar other work in colleges and also to inspect such arrangements from time to time.

Advantages of Co-ordination.

122. Our scheme of co-ordination would put to more economical use the existing resources in Poona. It would save to some extent duplication of library and laboratory equipment. It would release considerable energies of college teachers, spent to-day in doing routine work, and direct them to specialised studies, and it might help a number of this body of teachers to engage themselves to a limited extent in research work. But the financial and other economies that co-ordination brings about would be used, in the main, for increasing the equipment and efficiency of the college work in the intermediate and the graduate classes. The lack of personal supervision of studies which is, as stated above, most glaring in the first two college classes, leads also to considerable wastage and ill-direction in the general graduate and honours classes. Increasing the extent of this tutorial work and the library and laboratory facilities available to this class of students would

and should have the first claim on the resources made available by the creation of a university centre at Poona. We do not expect that the existing resources would be substantial enough for any significant effort in the direction of the initiation and conduct of research, after these primary claims have been satisfied. This vital work of the University would have, therefore, to be undertaken directly by that body.

University Professors and Readers.

123. The main research work at present carried out in Poona is, that undertaken by the research institutes independently founded for the purpose. It will be observed from the account given of these in the last chapter that research in pure or applied science is much less provided for than research on the Arts side. The activities of the existing research institutions are also not completely co-ordinated or systematised. It is essential, therefore, that the University, from the very start, should have a minimum number of whole-time workers spread over the whole field, in such a manner, that the work in all subjects at the University is co-ordinated and organised through their agency. These would be whole-time university posts and it is hoped that it would be possible for the University to institute University Professorships in all the more important departments and Readerships in all minor subjects.

124. For the major portion of the work of teaching, it may not be necessary for the University itself to provide the men. The college staffs would provide these in sufficient numbers and of proper qualifications. It is, however, well-known that the real prestige of a centre, in any subject, depends on the pre-eminence of one or two men engaged in research and teaching at the place. The University should, therefore, endeavour above all to secure such men. The University Professor or the Reader need not necessarily be an outsider. He might be appointed from among the staffs of Poona colleges themselves. But if so chosen, he would immediately become a whole-time university employee and his college would have to set him free from all his other duties. The University Professor or Reader would be placed at the head of the University department and it would be his paramount duty to organise the teaching and research in his subject in the University. This would make it necessary that the amount of class-room teaching he was called upon to do should be strictly limited. Even the limited time that these Professors and Readers might be able to give to the graduate honours and post-graduate teaching would, however, prove of considerable significance. For, in this way, the more advanced students at the University would be brought into direct contact with the best brains devoted mainly to research. We lay great stress on the value of this contact in the stimulation of interest and in the appreciation of proper academic standards among the students of the University.

125. The University might not appoint whole-time Professors when persons of similar standing were available in the research institutions at Poona. We refer in this connection specially to the staff of the Deccan College Institute. This staff is recruited in the manner we expect university teachers to be recruited and engaged mainly on the types of work which we expect the whole-time university teachers to carry on. There would be no need to duplicate the appointment of the university staff in the directions covered by this institute. This would, however, mean the giving of an *ex-officio* status to the staff of such constituent institutions, in order to fit them properly into the frame-work of the university organisation. By an understanding with the institution, its professors would have to be treated as Professors at the University for purposes of the organisation of the University departments and authorities. We do not visualise any difficulty in

arriving at an appropriate understanding, especially in the case of the staff of the Deccan College Research Institute.

Agricultural and Engineering Colleges.

126. We recommend that the Agricultural and Engineering Colleges should become constituent colleges of the new University. In making this recommendation we do not overlook the fact that they are at present intended to serve, and do in fact serve, the needs of the whole Province, and that the entire administrative control over them rests exclusively in the hands of the Government. We are fully aware of the apprehensions which exist in certain quarters that the affiliation of these Colleges to a University which is regional might adversely affect the interests of the other regions of the Province, in the sense that their interests might not be adequately looked after and that students from these regions might not receive equal treatment with the students from the Maharashtra area.

127. We think that these fears are natural, and that it is absolutely necessary to allay them, and that the amplest safeguards should be provided against the possibilities on which these apprehensions are based. We are, therefore, strongly of the view that, in the scheme which we propose, the provincial character of these colleges should be strictly maintained, and the administrative control of the Government over them should not be impaired. We think that it is possible to retain intact both these features of the two Colleges and at the same time draw them into participation in the activities of the proposed University, so essential for their own growth and also for that of the University. We say this because we are deeply impressed by the loss which would result from the isolation of these two Colleges from the other higher educational activities of the area. Such an isolation would be artificial, and could at best be only temporary, capable of lasting only during such time as the other regions of the Province had not developed such colleges within their own areas. We have already indicated how the activities of these Colleges, as also those of the University, could be carried on far more economically by their being made constituent units, and that their isolation would, when the proposed University begins to function, be academically and financially wasteful. So long, however, as these Colleges serve the needs of the whole Province, special provision would have to be made in regard to the nature and extent of Government control over them and their working in matters of, for example—

- (i) reservation of admissions in favour of certain classes,
- (ii) entrance test,
- (iii) availability of the Colleges to the Government and the public for testing materials, carrying out analyses, etc.,
- (iv) courses of instruction and standards of examination.

128. The details of these arrangements should be worked out by a Committee on which the Government, University of Bombay and Poona colleges should have due representation. We hope that the arrangement suggested above would be adequate to maintain the provincial character of these two Colleges and would at the same time, avoid duplication of studies, and the consequent wastage of time and energy, by pooling the teaching and other resources of these Colleges with those of the other constituent colleges.

CHAPTER VI.

ORGANIZATION IN THE MAHARASHTRA AREA OUTSIDE POONA.

129. While we recommend the establishment of a strong central organisation in Poona we are also of opinion that the proposed University should have jurisdiction over a wide and comparatively homogeneous area. The main reasons for this recommendation have already been indicated in Chapter III. We may, in addition, note that the Setalvad Committee recommended a wide area of jurisdiction for the University because it felt that "a University established at Poona must not have a preponderance of merely local (i.e. Poona) influence but must reflect the sentiments, aspirations and opinions of the whole of Maharashtra." (p. 53.) This opinion was reiterated in evidence before us by Sir Chimanlal Setalvad and was also expressed by other influential witnesses. There is evidently considerable apprehension in many quarters that a university whose activities are confined to Poona would tend to become narrow in outlook and sectional in character. This is an additional reason for having a university with jurisdiction over all the Marathi-speaking districts of the Province. Another point to which attention might be drawn in this connection is the ultimate pattern of the rearrangement of the present area covered by the University of Bombay. It has been emphasised by many who would look at the problem from this point of view, that no considerable relief to the University of Bombay would be forthcoming unless the new University took away a large region from under its jurisdiction, and that the establishment of a mere city university for Poona would make difficult the ultimate emergence of the University of Bombay as a city university. While these additional reasons support our recommendation, it is based on our conception of what a regional university should be, and the necessity and desirability of bringing such a university into existence for the Marathi-speaking area in the Province of Bombay.

Proposed Territorial Jurisdiction.

130. The proposed University is intended to cover the Maharashtra area. The bulk of the Marathi-speaking population in the Province of Bombay is contained within the districts of Poona, Satara, Ahmednagar, Sholapur, Nasik, Ratnagiri, Kolaba, Thana, East and West Khandesh, the City of Bombay and Bombay Suburban District. All schemes of reorganisation of the University of Bombay have contemplated the ultimate emergence of a city university for Bombay. The City of Bombay and the Bombay Suburban District, whose economic and educational life is closely bound up with the City, must, therefore, be left out of the jurisdiction of the proposed University, though they are predominantly Marathi-speaking. The other ten districts enumerated above form obviously the area over which the proposed University should have jurisdiction. It has, however, to be noted that the demarcation of the frontier between linguistic territories brought about by this arrangement is not altogether complete. Some parts of the area on the borders of some of these districts, e.g., Sholapur, contain considerable non-Marathi-speaking elements. On the other hand, parts of some of the districts outside the area of these ten districts, for instance, Belgaum and Kanara may have large Marathi-speaking elements. Such points of jurisdiction would cease to arise only after linguistic provinces with carefully demarcated frontiers have come into existence. We are, however, anxious that, even in the present circumstances, any hardship that might be felt either way should as far as possible be obviated. We, therefore, recommend that, in case any taluka or municipality, within the ten districts, lying on the borders of the proposed jurisdiction is populated by a predominantly non-Marathi-speaking population, it might be excluded from the jurisdiction of the proposed University.

On the other hand, if any taluka or municipality in any of the districts neighbouring on the proposed jurisdiction is found to be predominantly Marathi-speaking it should be added to the jurisdiction of the University. There might still remain some towns and areas in which it might be difficult to prove the dominance of any one language. We have in view the example of Belgaum City which is claimed to be Marathi-speaking by some and Kannada-speaking by others. The balanced position of the two languages in the educational life of this city is brought out by the statistics relating to the matriculation candidates appearing at Belgaum centre in 1942. Of these candidates, 551 offered Marathi as an additional language and 362 offered Kannada. Our recommendation in regard to the few areas of this character is that they should, after careful inquiry, be declared as bi-lingual areas and that schools and colleges located in them should have the freedom to continue their present relation with the University of Bombay or to seek affiliation to or recognition by the new University.

University and Contiguous States.

131. One of the important problems of jurisdiction of the new University relates to the Marathi-speaking area contained within the contiguous Indian States. It is neither desirable nor feasible to compel these States by legislation to come within the jurisdiction of the new University. The decision must rest with the States themselves. The representatives of some of the Deccan and Southern Maratha States, who gave evidence before the Committee, evinced a strong desire that their territories should be brought within the purview of the new University. Other witnesses expressed the opinion that some States might defer their decision till the proposed University was formed and experience obtained of its working. We, therefore, suggest that it would be enough if the Act constituting the new University contained a provision, in terms similar to those of Section 4 (A) of the Bombay University Act, so that it would be possible to include within the territorial limits of the proposed University the area of any State which desired to establish relations with it.

University and Distant Areas.

132. While we hold that the proposed University should begin with a jurisdiction spread over the Marathi-speaking districts of the Bombay Province and the contiguous Indian States that might join it, we do not rule out the possibility of the activities of the new University spreading outside the limits of the area covered at present by the University of Bombay. The sentiment of unity is strong and real amongst persons of Maharashtra origin, however widely scattered they may be. In the small colonies of Marathas in other parts of India the need of keeping up cultural contact with the home area is especially felt. Further, special importance has been attached by many witnesses to the establishment of relations by the proposed University with the heads of old Maratha ruling dynasties, such as those of Baroda, Gwalior and Indore. We are clearly of opinion, therefore, that the new University should not be precluded from enlarging its jurisdiction in these directions or establishing contacts with areas outside the Province. If, for example, a school established in a distant Maratha colony asks for recognition, or a college established in a Maratha State outside the jurisdiction of the Bombay Province seeks affiliation it should be possible for the new University to grant the recognition or the affiliation. The number of such distant institutions can never be large, but their existence would carry a special cultural significance. We think that a provision similar to that contained in Section 4 (A) of the Bombay University Act would meet the requirements of this case also.

Matriculation Examination.*

133. The influence of a university over the area of its jurisdiction is most widely felt through the holding of a matriculation examination. The proposed University, like other statutory Indian universities, would hold a matriculation examination for its jurisdiction and would have the exclusive right of doing so within that area, so that, in the words of the Setalvad Committee, "High Schools in Maharashtra which desire to be recognised for purposes of admission to a university must seek recognition from the proposed University." (p. 53.)

134. A suggestion has been made that certain types of schools, such as those using Indian languages very sparsely represented in the region as media of instruction, might be left out of the purview of the new University and allowed to retain their connection with the University of Bombay. This, however, would be contrary both to the principle of territorial jurisdiction and to our opinion that the proposed University should look after the needs of all elements in the population of the region. Provision for examination, at the matriculation stage, in all languages used in schools within the region must be made by the new University, in the same manner as it is made at present by the Bombay University. Exceptions of the kind suggested would, indeed, lead precisely to the one-sided development which we must at all costs avoid.

University and School Leaving Examination.

135. The School Leaving Examination recently instituted by the Government may change in future the status of the University Matriculation Examination in the Province. It may make the influence of the matriculation examination over secondary education less direct and less compelling. But this will not change, in principle, the powers of the University in regard to the matriculation examination or the status of that examination. As the School Leaving Certificate Examination becomes more and more popular the number of students appearing at the matriculation will diminish. It is expected that in this case certain arrangements would be arrived at in respect of the establishment of an equivalence between the School Leaving Certificate Examination and the Matriculation of the new University. It would, however, be always open to the University to hold the examination over the whole area, and any school within the area that desires to send up its students, exclusively or alternatively, to the matriculation examination, could continue to do so.

Matriculation and Finance.

136. Financial considerations are often allowed to influence decisions in regard to this question. Jurisdiction in respect of the matriculation examination is desired because the holding of this examination is often a source of considerable income to the organisation that holds it. Changes of jurisdiction, or any other measure affecting the importance of that examination are, therefore, often judged from the point of view of their financial results rather than of the educational principle involved. We do not, however, attach much importance to this point of view, not because we would disregard all financial considerations, but because we think that questions of financial loss or gain are better adjusted otherwise. The expenditure on higher education in the Province is met in the last resort substantially from fee income, profits of conducting examinations and grants from the Government. If any of these sources are transferred from any official or quasi-official organisation in the Province to another, then corresponding adjustments in other sources must follow. If the holding by the Government of the School Leaving Certificate

* For number of schools and candidates see Appendix IX.

Examination diverts the profits of the public examination from the University to the Government, the logical corollary is that the Government grant should be increased to make up the loss to the University. This was also the position taken up in the Report of the Calcutta University Commission.

Control over Schools.

137. We are of opinion that the proposed University should not exercise any control over secondary education beyond laying down the courses of study for its matriculation. As regards the recognition and inspection of schools, it should arrive at an understanding with the Department of Education on lines similar to the understanding at present subsisting between it and the University of Bombay. According to this arrangement, within the British area under its jurisdiction, the Department of Education would remain responsible for the inspection and recognition of schools. Some arrangements for supervision over recognised schools may, however, have to be made in respect of the areas of the States that come within the jurisdiction of the University.

Affiliation of Colleges.

138. The proposed University would also affiliate to itself all collegiate institutions that might, in future, be established in the area of its jurisdiction and we recommend that, after the foundation of this University, the University of Bombay should not affiliate any new college located within the territorial jurisdiction of the new University. While the colleges and institutions in Poona would be constituent units of the university organisation, the colleges outside Poona would be merely affiliated to it. Differences in distance from the university centre inevitably bring about differences in closeness of relation. We do not, however, think that the interests of collegiate education outside Poona would in any way suffer on this account. The Committee on Bombay University Reform was greatly impressed with the difficulty of combining institutions with differing closeness of relationship into one organisation. In its opinion, such an attempt was bound to result in failure. This opinion was chiefly based on the experience of the University of Allahabad. There is, however, considerable difference between the organisations set up at Allahabad and the one we recommend. By the constitution of the University of Allahabad, separate parallel bodies were set up for the teaching and the affiliating sides of the University, and friction naturally arose between the two authorities. Our proposal, however, does not involve the setting up of two independent sets of authorities. We propose that the representatives of the Poona colleges and of the colleges outside Poona should have the same rights and status in the single set of authorities which would govern the affairs of the University. In this respect the position of the colleges outside Poona would differ in no wise from the position they hold at present in the University of Bombay, except that, according to our recommendations, they would get more assured representation and carry greater weight in the new University. The fact that the Poona colleges, for purposes of the organisation of the academic work at Poona, were knit together more closely with the University would not affect the working of the supreme University authorities. In comparing our proposals with the Allahabad experiment, it might further be noted that the area covered by the affiliating side of the Allahabad University was very large, the affiliated colleges were numerous and the interests of the different parts diverse. In the proposed University the area would be compact and comparatively homogeneous, and the number of affiliated colleges would also be limited.

Intermediate Colleges.

139. We believe that the number of colleges affiliated to the new University should remain strictly limited because we contemplate that in future the proposed University

would, as a general rule, restrict any new colleges that might be started within its area to the teaching of courses up to the intermediate examination only.

140. We agree with the view of the Sadler Commission that the age of 18 or 19, and academic attainments approximating to those represented by the intermediate examination of Indian universities are necessary pre-requisites for enabling a student to obtain, in the fullest measure, the benefit of university studies, in the proper sense of the word. It has been represented to us that at the present day immature students of 16 or 17 years of age crowd the class-rooms, and the majority of them are incapable of profiting by the method of mass-lecturing followed therein, unaccompanied by the personal supervision and guidance of the teachers. This raises, in our opinion, a strong argument in favour of transferring to selected schools or to special intermediate colleges, the work which is done at present during the first two years of the college course. We are, however, desirous of avoiding unnecessary dislocation and, therefore, recommend that existing full-grade colleges within the area of the University should be allowed to retain and conduct the intermediate section, provided they organise the work in a manner calculated to secure for the students the advantages of the teacher's personal guidance and supervision.

141. We are strongly of opinion, however, that the establishment of intermediate colleges in some of the district towns is to be welcomed, and that under good management they may be expected to organise teaching and supervision in the ways most appropriate to adolescent persons up to 18 or 19 years of age. A view has been strongly expressed by certain witnesses, which some members of the Committee share, that these intermediate colleges should also include the last two years of the present high school course, so as to keep the pupils under their care for a period of four years.

University and existing Colleges outside Poona.

142. We recommend that the existing colleges outside Poona, but falling within the jurisdiction of the proposed University, should, if willing, be affiliated to the new University; if not, they should be left free to continue their affiliation to the University of Bombay. We recommend this somewhat exceptional treatment, because we feel that compulsion in this matter should be avoided. Apart from the large educational centre of Kolhapur, which is outside the jurisdiction of the provincial legislature, there are at present in the Marathi-speaking area which is likely to come within the jurisdiction of this University only three colleges, viz. those at Sangli, Nasik and Sholapur. Not much harm would result to the working of the proposed University if these colleges remained affiliated, for some time, to the University of Bombay. We hope that within a short period of time after the establishment of the new University these colleges would join the University of their own free will. The relations of these colleges with the new University would be more cordial if they were allowed to decide freely. This recommendation does not in essence run counter to the proposal of the Setalvad Committee. This is the only exception suggested by us to the provision for a wide area of jurisdiction for the proposed University. The exception also, we hope, would prove temporary. It would make little difference to the working of the University of Bombay if a few colleges in the Maharashtra area continued to remain affiliated to it for some time. As long as that organisation retains its affiliating character, with units scattered from Sind to Karnatak, the continued affiliation of a few Maharashtra colleges would not affect its working. A difficulty might arise only when all the other regions had their universities and the University of Bombay became a purely city university. We do not, however, anticipate that any of the existing colleges in Maharashtra would continue to remain outside the proposed University till that time.

143. When the existing colleges seek affiliation to the new University it should be granted on terms to be mutually agreed upon. These colleges have not all attained the same level of development. Excepting the colleges at Kolhapur, the other existing colleges are isolated units with varying standards of equipment and efficiency. The general plan that we visualise in respect of the distribution of work is that most of the post-graduate and research work would be concentrated in Poona. Honours teaching would be carried on in the outside colleges as an exceptional case, where special facilities are available and special guarantees forthcoming for the maintenance of a satisfactory standard. The existing outside colleges would, however, be permitted as a normal arrangement to teach the graduate classes in the pass or the general degree courses. When Kolhapur comes under the jurisdiction of the new University it would have to be treated on lines of its own and might even well develop into an important sub-centre of the University.

Research Activities outside Poona.

144. A small number of research institutions are functioning in the area of the proposed University outside Poona. Isolated scholars have also done good work in special directions in various parts of the area. It would be one of the most important activities of the proposed University to establish contacts with such institutions and scholars and to encourage the further progress of systematic research in all branches of knowledge throughout the area of its jurisdiction. Our recommendation that most of the research work undertaken directly by the University should be concentrated at Poona, is based chiefly on considerations of economy and administrative convenience. As long as the resources of the University are strictly limited it could not operate fruitfully in this direction except in a small centre. This does not mean that the University would neglect research work which is initiated and carried out by other agencies elsewhere. Some kinds of research work are distinctly local in character. For example, a large number of the physiographic problems connected with the Konkan area must be investigated in that region itself. For such purposes the availability of local nuclei of workers would be found extremely helpful. Moreover, research organisations have come into existence already in parts of the area outside Poona through the efforts of local scholars or the donations of philanthropists. Though the University may not be able to conduct directly the work in other areas, it would be an essential responsibility of the new organisation to foster actively the development of all such local effort and co-ordinate it with the work at the centre of the University.

145. It is difficult to lay down in advance the specific lines on which this co-operation and co-ordination would develop. Mutual service and co-operation in the cause of the development of learning throughout Maharashtra would be the basis of this relationship. With established institutions, which can draw upon fairly permanent sources of revenue and the continued services of workers, the relationship would be put on a permanent basis. This would take the form, we suppose, of recognising particular institutions for research work in specialised branches and might result in even directing students from the university centre for study in specialised subjects at these institutions. Arrangements would in this case be made to co-ordinate the equipment in library and other types of research facilities at these centres with those available at the university centre. If funds permitted, the University would also help these institutions in building up equipment in special directions or in undertaking special projects. Where the work was not based on a permanent foundation of this character and was carried out either by an isolated scholar or by an *ad hoc* organisation, the relationship would be of a more temporary and limited character. Its purpose and its methods would, however, be similar to those sketched

above. Our intention in drawing attention to the work of even insolated scholars and *ad hoc* organisations in this manner is to emphasize the responsibility of the University in respect of all types of work attempted throughout its area and the need for harnessing every resource in the attainment of its aims and objects.

Extra-mural Department.

146. The conduct of the matriculation, the affiliation of first and second grade colleges and the organisation of research work are activities included within the normal functions of an Indian university. There are two directions in which it is not so usual for Indian universities to extend their activities, but which, we believe, should be considered especially important by the proposed University ; these are (1) the establishment of an external side to the University and (2) the organisation of extra-mural instruction. Of these, extra-mural instruction is the more important and it should be possible to make a beginning with it from the commencement of the University. Indeed, we attach very great importance to this work of the University as one which would bring it more than any other means into intimate contact with the varied aspects of life over a wide area. We may in this connection invite attention to the observation of the Royal Commission on Oxford and Cambridge Universities that "the success of extra-mural instruction depends on its definite acceptance in all Universities as an established and essential part of the *normal work* of a University". (Report, page 123.) The development of extra-mural instruction in British Universities has proceeded along three broad lines: (i) University extension courses of a variety of types, (ii) Summer schools and vacation courses and (iii) Tutorial classes. These three kinds of activities have been directed towards meeting the requirements of a variety of social classes and types of students.

Directions of Extra-mural Development.

147. In India, the work of this character undertaken by universities has been so meagre that it is not possible to indicate in detail the lines on which this work should develop under the ægis of the proposed University. We may, however, indicate certain general considerations. Firstly, the University would not cover the whole field of adult education by its extra-mural activities. The activities of the University would be confined to that part of the movement of adult education which the University, by reason of its special equipment in men and resources, was in the best position to undertake. For example, the University would not directly participate in the campaign against illiteracy or contribute much to the recreational activities connected with adult education. The sphere of its work would be chiefly the development of facilities for acquiring education in cultural and scientific subjects for those who already possess a minimum of educational equipment. Even in this sphere the University could do a very great deal and could utilise all the methods that have been developed in other countries. It could reach all classes, from the middle class to the urban working class, a substantial proportion of which is in a position to profit from extra-mural activities.

148. In connection with the larger work of spreading these facilities in the rural areas we would emphasize the importance of seasonal gatherings and courses on the lines of the summer schools and vacation courses of some Western Universities. These could have a cultural, a scientific and what might be termed a vocational side ; so that the scientific and economic problems of, for instance, the agricultural vocation, could be discussed at these in such a way as to stimulate interest in their systematic study. We would draw special attention to a class whose needs, we recommend, should be specifically studied by the University. This is the class of primary teachers who will constitute in the near future the most important

educational agency in our country side. The conception of a system of *Lokashalas* has broadened already the basic ideas regarding the equipment of primary teachers. Extra-mural instruction organised by the University would form a logical addition to the *Lokashala* organisation. Vacation courses and summer schools would suit well the needs of the rural primary teachers; while the tutorial class organisation could specially depend upon attracting the urban teacher. If the University is able to provide for the needs of primary teachers and attract them within the fold of its extra-mural activities it will have gone a long way in extending its influence effectively over the whole area.

Local Authorities and Extra-mural work.

149. It is obvious that in all this work the University would have to secure the co-operation of local authorities. We also expect that a considerable part of the financial outlay on these classes in each area would be contributed by the local authority of that area. The lines on which this co-operation is brought about would evolve according to the experience gathered in the course of development. The presence of a large number of representatives of local bodies on the Court of the University and the establishment of a special Board of Extra-mural Studies, which we recommend later, should help substantially to bring about such co-operation. It is our hope that, as in other countries, the staff of the University engaged in extra-mural activities would in effect function as the outposts of the University and as the focus of intellectual activity in their respective spheres. While thus engaged in spreading knowledge over a wide area and among many classes and groups hitherto entirely untouched by it, the University would itself receive considerable advantage. The experience of British universities in this matter is indicated in the following extract:—

“The universities for their part have benefited by this contact with the outside world—not least by contact with working-class organisations. Experience of extra-mural classes has been of value to many university teachers, not only in their intra-mural teaching, but also in their conception of their own subjects. Adult scholars from extra-mural classes are slowly filtering through to the universities, and the presence of this type of student, often with a background and outlook that are different from the normal, can hardly fail to be a source of added strength.” (The Year Book of Education, 1938, p. 436.)

External Side.

150. We recommend that the Act establishing the University should make it possible for it, if it so desires, to create an external side to its activities. This external side might cater for the needs of special classes within the area of its jurisdiction or might prove of special value in the establishment of relations with distant colonies of people of Maharashtra origin. In regard to the functioning of the external side within the area of its jurisdiction the University would have to guard against any possible weakening of the influence or standards of its internal side.

CHAPTER VII.

THE CONSTITUTION OF THE UNIVERSITY.

151. In making our proposals regarding the constitution of the University, we have given careful consideration to the question of the relation between the proposed University and the Government, and in arriving at our decision stated below we have been guided by the following important considerations. As the Government would be making grants in support of the University, it would be only fair that it should have adequate power to see that the funds provided by it were judiciously expended. Likewise, as representing the general public and the taxpayer, the Government is entitled to have representation on the Court of the University through its officials. We are equally anxious to secure that the independence of the proposed University and its freedom to develop according to its own collective experience and wisdom should in no way be interfered with by political influences.

University and Government.

152. We, therefore, recommend that—

(1) a fair number of Government officials in high positions, in departments which are connected with studies for which the new University would provide, should have an ex-officio place in the Court of the University,

(2) the Government should have, at least in the initial stages of the University, power to nominate members not exceeding 20 per cent. of the total number of members of the Court, so as to secure the adequate representation of interests which would not be ordinarily represented through the medium of elections,

(3) the Government should have the power of auditing the accounts of the University,

(4) in certain circumstances, such as misappropriation of funds, corruption, bribery and gross inefficiency of administration, the Government should have the power to order an inspection of the affairs of the University, by means of an independent Committee,

(5) except as aforesaid, the Government should have no power of interference with the management or conduct of the University.

Model of Constitutional Framework.

153. The constitution we are recommending for the proposed University follows the model of universities, such as Lucknow, which have come into existence after the report of the Sadler Commission. It differs materially from the constitution of the University of Bombay in respect of the nomenclature of the university authorities, and also the functions and powers assigned to them. Broadly speaking the officers of the University would be the Chancellor, the Vice-Chancellor, and the Registrar, as in Bombay, and in addition, the Deans of Faculties. Some of the authorities of the University, however, would have different names. The "Court", instead of the "Senate", would be the deliberative and the main legislative authority, and the "Executive Council" would replace the "Syndicate". The "Academic Council", the "Faculties" and the "Boards of Studies" would remain. Their functions would be similar to those in Bombay, although their composition would be different. It seems to us desirable to change the names of some of the authorities, having regard to the different functions we propose to assign to them. With these preliminary remarks we shall proceed to describe the salient features of the constitution as drawn up by us.

Officers of the University.*(1) The Chancellor.*

154. The Governor of the Province of Bombay shall be the Chancellor of the University.

We are aware of the feeling which exists in some quarters that the office of the Chancellor should be made elective, to emphasise the ideal of academic independence and administrative autonomy of the University. We think, however, that this step should not be taken at present. The association of the Head of the Provincial Government with the new University, as its Chancellor, would be, in its initial stage, of great advantage. The Governor of the Province, by reason of his detached position, would be better able than an elected Chancellor to exercise the power, which is proposed to be vested in him, of nominating to the Court of the University representatives of Muslims, other minorities, scheduled and backward classes and similar other interests. We do not, however, wish to rule out a reconsideration of this recommendation in the future. We accordingly recommend that this provision, viz., that the Governor shall be the Chancellor, may be reviewed by the University after ten years.

155. The Chancellor shall by virtue of his office be the head of the University and the President of the Court and shall when present preside at the Convocation of the University. The Chancellor shall also have such other powers as may be conferred upon him by the Act of Incorporation or the Statutes. We think it is desirable to have a provision in the constitution, similar to that contained in the Lucknow and Allahabad University Acts, giving power to the Provincial Government to order, after due notice, in certain contingencies to be specified in the Act, an inspection of the University or any of its adjuncts and institutions and also of its work, and to order an inquiry in respect of any matter connected with the University. Having regard to the possibility of the future Provincial Governments being in increasing touch with public sentiments, and also to their financial interest in the administration of University affairs, we prefer to follow the model of the Allahabad and Lucknow Universities in vesting this power in the Government of the Province and not in the Chancellor personally.

156. We consider it desirable also to have a provision, as in the Bombay University Act, that if any question arises regarding the interpretation of any provision of the Act of Incorporation or of any Statute, Ordinance or Regulation, or about the due election or appointment of any person to be a member of any authority or body of the University, the matter may be referred to the Chancellor, and his decision, formed after taking such advice as he deems necessary, shall be final. We are further of opinion that it would be unnecessary to burden the Chancellor with any other powers or duties, e.g., the power of sanctioning the Statutes or of disallowing Ordinances or Regulations.

(2) The Vice-Chancellor.

157. The Vice-Chancellor shall be the principal executive and academic officer of the University and shall hold office for such term and subject to such conditions as may be prescribed by the Statutes. He shall be elected by the Executive Council subject to confirmation by the Chancellor. We recommend that this election should be entrusted to a small body like the Executive Council, which would be in close touch with the practical needs and problems of the University and consequently the best judge of the suitability of the appointment.

Case for an Honorary Vice-Chancellor.

158. Two different views, however, prevail among the members of the Committee about the nature of this office and the extent of its executive and academic duties. One view is that the Vice-Chancellor of the University should not be stipendiary, and that he should be an honorary officer to whom a suitable allowance might be given to meet expenses incidental to his office. It is argued that, having regard to the traditions that have been built up in Poona, a highly paid full-time academic officer would be out of place. Where the large bulk of teachers engaged in work connected with the University are paid on a basis intended to meet their bare needs, it would be anomalous to have, at the head of the academic structure, a person who, if stipendiary, would have to be paid a salary commensurate with the eminence of his office and his attainments. In view of the fact that a large number of distinguished persons from all over Maharashtra settle down in Poona, it should not be difficult to secure a Vice-Chancellor willing to accept the office in an honorary capacity. It should be specially noted in this connection that the Vice-Chancellor of the proposed University would not have the onerous duties which fall to the lot of the Vice-Chancellors of the teaching universities in other parts of India. In these universities all activities of the university are controlled directly by the university through its departmental organisation. The Vice-Chancellor has no one with whom he can share responsibility. Under the proposed arrangements at Poona the independence and autonomy of the constituent institutions would be maintained and on the heads of these institutions would fall the chief responsibility regarding the discipline, residence, health, etc., of the students, the arrangement of tutorial supervision and a considerable part of the work of providing the financial and teaching equipment. The direct responsibility of the Vice-Chancellor would arise in respect of the comparatively small number of whole-time university employees and the library, laboratories, play-grounds, etc., directly in the charge of the University, though he would, of course, be expected to exercise general supervision over the whole organisation including the sphere of collegiate activities. In these circumstances, it is not expected that the work of the Vice-Chancellor of the proposed University would take up more time than the work of, say, the Vice-Chancellor of the University of Bombay. The work of the Bombay Vice-Chancellor has grown enormously, especially during the last ten or twelve years. Yet it is found possible to obtain the services of distinguished men engaged in education, business or other spheres to take up, for a period, this honorary office. It cannot be disputed that the general respect that the Vice-Chancellor commands is likely to be much greater in the case of an honorary officer than of one who receives a salary.

Case for a Stipendiary Vice-Chancellor.

159. The other view is that the Vice-Chancellor should be a stipendiary officer of the University and should devote his whole time to its affairs. Without in the least depreciating the eminently valuable self-sacrificing work done by many educationists in Poona during the last sixty years, some members of the Committee feel that, though such honorary work might have been necessary in the pioneering stage of higher education, it is but proper now to remunerate every man adequately for the work he does. Judges, bishops, cabinet ministers and high officers of Government or of business houses are, it is urged, not the less devoted to their work nor do they command the less respect among their co-workers because they are paid for their services. It is only in the educational profession that the intrinsic dignity of the work is so often emphasised, and it is time that this idea of getting the full-time services of eminent men for practically nothing is once for all given up as the fundamental principle of educational administration. The members who take this view consider that the Vice-Chancellor of the proposed University would be more

than fully occupied, especially in the initial stages. He is the one individual on whom would mainly depend the successful future of the University. He would have to keep in constant touch with the work of drafting the Statutes, Ordinances and Regulations of the new University and co-ordinating the whole work. Presiding at meetings or signing papers placed before him is, perhaps, the least part of his work. The task of getting a number of institutions, which have so far been practically independent, to work together in harmony would call for even greater tact and involve more responsibility and mental effort than if he were personally the administrative head of all departments. It may also be expected that the activities and sphere of direct University work would inevitably increase as time goes on and the Vice-Chancellor would thus have to shoulder more and more responsibility. The Vice-Chancellor would also have to be continually thinking out the lines of future development of the new University. In all these ways his work would be far more onerous than can be required of a person working in an honorary capacity with the aid of the Registrar and the principals of the constituent and affiliated colleges. It is also urged that in all the newer universities of India, and even in some of the older ones like the Punjab, the Vice-Chancellor is a full-time stipendiary officer. The example of Oxford and Cambridge, where the Vice-Chancellor is selected in rotation from among the heads of colleges, is hardly applicable to Poona, as these heads are, in virtue of their position, some of the most highly paid educationists in England and their headship involves only nominal work. The honorary character of the appointment is also likely to circumscribe the field of choice as it would necessarily be limited to men who have retired and settled in Poona. It is desirable to keep open the possibility of occasionally getting an eminent man, from other parts of the Province or even of the country, who is not too intimately entangled in local affiliations, so as to bring a fresh mind to bear upon the affairs of the University. All these considerations point, in the opinion of some members, to the need of securing a whole-time salaried officer, with ample physical energy and mental vigour, who may not therefore be necessarily a retired man with a distinguished past.

The Committee, being divided in its opinion on this point, is unable to make a definite recommendation.

Duties of the Vice-Chancellor.

160. The principal duties and powers of the Vice-Chancellor would be :—

(i) to preside at the meetings of the Court and Convocations of the University in the absence of the Chancellor,

(ii) to convene meetings of the Court, the Executive Council and the Academic Council,

(iii) to be the Chairman of the Executive Council and of the Academic Council, and to be present with the right to speak at any meeting of any authority of the University,

(iv) to see that the provisions of the Act of Incorporation, the Statutes, Ordinances and Regulations are faithfully observed. (He shall have all powers necessary for this purpose),

(v) to exercise such other powers as may be prescribed by the Statutes and Ordinances.

(3) The Registrar.

161. The Registrar shall be a whole-time salaried officer of the University appointed by the Executive Council. He will be the custodian of the records of the University. He shall act as Secretary to the Executive Council, and keep minutes of the meetings of the Court, Academic Council, Faculties etc. He shall perform

such other work as may be desired by the Vice-Chancellor and the Executive Council in the due execution of his official duties.

(4) *The Deans of Faculties.*

162. The Deans of Faculties shall be elected by the Faculties and shall perform such duties as may be assigned to them by the Statutes and Ordinances.

(5) *Other Officers.*

163. There shall be such other officers as may be declared by the Statutes to be officers of the University.

Pro-Chancellor.

164. We recommend that the Act should provide for the creation of the office of Pro-Chancellor whenever it is considered necessary. Such an office exists in several universities such as Benares, Aligarh and Andhra. It may be of special importance in this University and could be occupied by Rulers of Indian States who evince an interest in the work and progress of the University.

Authorities of the University.

165. The principal feature of the constitution proposed by us is the balancing of the academic and non-academic (including the executive) functions of the University. Difficulties often arise from a confusion of these functions or a disturbance of the balance which makes for the smooth working of the University. We have, therefore, separated the representative, the executive and the purely academic functions, and have created appropriate spheres for their operation so as to avoid a conflict between them. Speaking generally, academic functions have been assigned to bodies almost exclusively made up of teachers and educational experts as, for instance, in the Academic Council. Non-academic functions, connected with the representative character of the University in its relation to the community in general, have been assigned to the Court, which has a preponderance of the non-academic element. The body in which the executive power and functions of the University predominantly reside, viz., the Executive Council, has been composed of elements, academic and non-academic, with a proper balance between the two. It is hoped that such an arrangement, coupled with the reduction of elections to a minimum, as mentioned in the succeeding paragraphs, would procure for the University an atmosphere fitted for harmonious working and co-operation.

166. The academic part of the structure begins with the Boards of Studies as the primary units. Out of these rise the various Faculties, and these in their turn culminate in the Academic Council, the apex of the academic structure of the University. Side by side with it grows another edifice, the Court, with a broad based foundation. It would be the main legislative authority in all matters relating to the growth and welfare of the University *vis-a-vis* the public and the various interests composing it. It would also possess general powers of supervision and control, but the actual day-to-day administration of the University would be removed from its control and interference. The Executive Council would have sole and complete control over the property and funds of the University, its finances and their administration. We also propose to invest this body with residuary powers, for, we think that by reason of its compact and well-knit character and also of the presence of non-academic elements in it, it would be in a position to exercise these powers more satisfactorily and harmoniously than a body composed of diversified elements like the Court.

Elections to Authorities.

167. We have likewise tried to eliminate as far as possible competitive elections to academic bodies, viz., the Boards of Studies, the Faculties and the Academic Council. These bodies would be made up of college teachers and professors, who would obtain a place on them by reason of their long devotion to the cause of education and the position they held in the component units of the University. The result would be, it is hoped, that academic bodies would be saved the storm and stress of periodical elections which often disturb the even tenor of their academic preoccupations. In the non-academic sphere, we have minimised the frequency of elections. We recommend the introduction of the principle of Proportional Representation in such elections as would be necessary, and we hope that this method will reduce the incentive to form groups and cliques for winning elections on party lines.

168. We propose that the term of office of the Court should be six years and that of the Executive Council, three years. The elections to the Court and the Executive Council should all—except elections to fill casual vacancies which shall be duly and properly provided for—be held at the same time. This would not only lessen the number of elections, but would also lead to the more satisfactory working of the system of proportional representation and guarantee the representation of all important groups. Consequently, in the elections in the constituency of registered graduates, which would be the widest under the scheme we propose, it is hoped that a candidate with strong local support would succeed without the adventitious aid of pacts and agreements with outside groups, which often demand the price of reciprocal assistance. In a similar manner, as all seats, from the Court to the Executive Council, would be filled simultaneously, the Executive Council would contain representatives in due proportion of all the various elements that we have included in the constitution of the Court. Other elections, such as, for instance, of the representatives of district local boards and of municipalities, have been limited in scope to one district only. This would restrict the area of competition, giving free scope to the assertion of local merit, unhampered by swamping by competitive forces from outside. These proposals would contribute, we hope, to the production of greater peace and harmony in the life of the University.

(1) The Court.

169. The Court corresponds roughly to the Senate of the University of Bombay. It would be the largest body in the University, representative of the different social elements and interests, the educated classes and the men of educational experience belonging to the region. Its functions would be in keeping with its widely representative character. It would be eminently fitted to voice the needs, sentiments and expectations of the community in general, to lay down and periodically discuss broad lines of policy, to pass in review the working of the executive bodies and to exercise general supervision over financial administration. We propose to limit the Court to these functions and leave the actual management of university affairs and its finances in the hands of the Executive Council, subject to the legislative control and superintendence of the Court.

Constitution of the Court.

170. The Court shall consist of the following persons :—

Class I.—*Ex-officio* members :—

- A. (i) The Chancellor,
- (ii) The Vice-Chancellor,
- (iii) The Registrar,

- (iv) The Deans of Faculties,
- (v) Ex-Vice-Chancellors of the University.
- B. (i) The Chief Justice of Bombay,
- (ii) The Minister of Education, Bombay,
- (iii) The Director of Public Instruction, Bombay,
- (iv) The Surgeon-General with the Government of Bombay,
- (v) The Director of Agriculture, Bombay,
- (vi) The Director of Industries, Bombay,
- (vii) The Secretary to the Government of Bombay, Public Works Department,
- (viii) Vice-Chancellors of other universities established by law in the Bombay Province.
- (ix) Such other persons as may be designated by the Statutes.
- C. (i) Heads of University departments,
- (ii) Heads of constituent and affiliated colleges and institutions.

Class II.—Ordinary members :—

A. Elected as prescribed below :—

(i) By head-masters of recognised schools	5
(ii) By public associations or bodies as under :—	
(a) Poona City Municipality	1
(b) Sholapur City Municipality	1
(c) Municipalities in each of the ten districts within the area of jurisdiction	10
(d) District Local Boards in the ten districts	10
(e) (i) The Bombay Legislative Assembly, of whom one shall be the representative of the University of Bombay on the Assembly if he is not already a member of the Court.	5
(ii) The Bombay Legislative Council	2
(f) Commercial and industrial bodies functioning in Maharashtra to be named in the Statutes, not exceeding ..	5
(g) Registered Graduates	25

B. Nominated by the Chancellor, including representatives of the Muslims, other minorities, scheduled and backward classes and similar other interests ; and distinguished educationists .. 25

C. Representatives of Indian States (singly or in groups) which participate in the scheme of the University by associating their educational institutions with the University, in such number as the Statutes may provide.

D. Donors (or their representatives) of 1 lac of rupees or more : if individuals, for life ; if associations, for 20 years.

Composition of the Court.

171. The inclusion of the Minister of Education and the Director of Public Instruction needs no comment. Ex-Vice-Chancellors of the University would supply a valuable element of experience and practical knowledge. Heads of University departments and of constituent and affiliated colleges and institutions would provide academic ability and administrative experience.

172. Among elected members, the representatives of registered graduates have been given seats commensurate to their importance. It is hoped that the active interest of the educated classes would thus be enlisted in the cause of the University. We recommend that, in addition to the graduates of the new University, this group

should include graduates of recognised Indian and foreign universities domiciled within the area of jurisdiction, provided they register themselves on payment of the prescribed fees, within a period of ten years after the passing of the Act of Incorporation.

173. We have provided for 22 representatives of the municipalities and district local boards, in the hope that these bodies, which cover the whole region, would thereby be drawn into close contact with the University. The Municipalities of Poona and Sholapur have been given special representation, in consideration of their eminent position. The elections to the municipalities and the district local boards are at present based on a very wide franchise, giving thereby due representation to the several sections of the population, in proportion to their numerical importance. It is expected that this feature will be reflected in the Court of the University, through the ample representation we have accorded to these bodies.

174. According to our conception of the composition of the Court, the presence of teachers on it is intended to provide only for the representation of the academic point of view, in regard to the various matters under discussion. We do not consider it desirable that the teachers should influence the decisions of that body by their presence in large numbers. We, therefore, recommend that only the heads of University departments and the heads of all the constituent and affiliated institutions should find a place on the Court. They would be members in virtue of their office and, as such, they would be in a position to offer information or explanation in regard to all matters that are likely to be considered by the Court. We, therefore, propose that college and university teachers should be debarred from being candidates at elections to the Court by registered graduates. The aim of the representation of registered graduates is to secure representation for the point of view of the educated classes in general. This representation should be as varied as possible and should be essentially non-professional. If members of the staffs of the University institutions or colleges acquired seats in this constituency, they would make the representation to that extent less rich and varied; and as from our point of view mere additional representation of teachers on the Court is unnecessary, we recommend that college and university teachers be prevented from contesting these elections. This would also remove what we consider to be a source of grievance felt by other members of this constituency against teachers.

175. In a previous part of this report we have briefly explained the reason for vesting in the Chancellor the power of filling by nomination seats not exceeding 20 per cent. in the Court. We hope that this power of nomination would ordinarily be held in reserve to make good deficiencies in representation. We contemplate that the power of nomination mentioned above would also be utilised for securing the presence, on the Court, of women, and of educationists of pre-eminence, whose age or position might make them averse to contest a popular election.

University and Indian States.

176. Many witnesses have pressed on our attention the need of establishing a close relation between important Maratha States and the proposed University. The State of Kolhapur is, in this respect, specially important; it holds a peculiarly significant historical position and the City of Kolhapur is the most important educational centre in the Maharashtra area outside Poona. Other important Maratha States, such as Baroda, Gwalior or Indore, are not situated close to the area of the proposed University. Even so, the establishment of relations with them has, for a very large number of people, special significance. They would not only link up the University with cherished historical traditions, but also, it is claimed,

import into University administration valuable elements making for a wider outlook and a more general appeal. While we are keenly aware of the great value of such associations for the University, we find it difficult to make concrete proposals in this behalf at this stage.

177. The States that are situated near or within the Maharashtra area and that enter the jurisdiction of the University can be easily brought into relation with it. It would be possible and proper to give them representation on the Court, on the analogy of the representation given to various regional local authorities, such as district local boards and municipalities. Though it might not be possible to provide for independent representation for each one of the smaller States joining the jurisdiction of the University, substantial representation by groups could be given to these States in the Court of the University. Kolhapur would obviously have to be treated in a special manner. States which are not close to the area of the University might also seek recognition from the University for certain institutions within their jurisdiction.

178. Another channel through which the States could be brought into relation with the University would be through the provision made for representation of patrons and donors on the Court. This would, perhaps, be the more usual way by which the distant States might be related to the University. It is obvious that the precise manner or the terms of representation cannot be indicated by us. We would merely state our opinion that all efforts should be made either at the stage of framing the University Act, or immediately after the establishment of the University, to secure the association of Maratha States, and that the Act should provide for it.

Powers of the Court.

179. The Court shall exercise the following powers and perform the following duties :—

- (1) Making Statutes, amending and repealing them ;
- (2) Considering and passing resolutions on the annual report, annual accounts, and the financial estimates ;
- (3) Considering and passing resolutions on any matter of general policy relating to University education and administration ;
- (4) Considering and cancelling Ordinances ;
- (5) Electing members to the Executive Council ;
- (6) Exercising such other powers and performing such other duties as may be prescribed by the Act of Incorporation or the Statutes.

180. The power of making Statutes represents the legislative authority of the Court. The power of passing resolutions on matters of general policy belongs to the sphere of its deliberative functions. In finance the Court would have the power of passing resolutions on accounts and estimates, but would not have the right to modify or pass the annual financial statement. Financial management would thus rest directly in the hands of the Executive Council, and the Court could influence it by comment, suggestion and criticism. As we propose to give the Court the power of electing more than one half of the total number of members of the Executive Council, it would thus possess an effective means of influencing University administration.

181. Subject to the provisions of the Act, the Statutes may provide, *inter alia* for the following matters :—

- (a) conferment of honorary degrees ;
- (b) term of office and conditions of service of the Vice-Chancellor ;
- (c) designations and powers of the officers of the University ;
- (d) constitution, powers and duties of the authorities of the University.

182. The first Statutes shall be those made at the time of passing the Act. These Statutes may be amended, repealed or added to by Statutes made by the Court. The Executive Council may propose to the Court the draft of any Statute to be passed by the Court. The Court may approve such draft and pass the Statute, or may reject it, or return it to the Executive Council for re-consideration and amendment.

(2) *The Executive Council.*

183. The Executive Council shall be the executive authority of the University. Its constitution and the terms of office of its members, other than *ex-officio* members, shall be prescribed by the Statutes. The Executive Council shall consist of—

- (i) The Vice-Chancellor—*ex-officio* member and Chairman ;
- (ii) The Director of Public Instruction ;
- (iii) Persons elected by the Court from among its members—8 ;
- (iv) Persons elected by the Academic Council—4 ;

Provided that no whole-time employee of the University shall be elected to membership of the Executive Council.

The powers of the Executive Council will be *inter alia* :—

- (i) To hold, control and administer the property and funds of the University ;
- (ii) To administer funds placed at the disposal of the University for special purposes ;
- (iii) To accept the transfer of any movable or immovable property on behalf of the University ;
- (iv) To manage and regulate the finances, accounts and all administrative affairs of the University, and for that purpose to appoint such agents as it may think fit ;
- (v) To appoint in accordance with the Statutes officers, teachers and servants of the University, and to define their duties and conditions of service ;
- (vi) To grant to colleges or institutions incorporation, affiliation or recognition and withdraw the same ;
- (vii) To exercise such other powers and perform such other duties as may be conferred or imposed on it by the Act of Incorporation or the Statutes ;
- (viii) To exercise all other powers of the University not otherwise provided for by the Act of Incorporation or the Statutes.

184. It will be clear from our scheme that the Executive Council would be the most powerful body of the University, subject to the general supervision of the Court. It would, *inter alia*, have the right of granting or refusing to grant affiliation, managing the property, funds, finances and the administrative affairs of the University. It would also possess and enjoy the general residuary powers of the University. It would have the power of making Ordinances for the regulation of business. Only in academic matters its scope and authority would be limited by that of the Academic Council in the manner stated below.

(3) *The Academic Council.*

185. The Academic Council shall be the academic body of the University and shall have the control and general regulation of, and be responsible for, the maintenance of the standards of teaching and examination within the University. It shall have the right of advising the Executive Council on all academic matters, and shall exercise such other powers and perform such other duties as may be

conferred or imposed upon it by the Statutes. The Academic Council shall be constituted as follows :—

- (i) Deans of Faculties ;
- (ii) Chairmen of all Boards of Studies ;
- (iii) Principals of all constituent and affiliated colleges and heads of all constituent and affiliated institutions ;
- (iv) Representatives of teachers in constituent or affiliated full-grade colleges, each such college having at least one representative ;
- (v) All University Professors and Readers ;
- (vi) Two representatives of head-masters ;
- (vii) Persons (not exceeding three in number and not being teachers in the University) nominated by the Executive Council, having regard to their expert knowledge.

186. The Academic Council, to be adequately representative of both the academic and administrative sides, must be a comparatively large body. Its strength would depend on the number of University departments and of constituent and affiliated units. However, as some of the categories mentioned above would overlap, we expect the total number of its members not to be less than 60 or more than 75.

187. While we have not thought it necessary to give representation on the Court to teachers in colleges, we would provide for their direct representation on the Academic Council and, through it, on the faculties. Such representation would prove valuable in securing to the University the services of representative teachers who do not hold the office of head of an institution. We suggest that this representation of college teachers should be given separately to the staff of each first grade college. We do not favour incorporating all college teachers in one constituency. The points of view of the teachers in colleges are largely conditioned by the circumstances peculiar to the institutions to which they belong, and it would be difficult for the teachers in one college to appreciate or represent adequately the views of those in other colleges. Moreover, as we have indicated above, the creation of a single constituency may not secure representation for the smaller colleges, thus creating a gap and a grievance. It is all the more necessary to guard against this in the constitution of the proposed University where, otherwise, colleges outside Poona may be very meagrely represented. We recommend that the teaching staff of each constituent or affiliated first grade college should be represented on the Academic Council of the University by at least one elected representative. The bigger institutions might be given larger representation as determined later by Statutes. The teachers in the intermediate colleges need not be given this representation, as their interest in the academic life of the University is not so considerable as that of the teachers of first grade colleges. The intermediate colleges would be represented in the Court and the Academic Council through their heads. This would be the position of the research institutions also, for whose workers we are not suggesting separate representation, in view of the smallness of their numbers. The colleges outside Poona would each have distinct representation in both the Court and the Academic Council.

(4) *The Faculties.*

188. The University shall include the Faculties of Arts, Science, Technology, Law, Medicine and such other faculties as may in course of time be instituted by the Statutes. Each faculty shall, subject to the control of the Academic Council, have charge of the teaching and the courses of study and the research work in such subjects as may be assigned to it by the Ordinances. There shall be a Dean of each faculty, who shall be elected by the members of the faculty from among themselves,

and he shall be the executive officer of the faculty, responsible for the due observance of the Statutes, Ordinances and Regulations relating to the faculty.

A faculty shall consist of :—

(1) Members of the Academic Council assigned to that faculty by the Academic Council ;

(2) Members of the Boards of Studies in subjects attached to that faculty.

The faculties will thus be genuinely academic bodies.

(5) *The Boards of Studies.*

189. Each Board of Studies shall consist of :—

(i) The head of the University department in that subject (to be *ex-officio* chairman) ;

(ii) Recognised teachers in that subject ;

(iii) Heads of that department of studies in full-grade affiliated colleges ;

(iv) Such other persons, not being teachers in the University, as may be co-opted by the Board, subject to limits laid down by the Statutes.

190. The boards of studies are the basic bodies in the academic structure. They would contain all the teachers participating in the graduate, post-graduate and research work conducted by the University in Poona. These teachers would carry out the bulk of the work with which the boards of studies would be concerned. To these would be added the heads of the particular department in all first grade affiliated colleges. These would supply the necessary outside element. The board would be completed by a certain proportion of co-opted members. We visualise that the co-opted members would belong chiefly to two types: (i) experts in the area outside the circle of the University or the college staffs, (ii) members of the corresponding boards of studies in the University of Bombay. We would welcome the presence on each board of persons belonging to both these types, though persons belonging to the first type might not be available in all subjects. We recommend that the power of co-option should have both a minimum and a maximum limit. The boards of studies would be concerned largely with the framing of courses and the laying down of syllabuses, but in view of the type of University organisation that we recommend we have proposed a constitution for them which would enable them to initiate proposals regarding their subjects. We recommend that the boards of studies should be empowered to submit for the consideration of the faculties and the Academic Council their proposals regarding the organisation and conduct of teaching and research in their respective subjects.

(6) *Boards for Special Purposes.*

191. The University shall include boards for special purposes, for instance, for extra-mural teaching ; health, residence and discipline ; appointments to posts under the University and such other purposes as may be prescribed by the Statutes.

192. Among other important bodies that we expect the University to set up, we make special mention of the Board of Post-graduate Studies, the Board of Selection and the Board of Extra-mural Studies. The Board of Post-graduate Studies would be composed of representatives of the different faculties together with a small number appointed by the Executive Council. It would be in charge of the entire work of organising post-graduate and research studies in the University, and it would be its duty to consider the case of each individual research student, to approve the subjects proposed for research and to direct the students to appropriate University teachers for guidance, in consultation with the appropriate board of

studies. In view of the number of whole-time appointments in the University that we propose, it would be necessary to provide for proper Boards of Selection of candidates for the important teaching posts at the University. We recommend the institution of special boards of selection for making all appointments to posts of University Professors and Readers. The constitution of such boards, as provided in the Bombay University Act, would be suitable for the same purpose in the proposed University. A Board of Extra-mural Studies is necessary for looking after this special and important branch of University activities. Roughly, half of the members of this Board should be directly elected by the Court, the other half being appointed by the Executive Council and the Academic Council. It is not necessary for us to go into further detail regarding the constitution of these boards or other boards or committees which the University may find it necessary to set up.

(7) *Other Authorities of the University.*

193. In addition to the authorities specified above, others may be constituted, and their constitutions, powers and duties may be declared by the Statutes.

Committees for Appointment of Examiners.

194. Appointment of examiners is an important subject in university affairs. After careful consideration of the question the Committee recommends that the best way of dealing with this matter would be to provide for an annual *ad hoc* committee for each faculty, as under :—

(1) Vice-Chancellor.

(2) Dean of the faculty.

(3) Two members appointed by the Academic Council.

(4) Two members appointed by the Executive Council.

This committee shall be charged with the duty of drawing up lists for appointments to university examinerships from amongst persons included in panels to be prepared by the boards of studies. For each faculty, there would be a separate committee of this description and it would continue to act for one year only.

195. The lists of examiners prepared by these committees shall be submitted for approval to the Academic Council, and the Executive Council. These bodies would suggest or make a change in the lists prepared by the committees only by a special resolution stating the specific grounds on which each change, suggested or made, is based. In our opinion it is highly desirable that the members appointed by the Academic Council and the Executive Council to Examiners' Committees should change often and no ground should be given for complaint that the suggested method had merely succeeded in concentrating patronage into the hands of a small group.

CHAPTER VIII.

FINANCE.

196. The scheme outlined in this chapter has reference exclusively to the initial stage of the University. Our estimates of expenditure on the staff and on equipment represent what in our opinion is absolutely essential to give the University a fair start on the lines that we have laid down. The recurring and the non-recurring expenditure would both have to be considerably larger than our estimates, to enable the University to grow into an institution contributing substantially to the development of the economic and cultural life of the region and establishing for itself a notable position as a seat of higher learning. We expect the University to evolve gradually on the lines laid down for it. A University which grows in consonance with its needs and opportunities of expansion proves more fruitful in results and is better adapted to its environment. Further, a University springing into being as a completely developed institution would require much larger financial assistance from the Government and the public than it would be wise, under present circumstances, to rely upon. We have, therefore, contented ourselves with indicating the equipment and the finance which we think it essential that the University should secure at the start to enable it to grow in the manner desired by us.

197. We have not drawn upon any source of revenue other than fees and a grant from the Government. This is not because we do not expect the University to attract the support of the public. We are hopeful that the love of learning and appreciation of selfless service which the public and the Ruling Princes of Maharashtra and outside have exhibited in the past will be a perennial source of support to the new University.

Help by the Public.

198. We may, however, point out that the private educational societies in Poona have been able to attract considerable endowments only by making constant and systematic efforts. It would be equally necessary for the University to set up a special organisation for raising funds from the public. It is obvious that the success of such efforts would depend on the interest which the University was able to arouse by its work in the initial stages, and on the programme of development it was able to place before the public. We would in this connection draw attention to the practice, prevailing in American Universities, of having a regular department devoted to securing financial support. Also, the example of missionary institutions, which often raise large sums through a wide net-work of organisations appealing to different classes for contribution, however small, should prove a valuable guide. We feel sure that the University would be able to secure, in this behalf, the assistance of a number of enthusiastic workers. Until, however, the University is established no organisation could start the work of collecting funds for it. Moreover, the response to an appeal from an active organisation would necessarily be much more satisfactory than to an appeal on behalf of an organisation that is yet to come into being. Endowments or donations which the University may obtain before its establishment would not affect our estimates; they would enable the University to start with a better equipment than the minimum which we have indicated in the following paragraphs.

Non-recurring Expenditure.

199. To take the non-recurring expenditure first. The University would be able to utilise the lecture rooms, libraries, and laboratories of the constituent units.

There are, however, some directions in which the University would have to incur certain expenditure as soon as it begins to function. It must have a central location for its offices and lecture rooms. The lecture rooms are a necessity under the co-ordinated system of teaching suggested by us regarding the graduate and post-graduate classes. They would chiefly accommodate the Arts students. Students of professional colleges would ordinarily work in their own institutions, and science lectures would be delivered in the vicinity of the appropriate laboratories in the different colleges. A building for the University library is equally an urgent initial need. A large structure need not be immediately raised for it, but a beginning would have to be made with a structure capable of adequate expansion to meet the growing needs of the University.

200. We give below an approximate estimate of the cost of construction of these three sets of buildings based on pre-war rates:—

	Rs.
(i) University offices	50,000
(ii) Central lecture rooms ¹	2,00,000
(iii) A building for the University Library	2,50,000

201. We recommend that the Government of Bombay should make an initial grant of Rs. 5 lakhs for these buildings, which we consider essential for giving a start to the University. This amount is exclusive of the cost of the site or sites. It is difficult to be definite about the cost of the site, but we discuss elsewhere certain alternative proposals in regard to this subject.

Annual Income and Expenditure.

202. Our estimate of the recurring income and expenditure of the University is as follows:—

Statement of estimated Income and Expenditure.

Receipts.	Rs.	Expenditure.	Rs.
Examination fees ..	2,25,000	Establishment ..	20,000
Registration and other fees .	10,000	Examination expenditure.	1,50,000
Government Grant * ..	2,50,000	Travelling allowance ..	10,000
		Printing, Stationery and Miscellaneous.	20,000
		Professors and Readers ..	1,55,000
		University Library ..	50,000
		Laboratory expenditure.	25,000
		Research assistants and grants.	25,000
		Insurance of buildings, Taxes, etc.	10,000
		Extra-mural department.	20,000
Total ..	4,85,000	Total ..	4,85,000

Receipt Items.

203. The estimate of receipts from examination fees is based on (1) the present number of students appearing at the matriculation examination of the University

of Bombay from the ten districts in the proposed jurisdiction of the University and (2) the present number of students appearing at higher university examinations from the Poona colleges. The rates of these fees are taken to be the same as those charged by the University of Bombay. The recurring Government grant is taken to be Rs. 2½ lacs every year and we recommend that it should be so fixed by the Provincial Government. We have not allowed for any receipt of contributions from colleges or fees from the students of the University. As we have explained in Chapter V, our scheme contemplates the pooling of tuition fees and their redistribution among the colleges in proportion of their contribution to the quota of teachers. We also have left out of account grants from municipalities, local boards and similar other bodies. We do not expect that local bodies would be in a position to contribute substantially towards the ordinary activities of the University. We hope, however, that they will finance to a material extent the extra-mural work of the University in their areas.

Expenditure Items.

204. Many of the items on the expenditure side do not require comment. The estimates regarding expenditure in connection with examination, library, travelling allowances, printing, stationery, upkeep of buildings and insurance are based on the expenditure incurred by the University of Bombay on these items, with such modifications as are necessary for the requirements of the proposed University. The expenditure in respect of office establishment has been estimated on scales of salaries corresponding to those proposed by us below for University Professors and Readers.

Whole-time University Staff.

205. Under the arrangement that we suggest, all post-intermediate teaching in Poona would be taken over by the University and would be carried on co-operatively (1) by recognised teachers belonging to the different colleges and (2) the whole-time staff appointed by the University. The constituent colleges would be responsible for supplying the teaching staff for graduate teaching on a quota basis. The University would not directly recruit or pay the teaching staff of the colleges. The University would only recruit its own whole-time teachers. These teachers would be of two grades (1) Professors and (2) Readers. We think that, in addition to the existing teaching resources of the Poona Colleges, it would be necessary for the University to have at the beginning about 12 Professors and 12 Readers for the Arts and Science departments taken together. Later on it may be found necessary to appoint demonstrators, and in certain cases lecturers.

206. The relationship of the present life-members to their respective societies would not in any way be disturbed if they were only "recognised teachers" of the University. The question would, however, arise when a life-member was selected for employment as a whole-time University Professor or Reader. A life-member would not apply for a University appointment without the permission of his society; and, in the event of his selection for the appointment, the society might release him totally or partially from the obligations of life-membership or grant him special leave or arrive at some arrangement to make his services available to the University. In any case he would remain a whole-time employee of the University and subject to its regulations and conditions of service. We are definitely of opinion that university appointments should be fully open to applicants from all quarters, and that, when life-members are chosen to fill them, the choice must be determined exclusively by considerations of merit.

Staff Salaries.

207. We suggest the following scales of monthly salary for the different grades of teachers employed directly by the University :—

(1) Professor	..	..	..	500—25—700
(2) Reader	..	..	..	300—20—500
(3) Lecturer	..	..	..	200—10—300
(4) Demonstrator	..	..	..	100—10—150

Demonstrators would not ordinarily be kept in service for more than 5 years.

208. These scales appear to the majority of us to be necessary in order to attract the best men into the service of the University and also to place them above the necessity of securing subsidiary occupation for supplementing their income. A few of us are of opinion that considerably lower scales could be adopted without sacrificing the quality of the teaching staff, and that such lower scales would be more in accord, not only with the traditions of education in Poona, but also with the facts of economic life in Maharashtra. The salary suggested on this basis for a Professor is Rs. 400, and for a Reader, Rs. 200—10—300 per mensem. It may be mentioned that this scale of salaries is identical with that sanctioned by the Government for the Deccan College Post-Graduate and Research Institute.

Staff Numbers.

209. The appointment of 12 University Professors and 12 University Readers should suffice at the outset. We may observe, however, that this economy in the number of appointments becomes possible only on account of the pooling and co-ordination of existing resources, which are the essential feature of our recommendations. The teaching staff directly appointed by the University and the recognised teachers in constituent institutions would be working harmoniously over the entire course of studies. This body of teachers would further be strengthened by the accession of scholars belonging to the different research institutes, in Poona and outside, whom the University may be able to draw into association with its own activities.

210. We must, however, state with some emphasis that the twenty-four appointments we recommend represent only the beginnings of an activity which, in course of time, is sure to increase in volume and variety, necessitating the opening of more departments and the establishment of more chairs.

Other Items of Expenditure.

211. Our estimates for the science departments are in addition to the expenditure already incurred by the colleges on their laboratories. We have correspondingly not taken into account the income from laboratory fees. The estimate given above is based on the requirements of extra expenditure on the laboratories incurred on account of the work of graduate and post-graduate students and also of the University Professors and Readers in the science departments. The item "Research Assistants and Grants," provides for what appears to us to be the minimum help necessary for the whole-time staff of the University in connection with the research projects that it undertakes. We have already indicated our opinion that extra-mural activities should be an essential and distinctive feature of the University, representing its direct contact with the general body of citizens. In order to carry out those activities properly the University would have to appoint from the beginning a nuclear central staff. It would also be an essential part of these activities to publish popular literature of the proper type on scientific and cultural subjects; for, without such literature, the carrying on of extra-mural activities would be well-nigh impossible. The estimate of Rs. 20,000

which we recommend should be earmarked for the extra-mural department, includes our estimate of the minimum requirements of the two sides of the activities of this department.

Government Grant.

212. Lest our recommendation for a non-recurring grant of Rs. 5 lacs and a recurring grant of Rs. 2½ lacs be considered excessive, we might point out that the grants recommended by us are by no means too high for a University serving the needs of the largest and the most populous part of the Province of Bombay. Indeed, we claim that they are modest. When, in the neighbouring Province of Madras, the Andhra and the Annamalai Universities were established, the Government of the Province gave to each an endowment fund of Rs. 25 lacs in addition to a generous annual grant. Other Indian Provinces, too, spend with great liberality on university education. We are convinced that if the Government would be generous in its initial and recurring grants, it would help to stimulate private generosity. It should be noted that the grants we recommend are in addition to what the Government spends on the Deccan College Research Institute and the Agricultural and Engineering Colleges and on grants to colleges and institutions in Poona and outside.

213. We are aware that the estimates that we have put forth above may appear to many as unduly low, and they are low as compared with those put forth by the Setalvad Committee. Two considerations might be emphasised in this connection. Firstly, we expect the new University to draw upon and utilise the existing resources of Poona institutions. Our estimates are, therefore, confined to the cost of the additions that are necessary to existing equipment and do not cover the entire cost, recurrent and non-recurrent, of the University organisation. Secondly, the salary scales proposed are somewhat lower than in other university centres. But this is because of the peculiar circumstances and traditions connected with educational activity in Poona. While in the large majority of cases the salaries we propose should, therefore, prove ample, the University, we believe, should be prepared to offer higher emoluments, as a special case, if that is necessary to attract a particularly outstanding scholar to the University centre. We do not, it will be noted, suggest economising on the essentials of the university equipment, which are required for the conduct of research and all higher work at the University.

THE MEDIUM OF INSTRUCTION.

214. The question of the medium of instruction is perhaps the most difficult that the Committee has had to deal with. It is also the one which has most exercised the mind of the public. The Committee has, therefore, given to it very anxious consideration.

Case for Adoption of Marathi.

215. It is now generally expected that one important aspect of the work of the proposed University will be experimentation with the introduction of Marathi as a medium of instruction and examination. The demand for this is based not only on the general principle that the mother tongue is the most suitable medium of instruction at all stages of education, but also on the ground that the use of a foreign tongue for the purpose imparts a definite bias to all studies, and influences modes of thought. The undue emphasis laid in India in most branches of study on conditions in Europe and America, and on the development of thought in western countries is chiefly due to the use of English as the general medium of instruction and to the resultant adoption of English or American text books. The device commonly adopted to counteract this tendency, namely, prescribing courses of study having special reference to Indian conditions, has not been completely successful, and has itself the defect of creating an unnatural division in the study of an integrated subject. It is, therefore, held by many that real independent thinking of a fundamental character, consonant with Indian developments, will not be possible unless the best scholars of the land think and express themselves in their mother tongue.

216. Further, a foreign medium acts as a handicap, especially to classes backward in education. Its retention in university education makes for a break in the continuity of the educational system and creates difficulties in the way of easy progress in education, especially on the part of adult students. The failure to use Indian languages as media of instruction also retards the more general diffusion of knowledge through them. We have emphasised above, a number of times, the need for attracting to university studies students from various classes, and for specially facilitating the progress of poor students and students from backward classes. A system of scholarships helps the progress of only a small band of the brightest among the poor and the backward. To reach larger numbers it would be necessary to provide facilities for adults to take up studies of the university grade, after they have left the regular educational institutions. This would be impossible so long as all such knowledge was imparted only through a foreign medium; for, in that case, as at present, all those who are ignorant of the foreign language are denied access to higher learning. Hitherto an acquaintance with English has been compulsory for all those who desire the acquisition of knowledge of even the matriculation standard in any subject. If a regular system of *Lokshalas* comes to be established, a new stage in educational progress will have been reached. The efforts of the University to use Marathi as a medium of instruction, and to create literature of university standard in Marathi would be work in continuation of the *Lokshala* system. It is in the light of such considerations that some have gone so far as to maintain that no real democracy is possible so long as the language of the region is not the language of administration and of all education also.

Trend of Events.

217. In these circumstances it is impossible to ignore the question of the medium of instruction in the proposed University. We have referred so far specifically to the adoption of Marathi as a medium of instruction as it is the predominant

language of the region. This does not mean, however, that we preclude the possibility of experimentation in other languages if and when conditions are found suitable.

218. The proposal to use the mother tongue as a medium of instruction is not new. The early exponents of occidental learning, both Indian and English, were clear in their minds about the place of the languages of the country in any system of national education. They foresaw that these languages would ultimately become the predominant media of instruction, scholarship and culture. They regarded the use of English as only a passing phase, necessitated by political circumstances and by the undeveloped condition of Indian languages. The signs of the times indicate, it is held, that, after a long eclipse, Indian languages are now coming into their own. An indication of this tendency is afforded by the fact that at the All-India Educational Conference, which meets yearly at different centres in India to consider vital problems of education affecting the whole country, resolutions have been passed, year after year, urging the desirability of using these languages as media of instruction at all stages of education.

Analogy of other Countries.

219. Moved by such considerations some witnesses have urged that the proposed University should immediately adopt Marathi as the exclusive medium of instruction and examination. This is regarded as the logical conclusion of the process which has already begun at the secondary stage of education in Bombay and other Provinces. The difficulties in the way of carrying out this change are recognised, but it is said that they would soon disappear if faced with determination. The instances of Turkey and Japan are cited in illustration of this possibility. It is claimed that the development of Marathi language and literature has made great strides during the last three quarters of a century, and that if Marathi still suffers from certain deficiencies, it is on account of the failure to use it for purposes of university instruction. When once this is done its capacity, it is said, for expressing advanced thought and dealing with technical subjects would rapidly develop and the present lack of books, if any, would soon be rectified.

Grounds for Caution.

220. On a careful review of the subject, however, we have come to the conclusion that, while a larger use of Marathi is generally desirable, the practical difficulties in the way of speedily attaining this end cannot be overlooked. It seems to us that the previous preparation necessary for the immediate adoption of this step is lacking; nor can we, like Turkey or Japan, bend the will and resources of a whole nation to the task. Marathi is not yet rich enough in the majority of the subjects, especially scientific subjects that will have to be taught at the University, though it may be admitted that this lack of adequate literature is itself partly the result of the inferior status of the language in higher education. There is a vicious circle, which can only be broken by vigorous effort. Ultimately the result will depend on the zeal and ability of the scholars whom the University produces and their efforts in the service of their mother-tongue.

Case for the Retention of English.

221. Secondly, the present position of the English language in the life of the country and its practical importance to the educated classes have to be taken into account. So long as English is the dominant language of administration, of the learned professions and of commerce and industry, high proficiency in it is important for all those who seek an entrance to these walks of life. Learning a foreign language is always difficult and with the best efforts the proficiency attained

in it can only be limited except in rare cases. But such proficiency will further deteriorate, if the contact which the student has with that language is curtailed by the exclusive adoption of Marathi as the medium. The result will inevitably be that the student, whatever his proficiency in other subjects may be, will find himself at a disadvantage in the competition which will face him in his search for honourable employment in the higher branches of the central and provincial services, in the world of finance, banking, commerce and industry, or in inter-provincial journalism and public life. Some of these difficulties will undoubtedly diminish or disappear with the formation of primary provincial units based on linguistic homogeneity, or when a *lingua franca* is eventually evolved in India.

Complexity of the problem.

222. Further, it seems to us inevitable that the progress of the proposed University in this direction should be limited by the necessity of making the migration of students possible from and to other Indian universities, and by the need for the maintenance of contact with scholars in other parts of India and of the world. We consider it highly desirable that the University should attract and provide for students from other parts of the Province and of India, and that students from Poona and Maharashtra should continue to be in a position to study under eminent scholars and in specialised institutions in other parts of the country. The pace of reform in this matter will be regulated by the action of other universities in India. It seems to us obvious that no long-range adjustments on this vital question are possible without keeping clearly in view the relative claims of the mother tongue, of a *lingua franca* that in course of time may be evolved in India, and of an international medium like English, so that the interests of the region, of Indian unity and of the world community of scholarship are all duly preserved.

Discretion to University Authorities.

223. The extent to which Marathi can or will be used by the proposed University as a medium of instruction, and the speed with which this development will take place, are thus matters which depend on a large number of independent factors. It would be hazardous to speak dogmatically about the future and it is also not necessary for us to make a definite pronouncement. This is a matter, decisions regarding which must rest ultimately with the authorities of the University. The pace and direction of experimentation will depend to such a great extent on the concrete experience gathered during its progress that no external authority can, in advance, lay down a definite policy. We are, therefore, not in favour of suggesting a definite objective in categorical terms or of indicating a fixed period of time during which a certain degree of progress must necessarily be achieved. We have full confidence in the ability of the new University to deal with the matter in the best possible way as occasion arises. In the few Indian universities where Indian languages are being tried as the sole or as alternative media of instruction, the step is yet experimental and cannot afford sure guidance.

Linguistic Heterogeneity.

224. While we thus recommend that, in the matter of the introduction of Marathi as the medium of instruction, the authorities of the future University should have complete discretion, we must deal with another aspect of this question, which makes it necessary that certain limits be laid down, within which this discretion may be used. These limits have reference to the needs and educational interests of the non-Marathi-speaking population inhabiting the Maharashtra area. The region

that we have proposed for the jurisdiction of the University is predominantly Marathi-speaking; it contains, however, some non-Marathi-speaking groups. It will be interesting to note the extent of the linguistic variety of the region, as reflected at the Matriculation examination of the University of Bombay. A rough indication of it will be afforded by the number of candidates offering different Indian languages at this examination. A candidate has to offer English or an Indian language in addition to one classical or modern European language. These two groups form together one compulsory subject of examination. The Indian language offered is generally the student's mother tongue or the language which he finds it easiest to use. We give below the figures for the year 1942 for Poona and the other centres in the Maharashtra area (outside Bombay), showing the number of matriculation candidates offering the different languages under the two groups specified above. We have given separate figures for Poona, as it reflects linguistic variety more strongly than other centres.

Classical languages and modern European languages group.

	Poona Centre.	Other Centres.*	Total.
Sanskrit	1,722	2,990	4,712
Persian	143	221	364
Ardha-Magadhi	327	622	949
Pali	207	11	218
Arabic	23	....	23
French	118	39	157
German	19	....	19
Portuguese	1	....	1
Latin	17	....	17
Total ..	2,577	3,883	6,460

Indian languages and English group.

Marathi	2,227	3,646	5,873
Gujarati	58	14	72
Kannada	5	26	31
Urdu	74	91	165
Hindi .. .. .	....	24	24
English	213	82	295
Total ..	2,577	3,883	6,460

Demand of Non-Marathi Groups.

225. These figures indicate that, though the overwhelming number of students in the University will be Marathi-speaking, a certain number of non-Marathi-speaking students will always remain. Their needs and interests must be carefully provided for, in any scheme which the University may adopt for extending the scope of Marathi as a medium of university education. The demand of such groups has been for the continued use of English as an alternative medium in the University.

226. We are of opinion that the University should be free to develop the use of Marathi as a medium concurrently with the adequate maintenance of English as an alternative medium of instruction. Such a provision will, it is hoped, meet adequately the demands and needs of non-Marathi-speaking students.

* These centres are :—Ratnagiri, Nasik, Kolhapur, Sholapur, Sangli, Satara and Dhulia.

227. The natural course of development in the matter of the medium would be, it seems to us, the use of Marathi in subjects which make an exclusive appeal to Marathi-speaking students or which lend themselves naturally to treatment through Marathi. Likewise, some branches of study in which Marathi is at present employed as the medium, such as Ayurvedic medicine, would continue to be taught through Marathi. An increasing number of other subjects would come to be taught through Marathi in course of time, but they would also continue to be taught alternatively through English. Scope would be given for all efforts in the direction of establishing the Marathi medium, while the educational interests of non-Marathi groups at all stages would be protected. No hardship need, therefore, be experienced by non-Marathi-speaking students in the University, as instruction through English, in such courses of studies as they are interested in, would be available to them.

Muslim Apprehensions.

228. Fears have been expressed by some representatives of the Muslim community regarding the manner in which the establishment of the proposed University might affect their interests and we must deal specifically with them. They apprehend that their interests might be adversely affected in two directions : (i) that the new University might neglect some of the studies that concern or interest them and (ii) that the progress of Marathi as the medium of instruction might materially diminish the educational facilities open to them at present. We have already indicated our view that the University should concern itself with the cultural and other needs of all sections of the population in the region. This recommendation will, we hope, serve to allay the first apprehension. The second has to be considered in greater detail. The general use of English as the medium of instruction to-day makes it possible for the non-Marathi-speaking population to receive instruction in all departments of study provided for at present in Poona and other centres of university education in Maharashtra. It is the claim of the representatives of the Muslims that these facilities should not be impaired. Ordinarily, we expect the University authorities to conduct their efforts to extend the use of Marathi as a medium of instruction in such a manner as not to affect materially the interests of any section of the population. However, in view of the definite opinions that have been expressed before us, it becomes necessary to assure these sections in advance that the proposed University will look after their interests also.

Proposed Safeguards.

229. The best manner in which this can be done is to provide adequately for the continued use of English as a medium of instruction and examination at all stages of university education. This will mean that the experiments of the University will leave intact the nature of present facilities, and this should be enough to satisfy all reasonable demand. The detailed manner in which this should be provided for is indicated in the following recommendations :—

(1) All experiments made by the University of Poona in the direction of the adoption of Marathi as the medium of instruction shall be limited by the following conditions ; and subject to them, the University shall have complete control over all education of the university grade within the area of its jurisdiction :

(i) At the Matriculation Examination of the University, English shall remain one of the media of answering papers in all subjects.

(ii) In the event of the adoption of Marathi as a medium of instruction and examination, in any part or in the whole of the courses of studies leading up

to the intermediate examination, English shall be maintained as an alternative medium of instruction in such studies in at least one institution in Poona, connected with the University and shall be retained as a medium of examination in all subjects at the intermediate examination conducted by the University.

(iii) In all courses of instruction directly controlled or conducted by the University, adequate provision shall be maintained for teaching all subjects through English, provided that this shall not apply to (a) Sanskrit or Marathi studies, i.e., studies relating to Sanskrit language and its derivatives and their literature, and studies relating to Marathi language, literature and the thought and life of the Marathas, (b) Institutions, which might later be connected with the University, but in which the medium of instruction is at present Marathi; for example, institutions like the Ayurvedic.

(2) In the event of the University desiring at any time to be released from the operation of any of these conditions in any particular direction, it shall make a representation in that behalf to the Provincial Government and the Provincial Government, after enquiry, may refuse the permission to the University or grant it on such terms as, in its opinion, the circumstances require.

230. It will be observed that these recommendations follow the lines on which progress has been made so far with the introduction of Indian languages as media of instruction in secondary education. We believe that, while satisfying the legitimate claims of non-Marathi-speaking populations, they leave an ample field for experimentation to the University.

CHAPTER X.

MISCELLANEOUS.

Faculties and Departments at the University.

231. We have recommended that power may be given to the University to start such faculties as it may think proper, and that the following faculties be constituted immediately in the new University: (1) Arts, (2) Science, (3) Technology, (4) Law and (5) Medicine. These are the faculties which now exist at the University of Bombay. We find that teaching in all important subjects covered by these faculties is provided in Poona. The only deficiency was in respect of Commerce, but we are glad to find that it has been made good by the recent opening of a College of Commerce. We recommend that, in the Arts course, there should be separate departments of study relating to Fine Arts, including music. Poona has no college of medicine, but the B. J. Medical School can, without much effort, be raised to the status of one and the foundation of a Faculty of Medicine laid. A similar course, we understand, was recommended on previous occasions by more than one committee, and we think that the time is ripe for its adoption.* In the earlier stages of this college, adequate control will have to be vested in the hands of the Government. We recommend that the question of the conversion of the B. J. Medical School into a Medical College be immediately taken into consideration and steps taken to bring a full medical college into being at Poona either on the establishment of the University, or, if possible, even before it.

232. Apart from the continued development of studies and institutions already in existence, the inception of new studies and the establishment of many new departments have been pressed on our attention by a number of witnesses. For example, the representatives of the Maharashtra Chamber of Commerce stressed the need of the development of technological studies, especially those of oil and sugar technology, which have particular importance for the Maharashtra area. Maharashtra has taken in recent years a very active part in the revival and systematisation of Ayurvedic studies and our attention has been called to the great potentialities of this development. It has been pointed out that by linking these studies to the study of western medicine at the centre, great impetus may be given to further research in both systems. Other witnesses have emphasised the military traditions of Maharashtra and the known attachment of its people to physical culture. Poona has become in recent years an important centre of military training, and there have been created at this place considerable facilities for imparting education in various aspects of military science. It is possible that some of this activity will cease or diminish at the end of the present war. In this case the University could ask for the transference to itself of some of the resources that are being accumulated, and establish, perhaps with the special help of Maratha States, departments of military and aeronautical studies at the centre. Equally appropriate and equally in keeping with the traditions of the people would be the development of naval studies in the Konkan area. An exponent of Yogic culture, which in one of its aspects is closely connected with physical culture, is resident within the area and conducts an institution called *Kaivalyadhama*† in Lonavla. He presented a scheme to the Committee for the establishment of a complete Faculty of Yoga. Reference has also been made to the great part played by both professionals and amateurs from Maharashtra in the development of the systematic study, as well as the popularisation, of Indian music, and

* See Appendix X.

† See note (Appendix XI) on research work carried on at this institution.

the establishment of a University Department of Music, and the inclusion of the subject in its courses of study have been suggested. This is merely an illustrative list of the various projects urged on our attention. The grounds on which such branches of study and research are suggested relate either to their innate cultural value, or to their special suitability to the temper, traditions and genius of Maharashtra, or to their special utility in view of its economic and industrial needs. Most of these developments are, no doubt, appropriate and desirable. The limiting conditions, however, are finance and the practicability of fitting them into the general scheme of the teaching and research organisation of the University. We refer to them only to draw attention, among other things, to the variety of directions in which the work of the proposed University could develop, and the expectations of special adaptation which the people of the region have in respect of the proposed University. A detailed consideration of the various schemes and their implementing in due course has obviously to be left to the authorities of the University when they begin to function.

Collaboration with the University of Bombay.

233. One aspect of this problem of expansion deserves special attention. A clear-cut division of work between the Universities of Bombay and Poona, within the existing faculties or the major branches of study, is neither practicable nor desirable. But we are of opinion that all future projects which relate to the establishment of specialised departments or extensions into hitherto unexplored fields should be matters of consultation between the two Universities. Whether the University of Bombay continues to serve a large area or becomes a city University, the physical proximity of the two centres and the close relations that have subsisted between them make it imperative that the two Universities should always work in close collaboration. We have already indicated the need for the exchange of information and ideas and for an understanding regarding specialization in the working of the libraries at the two centres. It would be possible to bring this about even in an informal manner. In view, however, of the great necessity of securing coordination and avoiding duplication of effort, particularly in highly specialised and costly departments like the Department of Chemical Technology, we are of opinion that a Joint Board of the two Universities should be set up for considering such questions. Such a Board might consist of the Vice-Chancellors of the two Universities and four members nominated by the Syndicate of each University, two members to represent the academic side and two the non-academic side. We expect this Board to meet frequently and to discuss all questions of co-ordination of effort between the two Universities. As a corollary we recommend that specialised departments existing in only one of the Universities of the Province, such as Chemical Technology in Bombay, should be kept open to students of other universities in the Province. The analogy of such departments with the provincial Colleges of Agriculture and Engineering is close and we suggest treatment of this problem on lines indicated by us in regard to those two colleges. We hope that the two Universities will work in close co-operation in other directions also. We have already recommended that on the boards of studies in the proposed University members of the corresponding boards of the Bombay University should be coopted. We expect also an interchange of examiners and special provision for the migration of students from one university to the other. We suggest that the proposed Joint Board should consider questions of expansion, as also those relating to admission and migration of students.

234. Another question affecting relations between the two Universities is the possibility of the diversion of existing endowments at the University of Bombay

to the proposed University. There are numerous difficulties in the way of taking such a step; its feasibility, especially in the case of scholarships, etc. intended to benefit specifically students of areas to be included within the jurisdiction of the proposed University might, however, be considered by the Joint Board.

Teaching and Examination Reform.

235. Various suggestions have been made to us concerning courses of studies, and methods of teaching and examination. Passing reference has been made to some of these in earlier chapters. The formulation of a proper General course for the B.A. degree and of really specialised Honours courses has been mentioned. Reference has also been made to the possibility of changing the structure of courses of study so as to approximate more to the American or the German model. It has been shown that this would make not only for simpler organisation, but would also facilitate the migration of students. We might draw special attention to the importance of training in research methods and of carrying out a minimum of original work for all aspirants to higher university degrees. One of the most eminent of Poona scholars, the late lamented Dr. Sukhatankar, emphasized his faith in this training by stating that no student should get a university degree unless he had been through a certain amount of research training. There is no doubt that for all those who would specialise in any branch of study, training in research methods and the undertaking of some independent work is a necessity. We feel sure that, with the proper recruitment of the whole-time university staff and the adequate provision of equipment, proper attention would be paid by the proposed University to this aspect of the organisation of the courses of study.

236. Even more urgent, because it deals with the mass of the students, is the question of the reform of teaching and examination methods, such as that of providing for the personal direction and supervision of the work of students. We have already commented on this need in connection with the organisation of work in the first two college classes. Such provision is needed for the students of the graduate and post-graduate classes no less than for those of the first two years. We consider it a great merit of our scheme of organisation that it would enable colleges to take up this work of reform immediately, and we feel no doubt that the University and the colleges will take appropriate steps in this direction immediately on the organisation of the university centre at Poona. Such an organisation should also lead to considerable reform in examination methods. The adoption of some system by which the judgment formed on the whole year's work of the student is made less dependent on his few hours' performance in a written examination at the end of the year, is generally desired. It is, however, only when students work throughout the year continuously under the personal supervision of their teachers that it becomes possible to attach due weight to the record of work during the year. There is little doubt that a large number of advocates of the proposed University favour the idea of its establishment because they feel that it would carry out many of these reforms which are urgently required. We have every hope that the new University will fulfil all the legitimate expectations of its advocates in this direction.

Location of the University.

237. The Committee was not able to consider in detail the problem of the location of the University offices and other buildings of the University. However, it considered some of the proposals in this regard that were placed before it. It should be noticed, in the first instance, that in view of the coordinating character of the University and the dispersed location of its constituent institutions, it would not be possible in this University to locate a major portion of its activities in one centre or in one set of buildings. The effort at coordination would mean the

acquisition by the University of a central site for certain purposes, such as those of lecture rooms and offices. It is, however, not necessary to locate all the buildings of the University or the future extensions of its departments, etc. in one place. As a matter of fact, it would be almost impossible to acquire a site in a central position in Poona extensive enough for such purposes. In many other respects, we have visualised the development of the University as taking place along lines similar to Cambridge and Oxford; in respect of the scattering of university departmental activities, it would have also to follow the lines of the two ancient British Universities.

238. In selecting the site for the University offices and lecture rooms, the main desideratum would seem to be a central position. Having regard to this, the area in the neighbourhood of the Shivaji Statue is obviously indicated as the most desirable location. We have not made any detailed enquiry as to the availability of sites within this area. It has, however, been pointed out to us that under the Town Planning Scheme, part of this area (Sambhaji Park) has been reserved as a park in a location not far removed from the Shivaji Statue. It is likely that, if the University does not crowd the site with buildings and maintains within it a public park, the Municipality might be induced to permit its use for the location of some University buildings. In this case, the offices and central lecture rooms could easily be constructed on this site. This would not, however, accommodate the University Library, for which we propose that a building should be immediately constructed. It is not necessary that the location of the University Library should be equally central. We have suggested that the development of this library would be chiefly in the direction of a teachers' and a research library. In this connection, we may make special mention of a generous offer made by the trustees of the Hirabag Town Hall Committee to give over the area in their charge, under certain conditions, to the University. The Hirabag site, though not central is yet conveniently situated in many respects, and would be suitable for locating the University library and other University departments. The site extends over nearly 12 acres of land. The new University would be well advised to accept thankfully the offer of the Town Hall trustees and develop the area for its library and related purposes. Adjoining the Hirabag site, is the location of an old disused lake which is, at present, in the process of being filled up. It should be possible at moderate cost to convert this area into a suitable play-ground, etc. for the University. A little beyond the Hirabag site, on the confines of the municipal limits, is a site with old historic associations held by the trustees of the Parvati Sansthan. This site, the Ramana, has been mentioned by Professor Potdar as being suitable for the purposes of the University. Though not suitable for any of the buildings immediately necessary for the University, it might be considered in the event of future extensions.

Military Training.

239. We have already referred to the advisability of making provision for teaching in military, naval and aeronautical subjects. But, in addition, we consider it desirable to encourage the development of the University Training Corps. At present the number of students that can secure admission is very limited. We consider that the numbers in the Corps should be greatly increased, and the training they receive should be much wider in scope. Even if compulsory military training for all university students be considered out of the question at present, in our opinion the discipline inculcated by such training is very valuable, and as many students as possible should get the benefit of it.

Residence of Students.

240. A matter to which we might also draw attention is better organisation of the supervision of the residence of students in Poona. A very large body of students at this centre stay neither with their guardians nor their families, nor in institutional hostels, but in hired lodgings over which no supervision is exercised by any authority. We suggest that the new University should, as early as possible, take in hand the question of systematically organising the supervision of such lodgings. Indeed, it might be found necessary for the University to create a special Board in order to look after the residence and health of students at the centre.

Poor Students.

241. Intimately connected with the question of the University serving the needs of the whole community is that of the devising of means by which it would be possible for students from all strata in society to study at the University. The keeping down of university charges and the general expenses of university education, and making it possible for the poorer students to take advantage of university education are problems which have attracted the attention of educationists in all countries. It is not possible for us to make detailed recommendations in this behalf as the solution of the problem lies, in the main, beyond the powers of the University. In respect of university charges the maintenance of free places is usually the most important solution. Under our scheme of coordination the receipts from tuition fees would mostly benefit the constituent units. These units already award a certain number of free studentships, which would naturally be continued. Another matter to which attention might be drawn is the eleemosynary treatment of scholarships. This has been recently insisted upon in Oxford and Cambridge. The endowments for scholarships in the Poona centre are not very considerable, yet something might be done by seeing that these scholarships are awarded not on grounds of academic merit alone, but partly in accordance with the needs of the students.

242. In Maharashtra the problem of attracting students from all classes is two-fold. It should be possible to make provision not only for poor students, but also for students belonging to classes backward in education to enable them to reach the university stage. The solution of the latter problem, in particular, is dependent on the existence of a wide system of special State scholarships. A general extension of the system of scholarships at present in existence is, however, a question in which the University authorities can directly do little. If the University cannot financially help the poor or the backward student to a substantial extent, it might at least consider his special needs in arranging its courses and its methods of instruction. The possibilities of obtaining part-time employment are not extensive in a city like Poona, but we would specially emphasise the need for the University to provide, by fixing, as far as possible, suitable hours of instruction, opening evening classes, etc., for the requirements of the student who works through a course of university education by his own efforts.

Employment of Students.

243. Fears have been expressed by some witnesses that the graduates of Poona and Maharashtra might find themselves handicapped in obtaining employment, because of the establishment of the new University. It is suggested that the prestige that attaches to the name of an old established university like that of Bombay would not quickly become attached to the degrees of the new University. We do not think that these fears are well founded. Though the University might be new the institutions that will train the students are amongst the oldest in the University

of Bombay, and the establishment of the new University cannot lead to any lowering of standards or of efficiency. As a matter of fact, one of the main grounds on which the case for the establishment of the new University is based is that it would materially increase the efficiency of teaching, the standard of examinations, and the proficiency of students. Representatives of the Maharashtra Chamber of Commerce, who gave evidence before us, were of opinion that there would not be any discrimination against the students of the proposed University by employers in Bombay City.

244. This leads, however, to a suggestion that the University should specially watch the situation regarding the employment of its students. The University might well establish for this purpose a Board of Appointments, such as exists in many British Universities. Though we are emphatically against the University altering its settled courses of study merely with a view to facilitating the employment of a special class of students, we are not averse to the University undertaking the provision of additional courses which might benefit a substantial number of its students. We draw pointed attention to this question because some activities which it was proposed that the University of Bombay should undertake in this behalf could not be taken into consideration under the provisions of the University Act.

245. We would also point to the desirability of the University giving thought to the relating of its work to the requirements of practical life, in framing its courses and in shaping its methods of instruction and teaching. We do not subscribe to the belief that there is a necessary antithesis between academic and utilitarian studies, and we feel that, while maintaining high academic standards, the instruction at the University could yet come closer to life and contribute more substantially to fitting its alumni for the tasks which lie before them in life. This aspect of academic planning was forcibly placed before us, with concrete illustrations, by the representatives of the Maharashtra Chamber of Commerce. It has also the support of modern educational theory as evidenced by the following extract from one of Dewey's standard works :

“The two distinctions, psychological and political, translated into educational terms, effected a division between a liberal education, having to do with the self-sufficing life of leisure devoted to knowing for its own sake, and a useful, practical training for mechanical occupations, devoid of intellectual and aesthetic content. While the present situation is radically diverse in theory and much changed in fact, the factors of the older historic situation still persist sufficiently to maintain the educational distinction, along with compromises which often reduce the efficacy of the educational measures. The problem of education in a democratic society is to do away with the dualism and to construct a course of studies which makes thought a guide of free practice for all and which makes leisure a reward of accepting responsibility for service, rather than a state of exemption from it”. (J. Dewey : *Democracy and Education*, p. 305.)

CHAPTER XI.

SUMMARY OF RECOMMENDATIONS.

N.B.—Bold figures in brackets indicate paragraph numbers.

CHAPTER III.

We would specially urge on the authorities of the proposed University the establishment of a department of Modern Indian Languages and Literature, in which a comparative study of the trends of thought and literature of the other "sub-national" groups in India is carried out. (34)

We recommend a Regional University for Maharashtra, which would have (i) a strong and efficient centre of university work and (ii) close contact with the intellectual, economic and social life of the whole region. (42)

The special aims and functions of the proposed University should be as follows :—

(1) To lay the foundation of a strong Teaching University by creating a central organisation in Poona for conducting directly all teaching in graduate and post-graduate courses, and for organising and carrying on research in the Faculties of Arts, Science, Technology, Law, Medicine and such other faculties as occasion may require.

(2) To lay down adequate standards for the admission of students to university courses, by holding the matriculation examination, if necessary ; to link together and bring into contact with itself institutions of higher learning in Maharashtra and to co-ordinate research facilities and activities throughout Maharashtra by associating with itself scholars and institutions, and by promoting research projects through such scholars and institutions.

(3) While not losing sight of its essential character as a University, i.e., a seat of universal learning which recognises no frontiers or barriers except those of the human mind itself, to keep in view the special needs, interests and traditions of Maharashtra and its people, and in particular—

(a) its economic resources, its special problems of agriculture, industry and commerce, and generally the various aspects of its economic and industrial life,

(b) Marathi language and literature, the history, civilisation, art and culture of Maharashtra, and in general every branch of study relating to what may be regarded as the distinctive features of the life and thought of the people of Maharashtra of all classes and communities.

(4) To diffuse widely the benefits of university education among all classes by organising centres of extra-mural teaching and university extension activities, and encouraging the production of popular literature on scientific and cultural subjects.

(5) To institute and award diplomas of merit and proficiency, in various branches of theoretical and practical study, of a standard lower than the degree standard of the University. (43)

Poona is in our opinion the most suitable headquarters for the new University. (45)

We recommend that the name of the proposed University for Maharashtra should be "The University of Poona". (46)

CHAPTER V.

While we do not consider the objections urged against a merger of the existing educational societies in Poona as insurmountable, we have been impressed by them so far as to think it inadvisable to bring about a merger until a large body of their life-members and the members of their governing bodies favour such a step. (93 and 94)

Although a merger, under the present conditions, may not be practicable, a very close co-ordination of the activities of the various institutions is a condition precedent to the creation of a strong university centre. (95)

We propose that all institutions conducting teaching of the graduate standard in Poona shall form the constituent units of the new University. (99)

We propose that teaching up to the intermediate standard, wherever it is conducted in Poona, should be left to the constituent units themselves. The control exercised by the University over constituent units in respect of intermediate teaching would be similar in nature to that exercised by the University of Bombay over affiliated colleges, but it should be exercised more continuously and in greater detail, particularly over tutorial and supervisional arrangements. (100)

We recommend that, beginning with the graduate class, the organisation of teaching both in the Arts and Professional colleges in Poona should be directly taken over by the University. Each constituent college and research institution would be required to maintain a given quota of teachers in a particular subject, and place their services at the disposal of the University for graduate and post-graduate work. Such "recognised" teachers and the University Professors and Readers would constitute together the panel of lecturers in each subject in the University, for graduate and post-graduate work. (101)

We recommend that the Deccan College Post-graduate and Research Institute and any other research institutions that are willing should occupy the position of constituent institutions. (110)

The main directions in which the University would have to control the libraries of the constituent institutions are the following:—

(1) To see that an adequate amount is spent by each institution on the purchase of books each year; (2) to give general directions regarding the manner in which these funds are spent after arriving at an agreement as to the type of service and specialisation of each library; (3) to compile and maintain a Union Catalogue; (4) to arrange for interlending of books as between libraries and institutions. (113)

The different college laboratories should specialise in particular branches of the major science subjects. The management of these laboratories would remain with the colleges, under the supervision of the University Professor or Reader in the subject. (115)

The University, very soon after its establishment, would have to take up the question of starting its own laboratories for research work in various subjects. (116).

The powers which we recommend to be vested in the University for bringing into existence a teaching organisation in Poona are as follows:—

(1) To lay down minimum educational qualifications for the different grades of the teaching and tutorial staff employed by the colleges and also the conditions of their service

(2) to require each constituent college to contribute the requisite quota of teachers in each subject for post-intermediate teaching,

(3) to approve of the appointments to the teaching staff made by constituent colleges and institutions,

(4) to co-ordinate and regulate the library and laboratory facilities of constituent institutions,

(5) to require a constituent college to confine the enrolment of post-intermediate students to certain subjects,

(6) to levy contributions from colleges and make grants to them,

(7) to require satisfactory arrangements for tutorial, supervisional and similar other work in colleges and also to inspect such arrangements from time to time. (121)

We recommend that the Agricultural and Engineering Colleges should become constituent colleges of the University, and that a Committee should be appointed to settle the detailed provisions necessary for maintaining the provincial character of these institutions. (126 to 128)

CHAPTER VI.

We recommend that the territorial jurisdiction of the University should cover—

(i) The Marathi-speaking area within the Province of Bombay excluding Bombay City and Bombay Suburban District. (130)

(ii) Such contiguous Indian States as desire to establish relations with the University. (131)

It should be open to the University to recognise or affiliate institutions in distant areas containing colonies of people of Maharashtra origin. (130 and 132)

We recommend that the University should have the exclusive right of holding the matriculation examination within the area of its jurisdiction. (133)

The University should not exercise any control over secondary education beyond laying down the course of study for its matriculation. (137)

We recommend that all collegiate institutions that might, in the future, be established within the area of the jurisdiction of the new University should be affiliated to it, and that after the foundation of this University, the University of Bombay should not affiliate any new college within the territorial jurisdiction of the new University. (138)

We recommend that, in future, the University should restrict, as a general rule, any new college that might be started within its area to the teaching of courses up to the intermediate examination. (139)

The existing full-grade colleges within the area of the University should be allowed to conduct the First Year and the Intermediate Classes. (140)

We recommend that the existing colleges outside Poona, falling within the jurisdiction of the proposed University, should, if willing, be affiliated to the new University; if not, they should be left free to continue their affiliation to the University of Bombay. (142)

The general plan of the distribution of work, between colleges in Poona and outside colleges, visualised by us is that most of the post-graduate and research work would be concentrated in Poona; honours teaching would be carried on in existing outside colleges, where special facilities are available; existing outside

colleges would be permitted, as a normal arrangement, to teach graduate classes for the pass, i.e., the general degree. (143)

We recommend that the proposed University should establish contact with institutions and scholars engaged in research work within its area and should try to encourage, systematise and co-ordinate such work. (144)

We strongly recommend that the University should, from the very beginning, undertake the duty of organising and conducting extra-mural instruction for the benefit of the adult population within the region. (147)

It should be the endeavour of the University to secure the co-operation and financial support of the local self-government authorities, in this field. (149)

We recommend that the University should be vested with the power to create an External Side to its activities. (150)

CHAPTER VII.

Our recommendations regarding the relation between the Government and the proposed University are as follows :—

(1) A fair number of Government officials in high positions in departments which are connected with studies for which the University would provide should have an *ex-officio* place in the Court of the University.

(2) The Government should have, at least in the initial stages of the University, power to nominate members not exceeding 20 per cent. of the total number of members of the Court, so as to secure the adequate representation of interests which would not be ordinarily represented through the medium of elections.

(3) The Government should have the power of auditing the accounts of the University.

(4) In certain circumstances, such as misappropriation of funds, corruption, bribery and gross inefficiency of administration, the Government should have the power to order an inspection of the affairs of the University, by means of an independent committee.

(5) Except as aforesaid, the Government should have no power of interference with the management or conduct of the University. (152)

The Officers of the University shall be (1) The Chancellor, (2) The Vice-Chancellor, (3) The Registrar, and (4) The Deans of the Faculties. (153)

[Their powers and duties are set forth in paragraphs 154 to 156, 157 and 160, 161, and 162, respectively.]

The Governor of the Province of Bombay shall be the Chancellor of the University. This provision may be reviewed by the University after ten years. (154)

The Vice-Chancellor should be elected by the Executive Council subject to confirmation by the Chancellor and would be the academic and executive head of the University. He may be either honorary or stipendiary. (157).

We recommend that the Act should provide for the creation of the office of Pro-Chancellor. (164)

The principal feature of the constitution proposed by us is the balancing of the academic and the non-academic functions of the University; academic functions have been assigned to bodies almost exclusively made up of teachers and educational experts, and non-academic functions to bodies with a preponderance of the non-academic elements. (165)

We have eliminated competitive elections to academic bodies, as far as possible, and minimised their frequency in the non-academic sphere. (167)

We propose that the term of the office of the Court shall be six years and that of the Executive Council three years. All seats shall be thrown open to election at one time, and filled under the system of proportional representation. (168)

The Authorities of the University shall be (1) The Court; (2) The Executive Council; (3) The Academic Council; (4) The Faculties; (5) The Boards of Studies; and (6) The Boards for special purposes. (165 and 166)

[The constitutions, powers and functions of these bodies are set forth in the paragraphs noted against each:—

- (1) Court: Paragraphs 170, 179, 180 and 181.
- (2) Executive Council: Paragraphs 183 and 184.
- (3) Academic Council; Paragraphs 185, 186 and 187.
- (4) Faculties: Paragraph 188.
- (5) Boards of Studies: Paragraphs 189, 190.
- (6) Boards for special purposes (Board of Post-graduate Studies; Boards of Selection; Board of Extra-mural Studies) Paragraphs 191 and 192.]

We recommend that annual *ad hoc* committees for different faculties be set up in connection with the appointment of examiners. (194)

CHAPTER VIII.

The financial scheme outlined by us has a reference exclusively to the initial stage of the University, and our estimates of expenditure on the staff and equipment represent what, in our opinion, is absolutely essential to give the University a fair start. (196)

We recommend a non-recurring Government grant of Rs. 5,00,000 to meet the cost of construction, at pre-war rates, of the following three sets of essential buildings:—

	Rs.
(1) University offices	50,000
(2) Central lecture rooms	2,00,000
(3) Building for the University library	2,50,000

The estimates given above are exclusive of the cost of the site or sites. (200 and 201)

We recommend a recurring Government grant of Rs. 2,50,000 towards the current expenditure of the University. (202)

We recommend the appointment of 12 University Professors and 12 Readers, at the outset, on the following scales of salaries (207 and 209):—

	Rs.
Professor	500—25—700
Reader	300—20—500

CHAPTER IX.

One important aspect of the work of the proposed University will be experimentation with the introduction of Marathi as a medium of instruction and examination. (216)

We are in favour of leaving discretion to the authorities of the new University in this matter while safeguarding the educational interests of the non-Marathi-speaking groups within the region. (223 and 228)

The best manner in which this can be done is to provide adequately for the continued use of English as a medium of instruction and examination, at all stages of university education. We recommend the following provisions in this behalf :—

(1) All experiments by the University of Poona in the direction of the adoption of Marathi as the medium of instruction shall be limited by the following conditions ; and subject to them, the University shall have complete control over all education of the University grade within the area of its jurisdiction :—

(i) At the Matriculation Examination of the University, English shall remain one of the media of answering papers in all subjects.

(ii) In the event of the adoption of Marathi as a medium of instruction and examination, in any part or in the whole of the courses of studies leading up to the intermediate examination, English shall be maintained as an alternative medium of instruction in such studies, in at least one institution connected with the University in Poona, and shall be retained as a medium of examination in all subjects at the intermediate examination conducted by the University.

(iii) In all courses of instruction directly controlled or conducted by the University adequate provision shall be maintained for teaching all subjects through English, provided that this shall not apply to (a) Sanskrit or Marathi studies, i.e. studies relating to Sanskrit language and its derivatives and their literature, and studies relating to Marathi language, literature and the thought and life of the Marathas, (b) Institutions, which might later be connected with the University, but in which the medium of instruction is at present Marathi, for example, institutions like the Ayurvedic.

(2) In the event of the University desiring at any time to be released from the operation of any of these conditions in any particular direction, it shall make a representation in that behalf to the Provincial Government and the Provincial Government, after inquiry, may refuse the permission to the University or grant it on such terms as, in its opinion, the circumstances require. (229)

CHAPTER X.

We recommend that power may be given to the University to start such faculties as it may think proper and that the Faculties of (1) Arts, (2) Science, (3) Technology, (4) Law and (5) Medicine be constituted immediately. There should be a separate department of studies relating to Fine Arts, including Music. (231)

We recommend that steps should be taken to bring a full Medical College into being at Poona, if possible, even before the establishment of the University. (231)

We recommend the formation of a Joint Board consisting of representatives of the University of Bombay and the new University, for the purpose of securing close collaboration between them, promoting co-ordination and avoiding duplication of effort, particularly in the matter of opening and developing highly specialised and costly departments. (233)

We think that the Hirabag site and the Sambhaji Park site are suitable and sufficient for the present needs of the University. (237 and 238)

We think it highly desirable to encourage the development of military training through the expansion of the University Training Corps. (239)

We recommend that the University should take in hand the question of systematically organising supervision over the lodging of students, who do not live with their guardians or in the hostels of institutions. (240)

We suggest that the University should give attention to the problem of attracting students from all classes in the region, and that it should afford facilities to poor students who seek to earn while learning. (242)

We suggest the establishment of a Board of Appointments by the University, with a view to facilitating the employment of its alumni. (244)

M. R. JAYAKAR—*Chairman.*

R. P. PARANJPYE

R. P. MASANI

JOHN MCKENZIE

D. R. GADGIL

B. G. JAGTAP

G. B. JATHAR

SHAIKH ABDUL KADIR
SARAFRAZ (signed sub-
ject to my note).

} *Members.*

P. M. LIMAYE,
Secretary.

Poona, the 6th August 1943.

Remarks of the Committee on Prof. Shaikh's Note.

The Minute which follows was submitted by Prof. Shaikh only after what was intended to be the final meeting of the Committee. We have not been able, therefore, to give detailed consideration to it. We would, however, make the following remarks :—

(1) At an early stage in the proceedings of the Committee, we came to an understanding that we would seek, if possible, to reach unanimity in our recommendations and that if we found, in any particular matter, that we were not able to reach unanimity we would submit alternative recommendations which would be embodied in the Report. In certain matters we have actually submitted such alternative recommendations.

(2) Prof. Shaikh did not at any time in the course of our deliberations urge the points contained in his dissenting minute or ask that they should be set forth in the Report. The recommendations which we make in these matters and particularly regarding the medium of instruction and examination were the outcome of a compromise to which we understood him to be a party ; (he actually was a party to the Resume of our Recommendations which was submitted to H. E. Sir Roger Lumley, on which it is now impossible to go back). If he had laid these points before us during our discussion, we would have made the most earnest endeavours to reach an understanding.

(3) We think that Prof. Shaikh is mistaken in his assumption that Muslim interests would be better protected by the kind of statutory provisions which he proposes than they would be by those which the Committee has recommended. Besides, the provisions which Prof. Shaikh suggests would, if accepted, deprive the proposed University of all freedom to make any changes or arrangements which it may consider desirable. We would further invite attention to the fact that any statutory provisions can be changed by the authority which makes them and we are of opinion that it is highly improbable that the Legislature would, at any time, use its power in a manner detrimental to Muslim interests.

M. R. JAYAKAR.

R. P. PARANJPYE.

R. P. MASANI.

JOHN MCKENZIE.

D. R. GADGIL.

B. G. JAGTAP.

G. B. JATHAR.

NOTE BY KHAN BAHADUR PROF. SHAIKH A. K. SARAFARAZ.

As far as I understand, I have been appointed on the Maharashtra University Committee to represent the Muslim point of view and to safeguard Muslim interests, in the event of a University for Maharashtra being established, and I consider it my duty to state briefly my own views and those of the educationists of my community in this respect.

Broadly speaking, the Muslim educationists, who have given evidence before the Committee and who have either fully or partly opposed the establishment of the University, have done so on two grounds—political and linguistic.

Their opposition on political grounds seems to have been based on their personal experience, which is the result of their long and wide contact with certain sections of the Hindu Community in public and political matters. They apprehend that the proposed University is likely to be domineered by a political party which may not be favourably disposed towards the Muslims, and that, when it so happens, the educational interests of the latter will be imperilled. The evidence tendered by Khan Saheb A. A. Khan, M.A., LL.B., M.L.C., and Mawlawi Sir Rafiuddin Ahmad, Bar-at-Law, ex-Minister of Education, Bombay Province, also is based on similar views.

To understand the Muslim opposition on linguistic grounds, we have to go back to their history in Maharashtra before the advent of the British. History informs us that they came as conquerors and settled down in different parts of Maharashtra. Their cultural language was Persian, but they habitually spoke Urdu among themselves. The extent of the political importance of Persian can be judged from the fact that it was in Persian that treaties between the Peshwas and the British were drawn up and all correspondence between the Peshwas and their agent at the Court of the Governor General at Calcutta was carried on in the same language. After the downfall of the Peshwas, the Poona Sanskrit College was established in 1821 for "the encouragement and improvement of the useful parts of Hindu learning" and "to preserve the attachment of the learned Brahmins". While adequate provision was made for the education of Brahmins and the study of Sanskrit and Marathi, Arabic, Persian and Urdu were left to shift as best they could. With the abolition of Persian as the court language, the Muslims employed in courts were all thrown out of employment. When local vernaculars were substituted for Persian, only Marathi came in for a share of Government support and encouragement. Urdu, the mother tongue of the Muslims, received but scant attention. About the sixties of the last century, the Director of Public Instruction, Mr. E. I. Howard, M.A. (Oxon.), Barrister-at-Law, reported that the Muslims "speak Urdu and not the vernacular" and therefore "require special schools". But the Director's recommendation seems to have been pigeon-holed. It was not till 1871, when Lord Mayo's Government issued a resolution on the condition of the Muslim population of India as regards education and desired that more systematic encouragement should be given to the classical and vernacular languages of the Muslims in all schools and colleges, that the question of Muslim education received careful consideration at the hands of the Bombay Government. As a result some Urdu schools were opened, but the Hindu educational authorities and Municipalities were generally averse to opening special Urdu schools for Muslims and insisted on Muslim children attending Marathi schools. For want of a sufficient number of suitable Urdu schools, Muslim parents had to rest content with "maktabs" and "madrasas" conducted on traditional lines. This state of things continued until 1882, when the Indian Education Commission was appointed under the chairmanship of Sir William Hunter, LL.D., I.C.S. The Honourable Mr. Badruddin

Tyebji, the Honourable Khan Bahadur Kazi Shihabuddin, C.I.E., the Honourable Mr. R. M. Sayani, M.A., LL.B., and Khan Bahadur Munshi Ghulam Muhammad gave evidence before the Commission, and all of them with one voice declared that the mother tongue of a vast majority of the Muslims of the Bombay Presidency was Urdu and emphasized the importance of teaching Muslim children through the medium of that language. The Honourable Mr. Badruddin Tyebji recorded *inter alia* the following complaints before the Commission:—

(1) "That the ignorance prevailing among the Muhammadans is to a great extent due to the absence of all educational facilities for them, and in particular to the absence of instruction through the medium of Hindustani", by which he meant Urdu.

(2) "That the ordinary Gujarati and Marathi schools are utterly unsuited to Muhammadans, most of whom do not understand or care for either of those languages and that instruction must be imparted to them in Hindustani."

The Hon'ble Kazi Shihabuddin said: "I deny that it is a special measure. Such a large population has a legitimate claim to be educated through a language most acceptable to them. This object can only be achieved by establishing a sufficient number of Urdu schools and by placing them on a thoroughly efficient footing." The other two witnesses were equally emphatic in their advocacy of Urdu as the medium of instruction and of the establishment of a sufficient number of efficient Urdu schools. Most of the Commission's recommendations were turned down by the Bombay Government, though some more Urdu schools were opened and two Muslim graduates—Mawlawi Sayyed Sirajuddin, B.A., and Mirza (afterwards Sir) Abbas Ali Bqig, B.A., were in course of time appointed to look after Urdu schools. The medium of instruction in these schools was a kind of "patois", a mixture of Marathi and Urdu. The two posts of Deputy Educational Inspectors were abolished afterwards and nineteen posts of Assistant Deputy Educational Inspectors for Muslims, one for each district in the Presidency proper (excluding Sind), were newly created. With the introduction of the Morley-Minto reforms, separate electorates were formed and the representatives of Muslims began to assert themselves. As a result of their endeavours, the post of Deputy Educational Inspector was revived in the Central Division, a number of Urdu schools teaching the purely Urdu standards were opened, and Muslim education received a decided impetus. In 1913 the Government of Bombay appointed a Committee of Muslim educationists, with the Director of Public Instruction (Mr. W. H. Sharp) as Chairman and Mr. F. B. P. Lory, Educational Inspector, Southern Division, as a member, to consider and report what measures should be taken for the promotion of education among the Muslims of the Presidency Proper. The Committee submitted its report in August 1913, and the Bombay Government passed orders on the recommendations of the Committee in April 1917. The central recommendation of the Committee that the experiment already instituted by Government of having all instruction in Urdu schools given through the medium of Urdu should be extended to the whole Presidency, was unhappily withheld by Government. Sir Mianat Ali Khan, a member of the Executive Council, was then in charge of Education. The Government of Bombay raised a chorus of dissent from the Muslims. A very able and distinguished Muslim scholar, the author of the *Journal of Education* and published a series of articles in *The Indian Educational Review* on this and other educational questions and put a true emphasis on the educational needs of Muslims. He also expressed several reasons for doubting that the mother tongue of the Muslims was Urdu, and all the necessity of educating their children through the medium

of that language. Mr. K. Natrajan also ably supported Mawlawi Rafiuddin Ahmad in the columns of the *Indian Social Reformer*. As a result of this advocacy, Government held an informal conference of Muslim educationists and Government officials. The conference met in the Bombay Secretariat Building and was presided over by Lord Willingdon. A full-dress debate was held and the question of Urdu as the medium of instruction was thoroughly discussed. Lord Willingdon, Mr. (now Sir) G. S. Curtis, Sir Mahadev Chaubal, Sir Rafiuddin Ahmad, Sir Ibrahim Rahmatullah, and Mr. J. G. Covernton, Director of Public Instruction, took part in the debate. But Sir Rafiuddin Ahmad, by his earnest advocacy and forensic skill, carried the day. Sir Mahadev Chaubal was succeeded by Sir Ibrahim Rahmatullah, and during his regime Urdu was restored to the important position which it held in the curriculum before the issue of the above-mentioned Government Resolution and Muslim education made an onward march. It has since made headway, though there is still much leeway to make up. At present there are some Anglo-Urdu High Schools for Boys and Girls and some Anglo-Urdu Middle Schools in Maharashtra. There is also a net-work of Urdu schools spread over the whole Province. During recent years two Muslim young men have obtained the Chancellor's Medal and some others have won distinction in the degree examinations. Muslim girls are also coming forward in larger numbers than before to avail themselves of the existing facilities for higher education, and some have taken degrees in humanistic as well as scientific subjects. This in brief is the history of Muslim education in Maharashtra during the last seventy-five years. It will be seen that Muslim education has, during this period, gone through several vicissitudes, has often met with reverses, and has as often retrieved its fortunes. If now in the proposed University Marathi is established as the sole medium of instruction "the effect of this measure," to quote Khan Saheb S. Bâkar Ali, B.E.S. (Retired), "will be simply disastrous. Most of these Urdu schools and Urdu High and Middle Schools will have to be closed. You will put back the hands of the clock seventy years."

The Committee has recommended that the proposed University may make an experiment in the direction of adopting Marathi as a medium of instruction and has laid down certain conditions, under which the experimentation should be conducted. It has also recommended that, "in the event of the University desiring at any time to be released from the operation of any of these conditions in any particular direction, it shall make a representation in that behalf to the Provincial Government, and the Provincial Government, after enquiry, may refuse the permission to the University or grant it on such terms as, in its opinion, the circumstances require". This condition is so wide that it gives practically a blank cheque to the future Government in regard to the introduction of Marathi as the medium of instruction and examination. In all Constitution Acts, as a rule, *Statutory provision* is made to safeguard the interests of minorities, and any Act which may be framed to implement the scheme for a University for Maharashtra, would be extremely defective, if it did not contain a Statutory provision to safeguard adequately the interests of the minorities, such as the Muslims.

Personally I have no objection to the establishment of the University of Poona, provided that no Bill which may be brought forward, as a result of the recommendations of the Committee, is placed on the Statute Book, unless it contains the following Statutory provisions to safeguard the interests of the Muslims :—

(i) that in a High School or a College connected with the University, the facilities and provisions for teaching, through English, of Arabic, Persian, Urdu, Muslim History, Islâmic Culture, are, in no way reduced below *the present level* and that the facilities available to Muslim students desiring to

receive instruction through English, *in other subjects* are not denied or curtailed, owing to any restriction of numbers on the institution teaching through that medium ;

(ii) that in the graduate and post-graduate work conducted by the University, the facilities in regard to the study, through English, of Arabic, Persian, Urdu, Muslim History, Islamic Culture, and *other subjects*, are not reduced below their present level.

These, in my opinion, are irreducible minimum requirements for which Statutory provision should be made in the Act.

In conclusion, I must say that I have written this note strictly in obedience to the clear and imperious call of the obligations I owe to both Hindus and Muslims.

Shaikh Abdul Kadir Sarafaraz.

Poona, 22nd June 1943.

P.S.—After the general discussion of the Report was over I felt on second thoughts that with reference to the last clause of the conditions, a safeguard of a more permanent nature was necessary. Hence I wrote the above Note explaining the position and making the recommendations contained in it. In these circumstances it was not possible for me to place the suggested safeguards before the Committee.

S. A. K. S.

APPENDIX I.

QUESTIONNAIRE ON THE ESTABLISHMENT OF MAHARASHTRA UNIVERSITY.

NOTE.—In answering the questionnaire you are requested to pay special attention to those questions which are particularly relevant to your activities and interests.

- | No. | Questions. |
|-----|--|
| 1. | Do you consider that the time has now come when new universities should be established in the Province of Bombay and in particular, a new University for Maharashtra ? |
| 2. | It is apprehended in certain quarters that a regional University like the proposed Maharashtra University will tend to weaken the sentiment of national unity. Do you share such fears, and if so, what measures would you recommend to prevent such a tendency ? |
| 3. | If you consider that a separate University for Maharashtra is necessary what special functions should it be made to serve in the educational organisation of the Province ? |
| 4. | What should be the territorial jurisdiction of the Maharashtra University ? |
| 5. | Where should the headquarters of such a University be located ? It is generally assumed that Poona would be the most suitable place for this purpose. Do you agree with this view or have you any alternative to suggest ? |
| 6. | What should be the relations of this University with the Marathi-speaking regions of India outside the Bombay Province ? |
| 7. | The recognised types of Universities are:—
I Purely affiliating and examining ;
II Unitary and teaching ;
III Federal (after the model of Oxford or Cambridge where, while the central University authority conducts certain activities and regulates others, the colleges and other constituent units maintain their separate entity and perform certain specific functions). |
| | Which of these types would be appropriate for the purpose of the Maharashtra University, or do you favour any other type ? Please give details of the scheme you suggest. |
| 8. | I. (a) If you consider that the character of the Maharashtra University should be <i>purely affiliating and examining</i> , are you of the opinion that all higher educational institutions within its territorial limits should be affiliated to this University, or do you think that they should have the option of continuing their affiliation to the University of Bombay ?
(b) What do you think should be the constitution of the main authorities of such a University ?
(c) Assuming you prefer this type in what manner would you provide for post-graduate education and research ?
(d) What should be the nature and extent of the control exercised by the University over the affiliated colleges ?
(e) Please give a rough estimate of the initial cost of establishing such a University and of the recurring expenditure of its maintenance. |
| 9. | II. If you consider that the type of the proposed University should be <i>purely unitary and teaching</i> ,
(a) What are your proposals regarding the existing colleges in Poona under their present constitution ?
<i>N.B.</i> —The existing colleges in Poona are managed either by private societies or by Government ; your answer should cover the cases of both these classes of colleges.
(b) What should be the position of the Agricultural and Engineering Colleges, especially in view of the fact that they are Provincial institutions ?
(c) What should be the constitution of the main authorities of such a University ?
(d) Please give a rough estimate of establishing a purely unitary and teaching university and of the recurring expenditure of its maintenance. |
| 10. | III. If in your opinion the character of the proposed University should be <i>federal</i> ,
(a) How would you delimit the spheres of work of the various colleges and of the University ?
(b) What should be the character of the control exercised by the university over these constituent colleges ?
(c) How would you safeguard the interests of the other parts of the Province in Provincial institutions like the College of Engineering and the College of Agriculture ?
(d) What should be the constitution of the main authorities of the university under this scheme ?
(e) Please give a rough estimate of the initial as well as recurring cost of the type of federal university you propose. |
| 11. | In case you prefer either of the types II or III, what do you think should be the position of the colleges in Maharashtra other than those at the headquarters of the University ?
(i) Would you continue their affiliation to the University of Bombay ?
(ii) or would you in any way restrict their sphere of work ?
(iii) or again would you have an external or affiliating side to the Federal University ? |

- | No. | Questions. |
|-----|---|
| 12. | What faculties do you think should be immediately constituted in the Maharashtra University ? |
| 13. | Do you think that some faculties should be restricted to Bombay and others to Poona, or do you think that each University should be allowed to constitute whatever faculties it chooses provided of course that it possesses the necessary financial and other means for the purpose ? |
| 14. | What should be the relation of the proposed university to the various research institutions in Maharashtra which are not fully affiliated to the University of Bombay, e.g., The Gokhale Institute of Economics and Political Science ; The Bhandarkar Oriental Research Institute ; The Bharata Itihasa Samshodhak Mandal ; The Ranade Institute of Economics ; The Deccan College Research Institute ? |
| 15. | What other similar institutions in Maharashtra might, in your opinion, be brought into association with the University ? |
| 16. | What do you think should be the relation between the proposed university and secondary schools in Maharashtra ? |
| 17. | Should it have its own Matriculation Examination with or without control over secondary schools in Maharashtra ? |
| 18. | Should a separate Board of Secondary Education be constituted for schools within the territorial limits of the University ? |
| 19. | If so, what should be its constitution and relation
(i) to the Educational Department ;
(ii) to the University of Bombay ; and
(iii) to the Maharashtra University ? |
| 20. | Do you consider that the Matriculation Examination (of approximately the present standard) should be retained as the qualification for admission to the University, or do you think that the work done at present in the First Year (or alternatively in the first two years as in the United Provinces) in an Arts, Science or Commerce College, should be transferred to selected schools in different parts of Maharashtra or to special Intermediate Colleges ? |
| 21. | Assuming that you favour a type of university in which postgraduate instruction and research and possibly also instruction for the first degree are under the direct control of the university, how would you recruit the various kinds of teachers required for the purpose ? |
| 22. | What would be the position of those teachers who are at present life-members of various societies in Poona (and consequently serving on less than full remuneration) when they are taken over fully or partially by the University ? |
| 23. | What scales of remuneration would you suggest for the various grades of teachers employed to do the work in the direct charge of the University ? |
| 24. | Please give your idea of the number of different grades of teachers required in the various branches of study in the direct charge of the University. |
| 25. | What methods would you suggest for raising the necessary funds for the Maharashtra University ? |
| 26. | Would you be in favour of giving a place—or places—on the Senate of the University to a person contributing a substantial amount (say Rs. 50,000) or an annual contribution of, say, Rs. 10,000 ? |
| 27. | Do you think it possible for the University to raise a certain amount by running its own publishing department ? |
| 28. | Do you think it possible to raise a certain amount from the profits of the Matriculation Examination, whether this is conducted by the University or by a School Leaving Examination Board ? |
| 29. | What contribution, do you think, Government may be expected to make towards (a) the establishment and (b) the maintenance of the University ? |
| 30. | How much per year on an average do you think a reasonably careful student, reading for an Arts or Science degree of the proposed University, may be expected to spend ? |
| 31. | What proportion do you think the fee income of the University should bear to its total expenditure ? |
| 32. | Do you think it necessary that the University should have a certain proportion of free places and a certain number of scholarships paid from its own funds until there are endowments for the purpose ? |
| 33. | Taking into consideration the accommodation at present available in the various colleges and other institutions in Poona, what amount of additional building would be necessary immediately, for the establishment of the Maharashtra University ? Please give details. |
| 34. | What site would you suggest for the location of the office and other building of the University ? |

- | No. | Questions. |
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| 35. | What additional buildings would in your opinion, be required for the University in the course of, say, the next ten years ? |
| 36. | Do you think that a new building for the University Library would be immediately required ? |
| 37. | How would you proceed to bring about effective co-ordination of work between the University Library and other libraries in Poona ? |
| 38. | Do you think it necessary for the University in its initial stages to build its own laboratories for the various branches of science ? |
| 39. | To what extent and by what means do you think it would be possible to make use of the facilities at present available for the purpose in Poona ? |
| 40. | What would be the administrative staff required for the University and the approximate expenditure involved ? |
| 41. | Do you think that the office of the Vice-Chancellor should be honorary, or fully or partially paid ? |
| 42. | What should be the qualifications and salary of the Registrar, Assistant Registrar, Accountant, etc. ? |
| 43. | What should be the relation between the proposed University, and
(a) Government,
(b) the University of Bombay,
(c) Indian States within its territorial limits, and
(d) other Provincial Governments ? |
| 44. | How would you secure the academic independence of the University, while at the same time making it duly susceptible to the force of public opinion ? |
| 45. | How would you constitute the various authorities of the University and what should be the approximate size of each ? |
| 46. | Do you advocate the establishment of a Medical College at Poona ? What agency do you propose for the establishment and conduct of such a college ? Please give a detailed scheme. |
| 47. | What steps do you propose should be taken by the University to co-ordinate research activities throughout Maharashtra ? |
| 48. | In what way would you ensure the maintenance of adequate standards of examination and instruction in the Maharashtra University, and secure the recognition of its examinations by other Indian Universities, especially by the University of Bombay ? |
| 49. | What should be the medium of instruction in the proposed university ? Do you think that there are difficulties in the way of using Marathi as a medium ? If so, state these difficulties. |
| 50. | Do you think that it is necessary to make provision in the University Act itself regarding the medium of instruction ? |
| 51. | To what extent, in your opinion, is the question of adopting Marathi as the medium of instruction in the Maharashtra University dependent on the existence of advanced literature in Marathi in the various subjects of study, scientific as well as humanistic ? How far also do you think that this question is dependent on the action of other Universities in the matter of adopting an Indian language as the medium of instruction ? |
| 52. | What steps should be taken by the University to organise and encourage physical and military education within its territorial limits ? |
| 53. | Please give your views on any other points in connection with the Maharashtra University which may not have been covered by the above questions. |

APPENDIX II.

(A) List of (1) Individuals, (2) Institutions and Associations, and (3) Indian States who sent replies to the questionnaire.

Those marked with an asterisk gave oral evidence before the Committee.

(1) INDIVIDUALS.

1. Abhyankar, Prof. S. Y., Law College, Poona.
2. *Adarkar, Prof. B. P. (along with Mr. P. M. Lad), Allahabad.
3. Agaskar, Mr. G. R., B.A., LL.B., Bombay.
4. Ajrekar, Prof. S. L., Poona.
5. *Altekar, Prof. M. D., Wilson College, Bombay.
6. *Bakar Ali, Khan Saheb S., B. E. S. (Retired), Poona.
7. Bakthyar, Mr. W. N., B.A., LL.B., Collector, Kanara District, Karwar.
8. Banhatti, Prof. S. N., Morris College, Nagpur.
9. Bapat, Prof. P. V., Fergusson College, Poona.
10. *Barni, Mr. Z. L., Senior Urdu Translator, Bombay.

11. *Barve, Mr. S. G., B.A. (Cantab.), I.C.S., Bombay.
12. *Belvalkar, Prof. S. K., Poona.
13. *Beri, Prof. S. G., Sydenham College, Bombay.
14. Bhagwat, Prin. V. K., Ramnarain Ruia College, Bombay.
15. Bhat, Prof. V. G., Karnatak College, Dharwar.
16. Candy, Major General R. H., C.I.E., I.M.S., Surgeon General with the Government [of Bombay, Bombay.
17. *Chapekar, Mr. N. G., B.A., LL.B., Badlapur.
18. Contractor, Miss Navajbai D., Principal, Chandaramji Girls' School, Bombay.
19. *Dalvi, Mr. D. G., M.A., LL.B., Bombay.
20. Damle, Prof. P. R., Nowrosjee Wadia College, Poona.
21. *Dani, Prof. P. G., Poona.
22. Daroowalla, Mr. P. N., Bar-at-Law, Bombay.
23. Deshpande, Prof. R. R., Ramnarain Ruia College, Bombay.
24. Dhopeswarkar, Prof. A. D., Karnatak College, Dharwar.
25. Divatia, The Honourable Mr. Justice H. V., Bombay.
26. *Driver, Prof. P. N., Ismail Yusuf College, Bombay.
27. *Dühr, Rev. J., S.J., St. Xavier's College, Bombay.
28. Gajendragad, Prof. N. G., Shree Maharani Tarabai Teachers' College, Kolhapur.
29. Ganu, Mr. L. G., B.A., LL.B., Hyderabad (Deccan).
30. Gharpure, Prin. J. R., Law College, Poona.
31. Gharpurey, Lieut.-Col. K. G., I.M.S. (Retired), Poona.
32. Ghatge, Mr. A. M., Lecturer, Rajaram College, Kolhapur.
33. *Ghate, Mr. V. D., M.A., B.T., T.D., Educational Inspector, Central Division, Poona.
34. Ghatge, Mr. S. A., B.A., LL.B., Collector, District Ahmednagar, Ahmednagar.
35. *Gokhale, Mr. B. N., B.A., LL.B., Bombay.
36. Gokhale, Rao Bahadur Capt. V. B., F.R.C.S., Poona.
37. Haindaday, Moulvi M. Y., B.A., LL.B., Bombay.
38. *Harshe, Dr. R. G., D.Litt., Registrar, Deccan College Post-Graduate and Research Institute, Poona.
39. *Hidayatullah, Khan Bahadur M., Head Master, Anglo-Urdu High School, Poona.
40. Hirlekar, Mrs. Yamuna, Principal, Girls' High School, Andheri, Bombay.
41. Hudlikar, Prof. S. B., Khalsa College, Bombay.
42. *Jhaveri, Dewan Bahadur K. M., M.A., LL.B., Bombay.
43. Jog, Mr. G. S., M.A., LL.B., Belgaum.
44. *Joshi, Rao Bahadur K. G., I.E.S. (Retired), Poona.
45. *Joshi, Prof. K. L., S. L. D. Arts College, Ahmedabad.
46. Joshi, Mr. N. G., B.A., LL.B., M.L.A., Belgaum.
47. *Joshi, Rao Bahadur N. S., B.E., I.S.E., Executive Engineer, Satara.
48. Joshi, Dr. P. M., Ph.D., Librarian, University Library, Bombay.
49. Joshi, Prin. V. M., S. N. D. T. Women's College, Poona.
50. *Kalelkar, Prin. B. S., Sykes Law College, Kolhapur.
51. *Kampli, Mr. G. D., M.A., B.T. (along with Mr. S. R. Shende), Sangli.
52. *Kane, Mr. P. V., M.A., LL.M., Bombay.
53. *Kanitkar, Prof. K. R., Nowrosjee Wadia College, Poona.
54. Kapadia, Prof. D. D., Poona.
55. Karmarkar, Prin. R. D., Sir Parashurambhau College, Poona.
56. Karve, Prin. B. D., Training College for Women, Hingne, Poona.
57. *Karve, Mrs. Iravati, Reader, Deccan College Research Institute, Poona.
58. Kelkar, Mr. N. C., B.A., LL.B., Poona.
59. *Khadye, Prof. K. M., Nowrosjee Wadia College, Poona.
60. *Khair, Mr. G. S., Superintendent, Maharashtra High School, Poona.
61. *Khan, Khan Saheb Abdul Kadeer, M.A., LL.B., Poona.
62. Khare, Rao Bahadur G. N., B.A., Poona.
63. Khasnis, Rao Saheb A. V., B.A., LL.B., Jath.
64. Kibe, Sardar M. V., M.A., LL.B., Indore.
65. *Kogekar, Prof. S. V. (along with Prof. D. D. Vadekar), Willingdon College, Sangli.
66. Kolhatkar, Prof. G. B., Fergusson College, Poona.
67. *Kolhatkar, Prin. V. Y., College of Commerce, Baroda.
68. Krishnayya, Dr. G. S., Ph.D., Inspector of European Schools, Bombay Presidency, Poona.
69. Kulkarni, Rao Saheb D. J., Principal, Private High School, Rajapur.
70. *Kulkarni, Prof. K. P., Elphinstone College, Bombay.
71. *Kulkarni, Prin. T. A., Hansraj Pragji Thakersey College, Nasik.
72. Kumbhare, Prof. V. N., Superintendent, New English School, Poona.
73. *Kuvlayanand, Shrimat, Director, Kaivalyadhama, Lonavla.
- *Lad, Mr. P. M., M.A. (Cantab.), I.C.S., District Judge, Belgaum (see No. 2 above).
74. Lagu, Prin. B. C., Ayurveda Mahavidyalaya, Poona.
75. Latthe, Mr. A. B., M.A., LL.B., M.L.A., Belgaum.
76. Lele, Dr. B. C., Ph.D., Assistant Educational Commissioner, Baroda.
77. Limaye, Diwan Bahadur N. C., B.A., LL.B., Sholapur.
78. *Limaye, Prof. P. M., Fergusson College, Poona.

79. Mantri, Mr. K. T., B.A., B.T., Special Literacy Officer, and Secretary, Bombay Adult Education Committee, Bombay.
80. *Mascarenhas, Prin. W. X., College of Engineering, Poona.
81. Mehrchand, Principal, Dayanand Anglo-Vedic College, Lahore.
82. *Mehta, Dr. Sir Mangaldas V., F.R.C.S., F.C.P.S., O.B.E., Bombay.
83. Moolgaonkar, Dr. S. R., F.R.C.S., Bombay.
84. Motwani, Prin. R. C., Grant Medical College, Bombay.
85. *Mujumdar, Sardar G. N., B.A., C.I.E., (along with Mr. G. H. Ranade), Poona.
86. Mutalik, Sardar V. N., B.A., LL.B., Satara.
87. *Nahavade, Mr. B. N., B.A., LL.B., Satara.
88. *Nanal, Shastri (Vaidya) P. G., Poona.
89. *Naralkar, Prin. N. G., R. A. Podar College of Commerce, Bombay.
90. Pande, Pandit Chandra Bali, Editor "Hindi" Benares.
91. *Paranjpe, Prin. G. R., Royal Institute of Science, Bombay.
92. *Paranjpe, Prof. V. G., Fergusson College, Poona.
93. Parkhi, Mr. R. S., Assistant Librarian, Fergusson College, Poona.
94. Patel, Prin. B. S., College of Agriculture, Poona.
95. Patil, Mr. D. R., M.A., Deccan College Research Institute, Poona.
96. Patil, Mr. S. K., M.L.A., General Secretary, Bombay Provincial Congress Committee, Bombay.
97. *Patwardhan, Mr. C. N., Principal, Ramji Assar Vidyalyaya, Ghatkopar.
98. Patwardhan, Mr. G. P., M.A., Sholapur.
99. *Pavate, Mr. D. C., M.A. (Cantab.), Assistant Director of Public Instruction, Poona.
100. Phulambrikar, Master Krishnarao, Bombay.
101. Potdar, Prof. D. V., Poona.
- *Ranade, Mr. G. H., Lecturer, Fergusson College, Poona (*see* No. 85 above).
102. Ratanjankar, Mr. S. N., Bombay.
103. *Rehman, Prin. B. Z., Ismail Yusuf College, Andheri, Bombay.
104. *Sahasrabudde, Prof. D. L., Poona.
105. Sankalia, Prof. H. D., Deccan College Research Institute, Poona.
106. Sankaran, Mr. C. R., Reader, Deccan College Research Institute, Poona.
107. Sathayo, Dr. D. D., F.R.F.P.S., Poona.
108. *Sathe, Prof. S. G., Poona.
109. *Shah, Prof. S. V., Rajaram College, Kolhapur.
110. Shaikh, Mr. C. H., Reader, Deccan College Post-Graduate and Research Institute, Poona.
- *Shende, Mr. R. S., Secretary, Brihan Maharashtra Karyalaya, Sangli (*see* No. 51 above).
111. *Shroff, Prof. P. J., Government Law College, Bombay.
112. Shukla, Mr. S. U., Principal, Morarji Public School, Andheri, Bombay.
113. Sukhthankar, Dr. Mrs. Malini, M.B.B.S., Bombay.
114. Syed, Mrs. Zubeida, Lady Superintendent, Urdu Training College for Women, Poona.
115. *Tawade, Mr. S. R., M.A., T.Ed., Educational Inspector, Southern Division, Dharwar.
116. Trilokkar, Prof. Y. M., S. L. D. Arts College, Ahmedabad.
117. Upadhye, Prof. A. N., Rajaram College, Kolhapur.
118. *Vad, Dr. B. G., M.D., Bombay.
119. *Vakil, Prin. K. S., Shree Maharani Tarabai Teachers' College, Kolhapur.
- *Vadekar, Prof. D. D., Willingdon College, Sangli (*see* No. 65 above).
120. Vakil, Mr. R. N., Principal, Modern School, Bombay.
121. Wadia, the Honourable Mr. Justice B. J., Bombay.
122. Warty, Mr. K. G., Head Master, Municipal High School, Gokak.
123. Yajnik, Prin. R. K., Dharmendrasinhji College, Rajkot.
124. Yodhi, Dr. B. B., M.R.C.P., Bombay.
125. *Ziauddin Ahmed, Dr. Sir, M.L.A. (Central), Vice-Chancellor, Muslim University, Aligarh.
126. Zuhuruddin Ahmed, Principal, Bahauddin College, Junagadh.

(2) INSTITUTIONS AND ASSOCIATIONS.

1. Anandashram, Poona.
2. Anjuman-e-Taraqqi-e-Urdu, Delhi.
3. Annamalai University, Annamalaiagar.
4. Bhandarkar Oriental Research Institute, Poona.
5. Bharatiya Sangit Prasarak Mandal, Poona.
6. Central Provinces Research Society, Nagpur.
7. *Deccan Education Society, (Governing Body), Poona—Representatives giving Oral Evidence—
Mr. B. S. Kamat, Principal G. S. Mahajani, Prof. D. G. Karve.
8. *Deccan Education Society, (Life Members), Poona.
9. *Deccan Muslim Institute, Poona—Representative giving Oral Evidence—Khan Sahab
M. R. Dabeer.
10. Deccan Vernacular Translation Society, Poona.
11. *Indian Medical Association, (Maharashtra and Karnatak Branch) Poona—Representative
giving Oral Evidence—Dr. B. V. Muley.
12. Ismail Yusuf College (Common Room of), Bombay.
13. Karnatak Sangh, Bombay.

14. Karnatak Vidya Vardhak Sangh, Dharwar.
15. *Maharashtra Chamber of Commerce, Bombay—Representatives giving Oral Evidence—Messrs. E. B. Rajderkar, V. K. Dhage, D. V. Kelkar.
16. *Maharashtra Kosha Mandal, Poona—Representative giving Oral Evidence—Mr. Y. R. Date.
17. *Maharashtra Sahitya Parishad, Poona—Representative giving Oral Evidence—Rao Saheb R. L. Joshi.
18. *Mumbai Marathi Sahitya Sangh, Bombay—Representatives giving Oral Evidence—Prof. A. B. Gajendragadkar, Prof. A. A. Kanekar, Dr. A. N. Bhalerao, Mr. C. N. Patwardhan.
19. Muslim Educational Conference, Bombay Presidency, Poona.
20. *Saraswat Brahman Samaj, Bombay—Representative giving Oral Evidence—Mr. B. N. Mahajan.
21. *Shikshana Prasarak Mandal, Poona—Representative giving Oral Evidence—Prof. B. V. Bhide.
22. *Shri Shivaji Maratha Education Society, Poona—Representative giving Oral Evidence—Mr. B. R. Gholap.
23. S. N. D. T. Indian Women's University, Bombay.
24. Vaidika Samshodana Mandal, Poona.
25. *"Vaidyaka," (Editorial Board), Bombay—Representatives giving Oral Evidence—Dr. V. R. Khanolkar (along with Prof. A. S. Paranjpe).
26. *Vangmaya Seva Mandal, Bombay—Representative giving Oral Evidence—Prof. M. D. Altekar, Bombay.

(3) INDIAN STATES.

Representatives giving oral evidence.

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|------------------------|--------------|---------------------------------------|
| 1. Dewas Junior, | 5. *Phaltan, | Prof. P. M. Limaye. |
| 2. Ichalkaranji. | 6. Ramdurg. | |
| 3. Jamkhandi. | 7. *Sandur, | Mr. N. L. Hasabnis. |
| 4. Kurundwad (Senior). | 8. *Sangli, | Messrs. T. M. Bhat and D. L. Gokhale. |

(B) *Persons who appeared as witnesses, but did not submit replies to the questionnaire.*

1. Chandavarkar, Sir Vithal N., Bombay (In camera).
2. Deodhar, Mr. B. R., Bombay.
3. Fyzee, Prin. A. A. A., Bombay.
4. Ghurye, Prof. G. S., Bombay (In camera).
5. Khardekar, Prin. B. H., Kolhapur.
6. Mehta, Dr. J. M., Baroda.
7. Sir Rafiuddin Ahmad, Poona.
8. Seal, Prin. B. N., Bombay.
9. Setalvad, Sir Chimanlal H., Bombay (In camera).

(C) *The Committee met the following gentlemen for an informal exchange of views on matters pertaining to the inquiry. Those marked with an asterisk attended a Conference held in Poona on 24th December 1942, as representatives of institutions.*

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|---------------------------|----------------------------|
| 1. Ajrekar, Prof. S. L. | 9. Kelkar, Mr. N. C. |
| 2. *Datar, Prof. P. R. | 10. *Limaye, Prof. D. B. |
| 3. *Gharpure, Prin. J. R. | 11. Mahajani, Prin. G. S. |
| 4. Joag, Prin. V. K. | 12. *Mate, Prof. S. M. |
| 5. *Joshi, Prof. C. B. | 13. Potdar, Prof. D. V. |
| 6. Kapadia, Prof. D. D. | 14. *Sukhtankar, Dr. V. S. |
| 7. *Karve, Mr. C. G. | 15. *Tulpule, Prof. H. V. |
| 8. Karmarkar, Prin. R. D. | 16. *Vaidya, Dr. P. L. |

(D) *Representations.*

(1) Representation submitted to the Committee by 2,443 signatories, comprising 547 graduates, 1,301 under-graduates and 585 matriculation students, in favour of the establishment of a University for Maharashtra.

(2) Resolution passed by a public meeting at Sangli on 11th February 1943, urging the establishment of a University for Maharashtra.

APPENDIX III (CHAPTER II).

REPRESENTATION SUBMITTED TO HIS EXCELLENCY THE GOVERNOR OF BOMBAY, ON 3RD APRIL 1933, BY A DEPUTATION ON BEHALF OF THE MAHARASHTRA UNIVERSITY COMMITTEE. URGING THE ESTABLISHMENT OF A UNIVERSITY FOR MAHARASHTRA.

To

His Excellency Sir Frederick Sykes, G.C.I.E., G.B.E., N.W.D., C.M.G.,
Governor of Bombay.

May it please Your Excellency,

We have the honour to represent to Your Excellency the keen desire felt by the people of Maharashtra for the establishment of a University at Poona, and to press on the attention of Your Excellency's Government the urgency of taking up early legislation in this behalf.

2. The large volume of opinion in favour of the establishment of a University for Maharashtra was clearly shown in the evidence tendered before the Bombay University Reform Committee (1924-26). That Committee accordingly expressed its opinion in very clear terms regarding the establishment of additional Universities in the Presidency the first of which was to be established at Poona. The Committee observed:—"We have now reached a stage in the expansion of higher education in the Presidency at which the present University of Bombay should no longer be left to grapple single-handed with the problems which present themselves with increased magnitude and complexity. We therefore regard the establishment of these divisional universities, the first of which we propose should be a University for Maharashtra with its head-quarters at Poona, as a principal and organic part of our scheme for the future development of the Bombay University". It is nearly eight years now since this recommendation was made, and Poona has in the meanwhile continued to grow in the multiplicity of its educational institutions and the number of students attending them. A new Arts College, the N. Wadia College, only last year came into being. Research institutions of considerable standing such as the Bhandarkar Oriental Research Institute, the Ranade Economic Institute and the Bharat Itihas Samshodhak Mandal have now found a recognised place in the post-graduate studies of the Bombay University together with a new institution—the Gokhale Institute of Politics and Economics. It is further expected that it will before long be possible for the B. U. Medical School to be converted into a collegiate institution. It is no exaggeration to observe that Poona is in various respects more advanced educationally than the majority of the seats of India Universities, and we feel that the establishment of a University at Poona can no longer be appropriately delayed in the interests of the Presidency as a whole and Maharashtra in particular.

3. There was some difference of opinion in Poona itself when the Bombay University Reform Committee reported as to the form that the new University should take. These differences have since been happily composed, and there is now general agreement on the main essentials of such a University, as the representative character of this deputation would testify. It is now agreed that the proposed University should be of a combined type, as indicated by the Bombay University Reform Committee in its main recommendation. The Committee observed:—"If a University be established at Poona, it should be an affiliating one, but one with substantial teaching functions and that all the existing Colleges of Maharashtra must be affiliated to it, while High Schools in Maharashtra which desire to be recognised for purposes of admission to a University, must seek such recognition from Poona University. But a University established at Poona must not have a preponderance of merely local (i.e. Poona) influence but must reflect the sentiments, aspirations and opinions of the whole of Maharashtra". We are unanimous in pressing for the establishment of a University at Poona, which we trust will reflect the educational and cultural aspirations of the whole of Maharashtra and not only of certain sections thereof. It will likewise have a strong teaching section working at Poona.

4. The territorial limits of the Maharashtra University would be co-terminus with the boundaries of the Marathi-speaking districts of the Presidency with exception of Bombay City and its Suburb. All High Schools in this area will be recognised by the University and all Colleges within the area (outside Poona) will be affiliated to it. The transference of the present affiliation from the Bombay to the Maharashtra University will involve no change in the educational status of these institutions as the conditions of affiliation will remain in all respects the same as now. It is expected that the different Colleges when affiliated to the Maharashtra University will have greater opportunities of making their influence felt in matters relating to University education than they have to-day. The Colleges within the Poona area will form the constituent Colleges of the proposed University and the necessary provision will have to be made by legislation to enable it to co-ordinate the teaching and other activities of these Colleges, thus leading to a considerable economy in time, money and energy accompanied by increase of efficiency. The details of such a co-ordination scheme will, of course, have to be worked out, at the appropriate stage, largely by these institutions themselves under the guidance of the University.

5. The Bombay University Reform Committee had proposed that the College of Agriculture and the College of Engineering at Poona should both remain affiliated to the Bombay University, on the ground that they were Presidency Colleges. We desire, however, strongly to urge that it is absolutely

vital that these two Colleges should be incorporated into the Maharashtra University. An isolation of these two Colleges from the higher educational activities of their surroundings would be most artificial and could not but be harmful to the interests both of the new University and the Colleges concerned. That they are at present Presidency institutions would be no adequate ground for excluding them from the purview of the Poona University. Regulations about admissions, etc., could easily be framed so as to ensure their continuing to serve faithfully the needs of the Presidency and it is hoped that, with adequate guarantees of the equivalence of examination tests, no unfair advantage to the students of the Poona University need arise over those of Bombay. Further, any measure that the new University may adopt providing for the use of the vernacular for instruction and examination need not apply to these institutions, so long as they retain the character of Presidency institutions. There are, we believe, no adequate grounds for the apprehension that the standards of efficiency maintained in these Colleges will suffer in any way by the mere transfer of their affiliation to the Maharashtra University. It is expected that the staff of these two Colleges will have a powerful voice in the control of the academical affairs of the new University, in the same if not a larger measure than they have at present at the Bombay University. On the other hand, with the development of strong co-ordination on the teaching side in the new University, the close association of these Colleges with the other constituent units of the new University in Poona is bound to prove very fruitful. This is apart from the intellectual and financial waste that is sure to arise by reason of the exclusion of these Colleges from all participation in the activities of their surroundings.

6. It is obvious that one of the main attractions of a separate University for Maharashtra, which the people residing therein feel, is the expectation that the new University will have both the time and freedom to give adequate attention to development of the study of Marathi language and literature; as also of Maratha culture and history. It is hoped that considerable advance could be made with these and other subjects by the new University, by the adoption of Marathi as an alternative medium of instruction. It is, however, fully realised that the steps to be taken in this connection cannot be very much in advance of similar activities of the other Universities in India and that the surest way to achieve lasting results in this behalf is to proceed with caution. While certain departments of the proposed University may organise and encourage the study of the language, literature, history and culture of Maharashtra there will be in the University departments catering for other languages and fields of study and research which, it is hoped, will convey an appeal to the non-Marathi-speaking elements as well, so that there is no danger of the Maharashtra University becoming parochial.

7. The first step in building up a teaching side at Poona will be the harmonious co-ordination of the various institutional libraries, laboratories and the teaching work of the several units. But this in itself would, it is feared, not be sufficient. The institution of University Professorships and Readerships and the opening of laboratories, museums and other useful departments, especially for studies so far ignored by the several Colleges would be most essential in the development of the proposed University. It is realised that, while a purely affiliating and co-ordinating University (such as the proposed University will not be) may largely depend on the proceeds of examination fees. A proper development of a teaching side of the type visualised by us would require very considerable funds. It is obvious that a completely equipped University cannot come into existence at once. It is a matter of slow growth dependent mainly on the intellectual and financial response of the community. It is, however, felt that a certain equipment in this direction could be secured from the very start—something more than a minimum—without which there is little chance for the University to grow in the manner desired by us. It will be difficult to give detailed figures here, for they must depend upon a closer inquiry, not possible at this stage, but it is clear that without substantial help from outside, the mere proceeds of examination and other fees would not suffice to give the University a fair start. Such assistance will have to come from the State, and the public. We feel sure that the people and Princes of Maharashtra, who have in the past so generously helped the cause of education, will be found willing to contribute liberally if Government makes a definite declaration of policy favouring the establishment of a Maharashtra University. The Re-organisation Committee recently appointed by the Bombay Government has expressed its opinion that the establishment of at least one additional University on Western lines in the Presidency can no longer be delayed and has suggested that the economics effected by the closure of Government Colleges in the Presidency should properly be applied to this cause. This and the recent announcement of Government policy on the question make it clear that if the time has come for Government to cease directly controlling institutions for higher learning, it can do so only by promoting the growth of organisations of the type of the University sketched out in the foregoing lines. In this connection we beg to suggest to Your Excellency that, if the recent decision announced by Your Excellency's Government regarding the closure of the Deccan College as a Government College with effect from April 1934 is to stand unmodified, Government may be pleased to make a beginning towards the establishment of the Maharashtra University on proper lines by agreeing to hand over to the University when it comes into existence the buildings, library, laboratory and other equipment of that College together with such annual grants as Government can then spare for the purpose. We realise, however, that it may take some two or three years for the new University to come into existence and strongly feel that the Deccan College should not, in the meanwhile, be allowed to cease to function as a collegiate institution. We beg to suggest to Your Excellency that the College should be handed over to any educational association which may be ready to carry it on in its present form in the intervening period and to hand it over to the new University when it comes into existence to form the nucleus of its post-graduate departments. Such a step, it is needless to say will be highly appreciated by the public of Maharashtra and will also be in conformity with the history and traditions of that College.

8. Perhaps the best asset of the proposed University will be the memorable traditions that have been established in Maharashtra during the last few decades of self-sacrificing and patient educational work. These traditions will facilitate, in great measure, the economic maintenance of the proposed University within the limit of resources, far less ample than for a similar University elsewhere in the country. It will be wise to harness this growing desire for selfless work in one great effort of a high order, which will enable the people of Maharashtra to evolve on lines peculiar to their history and tradition, and at the same time relieve the Bombay University of a multiplicity of impediments and excrescences, which have so far checked its growth. When the people grow conscious of the past achievements of their race and desire to emulate them, in the field of culture and education, it is the surest sign of a deep national awakening, the fruition of which cannot be long delayed with safety. We feel, therefore, that this reform is urgent and overdue, and we do devoutly hope that Your Excellency, before laying down your high office, will be pleased to extend your gracious help and support to this effort, so that Your Excellency's noble name may be intimately associated with the fulfilment of the highest ambitions of Maharashtra and its people, amongst whom are to be found some of the proudest martial communities of India, whose history is full of glorious achievements in the field of valour and culture alike.

Bombay,
3rd April 1933.

M. R. JAYAKAR.
N. C. KELKAR.

(R. B.) R. R. KALE (University Representative on Bombay Legislative Council, President, Satara Municipality).

(R. B.) P. C. PATIL (Ex-Principal, Agricultural College, Fellow, Bombay University).

R. K. NAIDOO (President, Poona City Municipality, Fellow, Bombay University).

G. S. MAHAJANI (Principal, Fergusson College, Fellow, Bombay University).

R. P. SARNIS (Principal, S. P. College, Fellow, Bombay University).

J. R. GHARPURE (Principal, Law College, Poona, Fellow, Bombay University).

K. M. KHADYE (Principal, Wadia College, Ex-Vice-Chancellor, Annamalai University).

M. R. PARANJPE (Fellow, Bombay University).

D. R. GADGIL (Director, Gokhale Institute of Politics and Economics, Fellow, Bombay University).

APPENDIX IV (CHAPTER III).

IMPORTANT TERRITORIAL DIVISIONS COMPRISED WITHIN THE AREA OF THE JURISDICTION OF THE UNIVERSITY OF BOMBAY, WITH THE COLLEGES AND COLLEGE STUDENTS AS ON 31ST MARCH 1942.

Division.	Area in square miles.	Number of Colleges.	Number of College students.
1. Bombay City and Bombay Suburban District ..	178	16	8,848
2. Gujarat (Five districts and adjoining States) ..	63,232	11	6,710
3. Maharashtra (Ten districts and adjoining States) ..	59,424	13	6,045
4. Karnatak (Four districts and adjoining States)* ..	19,037	4	1,581
5. Sind (Including Khairpur State) ..	52,428	6	2,730
6. Portuguese territory ..	1,376	....	....
Total ..	1,96,575	50	26,814

*The States included in the Karnatak area are those attached to the Karnatak Group, under Statute 185 of the University of Bombay. All other States in the Deccan States Agency and the Kolhapur Residency are included in the Maharashtra area.

APPENDIX V (CHAPTER IV).

DISTRIBUTION OF STUDENTS BY COLLEGE CLASSES, AT THE END OF THE FIRST ACADEMIC TERM OF 1941-42.

1	F. Y. Arts.	Inter Arts.	B.A.	LL.B. & B.T.	M.A. Ph.D. LL.M.	F. Y. Sc.	Inter Sc.	B.Sc.	Engineering and Agriculture.	M.Sc. Ph.D. D.Sc.	Total of columns 2 to 11.	No. of Post-graduate students.
1	2	3	4	5	6	7	8	9	10	11	12	13
I. Poona City and Suburbs—												
1. Fergusson College ..	215	201	276	..	128	403	411	262	..	41	1,987	418
2. S. P. College ..	258	220	274	..	71	250	204	100	..	23	1,400	109
3. N. Wadia College ..	99	116	185	..	33	146	130	76	..	9	744	121
4. Engineering College.	..	..	..	..	..	..	..	..	324	..	324	82
5. Agricultural College.	..	..	..	..	..	..	..	..	232	12	244	131
6. Law College ..	..	..	..	428	28	..	..	..	..	..	456	80
7. Thak College ..	..	..	..	115	..	..	..	..	..	..	115	..
*Research Institutions ..	..	..	..	..	108	..	..	..	..	21	129	..
Total ..	572	537	685	543	363	799	745	438	556	106	5,849	..
II. Ten Maharashtra Districts outside Poona City and Suburbs—												
1. Willingdon College, Kupwad.	83	83	101	..	70	74	49	..	..	..	460	104
2. H. P. T. College, Nasik.	89	70	97	..	20	..	..	..	..	..	276	62
3. D. A. V. College, Sholapur.	82	58	..	..	..	100	48	..	..	..	238	15
Total ..	254	211	198	..	90	174	97	..	..	..	1,024	..
III. Contiguous States—												
1. Bajaram College, Kolhapur.	168	146	186	..	59	146	91	68	..	..	664	38
2. Sykes Law College, Kolhapur.	..	..	..	124	..	..	..	..	..	..	124	20
3. Tarabal Training College, Kolhapur.	..	..	..	100	..	..	..	..	..	..	100	16
Total ..	168	146	186	224	59	146	91	68	..	..	1,068	..
Grand Total ..	994	894	1,069	767	517	1,119	933	506	556	106	7,461	..

* Post-graduate and research students were distributed among these, as follows:—

- (1) Ranade Institute, 8; (2) Bhandarkar Institute, 3; (3) Gokhale Institute, 68; (4) Deccan College Institute, 40; (5) Meteorological Observatory, 10.

APPENDIX V (CHAPTER IV).

DISTRIBUTION OF STUDENTS BY COLLEGE CLASSES, AT THE END OF THE FIRST ACADEMIC TERM OF 1941-42.

1	F. Y. Arts.	Inter Arts.	B.A.	LL.B. & B.T.	M.A. Ph.D. LL.M.	F. Y. Se.	Inter Se.	B.Sc.	Engineering and Agriculture.	M.Sc. Ph.D. D.Sc.	Total of columns 2 to 11.	No. of Resident students.
2	3	4	5	6	7	8	9	10	11	12	13	
<i>I. Poona City and Suburbs—</i>												
1. Fergusson College ..	215	201	276	..	128	403	411	262	..	41	1,937	418
2. S. P. College ..	258	220	274	..	71	250	204	100	..	23	1,400	109
3. N. Wadia College ..	99	116	135	..	33	146	130	76	..	9	744	121
4. Engineering College.	..	..	..	..	..	..	..	..	324	..	324	82
5. Agricultural College.	..	..	..	..	..	..	..	..	232	12	244	131
6. Law College ..	..	..	..	428	28	..	..	..	..	..	456	80
7. Tilak College ..	..	..	..	115	..	..	..	..	..	..	115	..
*Research Institutions..	..	..	..	..	108	..	..	..	..	21	129	..
Total ..	572	537	685	543	368	799	745	438	556	106	5,849	..
<i>II. Ten Maharashtra Districts outside Poona City and Suburbs—</i>												
1. Willingdon College, Kupwad.	83	83	101	..	70	74	49	..	..	..	460	104
2. H. P. T. College, Nasik.	89	70	97	..	20	..	..	..	..	..	276	62
3. D. A. V. College, Sholapur.	82	58	..	..	..	100	48	..	..	..	288	15
Total ..	254	211	198	..	90	174	97	..	..	..	1,024	..
<i>III. Contiguous States—</i>												
1. Rajaram College, Kolhapur.	168	146	186	..	59	146	91	68	..	..	864	38
2. Sykes Law College, Kolhapur.	..	..	..	124	..	..	..	..	..	..	124	20
3. Tarabal Training College, Kolhapur.	..	..	..	100	..	..	..	..	..	..	100	18
Total ..	168	146	186	224	59	146	91	68	..	..	1,088	..
Grand Total ..	994	894	1,069	767	517	1,119	933	506	556	106	7,461	..

* Post-graduate and research students were distributed among these, as follows :—

(1) Ranade Institute, 8; (2) Bhandarkar Institute, 3; (3) Gokhale Institute, 68; (4) Deccan College Institute, 40; (5) Meteorological Observatory, 10.

APPENDIX VI (CHAPTER V).

SIR RAGHUNATH P. PARANJPE'S NOTE ON THE UNITARY UNIVERSITY ORGANIZATION AND THE GENERAL SCHEME OF THE REORGANIZATION OF EDUCATION.

The waste of valuable resources mentioned above in connection with collegiate education is also characteristic of other grades of education in Maharashtra as well as in other parts of the Province. This was perhaps inevitable in the case of a rapidly growing system—when expansion rather than sound planning was regarded as the more important objective. It would be desirable, if it were at all possible, to make a serious effort to put our whole educational system on a rational basis with a view both to prevent waste and to follow right psychological principles of education. At present various types of institutions do not pay much heed to the mental and moral development of their pupils, and pupils in various stages are herded together in the same institutions. This has had a deleterious effect on educational methods as well as on the character of the pupils. The effect of herding together intermediate students with graduate students has already been mentioned; the mass lecturing suited to the latter has been used even in the case of the former who are really in the school stage and require more individual attention. The same may be observed more or less in high schools which have pupils ranging from eight to eighteen and over. Educationists have consequently been coming round to the view that the whole course of education should be divided into four distinct grades, each with its proper objective, a definite well marked termination, and specially designed institutions. A rough idea of it was sketched by me in a note presented to the Setalvad Committee. That idea has now received wider acceptance and a few years ago the Conference of Indian Universities passed a resolution according to which the whole educational course of sixteen years from the infant class and the degree was to be divided into four well marked categories (1) Elementary (ranging over five or four years) (2) Middle (ranging over four or five years) (3) higher secondary (ranging over four years) and (4) University (ranging over 3 years for the first degree). The first stage was to be immediately universal for all, the second for the large mass of people who want to be fairly well educated and desire to obtain lower paid employment as clerks, primary school masters (after due professional training), etc., the third for those who want later to enter ordinary professions etc. and the fourth for the highly educated leaders of society. Each stage will be completed by means of a formal examination. It is not proposed to enter into a detailed consideration of such a radical re-organisation, but it is felt by many that the time has now come for such a thorough re-organisation and planning of our educational system.

Our Committee is, however, immediately concerned with the third and fourth stages mentioned above. It would be desirable if instead of the present high schools we had two distinct classes of institutions, the lower parts of the high schools becoming middle schools or *lokashulus* teaching approximately up to the present fifth Anglo-vernacular standard or somewhat above the present vernacular final examination, the two highest standards of the high schools and the two lower classes in colleges being merged in a new class of institutions to be called higher Secondary schools, intermediate colleges or junior colleges. One of the witnesses before us presented a very interesting memorandum on such institutions which are being rapidly developed in America. Some of our members as well as a considerable number of witnesses agree in considering such intermediate colleges as a desirable innovation in our educational system. Such intermediate colleges will bring a much higher grade of education than at present within the reach of wider classes of the people, for they can be started at all district headquarters and at other important centres of population. Young boys and girls of the age of sixteen will not be required to go to distant places for so-called college education, but will remain near their own homes till about the age of eighteen. The intermediate colleges will be new centres of higher intellectual life in many more places than at present. Vocational training can, when necessary and practicable, be made a part of the education in such institutions and different places can select their own kind of vocational training according to local needs and conveniences. So far as Maharashtra is concerned, it may be expected that there will be room for about fifteen to twenty of such colleges in various centres in addition to about three each in Sholapur and Kolhapur and about six to eight in Poona. The optimum strength of such an institution would be about 600, the minimum and maximum limits being 300 to 800. It would also be possible to have separate institutions of this type for boys and girls, at least five of the thirty of the contemplated institutions being girls' intermediate colleges.

If such intermediate colleges be brought into existence, the scheme for the new University can be made logical and complete. The present colleges should continue to have their independent existence as intermediate colleges (with the two highest classes in high schools added to them), the societies managing them seeking further expansion of their activities in additional institutions of this type either in Poona or at other suitable centres. The new University will take over all the activities of the colleges in Poona above the intermediate stage with their assets and liabilities. The present buildings, assets and equipment will be suitably apportioned between the newly constituted intermediate colleges and the University by a special commission which may be constituted under the Act for the purpose. The University and the Societies will also divide the staffs, especially the life-members, between themselves by mutual agreement. The University will undertake to carry out all the liabilities in respect of the personnel taken over by it from the Societies and this personnel will thereafter be entirely the employees of the University. It is an essential feature of this scheme that the intermediate colleges should be absolutely distinct both in location and management from the University. The general control over intermediate colleges can be exercised either by the University or by a special board like the High School and Intermediate examination Boards in U. P. and Rajputana on which the University will have adequate representation.

This far-reaching re-organisation has reference to Poona Colleges only, but the few colleges in other parts of Maharashtra existing at present can either be associated with the new University as its external or affiliating side or continue to be affiliated to the University of Bombay as hitherto. New degree colleges will, however, not be allowed to be started in Maharashtra but new Intermediate colleges will be freely encouraged under adequate safeguards about need, efficiency and elimination of unhealthy competition. They will have free scope in pioneering new paths especially in the matter of vocational education.

I consider that such a radical re-organisation of our educational system deserves further consideration. It will lead to the new University starting under the most favourable conditions. It naturally involves some sacrifice of special interests, but the present Societies have been started with the laudable object of extending and improving higher education, and the establishment of such a university will mean the proper culmination of their valuable work during the last sixty years. Formal and legal difficulties can be solved without much effort if there is the will and the necessary spirit of sacrifice. Maharashtra has set an object lesson to other parts of India of the spirit of self help in education. Is it too much to hope that the same spirit will work to effect a bigger consolidation of educational effort and bring into existence a new University of which Maharashtra can be legitimately proud?

I. Poona
Subur

APPENDIX VII (CHAPTER V).

CLASSIFICATION BY SUBJECTS OF GRADUATE AND POST-GRADUATE STUDENTS IN THE THREE ARTS AND SCIENCE COLLEGES IN POONA.

1. F

2. S

3. N

4. E

5. A

6. I

7. T

*Res

II. T

Distr

City

1. V

2. F

3. I

Arts Side.

B.A.

Fergusson College. S. P. N. Wadia College. College.

English Honours	..	..	..	..	..	17	25	23
Sanskrit Honours	..	..	..	..	..	19	14	6
Ardha Magadhi Honours	..	..	..	..	..	6	..	..
Pali Honours	..	..	..	..	..	3	..	..
Marathi Honours	..	..	..	..	..	21	51	8
German Honours	..	..	..	..	..	6	..	..
Persian Honours	..	..	..	..	..	4	..	5
French Honours	..	..	..	..	..	..	..	7
Urdu Honours	..	..	..	..	..	..	..	2
*Languages, Pass Course	..	..	..	..	..	12	35	3
Economics Honours	..	..	..	..	..	113	45	29
History Honours	..	..	..	..	..	21	18	12
History and Economics, Pass Course	..	..	..	..	..	29	29	14
Philosophy Honours	..	..	..	..	..	7	25	19
Philosophy Pass Course	..	..	..	..	..	6	8	..
Mathematics Honours	..	..	..	..	..	12	20	5
Mathematics Pass Course	..	..	..	..	..	..	4	1
Total	..	..	..	..	..	276	274	134

III. C

M.A. & Ph. D.

1. E

2. S

3. T

4. C

M.A.									
*Languages	..	..	..	..	..	51	44	20	
Mathematics	..	..	..	..	..	11	8	..	
Philosophy	..	..	..	..	..	9	8	..	1
Ancient Indian Culture	..	..	..	..	..	6	..	..	1
History Thesis	..	..	..	..	..	2	..	..	..
History, Political Economy, Sociology	..	..	..	..	..	41	11	..	10
Ph. D.	..	..	..	..	..	8	..	..	1
Total	..	..	..	..	..	128	71	..	33

* F

*Distributed over different language groups.

(5)

APPENDIX VII—contd.

SCIENCE SIDE.

B.Sc.

Subject.	Fergusson College.		S. P. College.		N. Wadia College.	
	Number offering as principal subject Jr. & Sr. B.Sc.	Number offering as subsidiary subject Jr. B.Sc.	(a)	(b)	(a)	(b)
	(a)	(b)	(a)	(b)	(a)	(b)
Chemistry	131	8	74	..	59	3
Physics	59	71	16	56	..	35
Mathematics	38	39	10	11	15	..
Botany	24	8	..	..	..	12
Geology	10	7	..	..	..	3
Zoology .. ..	..	12	..	..	2	2
Total	262	145	100	67	76	55

M.Sc.

Chemistry	7	12	6
Physics	7	3	..
Mathematics	16	8	1
Botany	5
Geology	6
Total	41	23	7

Ph. D.

Bio-chemistry	2
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APPENDIX VIII (CHAPTER V).

FINANCIAL STATISTICS RELATING TO COLLEGES (1941-42).

	Valuation of Lands and Buildings.	Valuation of Furniture, Books, Apparatus etc.	Income.			Expenditure.		
			Government Grant.	Fee-Income.	Endowment Income.	Teachers' Salaries.	Rents and Taxes.	Total Expenditure.
1. Fergusson College	12,31,000	5,41,000	25,000	2,41,582	8,748	1,06,749	21,862	2,96,904
2. S. P. College ..	8,93,000	2,22,000	17,000	1,87,026	5,304	87,213	31,359	2,30,646
3. N. Wadia College	12,50,000	2,50,000	8,000	98,873	1,750	56,737	35,645	1,59,802
4. Engineering College.	..	..	..	95,100	..	1,18,347	191	2,03,608
5. Agricultural College.	..	..	..	42,110	244	1,16,672	136	1,53,014
6. Law College, Poona.	3,30,000	73,000	..	71,382	320	35,700	1,036	68,966
7. Tilak College ..	65,000	14,000	..	30,402	..	14,504	1,800	37,039
8. Willingdon College.	..	..	7,000	49,975	2,705	32,411	..	83,229
9. H. P. T. College	..	..	6,000	29,817	6,523	26,481	9,444	58,861
10. D. A. V. College	..	..	..	34,932	90	22,046	1,435	43,614
11. Rajaram College	..	..	..	67,614	..	95,451	..	1,29,555
12. Sykes Law College.	..	..	..	19,323	..	20,322	..	32,376
13. Tarabai Training College.	..	..	..	30,198	..	30,511	..	34,812

APPENDIX IX (CHAPTER VI).

THE NUMBER OF SCHOOLS IN THE MAHARASHTRA AREA AND OF CANDIDATES PRESENTED BY THEM AT THE MATRICULATION EXAMINATION OF MARCH 1942.

					Number of Schools.	Number of Candidates.
	I.	Poona City and Suburbs	..	..	30	1,941
	II.	Maharashtra Districts.				
		1. Poona District (Outside Poona City and Suburbs)	..	..	7	132
		2. Kolaba District	..	..	8	268
		3. Nasik District	..	..	16	572
		4. Ratnagiri District	..	..	15	520
		5. Thana District	..	..	19	622
		6. Ahmednagar District	..	..	7	288
		7. East Khandesh District	..	..	17	789
		8. West Khandesh District	..	..	4	275
		9. Satara District	..	..	12	519
		10. Sholapur District	..	..	11	544
		Total of I and II	..	..	146	6,470
	III.	Contiguous States*.				
		(Akalkot, Aundh, Bhore, Jamkhandi, Janjira, Kolhapur, Kurundwad, Miraj, Mudhol, Phaltan, Ramdurg, Sangli, Sawantwadi.)			34	1,526
	IV.	Portuguese Territory (Goa)	..	..	16	298
		Grand Total	..	..	196	8,294

*These States are attached to the Konkan and Deccan Groups, under Statute 185 of the University of Bombay.

APPENDIX X (CHAPTER X).

1. Recommendation regarding the conversion of the Byramjee Jeejeebhoy Medical School into a College by the Committee appointed by the Government of Bombay in December, 1935, for considering the question of improvements in teaching at the Medical Schools. The Committee consisted of Major-General E. W. C. Bradfield (Chairman), Lt.-Colonel R. H. Candy, Lt.-Colonel A. H. Harty and Sir Mangaldas V. Mehta.

Conversion of Poona Medical School into a College.

- “We have further studied the possibility of converting the Poona School into a medical college, teaching students for the University degree. This project has been considered previously and not supported because of the heavy financial outlay considered necessary. We feel that the large number of applications received for admission to the Grant Medical College, the existence of private institutions for training the Licentiate Grade of Doctor, the fact that graduates are now being forced to practice in rural areas and are willing to compete for posts in the subordinate medical service justify the re-opening of this question. An immediate conversion to a College, teaching the whole curriculum is not possible, except by a heavy outlay on buildings, and equipment, but in pathology and clinical department Poona is already equipped for College teaching. The Grant Medical College admits 120 students although there is no accommodation in clinical teaching for more than 80 to 90 students, and it is suggested that these extra 30 students could be taught at Poona in the clinical subjects. If this plan is accepted, the B. J. Medical School could then be closed for Licentiate students, its surplus equipment for science subjects transferred to Ahmedabad and it would become the Poona Medical College.

The last triennial Inspection Committee of the University of Bombay strongly recommended that the Poona School should be converted into a College, in order to relieve the congestion at the Grant Medical College.

The proposals of the Council of the College of Physicians and Surgeons, with regard to increasing the curriculum to a five year course in 1939, will also require consideration in this respect.

We, therefore, recommend this scheme to Government.”

APPENDIX XI (CHAPTER X).

NOTE SUBMITTED BY SWAMI KUALAYANANDA ABOUT RESEARCH WORK CARRIED ON AT THE INSTITUTE CALLED KAIVALYADHAMA IN LONAVLA.

Introduction.

In order to put the Yogic science and philosophy on a thoroughly rational basis and to exploit Yoga for the use of the modern man in his every day life, the Kaivalyadhama is conducting scientific and literary research along the modern lines. The research work turned out up to now has been very briefly summarised in Sections I and II of this note. Section I gives Scientific Research and Section II the Literary Research. Appendix A quotes some of the appreciations of the scientific work of the Kaivalyadhama on the part of medical scientists of repute and eminent men of light and leading. The Kaivalyadhama was founded at Lonavla in 1924 October by Swami Kuvalayananda who continues to be its Founder-Director all these years. Yoga-Mimansa is the official journal of the Kaivalyadhama.

SECTION I.

*Scientific Research.*1. *Physical Tests :*

(a) With X-ray for investigating the actions of the diaphragm, the intercostals, and the abdominal muscles in particular Yogic exercises.

(b) With Mercury and Water Manometers for studying pressure changes in the Esophagus, the stomach, the colon and the bladder during particular Yogic exercises.

(c) With Sphygmo-manometer in studying the behaviour of blood pressure, both systolic and diastolic, in particular Yogic exercises.

2. *Chemical Tests :*

(a) Gravimetric analysis of expired air for investigating the question of the absorption of oxygen and the elimination of carbon dioxide in Yogic breathings.

(b) Volumetric analysis of the expired air for investigating the same question as in (a) and also to check the results arrived at by Gravimetric analysis.

N.B.—In most of the experiments at least half a dozen subjects were tried and the averages worked out with the necessary scientific accuracy. For academic evaluation and scientific nature of these investigations, see Appendix A.

SECTION II.

Literary Research.

The Kaivalyadhama is conducting considerable research work in the field of Sanskrit literature, covering a period of more than 3,000 years. All references to Yoga up to the third century B. C. have already been collected and properly indexed. The more remote period of seven centuries is being investigated. The work is stupendous but is progressing satisfactorily. This literary research, at present, is divided into three parts.

(a) *Catalogue of Yogic Literature :*

A complete catalogue of writings on Yoga, both printed and in the form of manuscripts is being prepared. As many as 18 standard catalogues published in British India, Indian States and foreign countries have been consulted. The Card Index of the standardized pattern of published and unpublished works on Yoga and their authors, has been prepared; and new additions are being made, as material is being made available. There are yet some manuscript libraries in India that have not published their catalogues. The Kaivalyadhama is putting itself into touch with these libraries for preparing its own catalogue.

(b) *Yogic Concordance :*

The Kaivalyadhama does not remain satisfied with merely cataloging existing literature on Yoga. It has undertaken to write Yogic concordance which will be far more complete as regards Yoga than the Vedic Concordance of Bloomfield in the field of the Vedas. It will almost make an approach to M. M. Kane's Dharma Shastra. Towards this end all quotations and references to Yogic concepts and technique of exercises, to the extent of 5,000, have been collected and critically indexed. This work has already covered 56 Upanishads, 21 Puranas including the Maha Bharata, all the printed works on Yoga and the most important Smritis. Quotations and references from Shrouta, Grihya and Dharma Sutras are being collected and indexed. More remote antiquity will also be studied for this purpose.

Short essays on almost every aspect of Yoga with an effort to co-ordinate the same with modern science and philosophy, will complete this work. The Yogic Concordance will be a veritable history and an encyclopaedia of Yoga Shastra.

(c) The Kaivalyadhama has undertaken to bring out a critical edition of the Brihad Yogi Yajnavalkya Smriti. This work is very frequently quoted by ancient writers of Hindu law and a critically edited edition of the work is a long felt want.

- (d) The Kaivalyadhama has recently set aside Rs. 2,000 for collecting rare manuscripts and proposes to spend a few hundred rupees more every year for this work.

APPENDIX A.

Statements on the Scientific Evaluation and Cultural Worth of the Scientific Work of the Kaivalyadhama.

1. Dr. K. S. Mhaskar, M.A., M.D., D.P.H., D.T.M. & H.

(Extract from Dr. Mhaskar's letter addressed to Swami Kavalayananda.)

"I thank you for the facilities you gave me in getting acquainted with the research side of Yogic Philosophy. I have carefully considered the experiments you had undertaken and the data you have collected, and it is my firm conviction that your work is on correct scientific lines, and deserves further encouragement. I also believe that it is full of possibilities not only in unravelling the obscure portions of Yogic Philosophy, but also in making valuable contributions to Western Science in general, and Medical Therapeutics in particular."

2. Dr. W. Burrige, D.M., M.A. (Oxon), Professor of Physiology, Lucknow University, Lucknow.

(Extract from Dr. Burrige's remarks about the Kaivalyadhama.)

"The exercises performed in this laboratory by Swami Kavalayananda's pupils were of considerable scientific interest and raised many interesting problems The little (examination) we were able to do sufficed to indicate that his own methods of investigation were trustworthy. The phenomena presented are worthy of much further study, and I hope that he will carry on this even further than he has already done."

3. Dr. Leo M. Fleischer, M.D. (Prague).

(Extract from Dr. Fleischer's letter to Swami Kavalayananda.)

"You have set yourself the task of investigating and expounding the ancient Yoga doctrine in all its aspects (physical, mental and spiritual) by means of exact modern scientific methods—a stupendous and wellnigh superhuman task. A herculean task of this kind can only be tackled by one who not only himself has very great experience in Yoga but must also at the same time be familiar with the natural sciences and their modern methods of research.

Your talent for organisation, your earnestness, your patient industry, your clear logic with its penetrating distinctions in the treatment and interpretation of the Yogic phenomena, are the most suitable instruments to perform the task you have taken upon yourself.

Your journal 'Yoga-Mimansa' (Mimansa—Discussion), a scientific Yoga magazine published by you, with X-ray photos and clear, systematic analyses of the Yogic phenomena, reveals this secret domain of science to Western scientific circles—more than that—it became an authoritative textbook on practical Yoga."

4. Dr. Sir Sarvapalli Radha Krishnan, Vice-Chancellor, Benares Hindu University.

(Extract from the Doctor's letter addressed to Swami Kavalayananda.)

"I am impressed by the work which you have been doing all these years I know that the lessons of Yoga in its different aspects are much needed today, not only in our country but in the world outside. And you have the capacity and the training for undertaking this noble task."

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