



Government of Maharashtra

REPORT
of the
Shri Chhatrapati Shivaji University
Committee

1962

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REPORT OF THE SHRI CHHATRAPATI SHIVAJI UNIVERSITY COMMITTEE

CHAPTER I

INTRODUCTORY

1. *Composition of the Committee and the Terms of Reference.*—The Government of Maharashtra issued the following Government Resolution on the 1st September 1961 constituting the Committee and setting out its terms of reference :—

“(1) The Government of Maharashtra proposes to establish a new University to be called Shri Chhatrapati Shivaji University at Kolhapur as soon as possible. Government is accordingly pleased to appoint a Committee, consisting of the following members to report on the question of establishment of a separate University at Kolhapur for the Southern part of Maharashtra.

- (1) Shri S. R. Tawde, Ramji Sadan, Shahupuri, *Chairman*,
Kolhapur.

Members.

- (2) Tarkatirtha Laxmanshastri Joshi, Pradnya Pathshala, Wai,
District Satara.
- (3) Shri R. A. *alias* Rajarambapu Patil, Sangli.
- (4) Dr. B. S. Patil, Professor, Shri Chhatrapati Shivaji College,
Satara.
- (5) Shri B. H. *alias* Balasaheb Khardekar, Principal, Arts and
Commerce College, Vengurla, District Ratnagiri.
- (6) Shri N. S. Phadke, “Daulat” Vijaynagar Colony, Poona 2.
- (7) Shri B. R. Dhekney, Principal, Rajaram College, Kolhapur.
- (8) Shri Bhagwan Dass, Principal, Dayanand College, Sholapur.
- (9) Shri R. S. Mugali, Principal, Willingdon College, Sangli.
- (10) Shri B. S. Naik, Principal, Rani Parvatidevi High School,
Savantwadi, and
- (11) Shri V. A. Apte, Deputy Director of Education, Poona, Member-
Secretary.

(2) The terms of reference of the Committee shall be as under :—

(i) To make recommendations as to the form, scope, constitution and jurisdiction of the University for the Southern parts of the Maharashtra State having regard to the area under the jurisdiction of the Poona University and the facilities for higher education available in that University.

(ii) To report on the cost of establishment and maintenance of the University and to make proposals for raising the necessary funds, and

(iii) To make other recommendations germane to the subject.

(3) The Committee should be requested to submit its report to Government as early as possible and in any event within four months."

2. *Procedure.*—The Government Resolution appointing the Committee was received by the Chairman and the Secretary of the Committee on the 4th of September 1961. Being aware of the anxiety of the Government to establish the University as early as possible and also taking into consideration the great enthusiasm in the public mind about the University, the Chairman got in touch with the Member-Secretary Shri Apte in the Director of Education's office, Poona, immediately on receipt of the Government Resolution and a notice was issued on the same day convening the first meeting of the Committee on the 15th and 16th September at Kolhapur. The office of the Committee was established in the premises of the Rajaram College, Kolhapur, in the accommodation so kindly placed at the disposal of the Committee by the Principal of the College. A draft questionnaire was prepared for the consideration of the Committee and despatched to the members about a week before the date of the first meeting.

3. In its first meeting the Committee discussed the draft questionnaire and agreed upon its final form (*vide* Appendix A). A list of individuals, associations, etc. to whom the questionnaire was to be issued was also drawn up. It was felt that it would be helpful for the Committee to study at first hand the working of a few typical Universities and it was decided to select Maharaja Sayajirao University, Baroda, Shri Vallabh Bhai Patel University, Anand and Karnatak University for this purpose. The Committee also considered it desirable to visit all the districts of Southern Maharashtra and places like Bombay and Poona to collect oral evidence from eminent persons in the districts drawn from different walks of life with a view to acquaint itself with the public reaction to the proposal as well as to get an idea of their expectations about the form and other aspects of the proposed University.

4. The printing of the questionnaire was completed within 4 days of the meeting and 3,300 copies were issued to various categories of persons likely to be interested in the matter, by the 25th September 1961. This number includes all teachers in the recognised colleges and the heads of all secondary schools in the five districts of South Maharashtra, viz. Kolhapur, Sangli, Satara, Sholapur and Ratnagiri, all M.L.A.s, M.L.C.s, and M.P.s, in Maharashtra and all the members of the Poona University Court. The questionnaire was also issued to prominent public workers, representatives of local bodies, eminent persons in the legal, medical, business and other fields in the region. About 300 copies were despatched to educationists in the different parts of the State and to a few even outside Maharashtra. A period of 3 weeks was given for replying to the

questionnaire though answers received after the last date were accepted to ensure that no valuable suggestion was lost on the technical ground of delay. The Committee had thus laid as wide a net as possible with a view to getting the views and suggestions from all possible quarters interested in the shape of the University to come.

5. The Committee was fortunate in getting a very good response to its questionnaire and as many as 656 replies were received, the break-up of these replies among different categories being as follows :-

(i) College teachers including Principals	..	241
(ii) Secondary school teachers including Head-Masters.		156
(iii) Educationists including managements of schools and colleges	.. .. .	74
(iv) People's representatives such as M.L.A.s, M.L.C.s, M.P.s, members of Municipalities and district School Boards, etc.	.. .. .	28
and		
(v) Others such as pleaders, doctors, businessmen, etc.		157

It will thus be seen that the replies received represent different cross-sections of the community and the mass of evidence collected through these has been very useful during the deliberations of the Committee. The list of persons, associations, etc. who sent the replies is given in Appendix B.

6. The Committee visited the Universities at Baroda and Anand between the 12th and 16th of October and the University at Dharwar on the 4th and 5th of November. Two of the members of the Committee paid a separate visit to the Karnatak University as the above dates were not convenient to them. The Committee got quite a good deal of valuable information from these visits.

7. The response of eminent persons to the invitation for giving oral evidence was also extremely satisfactory. In all 125 persons appeared before the Committee and they were drawn from all important walks of life (*vide* Appendix C). The views and suggestions received by the Committee during these interviews were also extremely valuable and helpful to the Committee in arriving at many of its decisions.

8. After the replies to the questionnaire were tabulated and the Committee had collected oral evidence at Bombay, Poona and Kolhapur, the Committee thought that it was in a position to start preliminary discussions on the basic issues before the Committee. A meeting was, therefore, held on 23rd and 24th November at Sangli to consider some of the principal problems such as the type of the University, the shape of the University bodies and such other matters. At Sangli, interviews were held by day and Committee discussions were held by night with a view to expediting the work. These discussions at Sangli were very fruitful and a broad picture of the form of the University emerged as

a result of these deliberations. Shortly afterwards, visits to Sholapur, Satara and Ratnagiri were completed and the Committee was then in a position to come to grips with all the problems and arrive at final decisions. The 4th meeting of the Committee was, therefore, held on the 14th, 15th and 16th of December when a final shape was given to all the matters relevant to the recommendations to be made.

9. The Committee met again on the 2nd, 3rd and 4th January 1962 to consider the draft report, copies of which were circulated to members. The draft report was finally adopted with suitable modifications and signed on the 4th January 1962 at the historic Sajja Kothi at Panhala, the famous Fort where Shri Chhatrapati Shivaji Maharaj actually lived for some time.

10. *Acknowledgements.*—The Committee places on record its grateful appreciation of the help rendered by—

(1) The Secretary to Government, Education and Social Welfare Department, for all the help given by him for the efficient working of the Committee's Office.

(2) The Director of Education, for so kindly agreeing to place the whole-time services of the Member-Secretary at the disposal of the Committee though this must have meant a lot of additional work for his office at head-quarters, and also for sparing the services of Government servants in local Government Offices for the Committee's Office.

(3) The Vice-Chancellors and Officers of the Baroda, Anand and Dharwar Universities for the cordial hospitality extended to the Committee and the generous facilities given during the visits for studying the working of their respective Universities.

(4) The Vice-Chancellors and Officers of the Poona and Bombay Universities for kindly giving facilities for holding meetings of the Committee in connection with oral evidence.

(5) The various bodies, institutions, associations and individuals who sent replies to the questionnaire and gave oral evidence.

(6) The Collector, Kolhapur for the keen personal interest he took in the work of the Committee.

(7) The District and Sessions Judge, Kolhapur, who so kindly lent the services of Shri Salokhe, one of his stenographers to the Committee.

(8) Principal S. G. Hulyalkar of the S. P. College, Poona, Principal P. G. Patil of the Shri Chhatrapati Shivaji College, Satara, Shri Nana-sahab Pathak of the Seva Sadan High School, Sholapur, Principal Bavadekar of the R. P. Gogate College, Ratnagiri and the Principals of the Willingdon College, Sangli and the D. A. V. College, Sholapur, for making the necessary arrangements for the meetings of the Committee

for oral evidence and for the cordial hospitality extended to the Committee.

(9) Shri B. R. Dhekney, Principal of the Rajaram College, Kolhapur for the whole-hearted help he gave to the small office of the Committee in terms of man-power and other resources as also in the drafting of the questionnaire and the report and Principal B. S. Bhanage of the Commerce College, Kolhapur for the help given in the work of tabulation of the replies.

(10) Professors P. N. Kulkarni and G. K. Bhat of the Rajaram College, Kolhapur for the help given by them in the translation of the questionnaire.

(11) Professors S. H. Dixit, K. K. Deshpande and D. S. Shirodkar of the same college for volunteering their services for the tabulation of the replies to the questionnaire.

(12) The Educational Inspectors of Sangli, Satara, Rutnagiri and Sholapur for giving necessary help during the visits of the Committee to their districts.

(13) The Educational Inspector, Kolhapur and the Head-Masters of the Main Rajaram High School, the Nagojirao Patankar High School, the New English School and the Vidyapeeth High School, Kolhapur for sparing the services of their Assistant Deputy Educational Inspectors and Assistant Masters respectively for the tabulation of the replies and other incidental work.

(14) The Manager of the Government Press at Kolhapur for the neatness, accuracy and promptness with which he did all the printing work of the Committee.

(15) The staff of the office, viz., Shri Latkar M. G. Shri Salokhe S. R., and Shri Karoshe M. B., who bore the brunt of the heavy work very willingly and sincerely. We would like to make a particular mention of the intelligent interest taken by Shri Latkar in the work of analysis of replies to the questionnaire.

(16) We cannot close these acknowledgements without mentioning the name of Shri V. A. Apte, Deputy Director of Education and our Member-Secretary who has rendered very valuable assistance to the Committee in getting this report ready within the allotted time. But for his efficient and zealous services the Committee may have found it difficult to keep to the scheduled time.

CHAPTER II

HISTORICAL BACKGROUND AND THE EDUCATIONAL DEVELOPMENT
IN THE WEST AND SOUTH MAHARASHTRA

11. *Historical Background.*—The urge to have a separate University at Kolhapur but confined mostly to the State of Kolhapur dates back at least to the 'thirties of this century. It was a natural result of the expansion of education in Southern Maharashtra under the benign leadership of the late Rajarshi Chhatrapati Shahu Maharaj and his equally generous son the late Chhatrapati Rajaram Maharaj of Kolhapur. It should be remembered that the Rajaram College was the only institution of higher learning between Poona and Bangalore till 1917 when the Karnatak College was established at Dharwar. The Rajaram College constituted the intellectual and cultural centre for Pupils from the Southern Maratha country and Karnatak. The college and its feeder institution, the Rajaram High School, have proved to be the cradle of illustrious men some of whom could verily be called the makers of Modern India. The educational facilities which the Rulers of Kolhapur had placed at the disposal of these institutions were so substantial that there was a regular and growing stream of pupils to Kolhapur from the neighbouring districts. Education was entirely free for female students, a speciality which sharply differentiated Kolhapur from the other educational centres in Maharashtra and Karnatak. The Rajaram College is even now regarded as the Poor Pupils' College. We devoutly wish that the Shivaji University should also be established on this firm foundation of Public and private munificence.

12. The long regime of Dr. Balkrishna as the Principal of the Rajaram College was one more factor of importance in the growth of higher education and in the birth of the idea of the Shivaji University. With his deep reverence for the House of Shivaji, his substantial researches in the history of the Marathas, and his affection for and pride in the Rajaram College, Dr. Balkrishna soon became the most ardent and powerful advocate in the cause of the Shivaji University at Kolhapur. He pursued this idea with a passion, almost a religious fervour which is none too common in the academic world.

13. The establishment of the Law College and the Teachers' Training College at Kolhapur imparted a new urgency and pointedness to the demand for a separate University. The first public mention of this idea is found in the speech delivered by Chhatrapati Rajaram Maharaj at the Annual Social Gathering of the Rajaram College in 1934. But the subsequent developments both in the State of Kolhapur and in the outside world were not such as would help the progress of this proposal. The outbreak of World War II in 1939, the sudden and untimely death of Chhatrapati Rajaram Maharaj and Dr. Balkrishna in 1940, the political metamorphosis in the State ending in the ultimate merger of the State in 1949 were all factors which appeared to conspire against the idea of the Shivaji University.

14. The more recent revival of the demand for a separate University in Southern Maharashtra owes a good deal more to our Chief Minister, Shri Yeshvantrao Chavan, than most people would care to imagine. In a speech at Phaltan he gave an unambiguous expression to his earnest desire to raise a fitting academic memorial in Southern Maharashtra in honour of Shivaji the Great. He expatiated again on the same theme at Kolhapur in 1959 when he addressed the pupils of the Tararani Vidya-peeth. The matter was followed up quickly by a group of educationists from the region who waited upon the Chief Minister for a preliminary exchange of views on the subject.

15. We should also mention here the decisive role played by Shri D. S. *alias* Balasaheb Desai, Minister for Education, Maharashtra State, in urging the cause of this new University and in setting up this Committee to enquire into the various issues involved in its establishment. He brought to bear upon this problem his usual drive, enthusiasm and thoroughness and gave the Committee his generous support and assistance, without which our task could not have been accomplished within such a short period.

16. We would like to place on record our sense of gratitude to the educationists of the region who, by their steady and sincere endeavour, enriched the academic life of Southern Maharashtra without which this new University could not even have been conceived.

17. It would be interesting to take a brief survey of the progress of education particularly at the secondary and university stages in West Maharashtra with particular reference to the five districts in the Southern part which we have proposed for inclusion in the jurisdiction of the Shivaji University.

18. The table below summaries the growth in the number of institutions and enrolment at the primary and secondary stages in the five districts, viz. Ratnagiri, Sholapur, Sangli, Satara and Kolhapur.

As on 31st March	Primary.		Secondary.	
	Institutions.	Enrolment.	Institutions.	Enrolment.
1951	6,119	6,05,328	192	48,654
1956	7,000	8,25,687	272	55,406
Increase per cent. in 5 years 1951 to 1956	14.4	18.7	41.7	13.9
1957	7,527	9,04,500	284	61,467
1958	7,655	9,34,516	304	67,836
1959	7,837	9,96,413	328	77,017
1960	8,043	10,41,812	421	91,961
1961	8,223	11,05,571	548	1,13,985
Increase per cent. in 5 years 1956 to 1961	17.5	23.0	101.5	105.7
Increase per cent. in 10 years 1951 to 1961	34.4	50.8	185.4	134.3

19. The increase in enrolment at the primary stage is not so striking because primary education has been receiving considerable attention of Government right from 1947 when the present Primary Education Act was passed. There is now hardly any locality which has no schooling facilities within easy reach. Enrolment will however continue to increase as compulsion becomes more effective. The concession in fees to the economically backward classes at the secondary and collegiate stages is proving an incentive at the primary stage also as the poorer parents can now look forward to giving higher education to their children.

20. At the secondary stage the progress is so striking as to be almost difficult to believe. During the First Five Year Plan the number of secondary schools showed an increase of 41.7 per cent., during the second Plan period this percentage was 101.5 and the percentage of increase for the 10 years period was as high as 185.4. This incredible growth is a consequence of various factors such as (i) gradual improvement in attendance at the primary stage, (ii) the increasing realization by the rural population of the advantages of higher education and (iii) the generous Government concessions in fees to pupils belonging to the economically backward classes.

21. This development at the secondary stage had also its repercussions on the growth of institutions in the collegiate sector. In the year 1950 when the Poona University was established there were 23 Colleges in the area of the University excluding research institutions like the Bhandarkar Oriental Research Institute, with an enrolment of about 11,500 pupils. At the end of March 1961, the number of Colleges had gone upto 51 which the enrolment standing roughly at 29,000. These figures depict eloquently the phenomenal growth of University education during the short span of 10 years.

22. The table below compares the growth of higher education in the five districts of South Maharashtra between 1950 and 1961.

Name of the District.	Number of Colleges in 1950.	Number of Colleges on 31st March 1961.	Enrolment in 1950.	Enrolment in 1961.
Ratnagiri	1	1	228	413
Kolhapur	3	5	1,352	3,520
Sangli	2	3	883	2,319
Satara	1	6	52	1,620
Sholapur	1	6	705	3,105
Total	8	21	3,220	10,977

23. The above table leaves out 5 colleges opened during 1961-62 with an enrolment of 537. We also learn that from these five districts six applications for permission to start new colleges are pending with the Poona University. It would be premature to draw any inference regarding the pattern of demand for college education in the next few years but it is more than likely that this upward trend will persist for some time.

24. This tremendous growth both in the number of affiliated institutions and the pupils on their rolls, we feel, exerts a steady strain on the administrative machinery of an affiliating University so as to affect its efficiency adversely in the long run. A good part of the energies and attention of the University bodies is also taken up by routine matters such as holding of examinations twice a year. The inevitable result is that academic work suffers. The link between the University and its affiliated institutions which is already weak when the institutions are separated by long distances from the University head-quarters if the jurisdiction is extensive, tends to become weaker still when their number goes beyond a certain optimum limit.

25. We cannot also lose sight of the effect of this expansion on the size of the academic bodies of the Poona University. The Academic Council of the Poona University has now a membership of 175. This cannot be reduced in size without seriously affecting the representative character of the body. The same holds good about some of the Boards of Studies and faculties. We, therefore, feel convinced that the decision of the State Government to establish a new University at Kolhapur is a step in the right direction taken just at the proper time. We have no doubt that it will go a long way in arresting the possible deterioration in educational standards which is a likely consequence of rapid expansion.

26. We also feel that the decision of the State Government to name the University after Shivaji, our national hero, is very appropriate inasmuch as his memory will serve as a constant reminder to every one who comes to the portals of the University, of his noble qualities of head and heart which made him so great and will inspire them to emulate his example.

CHAPTER III

FORM, FUNCTIONS AND SCOPE OF THE UNIVERSITY

27. *The Type of the University.*—The establishment of a new University which is comparatively a rare occasion in the educational development of a State provides a very good opportunity for an impartial evaluation of the progress achieved and to set out in clear terms the objectives proposed to be attained immediately as well as in the long run through the new University. It is also an occasion to take stock of the errors of omission or commission and the defects noticed in the working of the existing Universities so as to ensure that these are carefully remedied while considering the structure of the new University. In fact we feel that such a qualitative evaluation of the work of every University must be a regular triennial feature failing which there is every likelihood of a University falling into a mechanical rut without making real progress. We often hear criticism against our Universities that they are nothing but examining bodies distributing diplomas and degrees twice a year and one would feel inclined to believe that there is some truth in this criticism.

28. Some educationists expressed the view that new Universities must come up as a part of a long term comprehensive plan drawn up on the basis of the requirements of the State as a whole as well as the specific needs of the different regions thereof. This alone, they think, will ensure that our resources, which are by no means unlimited, are utilized most economically without being dissipated as a result of unnecessary duplication. We think that there is considerable force in this suggestion and we recommend that Government may take suitable steps to set up a machinery for the preparation of a blue-print for the development of Universities in Maharashtra over the next 20 years.

29. Apart from the S. N. D. T. University, which serves the specific purpose of catering to the needs of women's education, there are four Universities in Maharashtra. All these Universities have basically the same structure, viz. teaching at the post-graduate level and affiliating upto the degree stage. It is an admitted fact that the control that a University can exercise on the standard of instruction in affiliated colleges has very severe limitations. This has also a direct bearing on the standards of the post-graduate instruction and research because the post-graduate departments have to build up on the somewhat weak foundation laid at the degree level. A unitary University on the other hand by virtue of its limited jurisdiction and also because the entire instruction right from the pre-degree stage is directly conducted by it, can successfully maintain high academic standards. Our visit to the Baroda University convinced us that the atmosphere at a unitary University is highly conducive to academic work of a high order. For the considerations detailed above, quite a few eminent educationists pleaded before us that the proposed University should be a unitary University. The absence of a unitary type

of University in Maharashtra is regarded by them as a serious lacuna in our educational set up especially after the inclusion of the Maharaja Sayajirao University of Baroda into the new State of Gujarat. All these considerations in favour of a unitary University were given the most earnest consideration by the Committee. In fact, this point occupied a very large part of our deliberations. The problem has been considered by us most objectively.

30. All of us were impressed with the intrinsic merits of a unitary University. But we also could not ignore the opinion in South Maharashtra that because of the considerable growth of higher education in these parts during the past decade the Poona University had grown so much in size that the link between the University and the ever growing number of affiliated institutions is becoming progressively weaker. One of the consequences of the expansion of higher education in the area of the Poona University is that the size of the various University bodies has grown so large and unwieldy as to make any effective discussion very difficult. We are still in the developmental stage which will continue for many years to come and until we have reached a stage of saturation we will have to wait for a unitary University. Even then according to some eminent educationists, Bombay and Poona because of their development will have a prior claim on a unitary University. Some of us hold the view that we should be guided in such matters by academic considerations without allowing our thinking to be unduly conditioned by financial considerations, while others think that even educational planning needs to be based on idealism tempered with the realities of the situation.

31. Taking all the above arguments into consideration, we came to the conclusion by a majority that the proposed University cannot be a unitary University.

32. Being, however, impressed with the advantages of a unitary University the Committee explored the possibility of adopting a structure which could combine the merits of a unitary University with an affiliating side. This would, it was thought, best be done by taking over the entire under-graduate instruction in the city of Kolhapur under the direct control and management of the University. We had accordingly included a question in the questionnaire on this point. An overwhelming majority had expressed the opinion against such a step. Most of them opposed it on the analogy of Poona where the experiment of constituent colleges has totally failed. Others thought that such a step will give a set-back to private enterprise. Yet others expressed the view that this will create dissatisfaction in the affiliating units because they will be treated as inferior to their counterparts in the University. Other difficulties in such a taking over are that the financial burden will be rather heavy for the University in the light of the limited funds that are likely to be available. This liability will constantly grow because the numbers seeking admission are likely to be on the increase for some time to come. Pupils from outside

Kolhapur will demand admission to University Colleges in Kolhapur City because of the better standards likely to be maintained. This may ultimately result in regulating admissions on the basis of merit so that quite a number of local pupils may have to be refused admission. The consequent demands on the funds may perforce starve the post-graduate departments and the standard of post-graduate instruction which is in fact the primary responsibility of any University, may suffer.

33. The following arguments were advanced in favour of the idea of taking over under-graduate instruction at Kolhapur. It was stated that if undertaking under-graduate instruction at least locally was educationally sound the necessary funds for doing this have to be found. As regards the failure of the experiment in Poona, it was pointed out that the analogy would not be quite correct because the private colleges in Kolhapur are comparatively young and do not have traditions like the colleges in Poona. They may also perhaps be favourable to such a change under mutually agreed terms.

34. Considering the above arguments for and against the proposal of taking over the entire under-graduate instruction by the University in the city of Kolhapur, it appeared to us that the disadvantages of such a step in the initial stage considerably outweighed the advantages and we, therefore, came to the conclusion by a majority that it would not be desirable to burden the University with this responsibility to start with.

35. All the same we think that this issue may be examined by the University in course of time when the post-graduate departments have been established on a sound footing.

36. The Committee also discussed the suggestion that the University may in the first instance take over the Rajaram College as a nucleus of its activities if Government were agreeable to its transfer, of course, retaining the name, identity and traditions of the college. Such a step, it was felt, would be comparatively simpler and would not considerably burden the University initially, because the University may not have to spend much beyond what Government are spending on it at present. There was such a precedent in the Karnatak University. This suggestion was not accepted by the Committee.

37. It was finally decided by a majority to recommend that the proposed University should be an affiliating and teaching University with its teaching activity being restricted to post-graduate instruction and research.

38. As the Committee were discussing the matter of under-graduate instruction, a suggestion was made that the new University may establish a model residential college of its own in which instruction from the pre-degree to the graduate stage should be imparted to students selected on

merit, preferably from the rural areas. It was thought that to start such a college would involve a considerable amount of expenditure over buildings, equipments, library, etc. but it was felt that it would be worthwhile for the University to have such a nucleus of under-graduate instruction as a model institution as soon as funds become available.

39. *Functions.*—A modern University cannot remain content with its traditional functions, namely, to disseminate existing knowledge and to extend the frontiers of knowledge by undertaking and encouraging research. It is now accepted as one of the functions of a University to take into account the natural and man power resources of the region it serves and to create conditions which will be conducive for their maximum development and utilization. It has also to be alive to the social, cultural and economic needs of the community and to try to adjust its programmes to meet these needs as far as practicable. To highlight the importance of these functions of the University we propose that the following should be inserted as a distinct section in the Act incorporating the University, viz.

“The University shall endeavour (i) to promote the study of Marathi language and literature and the history and culture of Maharashtra and (ii) to undertake a survey of the geological and other natural resources as well as of the economic conditions of the region under the jurisdiction of the University and recommend the necessary steps to promote the advancement of the region by applied research.”

40. Time was when the view was commonly held that a University should have nothing to do with adult education as it lowers its dignity and interferes with its legitimate work of advancing genuine scholarship and makes it fritter away its energies and resources on work which does not belong to it. This view now stands discarded and it is recognized that the community has an undisputable claim on the University for a share in the intellectual activity carried on there and the new discoveries made. We attach considerable importance to this function and have, therefore, proposed elsewhere the establishment of a statutory Board of Extra-Mural Studies to serve as a means of live contact between the University and the people.

41. *Post-Graduate Teaching and research.*—The reputation of a University, particularly of the affiliating type, largely depends on the standard of post-graduate instruction and research that it maintains. The proposed University will have, therefore, to take all the necessary precautions and steps to ensure that these standards are maintained at a sufficiently high level. The setting up of laboratories for post-graduate instruction and research in the science subjects involves considerable expenditure with the result that private managements cannot generally afford the necessary funds required for the purpose. It would, therefore, follow that most of the post-graduate departments in the basic sciences will have to be started and maintained by the University itself. To ensure a proper supervision and

control over these departments and to effect the maximum economy, it would be desirable to concentrate these departments at the seat of the University exception being made in the following cases only :—

(1) In the case of a subject for which natural conditions and facilities exist elsewhere, such as marine biology, textile technology and Engineering subjects, the only University Department in that subject is to be opened outside Kolhapur and (2) In the case of a subject for which the University has its own department in Kolhapur another centre in that subject may be opened in a place outside Kolhapur, if all the necessary conditions are found to exist.

42. Such a system of concentration of post-graduate work at the seat of the University, we are aware, is likely to be objected to on the ground that it gives no opportunity to well qualified teachers in science subjects, working in affiliated colleges in the mofussil areas, for doing post-graduate work, with the result that they would stagnate and would also develop a feeling of frustration. There is considerable force in this argument and we would, therefore, suggest that adequate opportunities must be given to such persons for post-graduate work at the University in their respective subjects by inviting them to deliver courses of lectures in their specialised fields. They should also be remunerated adequately for this work. In those cases where colleges satisfy the necessary conditions of library and laboratory facilities the University may allow persons recognized as post-graduate teachers in those colleges to guide students for Ph. D. or M. Sc. by research and should give substantial grants to the colleges towards equipment and additional remuneration to the teachers concerned.

43. It has also been argued that location of a few University Departments at important centres in the University area will go a long way in creating stronger ties between the University and its outlying institutions. but we do not think that it would be academically sound and administratively feasible to distribute the science departments of the University among the districts in the jurisdiction of the University.

44. On the science side the University will have to establish post-graduate departments in —

- (i) Physics,
- (ii) Chemistry,
- (iii) Biochemistry and
- (iv) Micro-biology,

immediately and the following departments as soon as funds become available in that order :

- (i) Zoology,
- (ii) Botany,
- (iii) Geology and
- (iv) Geography.

As regards mathematics and statistics, we already have a provision at Kolhapur and Sangli and the opening of a University department in these subjects may have to wait.

45. On the Arts side, the existing arrangements should be allowed to continue, but the University should also give adequate help to the existing centres for their improvement and further development. Teachers doing post-graduate work at these centres should be suitably remunerated for the post-graduate work done by them on a proportionate basis and the distinction between post-graduate teachers at the University and at the centres should be removed. Where the centres are large enough the University may even provide its own buildings and libraries. A few centres may also be granted where there is sufficient demand and where the necessary facilities such as qualified staff and adequate nucleus of library are available. At such centres, recognized teachers from nearby colleges may also be encouraged to participate in post-graduate work to ensure that as many of qualified persons as possible get an opportunity of teaching at the highest level and thus keeping up-to-date in the subject.

46. Provision exists for post-graduate instruction in the following subjects at Kolhapur :—

- (1) Economics,
- (2) Sociology,
- (3) Political Science,
- (4) Philosophy,
- (5) Marathi,
- (6) Sanskrit,
- (7) Ardhamagadhi,
- (8) English,
- (9) History and
- (10) Hindi.

These departments may be strengthened by the University in the transition period suitably by appointing some full time staff as well as by improving the library facilities.

47. It is, however, felt that the University should establish its own departments immediately for —

- (1) Marathi language,
- (2) Maratha History and
- (3) Sanskrit.

and the following subjects as funds permit in the order of priority given below:—

- (1) Economics,
- (2) English,
- (3) Political Science,
- (4) Sociology,
- (5) Philosophy and
- (6) History.

We consider development of the Marathi language and literature as a very important function of the University and we have accordingly recommended elsewhere the inclusion of the following clause, viz.

“The University shall endeavour to promote the study of Marathi language and literature and of the history and culture of Maharashtra.”

in the Act of the University to emphasise this function. We accordingly recommend that the University must have a strong research department for Marathi at the head-quarters.

48. As far as Maratha history is concerned, there are very rich sources of Maratha history, in Kolhapur and Satara districts which have mostly remained untapped. The establishment of a special University department for the study of Maratha history will go a long way in tapping these resources so as to provide some of the important and the missing links in Maratha history.

49. The importance of Sanskrit studies is realized to-day even by Universities abroad. Universities of Oxford, Cambridge, California, Harvard, Illinois, Paris, Bonn and Moscow maintain a chair for Sanskrit. The School for Oriental and African Studies in London is doing excellent research work in this subject, which now has emerged under the wider name of Indology. Kolhapur and the part known as Southern Maharashtra have an age-old tradition for Sanskrit studies. There are a number of Pathashalas in this region. Besides, the Shankaracharya Peeth is situated in Kolhapur and Sankeshwar. These Pathashalas and Peeths have carried the tradition of Vedant studies. More important than all this is the fact that the Shankaracharya Peeths and some of the Pathashalas contain good collections of Manuscripts. These have never been investigated so far and this is a type of work which only a University can undertake. We, therefore, recommend that the new University give an impetus to the revival of these studies by establishing a chair in Sanskrit.

50. Urdu and Kannada are the languages of the minorities of South Maharashtra. It would be advisable for the University to take suitable steps to ensure that there is adequate provision for a study of these languages at the post-graduate and research levels.

51. *Faculties.*—Taking into consideration the various types of colleges existing in the jurisdiction of the University, provision will have to be made in the following faculties to start with :—

- (i) Arts,
- (ii) Mental and Moral Sciences,
- (iii) Science,
- (iv) Commerce,
- (v) Law,
- (vi) Engineering, including Technology,
- (vii) Education and
- (viii) Medicine, including Ayurvedic Medicine.

52. *Agriculture.*—Agriculture is a subject of vital importance for the Southern part of Maharashtra, which the University is supposed to serve. It is, therefore, absolutely necessary to have a college of Agriculture and the Agriculture Faculty in the jurisdiction of the University, as early as possible. Establishment of a college of agriculture is an expensive proposition and no private agency can be expected to come forth to undertake this venture. The Committee would, therefore strongly recommend that the establishment of an Agricultural College within the area of the University deserves to be given the highest priority.

53. *Fine Arts.*—Kolhapur has a great tradition in respect of Fine Arts and a very large number of educationists strongly recommended to us that the Shivaji University must have a faculty of Fine Arts. The Committee has, therefore, naturally given the most earnest thought to this problem. While recognizing the claim of Kolhapur for the provision of the highest studies in the Fine Arts, the Committee had reluctantly to conclude that the provision of a faculty of Fine Arts may inevitably have to wait for some time until all the basic faculties are set up on a sound footing. The Committee attaches considerable importance to the development of these cultural subjects and feels that the present efforts of the institutions working in this field cannot adequately fulfil their role for lack of recognition of these subjects at the highest academic level, as well as for inadequate financial help. Raising of these arts to the level of other University subjects would, according to the Committee, serve as a great impetus for the progress of these arts in this region. The Committee, therefore, strongly recommends that the University should encourage provision for instruction in the various subjects under Fine Arts upto the degree stage, particularly Music, Painting, Sculpture and Dramatics. We would lay a special emphasis on the study of Dramatics as a regular subject and we think that the Shivaji University should take the lead in this regard with the co-operation of bodies like the Bhava Natya Mandir of Sangli, who have volunteered to offer all help in the framing of courses in dramatics as well as providing instruction.

54. *Home Science.*—The case for the establishment of an independent faculty of Home Science was argued most eloquently before the Committee. Some educationists, however, appeared to be sceptical both about the exact content of the subject and its relevance and necessity in the organization of University education. But systematic education in Home Science appears to be an imperative need of the society in which the age-old joint family system is fast weakening. A University cannot afford to neglect the special requirements of the girl students, whose number is fast increasing in our educational institutions. The content of the subject of Home Science has been sufficiently enriched in recent years. There is a grain of truth in the view that our existing University courses are primarily oriented to the needs of the male students. We recommend, therefore, that this subject be given a respectable status in the new University. It should be taught at least upto the first degree stage and the syllabus should be so framed as to suit the requirements of our country. The University may, at a later stage, consider whether the development of the subject is such as will justify the institution of an independent faculty in Home Science.

55. *Other Subjects.*—We have stated elsewhere that the University has to take into account the specific needs and potentialities of the region it serves. From this point of view, it appears to us, that provision for instruction in the following branches is an urgent need of South Maharashtra of which the University will have to take a careful note. The courses should be so framed as to comprise the latest developments in the respective branches of learning so that they will be recognised all over the country and not only pupils from Maharashtra but even from the neighbouring States will be attracted towards the University. The branches have been mentioned in the order of priority taking into consideration the opinions expressed through the replies to our questionnaire :

- (i) Sugar Technology,
- (ii) Marine Biology,
- (iii) Military Science,
- (iv) Forestry,
- (v) Mining and Metallurgy,
- (vi) Physical Education,
- (vii) Textile Technology,
- (viii) Naval Engineering.

56. *Sugar Technology.*—As far as the production of sugar is concerned, the position of South Maharashtra is unique. We expect that this industry will expand further in the region during the next few years. For qualified technicians for the industry, however, we have to depend on Kanpur, which happens to be the only institution of its kind in the country to-day. We

feel that Maharashtra needs to have an institution for sugar technology as early as possible.

57. *Marine Biology and Fishery.*—Maharashtra is fortunate to have a long coast line. Fishing has been quite an important industry in our costal towns and villages for ages; but the industry is run on orthodox lines with the result that the fishermen are not very prosperous. Deep-sea fishing is almost unknown. We learn that the Government of Maharashtra have opened a research unit of Marine Biology at Ratnagiri and we think that the University will do well in collaboration with the Government department to establish a post-graduate centre in Marine Biology at Ratnagiri or some other suitable coastal place as early as possible.

58. *Military Science.*—Maharashtra has great Military traditions, but it is an unfortunate fact that of late the youth of Maharashtra is not being attracted to this noble career. The introduction of Military Science as a subject, will according to us, serve as a strong stimulus for the awakening of this dormant instinct in our boys.

59. *Forestry.*—Maharashtra has rich forests but there is no institution in the State which can train the technical personnel in the most modern methods of development of forests and their utilization. A course in forestry will prove very useful in accelerating the development and full exploitation of our forest resources.

60. *Mining and Metallurgy.*—The mineral wealth of South Maharashtra has not been adequately surveyed. It is believed that the land has a variety of valuable mineral deposits. For their proper survey, technicians, are required in large numbers. A college of mining and metallurgy will serve as a stimulus for a thorough exploration of our mineral wealth.

61. *Physical Education.*—Physical Education is now an integral part of the syllabus at the Secondary stage. For this purpose, we will be needing properly qualified physical education teachers in large numbers. The Southern part of Maharashtra has also great traditions in certain indigenous aspects of physical culture such as wrestling. For the development of this art on scientific lines, a good physical education institute is a long felt need.

62. *Textile Technology.*—Maharashtra is one of the leading States in the country in the field of textile production. There is, however, only one institute at Bombay which gives training in textile technology. South Maharashtra also claims two very large textile centres in Shalapur and Ichalkaranji. It would be a good idea for the University to try for the establishment of an institute of textile technology at a suitable place in its jurisdiction.

63. *Naval Engineering.*—The Indian Navy is yet in its infancy. We have to develop this important wing of our armed forces as rapidly as possible because of our long coastal frontier. Our merchant navy has

also to grow considerably in size to save the huge amount of foreign exchange that we pay to foreign shipping companies as freight for our imports and exports. This growth will be hampered by the shortage of trained naval engineers. The starting of a course in Naval Engineering will, therefore, meet an urgent and growing need of the country.

64. *Journalism.*—In addition to all these courses, a degree course in journalism was also recommended to us by a number of witnesses. Journalism is a very important profession in a democracy, but very few of our journalists of to-day could have the benefit of a systematic training in their profession in the absence of suitable facilities. The provision of a course in Journalism will, therefore, be a step in the right direction.

65. *The Art of Public Speaking.*—It was pointed out to the Committee that many foreign Universities have a provision for the teaching of a course in Art of Public Speaking. The Committee thinks that it would be very desirable to provide for this subject in the proposed University.

66. We know that it will not be possible for the University by itself or through its affiliated colleges to introduce many of these courses immediately. We have, however, mentioned them here to ensure that they will receive the constant and earnest attention of the authorities of the University as soon as it is established and hoping that efforts will be made to start them one by one as funds become available. We also hope that the industries in South Maharashtra might volunteer to contribute financially towards the starting of some of these courses.

CHAPTER IV

NAME, JURISDICTION AND SITE

67. *Name.*—We found whole-hearted and enthusiastic support for the decision of the Government to name the University after Shivaji, the Great. There is, however, a genuine fear that if the name of the University is unduly long, it might relegate the name of the national hero to the background. That this fear is well founded is exemplified by the names of some of the public institutions in the State. The Gopal Krishna Gokhale College is soon reduced to G. K. G., Ranī Parvati Devi College is styled as R. P. D. College and the Maharaja Sayajirao University of Baroda is invariably referred to as the M. S. University of Baroda. We are anxious that the name of this University should not be allowed to suffer the same fate. If the proposed University, is called the Shri Chhatrapati Shivaji University, it might soon be reduced to S. C. S. University of Kolhapur. We propose, therefore, that the name of the University should be mentioned in the enactment as the Shivaji University. We would further suggest that in the Marathi rendering of the name of the University the term "Vishwavidyalaya" may be used in preference to "Vidyapeeth" as it is more significant.

68. *Jurisdiction.*—We had included in the questionnaire a question regarding the jurisdiction of the University. In all 329 persons replied to this question out of whom 172 have recommended the five districts of Ratnagiri, Kolhapur, Sangli, Satara and Sholapur to be included in its jurisdiction. The only districts about whose inclusion some difference of opinion was found to exist are Ratnagiri and Sholapur. The answers from these districts were, therefore, separately studied. From the Sholapur district in all 63 answers have been received out of whom 30 have expressed the opinion that Sholapur should form a part of the jurisdiction of the new University, 18 have stated that it should remain with Poona and 15 have expressed no opinion. Out of the 30 who are favourable for joining the new University, 21 are from college teachers. It would thus appear that a large majority of persons working in the field of University education prefer to join the new University. The Bar Association, Sholapur and Indian Medical Association, Sholapur Branch have, however, passed resolutions to the effect that the Sholapur district should remain with Poona. During oral evidence, therefore, we tried to find out why some people from Sholapur were disinclined to join the new University to be established at Kolhapur. From the depositions made during oral evidence it appeared that this reluctance was based mainly on two grounds, viz., (1) the comparative difficulty of transport between Kolhapur and Sholapur and (2) the setting aside of the claims of the city for the establishment of Government Medical and Engineering colleges resulting in a feeling that the district is being neglected. The transport difficulty is genuine because the present facilities of communication between Kolhapur and Sholapur are far from satisfactory. This

difficulty can, however, be overcome by providing a through bus service between the two cities. As regards the other point the Committee would suggest that when new colleges are opened the Government may consider the case of Sholapur sympathetically.

69. An analysis of the replies of Ratnagiri shows that out of 45 persons who have replied to the questionnaire 28 have expressed the opinion in favour of joining the University at Kolhapur, 15 of these being college teachers. It is at the same time true that a few leading persons in the district expressed opposition to the proposal during oral evidence. The Ratnagiri district by virtue of its peculiar dependence on Bombay has a natural affinity with this city and we were told that when the Poona University came into being the district had expressed the desire to remain with Bombay. The argument advanced for this choice was that the Konkan districts, namely, Thana, Kolaba and Ratnagiri, formed a distinct region with common affinity and ties and so long as they cannot have a University of their own, they should be allowed to remain together under one University. We could understand their desire to remain with Bombay but the argument that all the three Konkan districts should go together did not quite appeal to the Committee. It is obvious that between Poona and Kolhapur, Kolhapur has distinct advantages for Ratnagiri. The district headquarters is only 82 miles from Kolhapur, which is connected with an excellent road and there is much more exchange of business and commerce between Ratnagiri and Kolhapur than between Ratnagiri and Poona. Until the Gogate College came into existence, students from the Ratnagiri district mostly came to the Rajaram College. Moreover, a major part of the Ratnagiri district will find Kolhapur much more convenient to deal with than Poona because of its vicinity and direct transport facilities. From the above considerations we are inclined to think that the Sholapur and Ratnagiri districts have not put forth any really convincing arguments against their affiliation to the proposed University at Kolhapur. We accordingly recommend that the districts of Ratnagiri, Kolhapur, Sangli, Satara and Sholapur should be included within the jurisdiction of the University.

The State Government should have the power to enlarge the University area by adding any new area to the jurisdiction of the University. If the area to be added lies within the jurisdiction of any other University, that University should be previously consulted.

70. As the Committee was considering the question of the jurisdiction of the proposed University very important developments took place in Goa. Even prior to these developments the S. S. C. Examination Board of Maharashtra at Poona was catering to the needs of Goa in respect of secondary education. It should, therefore, naturally follow that the responsibility for University education in Goa should be entrusted to Maharashtra and to this new University because of the geographical contiguity of Goa with South Maharashtra.

71. *Extra-Territorial Jurisdiction.*—In reply to the question whether the University should have extra-territorial jurisdiction, a very large number has expressed the opinion in favour of such a jurisdiction. Some persons have, however, pointed out the practical difficulties in the operation of such a provision which, in their opinion, could hardly be operative in practice. There is such a provision in the Acts of the Poona, Bombay and Marathwada Universities, but it does not seem to have been exercised on any occasion so far. All the same, the Committee thinks that the Act incorporating the proposed University should contain an enabling provision to grant affiliation to institutions outside Maharashtra.

72. *Site.*—The Committee, then, considered the question of the site for the new University-campus. In the selection of the site for the University campus we have kept in view certain major considerations for our guidance. The site must be capable of providing certain basic conveniences and amenities of civic life and yet be far away from the din and bustle of a modern city. It should provide the necessary quiet and seclusion in which alone academic activity can thrive. The site should also be extensive enough to accommodate the expansion of the University in the foreseeable future. The University is bound to feel severely cramped if the area selected is limited in extent. We strongly feel that any economy in this regard would be very dearly bought. Moreover, the University would find it hard to control its neighbourhood if it is put in possession of a small area of land. It is also common knowledge that any major urban development like the establishment of a university campus is apt to drive the land values rather high; and the University authorities would find it very difficult and expensive to acquire and to add additional areas to the campus later on.

73. Taking all these considerations into account we recommend that the University should acquire at least 1,000 acres of land for locating its campus. Due precautions will also have to be taken to ensure that industrial establishments and dangerous or offensive trades do not disfigure the area of about half a mile around the University campus.

74. The attention of the Committee was invited to the following three specific sites situated on the outskirts of Kolhapur :—

- (1) The Kagal Road Sagarmal,
- (2) The site around the Shalini Palace and extending beyond the Rankala Lake, and
- (3) The site near the Shirolī Village.

75. We have personally inspected all these three sites. The Rankala site is very uneven and comprises rich agricultural lands. The cost of acquisition would be prohibitive. The extent of the area is not such as would meet the immediate and future requirements of the University. The site near the Shirolī village is separated from the town by nearly

5 miles. It also consists of considerable patches of fertile agricultural land. The selection of this site would immediately create the problem of transport. The uncertain advantages of this site do not offset the known inconveniences. It would be unnecessary and unwise to compel the pupils to spend a good part of their energy and money merely to cover the distance between the town and the University campus, because it may not be feasible to accommodate any considerable proportion of the student community in the University hostels in the immediate future. The ranks of the University students are bound to swell with the inauguration of under-graduate courses in certain subjects at the University level.

76. The site along both the sides of the Kagal Road beyond the Tembalai Hill would admirably meet the needs of the University. It is an elevated area with vast expanse of mostly uncultivated land. The total area available would be between 1200 and 1500 acres. The cost of acquisition would be comparatively low. The Rajaram Tank situated in this area further enhances the attraction of the site. The University campus located on the plateau would give a commanding view of the city of Kolhapur and its environs. A plot of land measuring about 122 acres has been already acquired by the Government for the Rajaram College building on this very site and the Rajaram College building, when constructed, will form a nucleus and be within the new University campus. We entirely approve of this site for the University.

CHAPTER V

CONSTITUTION OF THE UNIVERSITY

77. *General.*—In our proposals regarding the constitution of the proposed University, we were guided by the Acts of the Bombay, Poona and Marathwada Universities in Maharashtra as well as that of the Karnatak University, which are all of the affiliating type. We have on our Committee members who have an intimate knowledge of the working of all these Universities and whose experience has helped us considerably in suggesting changes in the provisions of the existing Acts, so as to ensure a smoother and more efficient working for the proposed University.

78. As regards the relation between the State Government and the University, we have accepted the principle that as the representatives of the people, the Government have a right of general supervision over the affairs of a University. It is proposed to achieve this supervision by two means, viz. (i) by *ex-officio* representation of high officers of Government on the more important bodies of the University and (ii) by vesting in the Government the power to investigate specific matters whenever in the opinion of the Government a situation calls for such an investigation. We have also proposed that the power of granting affiliation should vest in Government on the recommendation of the University bodies concerned. Apart from these powers of Government, we would very strongly recommend that the University should be autonomous in the exercise of its academic and administrative powers and functions in letter as well as in spirit. We would specifically suggest that Government should distribute its grants to private colleges through the University, according to government rules, so that the University may be able to use the occasion for a proper enforcement of the conditions of affiliation.

79. The Committee recommends the adoption of the terms "The Senate" and "The Syndicate" for the terms "The Court" and "The Executive Council" respectively, as in the opinion of the Committee they are more appropriate to the functions of a University.

80. *Chancellor.*—As regards the Chancellor, a suggestion was made that it would be desirable to have the Chief Justice of the State as the *ex-officio* Chancellor of the University, as it was felt that his presence there would be helpful in the solution of legal problems that may arise occasionally regarding the interpretation of the University Act and the Statutes. It was, on the other hand, thought that the Chief Justice may not be able to devote adequate time to the work of a new University which is likely to be rather heavy particularly in the early stages and it may also be desirable to keep the highest judiciary of the State aloof from the controversies of the University. All other Universities in the State have the Governor as the *ex-officio* Chancellor and it was felt that his presence as the Chancellor in the new University will be helpful as a co-ordinating

influence over the policies of the Universities in the State. It was, therefore, decided to recommend that the Chancellor of the proposed University should be the Governor.

81. *Vice-Chancellor.*—The Committee gave very careful thought to the question whether the Vice-Chancellor of the proposed University should be an honorary or a salariat officer. Both the types have their own advantages; but taking into consideration the traditions of Maharashtra in this regard, the Committee is firmly of the view that the Vice-Chancellor of the proposed University should be honorary. He should, however, be provided with all the amenities such as a car, a free residence and a decent sumptuary allowance commensurate with the status and dignity of the office that he is to occupy.

82. As regards the mode of appointment of the Vice-Chancellor, the Committee was guided by the experience of the practice prevalent in the different Universities in Maharashtra as well as a few other Universities outside; and we recommend that the Vice-Chancellor should be nominated by the Chancellor from a panel of three eminent educationists to be recommended by the Syndicate. The Vice-Chancellor should hold office for a period of three years.

83. *Pro-vice-chancellor.*—The Committee thinks that as the Vice-Chancellor is honorary it would be very desirable for the efficient administration of the University to have a full-time paid Pro-Vice-Chancellor, though some members expressed the view that such an officer may not be necessary in the beginning. He should be appointed by the Chancellor on the recommendation of the Vice-Chancellor and his term of office should be coterminus with that of the Vice-Chancellor. He will naturally have to be a person who will combine high academic distinction with administrative experience in the field of University education.

84. *Authorities of the University.*—The principal authorities of the University shall be the Senate, the Syndicate and the Academic Council. The Senate will be the principal deliberative body of the University with powers of general supervision and control over the affairs of the University, but it will leave full freedom to the Syndicate for the conduct of the day-to-day administration within the powers vested in the Syndicate. There has been a complaint that the powers of the Senate in the Poona University are so limited as to make it almost a non-entity even in respect of specific powers vested in it. According to the Poona Act, the Senate does not have the power to pass the budget or suggest modifications therein. It has no say whatsoever in the affiliation of colleges which for an affiliating University is a very important function. There is also a considerable curb on the initiative of the Senate inasmuch as it cannot initiate proposals in quite a few of its legislative spheres without the

recommendation of the Syndicate and the Academic Council. The Committee considers this state of affairs to be far from satisfactory, and, therefore, recommends that all the above powers viz. (1) to pass the budget, (2) to recommend cases of affiliation, and (3) to initiate proposals on all items under its legislative sphere after obtaining the opinion of the Academic Council and the Syndicate wherever necessary should be vested in the Senate of the proposed University.

85. A suggestion was made in the Committee that as the Senate is supposed to be the supreme authority of the University every decision taken by the Senate on matters within its jurisdiction should be binding on the Syndicate which must implement it within a reasonable time. The general opinion in the Committee, however, was that the analogy between a legislature and the Senate of a University was not complete and that it would not be desirable to invest the Senate with this power which it does not enjoy in any of the other Universities in the State.

86. *Syndicate.*—The Syndicate will be the principal executive authority of the University which will look to the day-to-day administration of the University. All necessary powers for this purpose will have, therefore, to be vested in the Syndicate.

87. *Academic Council.*—The Academic Council will be responsible for all academic matters such as framing of courses, regulation of examinations, affiliation of colleges and institutions, institution of faculties and departments of teaching as also to give advice on all academic matters concerning the University.

88. *Constitution of the Senate.*—The Senate is a body which shapes the general policies of the University and it is, therefore, necessary that it is sufficiently broad-based so as to reflect the various currents of public opinion on educational matters. During oral evidence as well as in the written replies it was impressed on the Committee that the Senates of most of the existing Universities consist of heterogeneous elements representing diverse interests some of which seem to have no direct bearing on the affairs of a University which is essentially an academic body. Some eminent educationists expressed a serious doubt as to the justification for representation to persons from the district local boards, municipalities, industry and commerce, co-operation, trade unions and the like on the University. The Committee, therefore, examined carefully whether every one of the interests that commonly finds a place on the Senate of other Universities really deserved representation. It was, however, afraid that if a Senate were to be a body of academicians alone, it may, albeit inadvertently, overlook the larger interests and the needs of the community which it seeks to serve. The Committee, therefore, concluded that the Senate should be so constructed as to represent broadly the cross-sections of the society without injuring its own basic and predominantly academic character.

89. In spite of these considerations, in the opinion of the Committee, trade unions do not seem to have a strong enough case for representation on the Senate.

90. Representatives of managements of colleges made a strong plea to the Committee for separate representation to them. When asked whether the principals who are *ex-officio* members of the Senate could not represent the view-point of their managements, they emphatically stated that there could be occasions when the principals might not adequately appreciate the difficulties of the managements particularly in the field of finance. However the Committee thinks that the principals of colleges can and should guard the interests and represent the view-point of the managements adequately and no separate representation to managements is, therefore, necessary.

91. It was very strongly represented to the Committee that there is no proper co-ordination between the University and the Board of Secondary Education. The Committee also thinks that this is a serious defect and needs to be remedied in the interest of both secondary as well as University education. In the absence of such a co-ordination there is often quite a wide gap between the attainments of the matriculates and the minimum preparation expected of pupils going in for University Education with the result that there is a colossal wastage at the pre-degree stage. One method suggested to improve matters in this regard was that the University should hold its own entrance examination or that the S. S. C. Examination should be handed over to the University. In the opinion of the Committee any of these steps would be neither desirable nor progressive. We are already having too many examinations and to add another within a month or so after the S. S. C. Examination will mean an unnecessary additional burden and strain on the pupils. The simplest method of achieving co-ordination, according to us, is an exchange of representatives on the academic bodies of the S. S. C. Board and the University. The existing arrangement in this regard is very inadequate. We have accordingly recommended that the Chairman of the S. S. C. Board should be an *ex-officio* member of the Senate and the Academic Council of the University and one Head Master and one Assistant Master should be sent on the Academic Council by the Senate from among such members on the Senate. We have also increased the representation to Head Masters and Assistant Masters of Secondary Schools by giving them 10 seats on the Senate from the 5 districts of Southern Maharashtra as against the 7 seats that they have in the Poona University for 12 districts.

92. Many replies to the questionnaire as well as quite a number of persons who gave oral evidence before us brought to our notice that the Senates of some of the Universities have grown so much in size that any serious discussion on any academic matters in the Senates is almost

impossible. It was, therefore, suggested that the size of the Senate should be fixed in advance and representation to the various interests may be adjusted within that number. The possibility of doing this was carefully examined but we came to the conclusion that fixing the number in an *ad hoc* way would not be a rational approach to the problem and making the body as broad-based as possible was more important than limiting its size to an arbitrary number. We think that the size of the body as proposed by us though somewhat large, was the minimum necessary for a proper balance between the various interests that deserve representation on the Senate.

93. Representation to college teachers was another point that engaged our special attention. Their representation in the Poona University is certainly too meagre there being only five seats for them on the Senate for all the colleges in the 12 districts of the University's jurisdiction. Teachers are after all the largest single group of individuals directly interested and concerned with the efficient functioning of the University and it would be only proper that they get reasonable representation on the principal deliberative body of the University, the Senate. We have, therefore, proposed 2½ per cent. of their number to go on the Senate subject to a minimum of 15. This is about 7 times the representation that they have at present on the Poona University Court. We have purposely included tutors and demonstrators with an experience of three years in this constituency.

94. We have proposed 3 M.L.A.s and 1 M.L.C. on the Senate from the jurisdiction of the University. This representation also is about double that in the Poona University taking into consideration the fact that the jurisdiction of the proposed University will be five districts as against 12 of Poona.

95. The Poona University Act debars the whole time University staff from membership on the Syndicate. We consider it very necessary to remove this disability of the teaching staff and have accordingly proposed one seat to the teachers of the University departments on the Syndicate to be filled by the Vice-Chancellor.

96. The question regarding the element of elections in the formation of the various University bodies has received our careful consideration because it was impressed on us by many educationists that elections have quite often vitiated the academic atmosphere in many Universities. It is at the same time true that the University being primarily a democratic institution it would neither be desirable nor practicable to do away with elections altogether. We have reduced the element of election to the minimum possible without sacrificing the principle of proper representation to all the interests concerned by resource wherever possible to devices such as rotation and nomination.

97. We recommend the following statutory committees for the University :—

- (1) The Committee for selection of University teachers,
- (2) The Committee for recognition of the teachers of the University and
- (3) The Committee for appointment of Examiners.

98. *Constitution.*—We suggest the following constitution and powers for the University and the several authorities :

99. *Powers of the University.*—The Shivaji University shall have the following powers :—

(1) to provide for instruction, teaching and training in such branches of learning and courses of study as it may think fit and to make provision for research and for the advancement and dissemination of knowledge ;

(2) to make such provision as would enable affiliated colleges and recognised institutions to undertake specialization of studies ;

(3) to organize university laboratories, libraries, museum and other equipment for teaching and research ;

(4) to establish, maintain and manage departments and institutes of research or specialized studies anywhere in the jurisdiction of the University ;

(5) to institute professorships, Readerships, Lecturerships and any other posts of teachers required by the University ;

(6) to appoint or recognize persons as Professors, Readers or Lecturers or otherwise as teachers of the University ;

(7) to lay down the courses of instruction for various examinations ;

(8) to guide the teaching in colleges or recognised institutions ;

(9) to institute degrees, diplomas, certificates and other academic distinctions ;

(10) to hold examinations including University Entrance Examination and confer degrees diplomas, certificates and other academic distinctions on persons who —

(a) have pursued approved courses of study in the University or in an affiliated college or in a recognised institution unless exempted therefrom in the manner prescribed by the Statutes, Ordinances and Regulations and have passed the examinations prescribed by the University, or

(b) have carried on research under conditions prescribed by the Ordinances and Regulations ;

(11) to confer honorary degrees or other academic distinctions in the manner laid down by the Statutes ;

(12) to grant such diplomas and certificates to and to provide such lectures, instruction and training for persons not being enrolled students of the University as the University may determine by the Statutes, Ordinances and Regulations ;

(13) to admit educational institutions to the privileges of the University and to withdraw such privileges ;

(14) to inspect colleges and recognized institutions and to take measures to ensure that proper standards of instruction, teaching or training are maintained and that adequate library and laboratory provisions are made therein ;

(15) to control and co-ordinate the activities of, and give financial aid to affiliated colleges and recognised institutions ;

(16) to hold and manage trusts and endowments and to institute and award fellowships, travelling fellowships, scholarships, studentships, exhibitions, medals and prizes ;

(17) to make special provision for the spread of University education among classes and communities, which are educationally backward ;

(18) to make special provision for disseminating knowledge and promoting arts and culture particularly in the rural areas ;

(19) to fix, to demand and to receive such fees and other charges as may be prescribed by the Ordinances ;

(20) to establish, maintain and manage hostels ;

(21) to recognize hostels not maintained by the University, to inspect such hostels and to withdraw recognition therefrom ;

(22) to supervise and control the conduct and discipline of the students of the University and to make arrangements for promoting their health and general welfare ;

(23) to conduct, co-ordinate, regulate and control post-graduate research work and teaching in the affiliated colleges and the institutions recognized by the University ;

(24) to co-ordinate, regulate and control the conduct of undergraduate teaching and instruction in affiliated colleges and to undertake the same in University Colleges ;

(25) to institute and manage —

(a) Printing and Publication Department,

(b) University Extension Boards,

(c) Information Bureau, and

(d) Employment Bureau ;

(26) to make provision —

- (a) for extra-mural lectures and research,
- (b) for physical and military training,
- (c) for Students' Unions, and
- (d) for sports and athletic clubs;

(27) to provide for training for competitive examinations for services under the Union and the State Governments,

(28) to co-operate with other Universities and authorities in such manner and for such purposes as the University may determine;

(29) to promote on its own or in co-operation with other Universities the development of the study of Marathi and the use of Marathi as the ultimate medium of instruction and examination;

(30) to do all such acts and things whether incidental to the powers aforesaid or not as may be requisite in order to further the objects of the University and generally to cultivate and promote arts, science and other branches of learning and culture.

100. The University should also be competent to incur loans and mortgage its property.

101. *Officers of the University—*

- (i) The Chancellor.
- (ii) The Vice-Chancellor.
- (iii) The Pro-Vice-Chancellor.
- (iv) The Deans of Faculties.
- (v) The Registrar.
- (vi) Such other officers as may be declared by the Statutes to be officers of the University.

The Registrar shall be a full time salaried officer appointed by the Syndicate and shall act as Secretary of the Senate, the Syndicate and the Academic Council.

102. *Chancellor.*—The Governor of the State shall be the ex-officio Chancellor. He shall be the Head of the University and President of the Senate and shall, when present, preside over the Convocations and meetings of the Senate. He shall be vested with the following powers :—

- (i) to make the appointment of the Vice-Chancellor;
- (ii) to inspect, or cause an inspection of the University when circumstances make this necessary;
- (iii) to nominate members to the Senate on the advice of the Vice-Chancellor;

- (iv) to give sanction to the Statutes passed by the Senate ;
- (v) such other powers as may be conferred by the Act and the Statutes.

103. *The Vice-Chancellor.*—The Vice Chancellor shall be the principal executive and academic officer of the University and shall preside at the meetings of the Senate and Convocations, in the absence of the Chancellor. He shall be the Chairman of the Syndicate and of the Academic Council and shall be entitled to be present, with a right to speak, at any meeting of any other authority or body of the University, but shall not be entitled to vote thereat unless he is a member of that body or authority.

104. He shall have powers to convene the Senate, Syndicate and the Academic Council. He shall have emergency powers and exercise them whenever necessary and shall report the circumstances to the next meeting of the authority convened for confirmation of such action. He shall give effect to the decisions of the Senate regarding the appointment, dismissal and suspension of officers and teachers of the University and be responsible for the proper administration of the University. He shall have such other powers as may be conferred on him by the Act, Statutes, Ordinances and Regulations.

105. *Authorities of the University.*—The following shall be the authorities of the University :—

- (1) The Senate,
- (2) The Syndicate,
- (3) The Academic Council,
- (4) The Faculties, ..
- (5) The Board of University Teaching and Research,
- (6) The Board of Studies,
- (7) The Boards of Extra-Mural Studies,
- (8) Such Other Boards or Bodies as may be declared by the Statutes to be the authorities of the University.

The Senate, its constitution, Powers and Duties :

106. *Constitution.*—The Senate shall consist of the following members :

A. Ex-officio —

- (i) The Chancellor,
- (ii) The Vice-Chancellor,
- (iii) The Pro-Vice-Chancellor,
- (iv) The Registrar,
- (v) Vice-Chancellors of other Universities established by law in Maharashtra,
- (vi) The Minister for Education,

- (vii) The Chief Justice or his nominee,
 - (viii) The Director of Education or his nominee not below the rank of a Joint Director of Education.
 - (ix) The Director of Technical Education,
 - (x) 4 members designated by the State Government representing the Medical or Public Health, Agriculture, Industries and Public Works Departments,
 - (xi) Deans of Faculties,
 - (xii) Heads of University Departments not below the rank of professors,
 - (xiii) Principals of affiliated colleges with at least 5 years' teaching experience in a college :
- Provided that no education society should send more than one principal from among the principals of colleges run by the society under any single faculty.
- (xiv) The Chairman of the S. S. C. Examination Board,
 - (xv) The Chairman of the Board of Secondary Education.
 - (xvi) Heads of recognized Institutions.

B. Elected as prescribed below :—

- (i) One each by the District-Councils within the Jurisdiction of the University. 5
 - (ii) One each by Municipalities with a population of one lakh and above and one by the rest of the Municipalities. 3
 - (iii) 2½ per cent of their number by the teachers in the University Departments and affiliated colleges subject to a minimum of 15. 15
- Full time teachers including tutors and demonstrators with three years' teaching experience will form this constituency.
- Provided that the Medical, Engineering Law, Education and Agriculture faculties shall have at least one representative each among these 15. There will, however, be no separate constituency for these faculties.
- (iv) 5 heads of secondary schools one from each district in the jurisdiction of the University by a common constituency of all head masters in the University area. 5
 - (v) 5 assistant masters of secondary schools one from each district from a common constituency of assistant masters in the University area. 5
 - (vi) 10 by registered graduates registered under the rules of the University. 10

All graduates who wish to enrol as registered graduates of the University should be eligible for registration there being a common register for all faculties.

Provided that the following faculties will have at least one representative each among these 10, viz. Law., Medicine, Engineering and Agriculture.

(vii) By members of the Legislative Assembly. . . 3

(viii) By members of the Legislative Council. . . 1

Provided that the representatives from the Legislative Council and the Assembly will be from the University area.

(ix) From amongst all Members of Parliament from University area. 1

(x) By a constituency of co-operative bodies consisting of the following : 1

(1) The District Central Co-operative Banks.

(2) The District Sales Purchase Union Societies.

(3) The District Co-operative Unions.

(4) The District Land Mortgage Banks.

(xi) By the Directors of the Sugar Factories in the University area. 1

(xii) By the Commercial and Industrial Bodies in the University area except Sugar Factories to be designated by the Statutes. 1

(xiii) By a constituency of donors donating rupees one lakh or above, provided that an individual donor shall have a right to vote for life and associations, trusts, firms, etc., will have the right to vote for 20 years.

Persons who are voters of more than one constituency can stand for election from all the constituencies if they so desire.

C. Nominated by the Chancellor on the advice of the Vice-Chancellor. 10

The nominations should be utilized for giving representation to the back-ward classes, women, minorities, cultural organizations, eminent educationists, etc.

107. The term of office of the Senate shall be five years.

108. Powers and duties of the Senate shall be as follows :—

(i) To make such provision as will enable affiliated colleges and recognized institutions to undertake specialization of studies and to organise and make provision for common laboratories, libraries, museums and other equipment for teaching and research.

(ii) to make provision for instruction, teaching and training in such branches of learning and courses of study as it may think fit, for research and for the advancement and dissemination of knowledge.

(iii) to establish and maintain colleges, departments, hostels and institutes of research and specialized studies ;

(iv) to institute Professorships, Readerships, Lecturerships and any other posts of teachers required by the University ;

(v) to institute Fellowships, Travelling-Fellowships, Scholarships, Studentships, Exhibitions, Medals and Prizes ;

(vi) to institute and confer degrees, diplomas and other academic distinctions ;

(vii) to confer, on the recommendation of the Syndicate, honorary degrees, titles or other academic distinctions ;

(viii) to make, amend or repeal the Statutes ;

(ix) to consider, cancel, refer back, but not amend, Ordinances and Regulations ;

(x) to consider and pass resolutions on the annual report ;

(xi) to consider the annual accounts and the annual financial estimates prepared by the Syndicate and pass them with such modifications as the Senate may deem fit ;

(xii) to elect office-bearers and other authorities as provided in the Act and Statutes ;

(xiii) to recommend affiliation of colleges to the State Government ;

(xiv) to recognise institutions of higher learning and research, and to withdraw recognition thereof ;

(xv) to lay down scales of pay and conditions of employment of members of the staff in affiliated colleges and recognised institutions and to ensure the observance thereof through the Syndicate ;

(xvi) to provide for training for competitive examinations for recruitment to the services under the Union and State Governments ;

(xvii) to make grants from the University funds for the National Cadet Corps and to make provision for the physical and military training of students ;

109. The powers and duties under clauses (i) to (vii) above shall be exercised only after obtaining the opinion of the Syndicate and the Academic Council. Every Statute passed by the Senate shall be submitted to the Chancellor who may give or withhold his assent thereto or refer it back to the Senate for consideration. No statute passed by the Senate shall be valid or come into force until assented to by the Chancellor.

As far as the power to make the statutes is concerned the list in the Marathwada University Act may be adopted with the following additions :

(i) The manner of electing members of the Senate by the donors.

(ii) Qualifications of Professors, Readers, Lecturers and Teachers in affiliated colleges and recognised institutions.

The Syndicate, its Constitution, Powers and Duties :

110. *Constitution*.—(1) The Vice-Chancellor—Chairman.

(2) The Pro-Vice-Chancellor, who will be a non-voting member when the Vice-Chancellor is present but will preside as a full voting member in the absence of the Vice-Chancellor.

(3) The Director of Education or his nominee not below the rank of a Joint Director of Education.

<p>(4) (i) 4 non-teachers (ii) 2 teachers who are not principals. (iii) 2 principals</p>		<p>to be elected by the Senate from amongst its members.</p>
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(5) One head of a University Department nominated by the Vice-Chancellor not below the rank of professor.

(6) 4 members elected by the Academic Council from amongst its members at least two of whom shall be Deans.

111. The Term of office of the Syndicate shall be three years.

112. We propose the following powers and duties for the Syndicate :—

(i) to hold, control and administer the property and funds of the University ;

(ii) to enter into, vary, carry out or cancel contracts on behalf of the University in the exercise or performance of the powers and duties assigned to it by the Act and the Statutes, on the advice of the Finance and Legal Committees to be appointed by the Syndicate for the purpose ;

(iii) to determine the form, provide for the custody, and regulate the use, of the common seal of the University ;

(iv) to administer the funds placed at the disposal of the University for specific purposes ;

(v) to frame the annual financial estimates and the annual report of the University, and to submit them to the Senate ;

(vi) to make provision for buildings, premises, furniture, apparatus and other means needed for carrying on the work of the University ;

(vii) to accept, subject to the Statutes, on behalf of the University bequests, donations and transfers of any movable or immovable property to the University ;

(viii) to transfer any movable or immovable property on behalf of the University ;

(ix) to manage and regulate the finances, accounts and investments of the University ;

(x) to institute and manage —

- (a) a Publication Department,
- (b) Information Bureaux, and
- (c) Employment Bureaux ;

(xi) to make provision for—

- (a) Extra-Mural lectures and research,
- (b) University Extension Activities,
- (c) Physical Training.
- (d) Sports and Athletic Clubs, and
- (e) Students' Welfare ;

(xii) to manage colleges, departments, institutes of research or specialised studies, laboratories, libraries, museums and hostels maintained by the University ;

(xiii) to recognise hostels ;

(xiv) to recommend to the Senate the affiliation of colleges and recognition of institutions and withdrawal thereof ;

(xv) to provide housing accommodation to University teachers ;

(xvi) to arrange for and direct the inspection of affiliated colleges, recognised institutions and hostels, to issue instructions for maintaining their efficiency and for ensuring proper conditions of employment for members of their staff and in case of disregard of such instructions, to recommend modification of the conditions of their affiliation or recognition or take such other steps as it deems proper ;

(xvii) to call for reports, returns and other information from colleges, recognised institutions or hostels ;

(xviii) to supervise and control the residence, conduct and discipline of the students of the University and to make arrangements for promoting their health and general welfare ;

(xix) to recommend to the Senate the conferment of honorary degrees, titles and academic distinctions in the manner prescribed by the Statutes ;

(xx) to award Fellowships, Travelling Fellowships, Scholarships, Studentships, Exhibitions, Medals and Prizes ;

(xxi) to appoint teachers and servants of the University, fix their emoluments, if any, and define their duties and their conditions of service and discipline ;

(xxii) to recognise a member of the staff of an affiliated college or recognised institution as a Professor, Reader, Lecturer or Teacher of the University, and withdraw such recognition ;

(xxiii) to appoint examiners, to fix their remuneration and to arrange for the conduct of, and for publishing the results of the University Examinations and other tests ;

(xxiv) to fix and demand and receive payment of, such fees and other charges as may be prescribed by the Ordinances ;

(xxv) to make, amend and cancel the Ordinances ;

(xxvi) to accept, reject or refer back Regulations framed by the Academic Council ;

(xxvii) to exercise such other powers and perform such other duties as may be conferred or imposed on it by the Act, Statutes, Ordinances and Regulations ;

(xxviii) to exercise all powers of the University not otherwise provided for in the Act or the Statutes and all other powers which are requisite to give effect to the provisions of the Act or the Statutes.

113. The Syndicate shall make a report to the Senate on all acceptances or transfers of property referred to in item (vii) above.

114. The Syndicate shall not transfer any immovable property without the previous sanction of the Senate.

115. The Syndicate may by Ordinances appoint Committees to carry out its administrative work and define their constitution, functions and tenure.

The Academic Council, its Constitution, Powers and Duties :

116. *Constitution.*—The Academic Council shall consist of—

- (i) The Vice-Chancellor—*Ex-officio* Chairman.
- (ii) The Pro-Vice-Chancellor, who will preside in the absence of the Vice-Chancellor.
- (iii) The Deans of Faculties.
- (iv) Heads of University Departments not below the rank of Readers.
- (v) The Heads of recognised institutions.
- (vi) Principals of colleges with 5 years teaching experience, provided that no education society should send more than one principal from among the principals of the colleges run by the Society under any single faculty.
- (vii) The Chairman of the S. S. C. Board.
- (viii) The Chairmen of the Boards of Studies.

(ix) One Head-master and one Assistant Master of Secondary Schools from amongst such members on the Senate to be elected by the Senate.

(x) Five college teachers from among their representatives on the Senate to be elected by the Senate.

117. The Academic Council shall have the control and general regulation of, and be responsible for, the maintenance of the standards of teaching and examinations in the University. It shall have the following powers :—

(i) to make Regulations laying down courses of study in consultation with the Boards of Studies ;

(ii) to make Regulations regarding the special courses of study or division of subjects in affiliated colleges and in recognised institutions ;

(iii) to arrange for the co-ordination of studies and teaching in affiliated colleges, and in recognised institutions ;

(iv) to promote research within the University ;

(v) to make proposals for allocating subjects to the Faculties, and to assign its own members to the Faculties ;

(vi) to make proposals for the establishment of Colleges, Departments, institutes of research and specialised studies, hostels, libraries, laboratories and museums ;

(vii) to make proposals for the institution of Professorships, Readerships, Lecturerships and any other posts of teaching required by the University, and for prescribing the duties and fixing the emoluments of such posts ;

(viii) to make proposals for the institution of Fellowships, Travelling Fellowships, Scholarships, Studentships, Exhibitions, Medals, and Prizes and make Regulations for their award ;

(ix) to make Regulations regarding the examinations of the University, and the conditions on which students shall be admitted to such examinations ;

(x) to make Regulations prescribing equivalence of examinations ;

(xi) to make Regulations prescribing the manner for granting exemptions from approved courses of studies in the University or in affiliated colleges for qualifying for degrees, diplomas and other academic distinctions ;

(xii) to exercise such other powers and perform such other duties as may be conferred or imposed on it by the Act, Statutes, Ordinances and Regulations ; and

(xiii) generally to advise the University on all academic matters.

118. *Faculties.*—The University shall have faculties in Mental and Moral Sciences, Social Sciences, Science, Law, Medicine including Ayurvedic Medicine, Commerce, Agriculture, Engineering including Technology and

Education and such other faculties as may be prescribed by the Statutes from time to time. The subjects comprising each faculty shall also be determined by the Statutes. The constitution of each faculty shall be as follows :—

(i) Members of the Academic Council who are not members of Boards of Studies and who are assigned to the faculty by the Academic Council and

(ii) Members of the Boards of Studies for the subjects comprised in the faculty.

119. *The Deans.*—Every faculty shall have a Dean who will be elected by the faculty from amongst its members. The term of office of the Dean shall be prescribed by the Statutes. The Dean of each faculty shall be responsible for the due observance of the Statutes, Ordinances, and Regulations, relating to his faculty and he shall have the right to attend any meeting of the Boards of Studies comprising his faculty without the right to vote.

120. *The Boards of Studies.*—We propose the following constitution for the Boards of Studies :—

(i) Heads of University departments not below the Reader's status.

(ii) Heads of departments of colleges not below the rank of Assistant Professors with a teaching experience of at least 5 years, in the last two years of the degree class.

(iii) Three persons to be co-opted by the Boards one of them being an expert from an outside University and one from a recognised research institution, if any in the subject of the Board.

121. The Chairmen of the Boards of Studies should be nominated by the Vice-Chancellor. A Board of Studies shall have the right to bring to the notice of the Academic Council or the Syndicate any matter connected with the examination with which it is concerned and to recommend to the faculty concerned any matter concerning the course with which it is concerned.

122. We think that the Board of University teaching and Research and the Board of Extra-Mural studies should be statutory bodies whose function and constitution we prescribe below.

The Board of University Teaching and Research.—

(i) The Vice-Chancellor of University, *ex-officio* Chairman.

(ii) Deans of Faculties.

(iii) Heads of University Departments not below the Reader's rank.

(iv) Principals of affiliated colleges where there is provision for post-graduate instruction or research.

(v) Two members elected by the Senate from amongst its members who shall not be teachers in the University Departments or affiliated colleges.

(vi) Two members elected by the Academic Council from amongst its members who are college teachers, excluding Principals.

The Board of University Teaching and Research shall have power to control, regulate and co-ordinate post-graduate instructions, teaching, training and research.

123. The Board of Extra-Mural Studies shall be constituted as follows :—

(i) The Vice-Chancellor, or his nominee, Chairman *Ex-officio*,

(ii) An educationist nominated by the Vice-Chancellor,

(iii) The Deputy Director of Education nominated by the Director of Education.

(iv) (a) One member representing the municipalities from among the municipal representatives on the Senate.

(b) One representative from the District Councils from among the representatives of the District Councils on the Senate.

(c) One representative of the District Development Boards in the University Jurisdiction.

(d) One woman representative from the Central Social Welfare Board or the Indian Conference of Social Work or Mahila Mandals. All the above 4 to be nominated by the Syndicate.

(v) 9 members nominated by the Syndicate, 5 of whom shall be from the Academic Council representing the faculties of Arts, Science, Medicine, Agriculture and Education and 2 of the rest shall represent the Scheduled castes and tribes.

124. The powers of the Board of Extra-Mural Studies may be prescribed by the Statutes.

125. Taking into consideration the rapid growth of the N. C. C. organisation and the need to ensure its smooth working the Committee is strongly of the opinion that the University should constitute by a suitable Statute a Committee to look after the N. C. C. Similarly, in view of the growing importance of sports it would also be desirable to constitute a Board of Sports. The Senate may by Statutes constitute and define the functions of such other Boards and authorities as it may from time to time deem necessary for the purpose of carrying out the work of the University.

126. We recommend the following constitution for the Committee of Selection for University Teachers :

(i) Vice-Chancellor — *Ex-officio* Chairman.

(ii) Pro-Vice-Chancellor.

(iii) Head of the University Department of teaching concerned not below the rank of a Reader.

(iv) One member having special knowledge of the subject elected by the Syndicate from amongst persons who are not connected with the University.

(v) Two members elected by the Academic Council one of whom shall be a member of the faculty concerned and the other a person not connected with the University having special knowledge of the subject.

(vi) One member nominated by the Chancellor being a person having special knowledge of the subject.

As regards the procedure to be followed by the Committee for selection, it was decided that the Committee shall investigate the merits of the various candidates including any eminent person suggested by the Syndicate who may not have applied.

127. We recommend the following composition for the Committee for Recognition of Teachers of the University :—

(i) The Vice-Chancellor-*ex-officio*-Chairman.

(ii) The Pro-Vice-Chancellor.

(iii) The Head of the University Department, if any, not below the rank of a Reader.

(iv) 4 persons having special knowledge of the subject for which the teacher is to be recognised to be selected as follows, namely :

(a) two by the Syndicate who shall not be members of the Senate, members of faculties or teachers.

(b) two by the Academic Council.

128. As regards the Committee of Examiners, each Faculty shall have such a Committee composed as follows :

(i) The Vice-Chancellor-*ex-officio*-Chairman.

(ii) the Pro-Vice-Chancellor,

(iii) two members appointed by the Syndicate,

(iv) two members appointed by the Academic Council.

The list of Examiners drawn up by the Committee shall go to the Syndicate through the Academic Council. The Academic Council or the Syndicate should not make a change in the lists except by a special resolution stating the grounds for the change.

CHAPTER VI

THE MEDIUM OF INSTRUCTION

129. The question of the medium of instruction at the University stage continues to defy solution acceptable to all. The whole nation has been seized of the problem even from days prior to Independence but the two extreme points of view on the subject do not seem to have come much nearer and the position seems to remain as fluid as ever. This question attained a particular urgency after Independence with the result that the Government of India took the earliest possible opportunity to appoint a Committee of Vice-Chancellors of Universities and some eminent educators under the Chairmanship of Dr. Tarachand early in 1948.

130. The principal recommendations of the Committee regarding the medium of instruction at the University stage were :—

“(1) English as the medium of instruction at the University stage should be replaced during the next five years by Indian languages.

(2) Universities should within this period adopt the language of the State or Province or Region as the medium of instruction and examination. After the period of five years (from 1948) English will cease to be the medium of instruction and examination.

That during the transitional period English should remain as a Compulsory second language in the higher courses. The knowledge to be acquired need not be of the literature of English, but it should enable students to study literature in their own subjects. The replacement of English as a medium of instruction should be gradual and staggered through transitory period.”

From the categorical recommendations that the Committee could so promptly make, one is likely to suspect that in those days the thinking on the subject was perhaps considerably influenced by the general eagerness prevalent then to get rid of all the symbols of the foreign rule including of course, the English language which dominated at that time our entire life including education. This attitude was understandable because English had usurped the legitimate right of the local languages and had relegated them so much to the background that their growth was considerably stunted. Otherwise it is difficult to explain why no appreciable progress could be made in regard to the implementation of these recommendations over such a long period of 13 years.

131. The solution suggested by the Committee appears to have appealed to most of the educationists in those days as will be evident from the fact that the Karnatak University Committee in 1948, recommended that the medium of instruction should be Kannada for subjects like history,

* Gujarat University Committee Report, 1948, page 53.

philosophy, etc. with a reasonable allowance for a transition period which the Committee hoped should not be longer than five years. For other subjects the Committee had recommended continuance of English until such time as Kannada became sufficiently rich and they had placed this period at 10 years at the most. It is well known that this optimism of the Committee has been belied by the actual developments.

132. The Guparat University Committee had also expressed similar views; but in practice the question has proved to be much more difficult than what they had thought.

133. In the light of this background we would think that the question of the medium of instruction at the University stage will have to be handled with the utmost caution and circumspection. Any decision taken in haste is likely to do great harm to the progress of University education as well as to our younger generation.

134. We now state below in brief the arguments for and against English as the medium of instruction as reflected in the written and oral evidence submitted to this Committee. Those who are opposed to the continuance of the English medium think somewhat along the following lines: there is no doubt that English as the medium of instruction was imposed on the country by the foreign rulers in violation of the sound educational principle that the mother-tongue is the most natural and effective medium of instruction and learning at all stages of education. The study of this foreign language places a considerable strain on the energies of our students, particularly those who possess just average intelligence. The assumption that everyone who has learnt English just enough to qualify for the matriculation examination has acquired a sufficient mastery of the language to comprehend and express the content of University subjects with a high degree of efficiency is not quite warranted. In fact, many educationists sincerely believe that the colossal failures in our University examinations even in the good old days were to a great extent due to this hurdle of the English medium. In this context a quotation from the speech of Gandhiji at the Silver Jubilee of the Banaras University will not be out of place. He said * "This business of crossing the hurdle of the English language before anybody could learn anything was a game not worth the candle, and dissipated the energy of the nation's youth which would otherwise be more usefully employed." Many educationists also think that this handicap of a foreign language as a medium of instruction was further aggravated by our method of teaching the subject which lays considerable emphasis on the study and appreciation of the English literature than on comprehension and expression. Pedagogists make a considerable distinction between the knowledge of a language required for understanding matter written in the language and the capacity required for effective expression. The latter is much more

* Karnatak University Committee Report, 1948, page 19, paragraph 66.

difficult and is beyond the reach of those who do not possess intelligence much above the normal.

135. Apart from the strain that the foreign medium places on the energies of our students, it is also believed to create a gulf between them and the national heritage. It also hampers the growth of the regional languages and their literature. The following paragraph from the report of the Poona University Committee strongly brings out the evil effects of the foreign medium on the general educational out-look :

“The use of a foreign language as a medium 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.”

136. Those who favour the continuance of English as the medium of instruction at least for a considerable time, if not indefinitely, argue along the following lines: It cannot be denied that English has contributed a lot to the educational progress of the country and has also worked as a strong integrating force, at least for the intelligentsia. It is one of the most widely spoken international languages and has such a vast literature in all branches of learning that it will be suicidal to close the doors of that valuable treasure to our University youth. Moreover, the regional languages are not yet sufficiently developed with the necessary terminology of technical terms and there is a paucity of literature in the various University subjects in these languages. Even that limited literature which exists is perhaps not of a sufficiently high quality. The publication of a text book or two in each subject will not serve the purpose ; because we expect our pupils to read a number of other standard works in addition to the text-books so that they get acquainted with the various points of view on the subject with the result that the assimilation of ideas is facilitated and their knowledge of the subject becomes sufficiently deep. They, therefore, think that the introduction of the regional language as the medium of instruction without the necessary pre-requisites will inevitably lead to a deterioration of standards.

* Maharashtra University Committee (1942-43) Report, page 67, Paragraph 215.

137. It is also feared that the introduction of the regional language as the medium of instruction will seriously affect the inter-State movement of our educated youth. This restriction on the free exchange of educated people between the various States will also inevitably make the regional barriers more rigid with serious consequences on the process of national integration. As far as teachers in the University are concerned, our choice will be seriously limited and we will have to be content with the talent available in our own State.

138. As regards the fear that with the introduction of the regional language as medium, the scope of general reading of our pupils will be considerably reduced, the protagonists of the regional language medium argue that the assumption that all pupils do out-side reading is not quite true. Those who do not know English well enough : will never attempt to do any extra reading because they do not have a sufficient command on the language for grasping this literature. On the other hand, the better understanding and grasp with which they will read and follow the few books in their own mother-tongue may perhaps give them a better understanding of the subject than by reading a number of books without understanding. It is also argued that the absence of the necessary terminology in the local languages is not a defect inherent in them but is the result of the unjust treatment given to them over decades and most of these languages are capable of developing sufficiently to be able to convey adequately any new ideas in any subject. Whether to wait till the languages grow and the necessary literature is produced or to make a gradual beginning rightaway is a dilemma ; and many people think that this vicious circle has to be broken with some courage, of course, with the necessary safeguards in the early stages. There will be no terminology or text books in the regional language so long as we are not using it as a medium of instruction. The market for college books is already limited. It will further shrink when regional languages become the media of instruction in different States. We can, therefore, never hope to get good text-books if we merely wait for them. Special efforts will have to be made to get them written and translated by competent college teachers and other writers. In the early stages, therefore, a free use will have to be made of both English as well as Marathi terms even in the text books. The teachers may also have to be allowed to use a free admixture of both the languages in their class-room teaching. After considering all the pros and cons of the subject discussed above, we have come to the following conclusions :

(i) that Marathi is capable of replacing English adequately as a medium of instruction at all stages and in all subjects at the University level. It should, therefore, be the ultimate medium of instruction in the University though English may continue as an optional medium.

(ii) Every student should have a sound knowledge of English, the subject being made compulsory up to the first degree stage, emphasis, however, being laid on comprehension.

(iii) Every student should also know Hindi well enough to understand lectures through Hindi though the study of Hindi may not be compulsory after the S. S. C. Examination.

(iv) For the present, in Humanities, the medium of instruction at all stages may be English or Marathi and pupils may be allowed to write answers in any of the two languages they choose.

(v) On the science side the medium should be English at all stages until a common terminology is adopted and the problem of text-books and teachers is solved fairly satisfactorily.

It will be seen that the above pattern conforms to the three languages formula accepted all over the Country.

139. At the post-graduate level we need not be very fastidious or rigid about the medium of instruction. The use of English and Hindi as media of instruction may be permitted if the University is to be placed in a position to take full advantage of teachers from outside the State of Maharashtra. The students at the post-graduate level can be depended upon to understand the lectures in English and Hindi because at that stage they will be mature enough intellectually. In the case of English they will also have studied the language up to the first degree stage.

140. The provision of English as an optional medium wherever there is demand will meet the requirements of those who are interested in preparing for the All-India Competitive Examinations.

141. The Committee is somewhat concerned at the present trend of thought which seems to gain ground in favour of the retention of English as the sole medium of instruction at the University stage all over the country. This we would consider definitely a retrograde step. This shift in outlook is perhaps a consequence of the lack of vigour in the attempts made during the last 10 years for the development of the national language as well as the regional languages as media of instruction. We, therefore, strongly feel that concerted efforts will have to be made without any further delay. It is high time that the Government of India in the Ministry of Education bestir themselves and give a positive lead to the Universities all over the country on this important problem which transcends State frontiers. The State Government can play a significant part in the solution of the medium problem by progressively introducing Marathi as the language of administration in the various departments of Government.

142. The Committee, however, strongly feels that the proposed University must pay its earnest and serious attention to this important problem and appoint a high power Committee whose duty it should be to prepare text-books and evolve a terminology. The success of this scheme will depend upon the vigour with which this Committee works. The preparation of original text-books and their translation are heavy jobs

technical in nature. The demands that they will make on the time, energy and attention of the regular administrative machinery will be too heavy for it to bear. We, therefore, feel that in addition to the committee referred to above there will have to be a special administrative cell in the University office to handle this important work.

143. In conclusion the Committee would like to emphasise that any unilateral action taken by any individual University or State will prove disastrous for higher education.

144. We are also happy to note that the conclusions arrived at by us are broadly in agreement with the recommendations made by the Emotional Integration Committee presided over by Dr. Sampurnand as reported in the press.

CHAPTER VII

GENERAL.

145. We consider it desirable to devote a separate Chapter to discuss certain important aspects of the functions of a University which could not find a place in the other Chapters. The views expressed here are based on the opinions expressed in the replies to our questionnaires, the oral evidence given before us and the prolonged discussions that the Committee held during its various sessions. It is hoped that these will be found useful by the University after it starts functioning.

146. *Women's Education.*—Some eminent women educationists, who gave evidence before us emphatically rejected the idea of any special concessions or privileges as incentives for women's education at the University stage and insisted that women must now stand on their own legs without expecting any special privileges. They perhaps thought that the idea of concessions was repugnant to the sense of self-respect of womanhood. While appreciating the feelings behind their arguments we fear that this stand is not quite in keeping with the realities of the situation. The fact cannot be overlooked that women's education has to make a considerable leeway not only in respect of University education but even at the lower stages, namely, the secondary and primary, the proportion of girls to boys at the secondary stage being 1 to 2.75 and at the collegiate stage 1 to 4 only. Fortunately, for us there is no prejudice as such against women's education even in the rural areas of Maharashtra though quite a considerable section of the community is still against co-education at the higher stages. Because of financial limitations people from the middle classes are quite often unable to send their girls to colleges though they may not be against higher education for women. The concession in fees to the economically backward classes does not completely solve the problem because fees after all constitute a small part of the expenses of University education, particularly when the college is situated at a place away from the home town. It is suggested by some that scholarships be given to all girls who have the capacity and desire to go in for collegiate education. This is obviously an impracticable suggestion because of the financial implications involved as it will never be possible to find the necessary funds to give scholarships to all such girls. Nobody will seriously argue that higher education is really not necessary for girls except perhaps for those who are exceptionally bright. It is now conceded by everyone that a girl has as much right as a boy to higher education and for an opportunity to develop her intellect according to her capacity. Moreover, women constitute half the section of the society and no country or community can advance unless both the sections march together. In the circumstances, the only practical way to accelerate the progress of higher education among women is to allow them to appear, as external

students, for the examinations of the University in which no Practicals are involved. We accordingly recommend that the University should allow all girls and women to appear for all its examinations as external students.

147. *Morning and Evening Classes.*—Though University education has made considerable strides during the post-Independence era and though colleges are springing up even in Taluka places, it cannot be said that we have reached a saturation point in this regard. We can imagine quite a large number of youngsters for whom college education is yet beyond the reach. The educational concession to the economically backward classes has no doubt gone a long way in helping an ever increasing number of young boys to go in for college education. Even then there is a large number of youngsters quite capable of benefiting from University education who have to join the struggle for existence either to share with their elders the burden of running the family or in quite a number of cases to run the family themselves. In our society marriage is quite often a matter of chance and many an intelligent girl has to cut short her college education abruptly to go in for marriage. It appears to us that there should be some arrangement in the University to help persons of the type described above to continue their education. One way of doing this is to permit the system of morning or evening classes which exists to-day in some Universities. It is true that this facility is being misused to some extent but to discontinue it altogether because of its misuse by a few will mean a serious blow to that large number for whom it is a boon and the only saviour. We are, therefore, of the opinion that Colleges may be allowed to run morning or evening classes after streamlining the system against any abuse. We realize that the morning colleges cannot do full justice to the courses of studies because of the shorter time that is available as well as because the persons attending them have to give a good deal of attention to their main occupation. We think, however, that the earnestness of such persons compensates to some extent for this defect. We accordingly recommend that admission to morning and evening colleges should be restricted to persons gainfully employed on a full time basis and to married women only. The duration of the course should, however, be the same as for the regular courses.

148. *External Degree.*—We have no doubt that an external degree is hardly a substitute for a degree obtained through a regular college course. We cannot, however, overlook the fact that in the present economic condition of our society the number of families which can afford to spend on the higher education of their children is quite small. Young boys from such unfortunate families are already deprived of the privileges of enjoying academic life in a college. To debar them from studying privately and trying to develop their intellect would certainly be a great injustice. We are, therefore, constrained to say that for some time to come the University will do well to provide for an external degree to cover the cases of those for whom college education is not possible because of

circumstances beyond their control. The duration of this degree should be longer by one year than for the regular degree but it should be on par with the latter in other respects. A student preparing for an external degree has already missed the benefits and joy of a college life. It would not be fair to punish him further by giving him an inferior degree. The following categories of persons should be eligible for an external degree :—

(1) Persons gainfully employed on a full time basis only at places within the area of the University where there are no morning or evening classes ;

(2) Any person employed or otherwise at a place within the jurisdiction of the University where there is no college ;

(3) Girls and women residing at any place within the jurisdiction of the University ; and

(4) Persons outside the State, who wish to appear with Marathi as the medium.

It would be desirable to provide for summer courses for such of the persons as can afford to attend them in vacations so that they can get some benefit of regular instruction and other social and cultural influences that a life in college offers.

149. *Selective Admissions to the University.*—We hear it commonly said that the standard of University education is falling because we are allowing every one to join the University, without any consideration of his ability to benefit by such a course. It is also said that there is a mad rush to the University because our degrees serve as a passport for employment. Some people are alarmed at the constantly growing demand for colleges and one eminent educationist has stated that “if every student who passes the S. S. C. Examination, decides to join the University, a situation will soon be created when it will be physically impossible to meet the demand because the community and the State will not be able to afford all the expenditure in the present condition of our economy. These large number will also create problems of administration and discipline which may assume serious proportions”. It is, therefore, suggested that a time has come when we must restrict admission to those who show a certain minimum performance at the S. S. C. Examination. It has further been suggested that for the rest, more institutions providing instruction in technical subjects may be opened.

150. There was a time when it was believed that most of the lower technical courses can be completed successfully by pupils who do not show an academic bent of mind and it is a fact that such training centres did not attract intelligent pupils until a few years ago. The situation has, however, completely changed now. Our enquiries at one of the polytechnics revealed that all seats in the institution meant for open competition were filled by pupils getting over 60 per cent. marks at the S. S. C. Examination. The question naturally arises, where will that large number

of students who are much above the average in intelligence but has not secured admission to polytechnics or other similar institutions go. To tell them to discontinue their education and join some service is an oversimplification of the problem which is not borne out by the situation that actually prevails outside in the employment market. If we check up the registers of any Employment Exchange, we will be shocked at the surfeit of matriculates on their registers seeking jobs. The employment among the educated at the matriculation level is really appalling.

151. We learn from the Public Service Commission that for jobs for which a simple graduate will do, so many double and triple graduates apply that the commission have no alternative but to drop all the ordinary graduates. The consequence of this is that a youngster who would have liked to end his education at the first degree stage has to proceed further and collect some more degrees. The same thing is happening to the poor matriculates. For the posts of clerks he has to compete with graduates with the result that graduates are selected. He has, therefore, whether he likes and affords it or not, to proceed to the University and try to collect an additional paper qualification to be better qualified for the job for which matriculation is really enough. It appears to us, therefore, that this so-called mad rush to the University is a consequence of the circumstances that prevail in the employment market. We have, therefore, either to find other suitable outlets to this huge army of youngsters or to provide for higher education on the Arts side.

152. There are, of course, one or two other academic considerations also because of which it will not be fair to close the doors of our colleges to matriculates who may not have fared apparently well at the S. S. C. Examination. It is accepted that by its very nature our S. S. C. Examination lays an excessive emphasis on memory and quite often a pupil who has the knack to learn a few things by rote may do better at this examination than a really intelligent boy or one who may have studied regularly all the year round. Similarly, quite a number of pupils are not fully developed at this young age. Rural pupils are further handicapped by the inferior type of instruction they get because of poorly equipped schools as well as inadequately qualified staff. The judgment in such cases regarding their capacity for a University course on the basis of the result of such an examination may, therefore, turn out to be wrong in quite a number of cases and therefore unjust.

153. Taking all these factors into consideration, we are driven to the conclusion that for some time to come admissions to the University will have to be open to everyone who wants to receive higher education and can afford it except in the case of professional courses where admission has to be given on the basis of ability and aptitude.

154. From the above discussion it will be clear that unemployment among the educated youth is a serious problem which has to be attacked

on the various fronts. At the University end we have to make a systematic study about the requirements of the potential employers of the University product and to see if suitable adjustments could be made in our courses without sacrificing educational principles and standards. To this end the proposed University must have a good Employment Bureau which should serve as a clearing house of information on the employment possibilities for the University students.

155. *All-India Services.*—It is an unfortunate fact that our boys are not doing well enough in the All-India Competitive Examinations though in our view they are in no way deficient in the various qualities required for success in these examinations. What is perhaps wanting is proper guidance and systematic training. This by itself may not suffice and we will have to find out the other causes which discourage our students from trying their luck at these lucrative careers. It is quite likely that there is a lack of co-ordination between our post-graduate courses and the preparation that a person has to make for these examinations with the result that if after taking one or two chances a person fails, the time and energy spent by him in preparing for these examinations is a total loss and he has to start afresh if he wants to obtain a post-graduate degree. We understand some Universities have made some adjustment in their post-graduate courses to meet the situation described above.

156. Some efforts have been made for this training by other Universities in Maharashtra but we are told that the response from the pupils has not been encouraging. We would earnestly press that the proposed University must pursue this matter more vigourously and try to evolve an efficient system which will attract the right type of pupils to these examinations because we consider it a duty of every State to contribute its quota of the requisite man-power of the highest calibre to man the central services to ensure efficient administration for the Indian Union. These considerations apply with a much greater force to the defence services because the defence of the mother-land is a sacred duty for which each State must provide its proper share of the required personnel. Whatever scheme we provide for such training it must take into account the major defects repeatedly pointed out by various Public Service Commissions in our graduates, viz. a woeful lack of general knowledge, poor expression in the English language and inability to converse intelligently in company. The University may usefully set up a separate Services Training Committee for the purpose.

157. *Community Development.*—We have stated elsewhere that in the present times a University has to be alive to the needs, aspirations and problems of the community in which it is located. Fortunately quite a few agencies are available through which the University can reach the community and be of help to it. For example we have the community development programme, the basis of which is local enthusiasm and co-operation. It also needs a properly trained leadership for this purpose.

The latest legislation on democratic decentralization is a bold experiment, the success or failure of which will depend upon the efficiency of the local leadership as well as the administrative machinery on whom will devolve the responsibility of executing the policies laid down by the people's representatives. The new District Councils will be handling huge sums of money and if these amounts are to be utilized most economically so as to give the maximum returns all the personnel at the various levels of administration will have to be properly trained. It was, therefore, suggested to us by some witnesses that the University might take the lead in introducing post-graduate as well as post-matric courses in Public Administration to which persons even from outside the State may feel attracted because democratic decentralization is being introduced all over the country. We entirely agree with the suggestion and recommend that the matter should receive the most urgent attention of the proposed University. What we envisage is not only training for the administrative personnel but also for the local leadership which will constitute the membership of the District Councils.

158. We attach considerable importance to the contact that the University should maintain with the rural areas. We have, therefore, proposed that the Board of Extra-Mural Studies should be a statutory body. The Principles on which such bodies are established by modern Universities are generally accepted but we should like to mention here some of the defects in the existing system which need to be remedied to make it more effective. The lectures delivered under this scheme are restricted mostly to urban centres and there is scope for extending the activity to still smaller places. Quite often these lectures are couched in too technical and difficult a language losing sight of the capacity of the persons to whom it is addressed. The lecturers need not necessarily be college or University teachers only but may be drawn from the different strata of society taking into consideration their known ability for lecturing in an effective way. The main purpose of these lectures is general enlightenment of the adult community, a substantial section of which has been deprived of the benefits of the knowledge of modern developments on account of their inability to read. In a welfare State a citizen has also to be educated in his rights as well as his duties toward the society and the State to make him an effective and efficient partner in the governance of the country. Booklets of a popular type based on these lectures may be published by this Board.

159. *Extension Services.*—It was represented to us that rural problems do not receive adequate attention of research workers. We attach considerable importance to research applied to rural conditions and requirements and would strongly urge that all the departments of the University must be constantly kept alive to this defect in the existing system. That is why we have proposed the inclusion of a distinct section in the University Act so as to draw the pointed attention of the University to this important function. It is not enough only to take up research on

problems facing the rural community but it is also necessary to have an efficient machinery which will pass on up-to-date knowledge in scientific subjects in a practical way to the rural population. To this end we propose the establishment of University Extension Service Departments particularly in Agriculture and Industry. We were impressed by the work the Colleges of Agriculture in the jurisdiction of the Vallabh Vidyapeeth, Anand as well as under the Karnatak University, Dharwar were doing in this regard. This Department can also hold seminars and conferences of agriculturists when particular problem can be discussed. It should also hold exhibitions and publish literature in easy language on the latest developments in the subject. There is also a need for an extension department for other social problems such as health and hygiene, nutrition and dietetics, family planning and such other matters of vital importance for the raising of the standard of living of the rural population.

160. *Educational Standard.*—There is a widespread feeling that the standards of higher education are falling or have fallen. In the replies to the questionnaire and in the oral evidence given before us we found a large number of persons expressing this view. Whether educational standards are falling or not is rather too complicated a question to be replied to either in the affirmative or in the negative. This difficulty is further aggravated by the fact that most of the people who sweepingly condemn the present educational system do not have any clear idea about the yardstick with which they measure the standard. Similarly, there is no agreement about the standard of reference with which the comparison is to be made. Unfortunately for education, it is a field in which every layman considers himself thoroughly competent to pass a judgment without any hesitation or doubt. It is not unusual for example to find persons in high position to condemn our present system entirely simply because it does not give that traditional importance to rote learning or hand-writing.

161. One of the reasons why everything seems to be going wrong with higher education is that wrong comparisons are made. Unknowingly the best in the past is being compared with the average or perhaps the poorest in the present times. The sweeping statement is often made that the present day college student as a rule is not serious about his studies. These statements, we are afraid, will not stand a closer scrutiny. If, for example, all the students in the good old days were inspired with a real passion for knowledge for the sake of knowledge, it is difficult to account for the poor percentage of passes which was then the order of the day! Similarly, many of us would hesitate to accept the claim that every teacher in the past took to the teaching profession because of his love for teaching and his missionary attitude towards life though such a claim is often made.

162. We find ourselves in the present predicament mainly because of the anxiety of our welfare State to remove the handicaps under which

the people with limited means were labouring in the pre-Independence days and give an equality of opportunity for all as far as practicable. Inequality of opportunity was so common that it was almost believed as a natural thing. This belief was further strengthened by the fatalistic attitude of the common man. College education was, therefore, a privilege of the select few. The result was that to a large majority who joined college the circumstances were much more favourable. They either came from enlightened or well-to-do families where the domestic atmosphere was congenial for education or where their future entirely depended on a successful college career with the result that they had to take it seriously or could avail of all the means for a successful career. If, therefore, in those days the proportion of pupils who were more serious was larger than what we find to-day, we need not be surprised. It is true that a large number is flocking to our colleges without having the ability or the aptitude because they have nothing else to do. We have discussed elsewhere how quite a large number of students has no option but to join a college. It is suggested by some that the generous fee concession has created an attitude of indifference because education does not cost anything. This appears to be a rather exaggerated statement because fees after all constitute a fraction of the total expenses of a University student. Very few parents can afford the luxury of their children whiling away their time simply because no fees are to be paid. This is not to suggest that everything is all right with higher education and that there is no cause for anxiety on any account. We are passing through peculiar times where our man-power far exceeds the openings that we can provide according to the ability, aptitude and expectation of each. A few misfits are in such circumstances inevitable. What we must be concerned with therefore is how to do the best of this admittedly bad job. Nobody seems to have a simple solution to this complicated problem. It is often suggested that we must open more and more technical institutions. We may mention here that a situation is already arising where pupils trained at our Industrial Technical Institutes are finding it increasingly difficult to get jobs. This is a challenge of the times and a University has to accept it.

163. We are, therefore, going to suggest how we think the problem can be tackled so that in spite of this unprecedented expansion in higher education the standard does not deteriorate. It must be clearly understood that for some time in the transitional stage we may have to be prepared for compromises. What we can and must do is to see that the best of the pupils get the maximum opportunity for their fuller development and that the average student gets all the opportunities for higher education and shows better progress in his studies and performance.

164. According to us, the principal factors which help to raise the standard are, in their order of importance, the following :-

- (1) The teacher,
- (2) The Library and Laboratories,

- (3) Tutorials,
- (4) Size of classes,
- (5) Vacations and holidays, and
- (6) Examinations.

105. *The teacher.*—Though the teacher plays a pivotal role in any system of education it is a sad fact that the importance of this role is not being adequately recognized. We feel tempted to quote a paragraph from Shri S. R. Dongerkery's "Universities and National Life" in which he has given a vivid and yet a correct picture of the lot of teachers working in institutions of higher education in the country :—

* "Unfortunately, the teaching profession has not hitherto received its due recognition from either the public or the State. The teacher's economic and social status leave much to be desired. Curiously enough, the average citizens expects the University or college teacher to lead a life of self-less service, abjuring the comforts of life which money can provide, forgetful that a lofty idealism which spurns material comforts is not frequently to be met with, and that there is no justification for condemning an important section of society to a life of comparative poverty coupled with strenuous intellectual efforts..... The average teacher in a modern Indian University or college is distinguished by the badge of poverty, and, if he asks for the betterment of his economic condition, he rarely receives a sympathetic hearing. A contended teaching profession is indispensable, if we expect our universities to impart instruction of a high quality, and to influence the lives of their students through teachers from whom they can catch the fire of inspiration."

"It is not enough to improve the economic condition of the teachers. They must be made masters in their own house. The legislation and administration of the universities must be left in their hands. They must be given a free hand in shaping the courses of study, in selecting persons for teaching posts and in managing the affairs of the universities. It is unthinkable that they should be prevented from offering themselves for election to the executive bodies of universities on the ground that they are academic men, as contrasted with men of the world. Consistently with their duties and obligations, they should be free to express their opinions on all matters connected with their subject, whether in the classroom or in public."

If, therefore, we want to maintain and improve the academic standard in our higher education the University must take necessary steps to ensure that the teachers are well paid, that they enjoy a sense of security of service and also have a moderate provision for maintenance after retirement. It will also have to be seen that their rights of promotion are protected and that they generally get a fair deal from the employers. The University must also lay down minimum requirements in respect of

* Universities and National Life by S. R. Dongerkery, pp. 34-35.

academic attainments on the part of teachers and see that these standards are enforced. Many people have pressed for a short course in training for college teachers because teaching even at the college level is an art and every one cannot be a born teacher. We agree with this suggestion.

166. We also suggest the creation of a standing committee in the University which will hear appeals from college teachers against the deprivation of their rights by the managements to ensure that the services of teachers are not dispensed with on flimsy grounds. In fact, it would be better for the University to prepare a code on the lines of the grant-in-aid code laying down the rights and duties of the teachers and managements in respect of each other. We must also create conditions in which college teachers will be enabled to pursue the study of their subjects so as to keep abreast of the developments in them. Special grants may be given to encourage them to buy periodicals and latest literature in their subjects. Study leave facilities will also prove a very good incentive. The colleges should also subscribe for standard magazines and purchase new books on the various subjects for the teachers' library. To encourage pursuit of knowledge and develop the scholarly habit among teachers it would be desirable to give advance increments for any recognized research work. The principals of colleges should also be empowered to give some relief in the work load to those teachers who are known to be taking a keen interest in research.

167. Under these conditions we would expect the teachers in their turn to reciprocate by doing their work conscientiously and to the best of their ability. The respect of the students for their teachers must spring from the earnestness and sympathy with which the teachers deal with them and their scholarship in their subjects. Most of the problems of indiscipline will vanish if the teacher and the taught are in closer contact with each other.

168. As far as the suggestions in the second paragraph of the quotation given above are concerned, we would say that we have been guided by these principles in making our recommendations for the constitution of the various bodies of the University.

169. *The Library and Laboratories.*—Even a good teacher will not be able to do his job well unless he is provided with the necessary equipment and aids required for successful teaching. The importance of libraries in any system of education is too well known to need any special pleading. The University will, therefore, have to see that all institutions in its jurisdiction pay proper attention to these aspects.

170. *Examinations.*—The most common complaint against our education is that it is dominated by examinations. In their anxiety to get through the annual examination the students have recourse to all sorts of ready-made aids such as notes, guides, expected questions and their answers and the coaching classes, to the utter neglect of a thorough and

systematic study of the subject. Our system of examination no doubt contributes considerably to the spread of this attitude. In this system a pupil has an even chance of getting through if he can learn by rote a score of standard questions during the last one or two months of the examination. When he finds that this succeeds, there is no reason why he should attend to his lectures and tutorials and do regular work throughout the academic year.

171. There are many other defects attributed to our examinations such as their lack of objectivity, validity and the like. What we are concerned most with, however, are the undesirable attitudes that they foster. Regular attendance and systematic work are quite often at a considerable discount in these examinations. We, therefore, think that regular attendance, systematic study, library habit and proper attention to tutorial work must all be taken into account while judging the final performance of the pupils. The Poona University has accepted the principle of giving 20 per cent. credit to the year's work at the predegree examination and the Maharaja Sayajirao University of Baroda has adopted it for all its examinations. Many have expressed the fear that it may be risky to rely on the valuation done by colleges, but we think that if we can rely on external examiners we can as well rely on our college authorities. We would not, however, like to shut our eyes to the possibility of malpractices in this suggested change but the University must try to find out how these defects can be got over because the system, we strongly believe, will go a long way in creating a more congenial atmosphere in our collegiate institutions.

172. *Size of classes.*—Another factor which adversely affects the academic standard is the size of the classes. The predegree class is almost a continuation of the secondary school and when from a class of 50 or 60 in the secondary school a student comes to join the predegree class with 120 or even 150 students he feels completely lost. There is hardly any opportunity for a personal contact between the teacher and the taught. The timid ones do not open their mouths for asking doubts or difficulties because of fear of being ridiculed. The result is that they do not follow the lectures and gradually start losing all interest in them. It will, therefore, be necessary to reduce the size of the class particularly at the predegree stage. The highest number in any class should not exceed 100.

173. *Holidays and Vacations.*—We have rather too many holidays. During some months we have one or two holidays every week with the result that there is considerable disturbance in the college work. We, therefore, think that there is a strong case for reducing all holidays and we recommend that there should be only one holiday per week which should be Sunday. If a religious or other holiday is taken during a week the following Sunday should be a working day, 15th August, 26th January and the 2nd October being the only exceptions to this rule. The summer vacation should be of 2½ months, the Diwali or mid-term vacation of

3 weeks and a vacation in December of about 2 weeks. This will give us at least 200 working days and we feel that if these are properly utilized it will contribute considerably to the improvement of standards.

174. The question regarding the suitability of the present terms and the timing of the University examinations was also considered by the Committee. There was a general agreement that the hot season when the examinations are held at present, is not at all suitable for the strenuous work that the students have to put in during the examination period. It was also felt that the present second term just prior to the University examinations is so crowded with extra-curricular activities that there is considerable disturbance in the studies of the students. It would, therefore, be very desirable to reorganize the terms starting the new academic year with the first term early in January and ending early in April. The second term may start in June after the summer season, the examinations coming at the end of this second term in October and November. The Committee, however, thinks that such a change by any one University will create a number of problems and recommends that this matter deserves to be taken up at the All-India level.

175. *Tutorials.*—The adverse teacher pupil ratio has been cited in the replies and oral evidence as one of the major hurdles in the way of good academic standards. It is, therefore, difficult to follow why the tutorial system which gives an opportunity for personal contact between the teacher and the taught has not caught the imagination of the pupils. We were sorry to find the system being condemned by a majority of teachers. In our effort to find out the causes of its failure we noticed that one possible reason for their unpopularity may be the mechanical way in which they are run. Tutorials have almost become synonymous with written work done in the class or at home to be examined by the teacher at leisure. There is hardly any personal contact or discussion or any attempt to find out individual difficulties and their causes. The tutorial groups are so large that they again become miniature classes. Any tutorial group larger than 15, according to us, will not serve much useful purpose. The required additional staff will have to be provided by the colleges who must get proportionate grant for this additional expenditure. Moreover, the class-room teachers do not seem to take tutorials which are left mostly to tutors, who are raw graduates who may not be keeping in touch with what the lecturer is teaching in the class. The grouping is also made in a random way without any relation to the ability of the pupils. We think there is a strong case for a closer study of the tutorial system as it exists to-day to find out what the defects are and to organize it on a sound basis, because we firmly believe that it has great potentialities as a device for improving academic standards.

176. *Poor Students.*—In spite of the various concessions, there is yet a large number of pupils for whom higher education is not possible. The problem becomes more difficult in the case of post-graduate studies when

the facilities are concentrated at the University centre. The University will, therefore, have to see that bright pupils are not deprived of the post-graduate facilities because of poverty. Liberal scholarships will have to be provided to all deserving pupils capable of successfully completing higher education. The practice of keeping a uniform rate of scholarships for all types of students is defective because a student at University headquarters will be able to manage with a much smaller amount than one who comes from outside. The value of the scholarship may, therefore, vary according to the actual need of each pupil.

177. The University should also use its good offices in finding out suitable part-time employment for such pupils so that they can earn partly to meet the cost of their education. This will also develop in them the right attitude towards the dignity of labour. Care must, however, be taken to see that the work will not be physically laborious and it should not require them to put in more than two hours a day, so that their studies may not be adversely affected. In our opinion the Employment Bureau of the University should devote its attention to this problem and make a study of such employment opportunities at the bigger centres in the jurisdiction of the University. It would also be desirable for every college to use its good offices to help needy pupils in securing part-time work of a suitable type.

178. *Residence.*—As a rule we find that in most colleges the hostel accommodation provided falls considerably short of the actual demand with the result that pupils live in privately rented rooms which do not provide even the minimum amenities of life, a healthy surrounding and a suitable atmosphere for study. Education also becomes unnecessarily costly because the landlords generally charge exorbitant rents to these students. As there is no supervision, quite often a large number of such students fall victims to the various temptations. The University should, therefore, insist that the colleges must provide for adequate hostel facilities and also use its good offices to procure for them the necessary financial aid for this purpose from the Central and State Governments. It would be pertinent in this context to take a note of the generous hostel facilities provided in Kolhapur by private agencies which have contributed substantially to the growth of Kolhapur as a great educational centre.

179. *Moral and Spiritual Education.*—There is no doubt that instances of indiscipline and irresponsible behaviour are on the increase among our college going youth. Fortunately for us in Maharashtra this malady has not assumed any serious proportions. That however is no ground for any complacency in this important matter. Experience of many Universities suggests that we must try to study the causes of this growing tendency towards unsocial behaviour and take suitable preventive measures before it is too late.

180. Opinions as to why these tendencies are growing and how they can be checked, widely differ. That the Government of India attach considerable importance to this problem will be clear from the fact they had appointed a Committee in 1960 under the Chairmanship of Shri Sri Prakash, the Governor of Bombay to study this problem. We would recommend that the new University should also pay its serious attention to this matter. The recommendations of the Sri Prakash Committee can serve as a useful guide in this regard.

181. *Games and Sports, Social and Cultural Activities and Hobbies.*—In the context of the problem of student indiscipline we would like to point out the significant and decisive role that games and sports, social and cultural activities and hobbies can play in weaning away young boys and girls from undesirable activities by providing a healthy outlet for their abundant energy. They also serve as a welcome change in the monotony and strain of rigorous intellectual work. They also provide an opportunity for discovering talent in the various fields. One doubts, however, whether these activities are pursued in the right spirit because they are found to be crowded within a month or two of the academic year. There is also an excessive emphasis in the case of sports and games on winning rather than playing the game and on excellence in respect of the arts such as dramatics, music, etc. We believe that these activities if properly planned can serve as a powerful means of minimising student indiscipline. The cultivation of some healthy hobby as a leisure time activity is also recognized as one of the objectives of education. The University Grants Commission having recognized the importance of such hobbies, give liberal grants to colleges for the provision of hobby work-shops. We think that the new University should see to it that colleges in its jurisdiction make the fullest use of the assistance.

182. Extra-curricular activities should not be allowed to interfere with regular studies and attendance in colleges. Irregularity in attendance and neglect of studies on the part of sportsmen should not be condoned. Any special concessions to sportsmen should be conditional to their showing satisfactory progress in their studies. Inter-collegiate sports should be held at University headquarters in vacation time.

183. *Diploma and Certificate Courses.*—Many boys and girls are unable to pursue higher education after matriculation for want of the necessary ability or aptitude. An ordinary matriculate finds it difficult to get a job. His chances of employment would considerably improve if he were to have specialized knowledge in some particular branch. There are many diploma and certificate courses conducted by the different departments of Government such as diploma in Commerce, Physical Education, etc. From the replies to our questionnaire we find that there is a considerable scope for extending such courses to many other fields. We accordingly recommend that the proposed University will be serving a great social need if it were to make a thorough survey of the needs of the various

professions, trades and commerce and institute diploma and certificate courses for matriculates so that they could meet this demand of qualified personnel at that level.

184. *Pre-Professional Classes.*—Generally speaking representative from the professional colleges have expressed the view that the pre-professional class should be transferred to the professional colleges. In support of the opinion they state that they can utilize this year for giving the pupils the necessary professional bias. We were further told by people from the Engineering profession that there is now a move to have a 5-year integrated course in Engineering all over the country. Similar proposals are also perhaps being considered by the medical profession.

185. There are some disadvantages in such an arrangement one of them being that the pupils will have to select their career one year earlier. There will be some wastage if some of them discover at the end of the first year that they cannot cope up with the course or it does not suit them. Some colleges also expressed the fear that they will suffer a setback in numbers because their boys will leave them one year earlier.

186. Looking to the advantages of having an all India recognition for our degree in the professional field we think that it would be advisable to adopt the All-India pattern in this respect.

187. *The Crest and the Motto.*—Various suggestions have been received in reply to the question on this subject in the questionnaire. As regards the motto, the general opinion is that it should be simple and yet convey succinctly the principle objective of the University, namely, quest and spread of knowledge. The following have appealed to the Committee :—

- (i) प्रज्वालितो ज्ञानमयः प्रदीपः।
- (ii) सा विद्या या विमुक्तये।
- (iii) ज्ञानदीपं तावुं उर्गी।

188. As regards the crest the general opinion is that it would be in the fitness of things to have on the crest a popular pose of Shivaji the Great against some familiar back-ground of historical importance. Some think however that it is not absolutely necessary that there should be such a picture and the crest could be some other symbol which depicts the importance of knowledge. They think that a Deepmal will be quite an appropriate emblem depicting the idea that knowledge begets knowledge.

CHAPTER VIII

FINANCE

189. We have been asked to report on the cost of establishment and maintenance of the University and to make proposals for raising the necessary funds.

190. So far as the raising of funds is concerned, we have no strikingly original proposals to submit. We believe that the private sources of finance for the University are quite limited. Private donations and endowments do figure in the University finances; but they are mostly earmarked for specific purposes and are not available to the University to meet its recurring expenditure. In the general scheme of University finances, therefore, the place of private sources of finance is neither substantial nor meaningful. There is, however, some scope for tapping institutional munificence in the region. Local self-governing bodies like the municipalities and the District Councils which would soon come into existence may be permitted, either by legislation or by administrative action, to devote a part of their income towards the expenses of the new University. Some of the representatives of the local bodies whom we were able to contact, were agreeable to our proposal. Contributions by the local bodies to the University finance will find adequate justification in the fact that the activities of the University will substantially contribute directly and indirectly to the social and cultural advancement of the community within the jurisdiction of these local bodies, as well as in their due representation on the University Senate. We would hasten to add, however, that there is no *quid pro quo* in this arrangement because financial assistance by local bodies to the University has not been made a condition precedent to their representation on the Senate.

191. The same considerations would apply, *mutatis mutandis*, to the co-operative organizations and industrial concerns in the region. The representatives of the co-operative institutions who tendered evidence before the Committee strongly endorsed our suggestion that the co-operative institutions should be able to earmark a certain proportion of their charitable and education funds for the support of the University. So far as the industrial establishments are concerned, we cannot ignore the fact that the Universities do cater for their requirements by supplying them trained personnel, both technical and administrative. Considering this fact as well as the rapid expansion of University education and the increasing demands made by it on the State Treasury, we feel that it is high time that the State Government seriously consider the feasibility and the necessity of levying a cess on commercial and industrial concerns with a view to meeting, at least partially, the mounting expenditure of Government on University education. This cess may be levied and collected State-wise and given to the Universities within the respective areas.

192. Our attention was invited to the existence of religious and charitable trusts in the region which are capable of being harnessed for the purpose of the University. The Devasthan Fund in the Kolhapur District is an important instance of this type. We found that there is enthusiastic public support for our view that the University be made the recipient of a substantial part of the income from these funds. The Government may undertake suitable amendment to the existing legislation on the subject if such amendment is found to be imperative. We learn that the Shri Venketesh University in the South is substantially financed out of a religious trust. This example deserves to be emulated because considerations of social justice should demand the utilization of this source of income for educational purpose.

193. Although it is true that the private sources of finance for the University are strictly limited, we should like to believe that the springs of private charity and philanthropy have not completely dried up. People in this region are quite enthusiastic about the establishment of the University and would be prepared to contribute their mite for its development. It is eminently desirable therefore that the University authorities strive their utmost for harnessing this public enthusiasm and munificence for the expansion of University activities. A high-power standing committee of the University headed by the Vice-Chancellor consisting of influential persons would be found to be most effective for collecting donations for the University.

194. Fees constitute a regular source of income to the University; and with the expansion of higher education in the University area this source of income can be confidently expected to rise. But the value of fees as a source of net income is negligible because the costs of examination and University service are expected to rise almost *pari passu* with the increase in the fee income. All the same, therefore, University fees cannot be considered as a major source of income for conducting the normal administration of the University or for developing its academic activities. The main financial burden for the maintenance and development of the University would, therefore, devolve on the State Government.

195. We shall now set out to estimate the probable costs of establishing the University and of providing for its secular growth. These costs will have to be considered according to the period of time involved and the type of University activity. Broadly speaking, the expenses of the University would fall under two main categories, viz. (i) administration and (ii) teaching and research. Expenditure under both these categories can be further divided into non-recurring and recurring expenditure.

196. *Administration.*—A University usually commences its career with the appointment of the Vice-Chancellor, Registrar and his skeleton office and an advisory committee to advise the Vice-Chancellor. The first six months will have to be devoted to the framing of the provisional statutes,

ordinances and regulations on the basis of which the various University bodies will be constituted. The staff that would be required during this interim period and the expenditure thereon would be as detailed below :—

Staff during the transitory period.

Name of the post.	No.	Grade.	Average pay.	D. A.	H. R.	Expenditure for 6 months.
		Rs.	Rs.	Rs.	Rs.	Rs.
Vice-Chancellor ..	1	....	....	....	....	6,000 (Sumptuary allowance.)
Registrar ..	1	1,000—50—1,500	1,250	....	....	7,500
Personal Assistant ..	1	180—250	205	70	10	1,710
Superintendent ..	1	180—320	205	70	10	1,980
Stenographer ..	1	140—270	205	70	10	1,710
Clerks Grade I ..	1	105—170	135	60	10	1,230
Clerks Grade II including typist.	3	50—105	75	55	7	2,406
Peons	8	30—40	35	50	5	4,520
						26,916

197. With the incorporation of the University and the formation of the various bodies the administrative branch of the University will have to be enlarged to cope up with the various types of University activity. With the expiry of the transitional period the administrative section will include the following personnel :—

Staff when the University starts functioning.

Name of the post.	No.	Grade.	Average pay.	D. A.	H. R.	Expenditure for 12 months
		Rs.	Rs.	Rs.	Rs.	Rs.
OFFICERS—						
Vice-Chancellor ..	....	....	....	....	....	12,000 (Sumptuary allowance.)
Pro-Vice-Chancellor ..	....	1,500—100—2,000.	1,750	....	....	21,000
Registrar	1	1,000—50—1,500	1,250	....	....	15,000

Name of the post.	No.	Grade.	Average pay.	D. A.	H. R.	Expenditure for 12 months.
		Rs.	Rs.	Rs.	Rs.	Rs.
Deputy Registrar ..	1	700—1,000	850	100	....	11,400
Assistant Registrar ..	1	400—800	600	85	....	8,220
Accounts Officer ..	1	400—800	600	85	....	8,220
OFFICE ESTABLISHMENT—						
Superintendent ..	2	180—240	210	70	10	6,960
Personal Assistant ..	2	160—250	205	70	10	6,840
Stenographers ..	2	140—270	210	70	10	6,960
Clerks Grade I ..	10	100—150	125	60	10	23,400
Clerks Grade II ..	20	55—130	90	55	7	36,480
Typists ..	5	55—130	90	55	7	9,120
CLASS IV SERVANTS—						
Daftaries ..	3	40—60	50	50	5	3,780
Chowkidars ..	2	30—40	35	50	5	2,160
Peons ..	20	30—40	35	50	5	21,600
Malis ..	4	30—40	35	50	5	4,320
						1,97,460

198. We have recommended elsewhere that the Vice-Chancellor should be an Honorary Officer. But the University will have to make adequate provision of funds for the maintenance of a car, furnished quarters and a sumptuary allowance. The expenditure on these items should be in the neighbourhood of Rs. 1,000 per month. We suggest that the pay scale for the Registrar should be identical with that of a University professor. The Registrar should be assisted by one Deputy Registrar and an Accounts Officer in the pay scale of a Lecturer according to the latest U. G. C. scales.

199. We attach special importance to the planning and development of the University Library and the most effective utilization of the facilities which the library should provide. The officer in charge of the library must be a man of scholastic habits, of imagination and drive, and with a strong desire to serve the reading public. The pay scale for the post of the Librarian should be sufficiently high so as to attract a person of the appropriate qualifications, experience and aptitude. His scale of salary should

be identical with that of a University Reader. He should be assisted by the following technical and clerical staff :—

The Library Establishment.

Name of the post.	No.	Grade.	Average pay.	D. A.	H.R.	Total annual cost.
		Rs.	Rs.	Rs.	Rs.	Rs.
Librarian ..	1	700—1,000	850	100	....	11,220
Assistant Librarian ..	1	400—800	600	85	....	8,220
Technical Assistant ..	1	160—250	205	70	10	3,420
Accounts Clerk ..	1	100—150	125	60	10	2,340
Clerks ..	2	55—130	90	55	7	3,648
Peons ..	8	30—40	35	50	5	2,160
Purchase of books ..	....	....	....	....	....	25,000
Periodicals ..	....	....	....	....	....	5,000
Buildings ..	....	....	....	....	....	2,000
						63,008

200. The University will need to spend large sums of money during the initial period of the library development. We envisage the total capital outlay on the library of the order of Rs. 3 lacs to be spread over the period of the Third Plan. The recurring expenditure on books and periodicals should be about Rs. 30,000 per annum after the termination of the Third Plan period.

201. The capital expenditure on the construction of the administrative building, the library building, the Vice-Chancellor's lodge and quarters for the other University staff may be placed roughly at Rs. 25 lacs.

202. We have recommended the immediate establishment of University Departments in Physics, Chemistry, Biochemistry and Micro-Biology, Maratha History and Marathi Language and Literature and Sanskrit. The type of teaching staff we envisage for these departments in the initial period is detailed below :—

Subject.	Pro- fessors.	Readers.	Lecturers.	Demon- strators.
Physics ..	1	1	2	2
Chemistry ..	1	2	3	3
Biochemistry ..	....	1	2	1
Micro-Biology ..	....	1	1	1
Maratha History ..	1	....	1	....
Marathi ..	1	1	2	....
Sanskrit ..	1	....	1	....

203. The recurring expenditure on the teaching staff of these departments is calculated on the basis of appropriate scales of salary recommended by the University Grants Commission. This recurring cost will increase with the progressive expansion of these departments.

204. There is an immediate need of constructing four separate buildings which should provide for laboratories, lecture halls and sectional libraries. We are strongly of the view that the four science departments should possess independent buildings of their own with sufficient space round-about for their future expansion. They should not be huddled together in one giant structure. The total capital expenditure on these four science departments is detailed below :-

Expenditure on teaching staff and capital expenditure on post-graduate departments.

Name of Department.	Buildings	Laboratory	Library and museum where necessary	Recurring annual expenditure on teaching staff. (latest U. G. c. sales).
	lacs.	lacs.	lacs.	lacs.
Physics	4.00	3.50	....	0.4
Chemistry	4.00	4.00	....	0.50
Biochemistry	4.00	1.5	0.5	0.30
Micro-Biology		1.5	0.5	0.20
Maratha History	3.00	....	1.00	0.80
Marathi				
Sanskrit				
	15.00	10.5	2.00	2.20 per year.

205. There should be an independent building for housing the other post-graduate departments of Humanities and social sciences. The capital outlay on this item would be of the order of Rs. 5 lacs.

206. In order that the science departments of the University commence their activities by June 1963, it is imperative that the University appoints at least one Reader in each science section, who can plan the layout of

the laboratory, select and place orders for equipment, books and periodicals and furniture. . These appointments will have to be made at least 8 to 9 months prior to the inauguration of the science departments.

207. We have also recommended the establishment of University departments in Micro-Biology and Textile Technology. This will cost roughly Rs. 5 lacs. For aids to post-graduate centres at mofussil colleges Rs. 3 lacs will be required during the Third Five-Year Plan. For improving tutorials, liberal aid will have to be given to affiliated colleges both towards recurring and non-recurring expenditure, recurring expenditure for additional tutors and non-recurring for construction of rooms for tutorial classes. The expenditure will amount to about Rs. 2 lacs per year.

208. For students studying at the post-graduate departments on the campus, hostel facilities will be necessary. A hostel having seventy-five seats for boys and twenty-five for girls will have to be provided immediately. The estimated cost on this item will be Rs. 4 lacs.

209. We have not attempted the framing of any detailed budget because we do not think that it is possible to do so at this stage in a realistic manner.

CHAPTER IX

SUMMARY OF RECOMMENDATIONS

(N.B.—The figures in brackets indicate the paragraphs.)

We give below a summary of the principal recommendations made by us in the preceding Chapters :—

Chapter III—Form, Functions and Scope :

(i) The University should be a teaching and affiliating University with its teaching activity restricted to post-graduate instruction and research. (37)

(ii) It will be worthwhile for the University to start a model college as a nucleus of under-graduate instruction for pupils with merit preferably from rural areas as funds become available. (38)

(iii) The following provision should be inserted as a distinct section in the Act incorporating the University, viz. "The University shall endeavour (i) to promote the study of Marathi language and literature and the history and culture of Maharashtra, and (ii) to undertake a survey of the geological and other natural resources as well as of the economic conditions of the region under the jurisdiction of the University and recommend necessary steps to promote the advancement of the region by applied research." (39)

(iv) A statutory Board of Extra-Mural Studies be established. (40)

(v) The post-graduate departments on the science side should be concentrated at the University seat—exceptions being made in those subjects for which natural facilities exist elsewhere such as Marine Biology. (41)

(vi) Persons qualified to teach post-graduate classes from the mofussil colleges be given adequate opportunities to give courses of lectures at the University departments. (42)

(vii) On the Arts side the existing arrangement should be allowed by the University to continue giving adequate help for improvement and further development. (45)

(viii) The University should establish its own departments for—

(1) Marathi language,

(2) Maratha History, and

(3) Sanskrit

immediately. (47)

(ix) Adequate provisions should be made for a study of the principal minority language, viz. Kannada and Urdu. (50)

(x) On the Science side the University should establish immediately the following post-graduate departments :—

(1) Physics, (2) Chemistry, (3) Biochemistry, and (4) Micro-Biology. (44)

(xi) Provision will have to be made in the following faculties to start with :—

(1) Arts,

(2) Mental and moral sciences,

(3) Science,

(4) Commerce,

(5) Law,

(6) Engineering, including Technology,

(7) Education, and

(8) Medicine, including Ayurvedic Medicine. (51)

(xii) The faculty of Agriculture and an Agriculture College should be established as early as possible, giving it the highest priority. (52)

(xiii) The University should encourage provision for instruction in various subjects under Fine Arts and Home Science up to the first degree, to start with. Provision of a faculty of Fine Arts may wait for some time until all the basic faculties are set up on a sound footing. (53-54).

(xiv) Provision for instruction in the following branches is an urgent need of South Maharashtra of which the University should take a careful note :—

(1) Sugar Technology,

(2) Marine Biology,

(3) Military Science,

(4) Forestry,

(5) Mining and Metallurgy,

(6) Physical Education,

(7) Textile Technology,

(8) Naval Engineering, and

(9) Journalism. (55-56)

Chapter IV — Name, Jurisdiction and Site—

(i) The proposed University should be named "Shivaji University": (67)

(ii) The five districts of Kolhapur, Sangli, Satara, Sholapur and Ratnagiri be included in the jurisdiction of the University. (69)

(iii) The responsibility for University education in Goa should be entrusted to this new University. (70)

(iv) There should be an enabling provision in the Act to grant recognition to institutions outside Maharashtra. (71)

(v) The University should acquire at least 1000 acres of land for its campus. (73)

(vi) The site along both sides of the Kagal road beyond the Temblai hill (Sagarmal) is very suitable for the campus of the University. (76)

Chapter V—Constitution of the University : .

(i) The right of Government of general supervision of the affairs of the University has been recognised. Apart from this power of the Government, the University should be autonomous in the exercise of its academic and administrative powers and functions. (78)

(ii) The Governor of the State should be the ex-officio Chancellor of the University. (80)

(iii) The Vice-Chancellor should be an honorary officer, to be nominated by the Chancellor from a panel of three eminent educationists recommended by the Syndicate. (81-82)

(iv) The Vice-Chancellor being an honorary officer, there should be a paid Pro-Vice-Chancellor, to be appointed by the Chancellor on the recommendation of the Vice-Chancellor. (83)

(v) The Senate should have the following powers in addition to the usual powers of general supervision and control:—

(1) to pass the budget,

(2) to recommend cases of affiliation, and

(3) to initiate proposals on all items under its legislative sphere after obtaining the opinion of the Syndicate and Academic Council wherever necessary. (84)

(vi) To ensure co-ordination between the secondary and higher education, the Chairman of the S. S. C. Board should be an ex-officio member of the Senate and Academic Council. One Head Master and one Assistant Master per district should have representation on the Senate. From these five Head Masters and five Assistant Masters, one Head Master and one Assistant Master should be sent on the Academic Council. (91)

(vii) The representation to college teachers including tutors and demonstrators, should be 2½ per cent. subject to a minimum of 15.

(viii) The representation on the Senate to the M.L.A.s and M.L.C.s from the jurisdiction of the University should be 3 and 1, respectively. (94)

(ix) The Vice-Chancellor should nominate one University teacher on the Syndicate. (95)

Chapter VI—The Medium of Instruction :

(i) Marathi should be the ultimate medium of instruction in all subjects and at all levels though English may continue as an optional medium.

(ii) The student should have a sound knowledge of English the subject being made compulsory up to the first degree, emphasis being laid on comprehension.

(iii) The student should know Hindi well enough to understand lectures through Hindi though the study of Hindi may not be compulsory after the S.S.C. Examination. (139)

(iv) For the present in Humanities the medium of instruction may be English or Marathi and pupils may be allowed to write answers in any of the two languages they choose.

(v) On the Science side the medium should be English at all stages until a common terminology is adopted and the problem of text-books and teachers is solved fairly satisfactorily.

(vi) At the post-graduate level the use of Hindi and English as a medium of instruction should be permitted. (139). That the University must appoint a high power Committee whose duty it should be to prepare text-books and evolve a terminology. (142).

Chapter VII—General :

(i) The University should allow all girls and women to appear for all its examinations, in which no practicals are involved, as external students. (146)

(ii) Admission to morning and evening colleges should be restricted to persons gainfully employed on a full time basis and married women only. (147)

(iii) The following categories of persons should be eligible for an external degree :—

(1) Persons gainfully employed within the jurisdiction of the University on a full time basis only at places where there are no morning or evening classes.

(2) Any person employed or otherwise at a place where there is no college within the jurisdiction of the University.

(3) Girls and women residing at any place within the jurisdiction of the University, and

(4) Persons outside the State, who wish to appear with Marathi as the medium. (148)

(iv) For some time to come admissions to the University will have to be open to everyone who wants to receive higher education except in the case of professional courses. (153)

(v) The University must have a good Employment Bureau which should serve as a clearing house of information on employment possibilities. (154)

(vi) The proposed University must provide for the training of pupils preparing for the All-India Competitive Examinations. The University may set up a separate Service Training Committee for the purpose. (156)

(vii) The University should take the lead in introducing post-graduate as well as post-matric courses in Public Administration. (157)

(viii) The University should have a Statutory Board of Extra-Mural Studies which should publish booklets of a popular type based on the Extra-Mural lectures. (158)

(ix) The University should establish a University Extension Service Departments particularly in Agriculture and Industry. (159)

(x) The University must take necessary steps to ensure that the teachers are well paid, they enjoy a sense of security and have a moderate provision for retirement. Their rights of promotions should also be protected. There should be a short training course for all college teachers. (165)

(xi) The University should create a standing Committee which will hear appeals from teachers against management. (166)

(xii) Regular attendance, systematic study, library habit and tutorial work must all be taken into account in University examinations. (171)

(xiii) There should be only one holiday per week on Sunday. If a religious or other holiday is taken during a week the following Sunday should be a working day. (173)

(xiv) The University must find out the defects in the tutorial system as it exists to-day and organize it on a sound basis. (175)

(xv) The University should use its good offices for finding out suitable employment for poor pupils so that they can earn partly to meet the cost of their education. (177)

(xvi) The University should insist that the colleges must provide for adequate hostel facilities. (178)

(xvii) The University should pay serious attention to the problem of moral education. (180)

(xviii) Extra curricular activities should not be allowed to interfere with studies. Inter-collegiate Sports should be held during vacation. (182)

(xix) The University should make a thorough survey of the man-power needs of the various professions, trades, etc. and institute diploma and certificate courses for matriculates. (183)

(xx) In regard to transfer of pre-professional classes to the professional colleges the University should adopt the All-India pattern. (186)

Chapter VII—Finance :

(i) There is adequate justification for contributions by the local bodies to the University finance because the activities of the University will substantially contribute to the advancement of the community within the jurisdiction of the local bodies. (190)

(ii) It is high time that the State Government seriously consider the feasibility and necessity of levying a cess on commercial and industrial concerns with a view to meeting the mounting expenditure of Government on University education. (191)

(iii) The Government may undertake suitable amendment to the existing legislation for harnessing the funds available with religious and charitable trusts for educational purpose. (192)

(iv) The University should appoint a High Power Committee consisting of influential persons for collecting donations from private sources for the University. (193)

(v) The University will have to provide immediately hostel accommodation for 100 post-graduate students, 75 boys and 25 girls. (208)

(Signed) S. R. TAWADE, Chairman,
 („) B. H. KHARDEKAR, Member,
 („) B. R. DIEKNEY, Member,
 („) R. S. MUGALI, Member,
 („) B. S. PATIL, Member,
 („) N. S. PHADKE, Member,
 („) BHAGWAN DASS, Member,
 („) B. S. NAIK, Member,
 („) V. A. APTE, Member-Secretary.

*Subject to minute of dissent.

Sajja Kothi, Panhala,

January 4, 1962.

(Signed) R. A. PATIL, Member.

Camp Khed, 8th January 1962.

(Signed) L. S. JOSHI.

Camp Poona, 10th January 1962.

MINUTE OF DISSENT.

It is not without feelings of sincere regret that we append a separate note of dissent to the report of our Colleagues. We, differ from them on at least three issues of fundamental importance.

The manner in which the terms of reference as embodied in the Government Resolution No. UKG. 1461-U, Education and Social Welfare Department, dated September 1, 1961, were interpreted, appears to have inhibited the Committee's thought process on the specific issue about the form of the proposed University. The item (1) under paragraph 2 of the said G. R. was so construed as to indicate only one type of University, viz. an affiliating University. The members of the Committee as well as the witnesses who tendered oral evidence, were often asked to confine their attention to this one type only. Although the questionnaire issued by the Committee did contain at least two specific questions relating to the type of the proposed University organisation, we were told that these questions were of a purely academic nature and would not have any practical bearing on our recommendations. We are clearly unable to accept this narrow interpretation put on the terms of reference and feel entirely free to examine the issues involved without any reservations or restrictions. We also feel buttressed in our view point by the fact that the said Government Resolution enjoins on the Committee the task of examining issues "as to the form, scope, constitution and jurisdiction of a University". We are, therefore, unable to accept the view that the said Government Resolution implies an affiliating type of a University.

We strongly feel that the proposed University should not be burdened with an affiliating side. In the early stages of the development of University education in India an affiliating type was perhaps an imperative necessity. We have travelled a long way since then; and there is no valid academic reason to believe that a unitary type of University organisation must wait "until we have reached a stage of saturation" in educational development. A view was seriously expressed that to delimit the geographical jurisdiction of the new University is to belittle the importance of Shivaji the Great after whom the University would be happily named. The naivety of this attempt to equate the importance of our national regenerator with the extent of the area under the jurisdiction of the new University is indeed touching; but it also underlines the difficulty of considering the issues involved at this level of discussion. Our Colleagues unfortunately appear to believe that the decisive impulse behind the establishment of a new University at Kolhapur is provided by the present unwieldy size of the University of Poona. They observe that "during the past decade the Poona University had grown so much in size that the link between the University and the ever growing number of affiliated institutions is becoming progressively weaker". They should have clearly seen that this defect is inherent in the affiliating type of a University. Fortunately they believe that there is some grain of truth

in the accusation that "our Universities are nothing but examining bodies distributing diplomas, degrees and certificates twice a year". But then they suddenly jump to the conclusion "that the proposed University cannot be a unitary University".

We would still like to believe that the decision of the Government of Maharashtra to set up a new University at Kolhapur was inspired by more positive and academic considerations and not by their anxiety to relieve the University of Poona of some of its burdens. The reasons which have led us to decide against an affiliating type of University organisation will now be set out in clear terms. The past experience of the existing Universities in the State which are all of the affiliating type, suggests that the work of inspection, supervision and control of the affiliated colleges absorbs considerable time and energies of the University authorities. And this work is bound to grow progressively with the ever increasing number of affiliated colleges in the University area. Moreover, the task of conducting the yearly and half-yearly examinations of the pupils also acts as a serious drag on the University activity. This work may be quite necessary and unavoidable even in a unitary type; but it ought to be assigned only a secondary academic importance. The main function of a University lies in the extension of the frontiers of knowledge and in the building up of thought apparatus.

We also feel that a University with an affiliating side is soon dominated by the authorities of the affiliated colleges whose conveniences and inconveniences often lend their own colour to the conduct of University affairs. We are fairly aware of the dangers of industrial and financial empires in our body economic; we ought to be equally aware of the perils of academic empires. Being faced with the scarcity of resources both in men and money, the affiliated colleges are often found engaged in make-shift arrangements and compromises which ultimately means their deviation from academic standards. The growing propensity to relax academic requirements and regulations appears to be inseparable, at least in the Indian situation, from the affiliating type of University organisation.

Taking all these considerations into account, we recommend that the proposed University should bring within its fold the Kolhapur-Miraj-Sangli Region which is fairly homogeneous and compact enough for effective academic activity. The University should take under its direct management University education at all levels, namely, under-graduate and post-graduate instruction. We are happy to note that Prof. D. R. Gadgil, an eminent educationist has also lent his support to our view both in his written and oral evidence before the Committee. It is heartening to discover that our other colleagues on the Committee have appreciated the academic virtue implicit in the arrangement in which the University takes upon itself the responsibility of conducting under-graduate instruction. They have recognised that under-graduate education provides the foundation on which post-graduate instruction and research have to be

developed. If this foundation is neglected and remains weak, post-graduate work would be wasteful and futile.

But it appears to us that our colleagues were rather obsessed by the failure of the Poona experiment in post-intermediate instruction. The important fact that the private colleges in Kolhapur were willing to constitute themselves into parts of the proposed University while retaining their present nomenclature, seems to have been completely ignored in the consideration of this issue. A similar re-arrangement or re-alignment of the educational institutions in the Sangli-Miraj area would not have presented insurmountable difficulties once the success of the Kolhapur experiment was demonstrated and established. That the private colleges in Poona were unwilling to merge themselves as constituent parts of the Poona University in the real sense sharply differentiates the Poona academic situation from that in Kolhapur.

That under-graduate instruction, when managed by the University, would improve in quality became, amazingly enough, the cause of serious concern to our colleagues and was so consequently accorded the status of a genuine grievance. We were rather taken aback when some of them went to the extent of saying that they would opt out of the University if academic standards were to improve at Kolhapur. The dangers of an affiliating type are, in our opinion, underscored by such reactions to academic betterment. They toyed for some time with the idea of taking over the Rajaram College from the Government with a view to developing it into a model college. But this idea was hurriedly given up in favour of yet another idea of starting a new college at Kolhapur which could serve as a nucleus of under-graduate education and also as a model to be emulated by the affiliated colleges. The comparative expensiveness of this latter proposition does not deter our colleagues who had earlier complained "that the financial burden (of taking over under-graduate instruction) will be rather heavy for the University," and that the shortage of funds "may perforce starve the post-graduate departments". This model college of the University will coexist with the private colleges; but by some curious logic implicit in their argument it will not "create dissatisfaction in the affiliating units" (but which our proposal, if implemented, is bound to do!) because these latter will not be treated as inferior to the University college. Nor will such a venture "give a setback to private enterprise" in the field of education! Although our colleagues are anxious that the affiliated colleges follow the open door policy in regard to the admission of pupils, they insist that the students to be admitted to the University's model college should be "selected on merit". In their enthusiasm for the model college they seem to have forgotten all about their earlier fear that "quite a number of local pupils may have to be refused admissions".

The objection of our colleagues to the University taking over all under-graduate instruction is based, not on merit, but on grounds of

expediency. Because they would like the University to examine this issue in course of time when the post-graduate departments are placed on a sound footing. We believe, however, that the element of time is an important factor in the consideration of this issue, in another sense. We have assured ourselves that the present academic climate is eminently favourable for the University to take over under-graduate instruction immediately. With the lapse of time attitudes may change and harden unfavourably. We strongly urge that the present valuable opportunity should not be allowed to slip out of our hands.

II. Even in the limited field of the development of the post-graduate section of the new University, the recommendations of our colleagues appear to be halting, inadequate, wasteful and, therefore, singularly disappointing. They are averse to breaking new grounds. For example, they have under-rated the strong case in favour of an independent faculty in Fine Arts. They have formally enlarged on the importance of developing new branches of learning like the Fine Arts, Military Science, Physical Education, etc., but they would not accord any high priority to these subjects. We would like to emphasize here that the public demand in regard to these branches of learning is rather keen and that the Kolhapur-Miraj-Sangli region offers almost ideal conditions for the development of these subjects. The University should give these subjects the highest possible priority while inaugurating the post-graduate departments and faculties.

In regard to the location of post-graduate departments of the University, the proposals of our colleagues appear to be exceedingly defective. They clearly recognise the academic benefits from the concentration of the Science departments at the seat of the University. But having once accepted the affiliating type of University organisation they feel almost constrained to meet the demands of the affiliating units outside Kolhapur. They have recommended, firstly, "that in the case of a subject for which University has its own department in Kolhapur, another centre in that subject may be opened in a place outside Kolhapur, if all the necessary conditions are found to exist", and secondly, that "in those cases where colleges have the necessary library and laboratory facilities the University may allow persons recognised as post-graduate teachers in those colleges to guide students for Ph.D. or M.Sc. by research and should give substantial grants to the colleges towards equipment and additional remuneration to the teachers concerned". They have also suggested that "the teachers doing post-graduate work at these centres (outside Kolhapur) should be suitably remunerated for the post-graduate work done by them on a proportionate basis and the distinction between the post-graduate teachers at the University and at the centres should be removed". We very much doubt whether any adequate thought was given to examining the financial and academic repercussions of these proposals. We shall not be surprised if, under the pressure from the affiliating units, a number of University departments spring up at

different places. It would indeed be hard to contrive a better scheme for the dissipation of the "limited resources" of the University than the one so laboriously prepared by our colleagues. The diversion of the University's financial resources in the manner described above, is best calculated to starve especially the Science departments at the seat of the University. The possible domination of the University affairs by the affiliated colleges would render such an arrangement particularly easy to accomplish under the specious plea of academic decentralisation.

The second proposal of our colleagues relating to the payment of remuneration to all post-graduate teachers in the University area to the extent of obliterating the distinction between the post-graduate teachers at the University and those at the centres is singularly wasteful. We can well imagine the veritable scramble for a slice in the post-graduate work which is bound to ensue once the University starts payment. Our colleagues should have given some thought at least to the circumstances which forced the Universities of Bombay and Karnatak to discontinue payment of remuneration to their post-graduate teachers working in affiliated colleges.

III. A close study of the report of our colleagues disclose yet another lacuna. They do not seem to have devoted much thought to the important problem of the poor pupils' education at the new University. Kolhapur can take justifiable pride in its long and noble traditions of providing generously for the education of the poor. The large number of hostels in the city have been giving substantial assistance to the needy students by providing cheap accommodation, food, etc. This noble tradition must find its true reflection in the management of the University Hostels as well. It is imperative, therefore, that the University authorities make special efforts to build up substantial funds. The Devasthan Fund in the District of Kolhapur deserves to be acquired by the University with the assistance of the Government and earmarked for giving help to the poor pupils. The sources of public charity in the region should be suitably tapped for this purpose. We strongly urge that this new University should develop as a Poor Pupils' University not only by the grant of cheap hostel accommodation and food but also by the generous provision of scholarships, freeships, books, etc. The ability of this University to cater for the requirements of the indigent students would be, in our view, a true measure of its success.

(Signed) N. S. PHADKE,
 (") B. H. KHARDEKAR,
 (") B. R. DHEKNEY,

Sajjakothi, Panhalgad,
 January 4, 1962.

APPENDIX A.

Questionnaire.

OFFICE OF THE
SHRI CHHATRAPATI SHIVAJI UNIVERSITY
COMMITTEE,
Rajaram College, Kolhapur.

No. C. S. U.-Q.

Dated 25th September 1961.

From

SHRI V. A. APTE,
Secretary, Shri Chhatrapati Shivaji University Committee,
Rajaram College, Kolhapur ;

To

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.....

Subject.—Establishment of a University for Southern Maharashtra.

Dear Sir,

I have the honour to enclose herewith a questionnaire issued by the Shri Chhatrapati Shivaji University Committee appointed by the Government of Maharashtra under the Chairmanship of Shri S. R. Tawde.

I have to request you to be so good as to help the Committee by communicating to me your views/the views of your Institution on all or any of the questions in which you are particularly interested.

As the Committee has to finish its work by the middle of December, I have to request you to send in your replies as early as possible but by the 15th October at the latest.

Thanking you,

Yours faithfully,

V. A. APTE,
Member-Secretary.

TYPE AND JURISDICTION.

1. What should be the nature of the proposed Shivaji University? Would you like the University to be—
 - (a) residential or partly residential,
 - (b) unitary i.e. having all teaching directly under its control and confined to Kolhapur City, or
 - (c) both a teaching and an affiliating type of University? Would you suggest any other type? If so, please give details.
2. What should be the jurisdiction of the University?
3. Do you think that the proposed University should be empowered to grant affiliation to institutions outside Maharashtra under special circumstances?
4. Should the University undertake the teaching of degree courses in the City of Kolhapur in addition to post-graduate instruction and research?
5. In case all under-graduate teaching in Kolhapur is to be the direct responsibility of the University, would you suggest that all this teaching should ultimately be done on the premises of the University? Or would you suggest that it may continue to be done on the premises of the existing colleges at Kolhapur?
6. Do you think that the colleges now conducted by the Government of Maharashtra at Kolhapur, viz. Rajaram College and S. M. T. T. College, should at least be taken over by the University for management?
7. Do you suggest that all post-graduate instruction and research should preferably be concentrated at the University or should the Affiliated Colleges and research institutes outside Kolhapur which are found to be adequately equipped and staffed for this purpose also be permitted to carry on post-graduate instruction and research?

ACADEMIC ISSUES.

8. Would you favour the establishment of specific University Departments outside Kolhapur but within the jurisdiction of the University if special facilities are found to exist there for that purpose?
9. Should the proposed University have a faculty of Fine Arts?
10. Should there be a faculty of Home Science in the proposed University?
11. Do you suggest any other faculties?
12. Do you think that there is a case for the provision of the following branches of study because of the peculiar geographical and historical position of Southern Maharashtra, viz. (i) Forestry, (ii) Marine Biology and Fishery, (iii) Mining and Metallurgy, (iv) Textile Technology, (v) Military Science, (vi) Sugar Technology, (vii) Physical Education, (viii) Naval Engineering? If all these branches could not be set up immediately, what would be your order of priority for these courses?
13. Do you think that colleges of Medicine, Agriculture, Veterinary Science and Architecture need to be immediately established in the area of the University?
14. (a) Are you in favour of transferring the existing Pre-Professional classes from the Arts and Science Colleges to the Professional Colleges?
 - (b) How far would in your opinion such a transfer improve the quality and standard of instruction in the Professional Colleges?

15. What should be the medium of instruction in the University—

(a) English, Hindi or Marathi ?

(b) Are you in favour of adopting more than one medium of instruction in the University ?

(c) In case you favour Marathi as the medium of instruction, would you like to limit its use to certain subjects and classes only ? In that case, what medium would you suggest for the remaining classes and subjects ?

(d) In case you do not favour the use of English as the medium of instruction, what place would you assign to the study of English language and literature in the University curriculum ?

(e) Are you in favour of making any distinction between the medium of instruction and the medium of examination ?

16. What measures would you recommend for improving the efficiency of teaching in the University area ? Please offer remarks on the following specific points :—

(a) Method of recruitment of teachers.

(b) Scales of salary of teachers.

(c) Other conditions of service.

(d) Training of teachers and refresher courses.

(e) A suitable scheme of incentives for teachers.

17. In what ways could the class of college teachers be made more research-conscious ?

18. (a) The large size of college classes is cited as one of the reasons for falling standards as well as indiscipline. On the other hand, large classes are said to be inevitable for keeping the cost of higher education within reasonable limits. What suggestions would you make to reconcile these two aspects ?

(b) Do you agree with the recommendation of the University Grants Commission that the maximum strength of a class be hundred ?

19. "Tutorials" is one of the methods adopted for counteracting the evil effects of large classes. How far do you think the existing system of tutorials has served the purpose ? What are your suggestions for its improvement ?

20. It is often said that University standards are falling. If you think so, what specific remedies and safeguards would you suggest to ensure a fairly high academic standard in the proposed University ?

21. Quite a large number of brilliant students are unable to pursue University education because of pecuniary difficulties. Do you think it would be desirable to provide for morning or evening classes for such persons so that they are not denied an opportunity for their intellectual development ?

22. In those cases where even evening classes are beyond their reach, would you recommend an external degree for them ? If so, whether the duration for completing the course should be the same as for regular college students or longer ? Should such a degree be on par with the degree for a regular college student ?

23. Does higher education of girls require any special incentives ? Would you recommend an external degree for girls on par with the regular degree for some time to come to help expansion of higher education among women ?

24. What measures would you propose for securing a proper co-ordination in the courses of study of the Secondary Schools and the University ?

CONSTITUTION.

25. Are you in favour of retaining, on the whole, the same pattern and composition of University bodies as usually exist in a University, viz. Court, Academic Council, Executive Council, Board of University Teaching, Faculties, Boards of Studies, etc. ?

26. Do you recommend any changes in the nomenclature, powers and functions of the various University bodies and office bearers ? Please give the necessary details of your recommendations ?

27. To what extent and in what manner should the various social, academic and other interests be represented on the Court of the University ?

28. Do you think that the Court of the proposed University should have more powers than the Court of the University of Poona ?

29. Do you think that the class of college teachers as a whole should get greater representation on the various bodies of the University than is found in the neighbouring Universities of Maharashtra ?

30. Do you agree that the element of election should be reduced to the minimum in the formation of the various bodies of the University ? If so, please indicate the manner in which this could be achieved.

31. (a) Should the Vice-Chancellor of the proposed University be an Honorary or a salariat Vice-Chancellor ?

(b) Should the Vice-Chancellor of the University be nominated by the Government of Maharashtra or elected by the University ? Please give reasons for your choice.

(c) What should be the tenure of office of the Vice-Chancellor ?

FINANCE.

32. (a) Can you think of any sources other than the following for financing the University ?

(i) Donations and Endowments.

(ii) Government Grant.

(iii) Fees.

(b) Would you, for instance, recommend the levy of a University Cess on the industrial and commercial establishments in the region served by the University ?

(c) Will it be possible to divert a part of the large sums locked up in some religious-trusts towards the University Finances ?

(d) Can the local bodies be made to contribute a certain percentage of their income towards the proposed University ?

(e) Can the Co-operative Societies be required to earmark a certain fraction of their charitable fund for the University ?

GENERAL.

33. Do you think that the University should provide for moral instruction ? If so, please suggest suitable ways of doing it ?

34. In what ways should the University promote the intellectual and social advancement of the community within its jurisdiction ?

35. What is your view about the holidays and vacations given in colleges? Do you think they can be reduced without detriment to educational standards? What changes would you suggest in this regard?

36. Would it not be advisable to follow the English Universities and have three compact terms in a year, each term being of 70 working days, with one holiday in a week?

Would it not be advisable to hold the annual examinations during cold weather in December or January, and avoid the hardship to students during summer months?

37. How would you bring about a better co-ordination between the activities and the courses of studies of the University and the life and problems of the rural areas within the jurisdiction of the University?

38. A considerable section of our population does not afford regular University education partly for financial reasons and partly for lack of necessary academic aptitude. Would you therefore suggest some short-term diploma and certificate courses for such persons? If so, what should be the subjects for such courses and their duration?

39. It is often suggested that with a view to maintaining high standards in Universities, admission to institutions of higher learning should be restricted to persons securing a fairly high percentage of marks at the entrance examination. Do you accept this suggestion? Or do you think that University Education should be open to all who are keen for such an education and who can afford it, with other suitable safeguards for standards?

40. Have you any suggestions about (1) the crest and (2) the motto of the proposed University?

41. You are requested to send in your suggestions on any other questions relevant to the subject but not covered by this questionnaire.

APPENDIX B.

List of persons from whom the replies to the questionnaire were received. (For purposes of tabulation the persons sending replies to the questionnaire were divided among the following five categories):—

A : College teachers including principals.

B : Secondary School teachers including head-masters.

C : Educationists.

D : Local body representative, members of the State Assembly, Council and the Parliament.

E : Others, including anonymous.

KOLHAPUR DISTRICT.

Category A.

1. Shri Adhikari, N. S., Professor, Kolhapur.
2. Shri Apte, S. V., Principal, Law College, Kolhapur.
3. Shri Bodas, S. S., Professor, Rajaram College, Kolhapur.
4. Shri Bandiwadekar, P. H., Professor, Rajaram College, Kolhapur.
5. Shri Bhanage, B. S., Principal, College of Commerce, Kolhapur.
6. Shri Bhat, (Dr.) G. K., Rajaram College, Kolhapur.
7. Smt. Burchelt, P. Y., Commerce College, Kolhapur.
8. Shri Chavan, V. D., Demonstrator, Rajaram College, Kolhapur.
9. Shri Chiplunkar, V. V., S. M. T. T. College, Kolhapur.
10. Shri Dube, (Dr.) C. P., Rajaram College, Kolhapur.
11. Shri Dhuley, N. B., Rajaram College, Kolhapur.
12. Shri Deshpande, (Dr.) C. M., G. K. Gogate College, Kolhapur.
13. Shri Dhond, J. S., College of Commerce, Kolhapur.
14. Shri D'Souza, J. P., Rajaram College, Kolhapur.
15. Shri Dabholkar, (Dr.) M. V., G. K. Gokhale College, Kolhapur.
16. Shri Dabholkar, S. A., Mouni Vidyapeeth, Gargoti.
17. Shri Dixit, S. R., Rajaram College, Kolhapur.
18. Shri Deshpande, P. D., Rajaram College, Kolhapur.
19. Shri Deshpande, K. K., Rajaram College, Kolhapur.
20. Smt. Deshpande, P. Y., College of Commerce, Kolhapur.
21. Shri Doshi, R. R., Janata Mahavidyalay, Arjunnagar.
22. Shri Ghodake, T. K., College of Commerce, Kolhapur.
23. Shri Kolhatkar, A. D., Rajaram College, Kolhapur.
24. Shri Katti, N. G., Rajaram College, Kolhapur.
25. Shri Kanitkar, A. N., Lecturer, Mouni Vidyapeeth, Gargoti.
26. Shri Kulkarni, G. V., G. K. Gokhale College, Kolhapur.
27. Shri Kulkarni, M. V., College of Commerce, Kolhapur.
28. Shri Kulkarni, P. N., Rajaram College, Kolhapur.
29. Shri Kelkar, S. G., Janata Mahavidyalaya, Arjunnagar.
30. Shri Kulkarni, R. M., Janata Mahavidyalaya, Arjunnagar.

31. Shri Khandekar, Suryakant, Commerce and Rajaram College, Kolhapur.
32. Shri Khanolkar, G. B., Rajaram College, Kolhapur.
33. Shri Murdeshwar, S. S., Rajaram College, Kolhapur.
34. Smt. Naik, Chitra, Principal, S. M. T. T. College, Kolhapur.
35. Shri Nikam, N. D., Rajaram College, Kolhapur.
36. Shri Parandekar, S. A., Principal, Janata Mahavidyalaya, Arjunnagar.
37. Principal, Primary Training College, Kurundwad.
38. Shri Powar, J. P., College of Commerce, Kolhapur.
39. Shri Pimpalkhare, M. M., S. M. T. T. College, Kolhapur.
40. Shri Powar, M. G., Rajaram College, Kolhapur.
41. Shri Rege, A. V., Rajaram College, Kolhapur.
42. Shri Sanghave, (Dr.) V. N., Rajaram College, Kolhapur.
43. Shri Shirolkar, S. D., G. K. Gokhale College, Kolhapur.
44. Shri Sardesai, M. H., College of Commerce, Kolhapur.
45. Shri Solanki, (Dr.) D. N., Rajaram College, Kolhapur.
46. Shri Tiwari, R. R., College of Commerce, Kolhapur.
47. Shri Thanekar, P. N., Rajaram College, Kolhapur.
48. Shri Upadhye, (Dr.) A. N., Rajaram College, Kolhapur.
49. Principal, Government Basic Training Centre, Sarud.

Category B.

1. Principal, St. Xavier's High School, Kolhapur.
2. Head Master, S. D. High School, Kolhapur.
3. Head Master, Vidyapeeth High School, Kolhapur.
4. Head Master, Private High School, Kolhapur.
5. Head Master, New High School, Kolhapur.
6. Head Master, Janata High School, Kolhapur.
7. Head Master, Chhatrapati Vidya Mandir, Kolhapur.
8. Head Master, Maharashtra High School, Kolhapur.
9. Head Master, Vikas Vidya Mandir, Kolhapur.
10. Superintendent, Prince Shivaji Boarding, Kolhapur.
11. Principal, Kala Niketan, Kolhapur.
12. Principal, Tararani Vidyapeeth, Kolhapur.
13. Principal, Acharya Javadekar Vinaybhavan, Gargoti.
14. Shri Tungare, Mouni Vidyapeeth, Gargoti.
15. Shri Nikam, M. D., Mouni Vidyapeeth, Gargoti.
16. Shri Suryavanshi, M. N., Mouni Vidyapeeth, Gargoti.
17. Head Master, Madhyamik Vidyalay, Kokisare.
18. Head Master, Raje Shahaji High School, Khochi.
19. Head Master, New English School, Pare.
20. Head Master, Shri Shahu Kumar Mandir, Kasarwada.
21. Head Master, Chhatrapati Vidya Mandir, Vundale.
22. Head Master, English School, Bhoj.
23. Head Master, Kodoli High School, Kodoli.
24. Head Master, Shri Ramrao Ingavale High School, Hatkanangale.

25. Head Master, Vadgaon High School, Vadgaon.
26. Head Master, Dadasaheb Magdum High School, Sangava.
27. Head Master, Mhaswad Municipal High School, Mhaswad.
28. Head Master, Chhatrapati Rajaram High School, Kasaba Bavda.
29. Head Master, Parasharam Vidyalaya, Dhundre.
30. Head Master, New English School, Nool.
31. Head Master, Jaysingpur High School, Jaysingpur.
32. Head Master, Shri Ram Vidyalaya, Kovad.
33. Head Master, Neharu Vidya Mandir, Kotoli.
34. Head Master, Mahatma Gandhi Vidyalaya, Kadgaon.
35. Head Master, Janata Vidyalay, Temburni.
36. Head Master, Madilge English High School, Madilge.
37. Head Master, Kasarde Madhyamik Vidyamandir, Kasarde.
38. Head Master, Mahatma Gandhi Vidyamandir, Kambavade.
39. Head Master, Shri Shahu High School, Kagal.
40. Head Master, Gadhinglaj, Middle School, Gadhinglaj.
41. Head Master, M. R. High School, Gadhinglaj.
42. Head Master, Girls High School, Gadhinglaj.
43. Head Master, Padal High School, Padal.
44. Head Master, Vikram High School, Kolhapur.

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Category C.

1. Shri Bhingare, (Dr.) L. M., Teachers' Representative, Poona University Court, Kolhapur.
2. Shri Chikarmane, (Dr.) D. V., Gargoti.
3. Shri Kokil, G. R., Kolhapur.
4. Shri Karnik, V. B., Dy. Director, S. E. O. Training Centre, Gargoti.
5. Shri Rane, P. A., Officer-in-charge, Training Centre for Talathi and Village Panchayat Secretaries, Gargoti.
6. Shri Ranade, R. K., District and Sessions Judge, Kolhapur.
7. Shri Salokhe, Bapuji, Kolhapur.
8. Princess Indumati Ranisaheb, Kolhapur.
9. Smt. Vahinisaheb of Ichalkaranji.

Category D.

1. Shri Bondre, Shripatrao, President, Kolhapur Municipal Borough, Kolhapur.
2. Shri Chatage, S. G., Engineer, Kolhapur.
3. The President, Kurundwad Municipality, Kurundwad.

Category E.

1. Shri Bagal, M. K., *alias* Madhavrao, Kolhapur.
2. Shri Beknalkar, M. A., Pleader, Kolhapur.
3. Shri Bagade, D. R., Pleader, Kolhapur.
4. Shri Bapat, (Dr.) A. R., Kolhapur.
5. Shri Beri, R. S., Engineer and Architect, Kolhapur.

6. Shri Bagade, R. T., Pleader, Kolhapur.
7. Shri Banne, S. D., Kolhapur.
8. Shri Chikhalikar, G. V., Pleader, Kolhapur.
9. Shri Chavan, V. G., Kolhapur.
10. Shri Deshpande, Baburao, Kolhapur.
11. Shri Deshpande, V. B., Tax Consultant, Kolhapur.
12. Shri Deshpande, (Dr.) G. K., Kolhapur.
13. Shri Gadre, V. A., Kolhapur.
14. Shri Ghorpade, V. D., Kolhapur.
15. Shri Cavali, G. B., Agricultural Products, Private Ltd., Kolhapur.
16. Shri Gore (Dr.) K. B., Kolhapur.
17. Shri Gadave, M. G., Kolhapur.
18. Shri Gadave, S. R., Kolhapur.
19. Shri Ghorpade, B. D., RTD. Chief Officer, D. L. B., Kolhapur.
20. Smt. Her Highness Chhatrapati Vijayamala Maharanisahab of Kolhapur.
21. Smt. Haythornthoate, Doctor, Kagal.
22. Shri Ingale, R. B., Pleader, Kolhapur.
23. Smt. Jadhav, Laxmibai, Kolhapur.
24. Shri Jagtap, P. R., Kolhapur.
25. Shri Jagtap, N. D., Kolhapur.
26. Shri Jadhav (Dr.), G. M., Kolhapur.
27. Shri Jadhav (Dr.), M. D., Kolhapur.
28. Shri Joshi, N. V., *alias* Baburao, Pleader, Kolhapur.
29. Shri Kalavade, B. P., Pleader, Kolhapur.
30. Shri Kelkar (Dr.), K. V., Kolhapur.
31. Shri Kulkarni, Haladikar, G. R., Pleader, Kolhapur.
32. Shri Kulkarni, G. V., Ex-Karbhari, Shankaracharya Jagadguru Peeth, Kolhapur.
33. Shri Kulkarni, S. G., Kolhapur.
34. Shri Kulkarni, S. R., Pleader, Kolhapur.
35. Shri Katre, G. N., Pleader, Kolhapur.
36. Shri Kapadi (Dr.), R. S., Kolhapur.
37. Shri Kinkar, S. V., Pleader, Kolhapur.
38. Shri Karekar, N. V., Kolhapur.
39. Smt. Kirloskar, Vijaya, (Dr.), Kolhapur.
40. Shri Khandekar, M. G., Kolhapur.
41. Shri Khandekar, V. S., Kolhapur.
42. Shri Khurandal, K. D., Kolhapur.
43. Shri Khuperkar, Shastri, Balacharya, Kolhapur.
44. Shri Khidmatgar, M. E., Kolhapur.
45. Shri Mohite, J. T., Kolhapur.
46. Shri Mulla, P. B., Kagal.
47. Shri Madgaonkar, G. R., (Dr.), Kolhapur.

48. Shri Merawade, (Dr.) N. T., Kolhapur.
49. Shri Mutalik, G. R., Pleader, Kolhapur.
50. Shri Mulik, D. B., Kolhapur.
51. Shri Mulik, (Dr.), R. B., Kolhapur.
52. Shri Mali, B. R., Pleader, Kolhapur.
53. Shri Nashthe, M. T., Kolhapur.
54. Shri Nageshkar, Meghanath, President, Kolhapur Sports Association, Kolhapur.
55. Shri Patankar, R. D., Kolhapur.
56. Shri Patil, B. B., Municipal Councillor, Kolhapur.
57. Shri Patil, R. M., Shetkari Sahakari Sangh, Kolhapur.
58. Shri Patil, S. N., Pleader, Kolhapur.
59. Shri & Smt. Patil, Arvind, Pleaders, Kolhapur.
60. Shri Pusalkar, R. N., Pleader, Kolhapur.
61. Shri Ranade, (Dr.) V. N., Kolhapur.
62. Shri Rajadnya, R. N., Kolhapur.
63. Shri Sabnis, R. R., Kolhapur.
64. Shri Shinde, Vijay and others, Design Collaborative Architects and Engineers, Kolhapur.
65. Shri Shinde, R. Y., Chief Officer, Municipal Borough, Kolhapur.
66. Shri Shinde, S. A., Pleader, Kolhapur.
67. Shri Shirke, S. M., Kolhapur, General Secretary, Dr. Ambedkar Education Society, Kolhapur.
68. Shri Sowani, S. K., Pleader, Kolhapur.
69. Shri Shah, P. V., Kolhapur.
70. Shri Shirvalkar, P. B., Pleader, Kolhapur.
71. Shri Topkar, G. A., Pleader, Kolhapur.
72. Shri Thanekar, M. K., Pleader, Kolhapur.
73. Shri Upadhye, P. B., Kolhapur.
74. Shri Vaidya, S. V., Director Guidance Institute, Kolhapur.
75. Shri Valavalkar, L. P., Kolhapur.
76. The Secretary, Kolhapur District Secondary Schools' Head-masters, Association, Kolhapur.
77. The Chairman, Lions Club, Kolhapur.

SANGLI DISTRICT.

Category A.

1. Shri Apte, L. A., Professor, Willington College, Sangli.
2. Shri Chhapakhane, K. R., Walchand College, Sangli.
3. Shri Deshpande, G. K., Engineering College, Sangli.
4. Shri Doiphode, P. V., Walchand College, Sangli.
5. Shri Deodhar, S. B., Willingdon College, Sangli.
6. Shri Deodhar, V. C., Willingdon Collge, Sangli.
7. Shri Dabholkar, D. A., Principal, C. P. Commerce College, Sangli.

8. Shri Gore, P. N., Walchand College, Sangli.
9. Shri Gokhale, M. H., Walchand College, Sangli.
10. Shri Inamdar, V. B., Willingdon College, Sangli.
11. Shri Inamdar, C. S., Willingdon College, Sangli.
12. Shri Jogalekar, G. S., Willingdon College, Sangli.
13. Shri Kanetkar, S. K., Professor, Sangli.
14. Shri Kanetkar, G. C., Walchand College, Sangli.
15. Shri Kale, K. S., College of Education, Sangli.
16. Shri Kelkar, V. K., Principal, Walchand Engineering College, Sangli.
17. Shri Kelkar, B. D., Walchand College, Sangli.
18. Shri Kunte, C. V., Walchand College, Sangli.
19. Shri Mugali (Dr.) R. S., Principal, Willingdon College, Sangli.
20. Shri Mirlekar, R. R., Walchand College, Sangli.
21. Shri Nipanikar, R. P., K. B. P. College, Islampur.
22. Shri Panse, V. S., Walchand College, Sangli.
23. Shri Patil, S. N., Sangli College, Sangli.
24. Shri Patwardhan, R. V., Willingdon College, Sangli.
25. Shri Sonar, V. G., Willingdon College, Sangli.
26. Shri Sangaonkar, W. S., Willingdon College, Sangli.
27. Shri Thanedar, B. S., College of Engineering, Sangli.
28. Shri Virkar, P. N., Willingdon College, Sangli.
29. The Principal, G. B. T. College, Budhagaon.
30. The Principal, Shri Shivaji Trg. College, for Men, Islampur.
31. The Principal, College of Education, Sangli.

Category B.

1. Head Master, Biroba Vidyalaya, Arewadi.
2. Head Master, Bharati Vidya Mandir, Tasgaon.
3. Head Master, Vidya Mandir, High School, Islampur.
4. Head Master, Budhagaon High School, Budhagaon.
5. Head Master, S. C. V. High School, Shirpur.
6. Head Master, Adhyapak Vidyalaya, Tasgaon.
7. Head Master, Varana Prasad Vidyalaya, Bilashi.
8. Head Master, Yelur High School, Yelur.
9. Principal, Adhyapak Vidyalay, Ashta.
10. Head Master, New English School, Kameri.
11. Head Mistress, Jubili Kanya Shala, Miraj.
12. Hon. Secretary, Secondary Schools' Head Masters' Association, Sangli.
13. Head Master, Vidya Mandir, Miraj.
14. Head Master, Islampur High School, Islampur.
15. Head Master, Bhagatsing High School, Ankalkhop.
16. Chairman, Sangli District Secondary Schools' Head Masters' Association, Sangli.
17. Superintendent, Azad Vidyalay, Kasegaon.
18. Shri Kanade, V. G., S. R. V. M. High School, Jath.

19. Superintendent, City High School, Sangli.
20. Shri Chitale, N. K., Jubili Kanya Shala, Miraj.
21. Head Master, Mahatma Gandhi Vidyalay, Mahuri.

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Category C.

1. Smt. Kamatnurkar, Sarojini, Miraj.

Category D.

1. Shri Lugade, President, Municipality, Tasgaon.
2. Shri Patil, N. D., M.L.C., Dhavali, Taluka Walva.
3. Shri Thorat, Sambhajirao, M.L.C., Karve.

Category E.

1. Shri Apte, G. V., Pleader, Tasgaon.
2. Shri Chougule, K. A., Pleader, Sangli.
3. Shri Ekande, R. S., Sangli.
4. Shri Gore, E. V., Sangli.
5. Shri Ghorpade, D. R., Journalist, Miraj.
6. Shri Hatkanangalekar, M. D., Sangli.
7. Shri Karandikar, A. G., Sangli.
8. Shri Kunte, V. J., Sangli.
9. Shri Kulkarni, V. A., Sangli.
10. Shri Phadake, D. S., Sangli.
11. Shri Velankar, V. R., Shri Gajanan Mills, Sangli.
12. The Vice-President, Akhil Maharashtra Natya Vidya Mandir, Sangli.

SATARA DISTRICT.

Category A.

1. Shri Attar, A. D., Principal, S. G. M. College, Satara.
2. Shri Bidwe, V. B., Science College, Karad.
3. Smt. Dabholkar, Lecturer, Shri Chh. Shivaji College, Satara.
4. Shri Dhandare, P. B., Azad College of Education, Satara.
5. Shri Dhulip, M. K., Azad College, of Education, Satara.
6. Shri Dhapare, N. M., Engineering College, Karad.
7. Shri Gokhale, G. S., Mudhoji College, Phaltan.
8. Shri Ghagare, G. R., Azad College, of Education, Satara.
9. Shri Hatavalane, D. M., Chh. Shivaji College, Satara.
10. Shri Joshi, V. B., Mudhoji College, Phaltan.
11. Shri Kadam, V. R., Azad College of Education, Satara.
12. Shri Kulkarni, S. B., Government Polytechnic, Karad.
13. Shri Khot, D. K., Azad College of Education, Satara.
14. Shri Magdum, A. B., Principal, Azad College of Education, Satara.
15. Smt. Patil, V. A., Azad College of Education, Satara.
16. Shri Patil, S. A., Chhatrapati Shivaji College, Satara.

17. Shri Patil, A. A., Professor, Satara.
18. Shri Patole, N. K., Azad College of Education, Satara.
19. Shri Ranadive, M. S., Chhatrapati Shivaji College, Satara.
20. Shri Shintre, H. V., Azad College, Satara.
21. Shri Shah, A. D., Engineering College, Karad.
22. Shri Tembe, V. S., Government Polytechnic, Karad.
23. Shri Thuse, P. V., Mudhoji College, Phaltan.
24. The Principal, The Teachers' Training College, Aundh.
25. The Principal, Science College, Karad.
26. The Principal, Mudhoji College, Phaltan.

Category B.

1. Head Master, Mahatma Gandhi Vidyalay, Dahivadi.
2. Head Master, New English School, Kikli, taluka Wai.
3. Head Master, Pratap High School, Satara.
4. Shri M. S. Shrikhande, Phaltan.
5. The Superintendent, Seth G. M. High School, Mahabaleshwar.
6. Head Master, S. S. V. Diksal, Satara.
7. Head Master, Shri Ram Education Society's High School, Phaltan.
8. Head Master, Shivaji High School, Vaduj.
9. Principal, Billimoria High School, Puchaganl.
10. Principal, Mahatma Phule Adhyapak Vidyalay, Satara.
11. Head Master, Bhavani Night High School, Malharpeth, Satara.
12. Superintendent, Kanya Shala, Satara.
13. Superintendent, Mane Deshmukh Vidyalay, Patan.
14. Principal, Adhyapak Vidyalay, Kusur.
15. Head Master, Sadguru Gadge Maharaj Vidyalay, Kusur.
16. Head Master, Shri Venna Vidya Mandir, Medha.
17. Head Master, Borgaon High School, Borgaon.

Category C.

1. Shri Pathak, Y. R., Retd. Principal, Govt. Trg. College, Wai.
2. Shri Patil, A. B., Organizer, Rayat Shikshan Sanstha, Satara.
3. Shri Pradhan, D. B., Educational Inspector, Satara.
4. Shri Sakhare, Chairman, Rayat Shikshan Sanstha, Satara.
5. Shri Thoke, B. M., Rayat Shikshan Sanstha, Satara.

Category E.

1. Shri Daduskar, Raobahadur, S. K., Satara.
2. Shri Dhavale, R. S., Advocate, Satara.
3. Shri Modi, J. P., Karad.
4. Shri Pant, R. V., Phaltan.
5. Shri Patil, Y. B., President, District Congress Committee, Satara
6. Shri Sinhasane, G. S., Karad.
7. Shri Todmal, H. K., Satara.

SHOLAPUR DISTRICT.

Category A.

1. Shri Adke, S. P., Pandharpur College, Pandharpur.
2. Shri Auluck, H. L., Dayanand College, Sholapur.
3. Shri Bapat, R. V., Dayanand College, Sholapur.
4. Shri Bhasin, M. G., Dayanand College, Sholapur.
5. Shri Deodhar, K. H., Pandharpur College, Pandharpur.
6. Shri Dindorkar, G. M., Dayanand College of Education, Sholapur.
7. Shri Deshpande, A. S., Dayanand College, Sholapur.
8. Shri Gogate, G. V., Dayanand College, Sholapur.
9. Shri Godbole, S. N., Dayanand College, Sholapur.
10. Shri Hendne, P. V., Dayanand College, Sholapur.
11. Shri Junnarkar, B. J., Dayanand College, Sholapur.
12. Shri Karkhanis, M. S., Sangameshwar College, Sholapur.
13. Shri Kanegaonkar, B. R., Dayanand College, Sholapur.
14. Shri Kanetkar, M. R., Dayanand College, Sholapur.
15. Shri Kulkarni, B. N., Dayanand College, Sholapur.
16. Shri Kulkarni, (Dr.) V. M., Dayanand College, Sholapur.
17. Shri Kulkarni, D. D., Dayanand College, Sholapur.
18. Shri Kulkarni, B. R., Dayanand College, Sholapur.
19. Shri Mardikar, K. S., Principal, Dayanand College of Education, Sholapur.
20. Shri Narayan, H. D., Dayanand College, Sholapur.
21. Shri Nacham, N. G., Pandharpur College, Pandharpur.
22. Shri Narsinhachari, T. B., Principal, Dayanand College of Commerce, Sholapur.
23. Shri Parab, S. L., Pandharpur College, Pandharpur.
24. Shri Pujari, P. S., Dayanand College, Sholapur.
25. Shri Rao, P. C., Dayanand College, Sholapur.
26. Shri Sant, D. R., Sangameshwar College, Sholapur.
27. Shri Shah, S. K., Shri Shivaji Mahavidyalay, Barsi.
28. Shri Shah, J. R., Dayanand College, Sholapur.
29. Shri Shah, M. R., Professor, Sholapur.
30. Shri Shriniwasan, H. N., Dayanand College, Sholapur.
31. Shri Soni, B. R., Dayanand College, Sholapur.
32. Shri Shinde, R. G., Principal, Shri Shivaji Mahavidyalay, Barsi.
33. Shri Tole, M. G., Dayanand College, Sholapur.
34. Shri Walke, V. G., Barsi.
35. Smt. Walke, S. V., Shivaji Mahavidyalay, Barsi.
36. Shri Zunjarvad, N. G., Dayanand College, Sholapur.
37. The Principal, G. B. T. College, Karmala.
38. The Principal, Pandharpur College, Pandharpur.

Category B.

1. Head Master, Panchakshari Vidya Mandir, Mandrup.
2. Head Master, Sulakhe High School, Barsi.

3. Superintendent, H. D., High School, Sholapur.
4. Head Master, Shri Shahaji High School, Akkalkot.
5. Head Master, M. A. Pangal, Anglo-Urdu High School, Sholapur.
6. Head Master, Adarsh English School, Govdgaon, Barsi.
7. Head Master, Northcote Technical High School, Sholapur.
8. Superintendent, Shri Saraswati Vidya Mandir, Sholapur.
9. Head Master, New English School, Maundargi.
10. Principal, S. N. Vidyalay, Barsi.
11. Head Master, Modern High School, Sholapur.
12. Head Master, Sidheshwar High School, Sholapur.
13. Head Master, Maharashtra Vidyalay, Barsi.
14. Head Master, Rambhau High School, Karkamb.
15. Head Master, Bharat High School, Jeur.
16. Head Master, Lokamanya Vidyalay, Pandharpur.

Category D.

1. The Secretary, Secondary Schools' Head-masters' Association, Sholapur.
2. The President, Maundargi Municipality, Maundargi.
3. The President, Barsi Municipal Borough, Barsi.

Category E.

1. Shri Jain, S. K., Sholapur.
2. Shri Jamadar, S. N., Sholapur.
3. Shri Kirpekar, (Dr.) V. D., Sholapur.
4. Shri Kirtane, M. S., Sholapur.
5. Shri Kulkarni, G. R., Barsi.
6. Shri Kulkarni, D. G., Sholapur.
7. Shri Kumbhakoni, G. R., President, Bar Association, Sholapur.
8. Shri Mohod, M. M., Pandharpur.
9. Shri Muley, B. V., Doctor, Dhanaraj Giri Trust Hospital, Sholapur.
10. Shri Patwardhan, (Dr.) S. D. Hon. Secretary, Indian Medical Association, Sholapur.
11. Shri Sulakhe, D. P., Advocate, Barsi.
12. Shri Telang, (Dr.) V. D., Sholapur.
13. Shri Vaishampayan, (Dr.) V. G., Sholapur.
14. Shri Vaidya, Ranga, Editor, Sanchar, Sholapur.
15. Shri Warad, C. M., Warad Estate, Sholapur.

RATNAGIRI DISTRICT.

Category A.

1. Shri Aranke, G. N., Shri Pancham Khemraj College, Sawantwadi.
 2. Shri Bavadekar, V. K., Principal, R. P. Gogate College, Ratnagiri.
 3. Shri Bhagwat, A. V., Shri Pancham Khemraj College, Sawantwadi.
 4. Shri Chitnis, R. V., R. P. Gogate College, Ratnagiri.
 5. Shri Chitnis, Shri Pancham Khemraj College, Sawantwadi.
- (C.C.P.) L-B Na 5138-7a

6. Shri Dabholkar, S. N., Vengurla College, Vengurla.
7. Shri Dixit, S. V., Ratnagiri.
8. Shri Dhongade, K. P., Shri Pancham Khemraj College, Sawantwadi.
9. Shri Gumasta, P. D., Shri Pancham Khemraj College, Sawantwadi.
10. Shri Kenghe, C. T., Prof. Vengurla College, Vengurla.
11. Shri Kulkarni, V. A., R. P. Gogate College, Ratnagiri.
12. Shri Kulkarni, D. M., R. P. Gogate College, Ratnagiri.
13. Shri Kulkarni, S. K., Vengurla College, Vengurla.
14. Shri Koppar, S. H., Vengurla College, Vengurla.
15. Shri Koparkar, D. G., Principal, Pancham Khemraj College, Sawantwadi.
16. Shri Kesani, M. D., Shri Pancham Khemraj College, Sawantwadi.
17. Shri Khandekar, B. M., Shri Pancham Khemraj College, Sawantwadi.
18. Shri Limaye, B. R., Shri Pancham Khemraj College, Sawantwadi.
19. Shri Menon, I. R. G., R. P. Gogate College, Ratnagiri.
20. Shri Sohoni, D. K., Shri Pancham Khemraj College, Sawantwadi.
21. Shri Surve, D. G., R. P. Gogate College, Ratnagiri.

Category B.

1. Superintendent, Rajapur High School, Rajapur.
2. Head Master, G. K. V. M. High School, Guhagar.
3. Principal, U. E. School, Chiplun.
4. Principal, S. M. G. High School, Deogad.
5. Head Master, Shri Ram Madhyamik Vidya Mandir, Padel.
6. Head Master, Sarambal English High School, Sarambal.
7. Shri Sawant, B. A., Sawantwadi.
8. Principal, Shri Gopal Krishna Vidya Mandir, Guhagar.
9. Head Master, Adarsha Vidya Mandir, Shiposhi.
10. Head Master, Topiwala High School, Malvan.
11. Head Master, New English School, Palshet, Guhagar.
12. Head Master, M. E. School, Makhajan.
13. Head Master, Pragatik Madhyamik Vidyalay, Malvan.
14. Head Master, M. G., Vidyalay, Sakharpa.
15. Head Master, S. M. High School, Kanakavali.
16. Head Master, Vidya Mandir, Kanakavali.
17. Principal, Sunitadevi Topiwala Adhyapak Vidyalay, Malvan.
18. Head Master, Pathak High School, Ratnagiri.

Category C.

1. Shri Joshi J. V., Secretary, Ratnagiri Education Society, Ratnagiri.

Category D.

1. Shri Athale, S. K., M.L.A., Lanja.
2. Shri Shikhare, S. R., Chairman, District School Board, Ratnagiri.

Category E.

1. Shri Bakare, G. S., Advocate, Kudal.
2. Shri Bhatavadekar, B. V., Mirjole, District Ratnagiri.
3. Shri Chavan, (Dr.), Ratnagiri.
4. Gokhale, (Dr.) B. M., Chiplun.
5. Shri Jadye, D. K., Pleader and Secretary, S. R. D. S. P. Mandal, Sawantwadi.
6. Shri Parulkar, Rtd. Inspector of Police, Sawantwadi.
7. Shri H. H. the Rajesaheb of Sawantwadi.
8. The President, Rotary Club, Ratnagiri.
9. Shri Salvi, Raosaheb, R. B., Rtd. Dy. Collector, Zadgaon.

BOMBAY.*Category A.*

1. Shri Airan, (Dr.) J. W., Principal, Wilson College, Bombay
2. Shri Ajawani, A. H., Principal, National College, Bombay.
3. Shri Bal, (Dr.) D. V., Director of Institute of Science, Bombay.
4. Shri Bhate, M. G., Principal, Kirti College, Bombay.
5. Shri Bhagwat, N. N., Jogeshwari, Bombay.
6. Shri Jadhav, (Dr.) G. V., Kirti College, Bombay.
7. Shri Joshi, C. B., Principal, Parle College, Bombay.
8. Shri Kosambi, D. D., Tata Institute of Fundamental Research, Bombay.
9. Shri Karnik, H. R., Principal, Sidharth College, Bombay.
10. Shri Kothiwale, D. B., Principal, Training Institute for Physical Education, Bombay (Kandivali).
11. Shri Patwardhan, C. N., St. Xavier's College, Bombay.
12. Shri Patwardhan, V. M., Ismail Yusuf College, Bombay.
13. Shri Rege, P. S., Principal, Ismail Yusuf College, Bombay.
14. Shri Sahasrabuddhe, V. G., Ismail Yusuf College, Bombay.
15. Shri Suru, N. G., Principal, Ruparel College, Bombay.
16. Shri Walavalkar, D. G., Dadar, Bombay.
17. Shri Welingkar, L. N., Principal, R. A. Potdar College of Commerce and Economics, Bombay.
18. The Principal, S. I. E. S. College of Arts and Science, Bombay.
19. The Staff, S. I. E. S. College, Sion, Bombay.
20. The Dean, J. J. School of Arts, Bombay.

Category B.

1. Head Master, Shri Krishna High School, Borivali, Bombay.
2. Shri Mujumdar, Model School, Bombay.
3. Principal, Ordnance Factory Staff Children High School, Ambarnath, Bombay.
4. Principal, Alexander Girls School, Bombay.
5. Principal, V. C. Gurukul High School, Bombay.
6. The President, S. T. Association, Kolaba.
7. Head Master, B. J. High School of Commerce, Thana.
8. Shri Bhat, Y. N. & P. N., Bombay.

Category C.

1. Smt. Bhagwat, Durga, Bombay.
2. Smt. Deshmukh, Lila K., Member of the Court, Poona University, Thana.
3. Director of Industries, Bombay.
4. Shri Dandekar, (Dr.) R. N., Bombay.
5. Shri Chanekar, M. M., Educational Inspector, Thana.
6. Shri Jambotkar, G. H., Bombay.
7. Shri Joshi, P. M., Record Office, Secretariat, Bombay.
8. Shri Kane, P. V., (Maha Mahopadhyaya), National Professor of Indology, Bombay.
9. Shri Kale, S. V., Reader, Department of Applied Psychology, Bombay University, Bombay.
10. Shri Kenkre, R. S., Dy. Director of Education, Bombay.
11. Shri More, S. S., Advocate, Supreme Court, Bombay.
12. Shri Naik, S. S., L.C.E., C/o Local Self-Government Institute, Bombay.
13. Kum. Panandikar, Sulabha, Bombay.
14. Shri Patravali, D. P., Bombay.
15. Shri Ranganekar, N. B., Bombay.
16. Shri Ratanjankar, (Dr.) S. N., Bombay.
17. Shri Save, B. P., Educational Inspector, Greater Bombay.
18. Shri Sri Prakash, Governor of Maharashtra State, Bombay.
19. Shri Sukhatankar, S. S., Bombay.
20. Shri Vakil, K. S., Bharatiya Vidya Bhavan, Bombay.
21. Hon. Secretary, Maratha Co-operative Educational Society, Bombay.

Category E.

1. Shri Adurkar, B. S., Bombay.
2. Shri Kamat, V. V., Bombay.
3. Shri Mhaskar, (Dr.) K. S., Bombay.
4. Shri Sankholkar, C. K., Bombay.
5. Shri Wad, B. G., Bombay.
6. Shri Varerkar, V. V., Advocate, Bombay.
7. Secretary, Maharashtra Chamber of Commerce, Bombay.

POONA.*Category A.*

1. Smt. Bal, Sharayu, Principal, S. N. D. T., College for Women, Poona.
2. Shri Bapat, P. V., Professor, Poona.
3. Shri Bhat, M. N., Principal, M. E. S. College, Poona.
4. Shri Damale, P. R., Principal, Nowrosjee Wadia College, Poona.
5. Shri Dhakney, (Dr.) M. R., Dean, Faculty of Commerce, Poona University, Poona.
6. Shri Gulati, Professor, Deccan College, Poona.
7. Shri Ganathan, V. G., Poona University, Poona.
8. Shri Ghatage, (Dr.), A. M., Deccan College, Poona.

9. Shri Hulyalkar, S. G., Principal, Sir Parashurambhau College, Poona.
10. Shri Huzurbazar, (Dr.) V. S., University of Poona, Poona.
11. Shri Karmarkar, R. D., Professor, Poona.
12. Shri Kogekar, S. V., Principal, Fergusson College, Poona.
13. Shri Kolte, D. T., Fergusson College, Poona.
14. Shri Kulkarni, N., Fergusson College, Poona.
15. Shri Mangudkar, M. P., Principal, Shri Shahu Mandir Muhavidyalay, Poona.
16. Shri Mahabale, (Dr) T. S., Poona.
17. Shri Ogale, G. K., College of Engineering, Poona.
18. Shri Pradhan, G. P., Poona.
19. Shri Pandit, G. V., Principal, Law College, Poona.
20. Shri Prem Swarup, Institute of Armament Studies, Poona-3.
21. Shri Shirole, B. G., Fergusson College, Poona.
22. The Principal, Brihanmaharashtra College of Commerce, Poona.

Category B.

1. Head Master, Sadhana Vidyalay, Hadapsar.
2. Head Master, L. V. Desai High School, Javala.
3. Head Master, Camp Education Societiy's High School, Poona.
4. Superintendent, Mahilashram High School, Hingne, Poona.
5. Head Master, Bharat Vidyalay, Hinganghat.
6. Mrs. Savitribai Shirole, Pimpalwadi, Poona.
7. Head Master, Sant Dnyaneshwar Vastigrah, Poona.
8. Head Master, Adarsh Vidyalay, Shirwal.
9. Master Krishnarao Phulambrikar, Poona.

Category C.

1. Kum. Babar, (Dr.) Sarojini, Poona.
2. Shri Gadgil, (Dr.) D. R., Institute of Economics and Politics, Poona.
3. Shri Jagtap, B. G., Poona.
4. Shri Jatkar, S. K. K., University of Poona, Poona.
5. Shri Jog, V. K., Poona.
6. Shri Khair, (Dr.) G. S., Poona.
7. Shri Karandikar, K. R., Poona.
8. Shri Paranjpe, Wrangler, R. P., Poona.
9. Shri Patil, S. D., Poona University, Poona.
10. Shri Patil, B. R., Special Officer, Director of Education's Office, Poona.
11. Shri Potdar, Maha Mahopadhyaya, Datto Waman, Vice-Chancellor, Poona University, Poona.
12. Shri Tulpule, (Dr.) S. G., Poona University, Poona.
13. Shri Wadekar, D. D., Poona University, Poona.
14. Shri Yeravadekar, D. C., Member, Poona University Court, Poona.
15. Smt. Vaidya, Laxmibai, Poona.
16. The Secretary, Shivaji Maratha Society, Poona.

Category D.

1. Shri Limaye, V. A., M.L.C., Poona.
2. Chairman, District School Board, Poona.

Category E.

1. Shri Arlick, A. B., Poona University Employment Bureau, Poona.
2. Shri Chandrachud, (Dr.) C. N., Poona.
3. Shri Chavan, S. B., Pleader, Poona.
4. Shri Hadsule, S. D., Poona.
5. Shri Jadhav, Col. V. B., Poona.
6. Shri Jedhe, B. M., Poona.
7. Shri Mohite, S. P., Commissioner, Poona Division, Poona.
8. Shri Natu, (Dr.) M. N., Poona.
9. Shri Nitsure, Y. G., Poona.
10. Shri Patwardhan, R. P., Poona.
11. Shri Patwardhan, V. A., Poona.

*OTHERS.**Category A.*

1. Shri Ambekar, V. B., Saraswati Bhuvan, Nasik.
2. Shri Ajgaonkar, D. B., Sir, B. P. Institute, Bhavanagar.
3. Shri Bhawe, Principal, M. S. G. College, Malegaon.
4. Shri Barnabas, T., Principal, Ahmednagar College, Ahmednagar.
5. Shri Deoskar, Principal, Govt. Diploma Training Institute for Women.
6. Shri Dixit, V. C., Principal, Pratap College, Amalner.
7. Shri Kogekar, V. V., Shivaji Colony, Nasik.
8. Shri Kanabarkar, College of Arts, Osmanabad.
9. Shri Khatib, (Dr.) S. M., Principal, Vidarbha Mahavidyalay, Amraoti.
10. Shri Mahajan, Y. S., Principal, M. J. Arts & Science College, Jalgaon.
11. Shri Niwasji, P. B., Professor.
12. Shri Nadkarni, M. D., Jalgaon.
13. Shri Parasnis, (Dr.) N. R., Principal, Govt. Post-Graduate Basic Training Centre, Amraoti.
14. Shri Pandharipande, S. L., Nagpur.
15. Shri Porwal, P. A., Professor.
16. Shri Phatak, M. V., Chalisgaon.
17. Shri Rao, V. K., People's College, Nanded.
18. Shri Shendarkar, (Dr) D. D., Principal, Swami Vivekanand Shikshan Sanstha's College of Education, Osmanabad.
19. Shri Shingre, M. N., Principal, Chhatrapati Shivaji College, Omarga.
20. Shri Tawde, N. R., Member of Syndicate, Karnatak University, Dharwar.
21. Shri Zad, K. Z., Pratap College, Amalner.
22. Shri Zoal, M. N., Principal, G. B. T. C., Sangamner.
23. The Principal, Shivaji Mofat College, Kaudhar.

24. The Principal, Sangamner College, Sangamner.
25. The Principal, R. B. Narayanrao Boravake College, Shrirampur.
26. The Principal, Balbhim Arts & Science College, Bhir.
27. The Principal, Arts & Science and M. F. M. A. Commerce College, Dhulia.
28. The Principal, People's College, Nanded.
29. The Principal, Devagiri College, Aurangabad.
30. The Principal, Arts College, Akot.
31. The Principal, Vanijya Mahavidyalay, Yeotmal.
32. The Principal, D. A. V. College, Chandigarh (Punjab).
33. The Principal, Janata Mahavidyalay, Chanda.
34. The Principal, J. S. M. College of Arts, Science & Comm., Alibag.

Category B.

1. Head Master, English School, Narkhed.
2. Head Master, Pandit Nehru Vidyalay, Khaulapur.
3. Head Master, Karmavir Vidyalay, Mhaishal.
4. Head Master, Tatyao Raoji Vidyalay, Tadsar.
5. Head Master, Govt. Multipurpose High School, Aurangabad.
6. Head Master, Karmavir Vidyalay, Kinthur.
7. Head Master, S. G. B. High School, Degloor.
8. Head Master, Mukundraj Vidyalay, Shalegaon.
9. Head Master, Rajendra Vidyalay, Khandala.
10. Head Master, Municipal High School, Faizpur.
11. Head Master, Khemji Memorial English School, Banda.
12. President, Nasik District Secondary Schools' Head Masters' Association, Nasik.
13. Secretary, Nanded Education Society, Nanded.
14. Head Master, Residential High School, Ahmednagar.
15. President, Secondary Teachers' Association, Kolaba.
16. Head Master, Dada Chaudhari Vidyalaya, Ahmednagar.
17. Shri D. D. Nagarkar, Secretary, Ahmednagar District Secondary Schools' Head Masters' Association, Ahmednagar.
18. Shri Kotasthane, M. M., President, High School Teachers' Association, Aurangabad.
19. Head Master, Yogeshwari Vidyalay.
20. Head Master, Petit High School, Sangamner.
21. Head Master, Sakharwadi Vidyalay, Sakharwadi.
22. President, Dhulia District Secondary Schools' Head Masters' Association, Nandurbar.
23. Smt. Mhapankar, C. D., New English School, Bassain.

Category C.

1. Shri Bambavale, M. A., Dy. Director of Education, Nagpur.
2. Shri Bhosale, D. R., Rtd. Educational Inspector.
3. Shri Datar, (Dr.) N. S., Rourkela.
4. Shri Deshpande, (Dr.) N. R., Nagpur University, Nagpur.

5. Shri Dongarkery, S. R., Vice-Chancellor, Marathwada University, Aurangabad.
6. Shri Dixit, N. G., Educational Inspector, Dhulia.
7. Shri Gokak, V. K., Central English Institute, Hyderabad.
8. Shri Loudhe, (Dr.) D. G., Congress Nagar, Nagpur.
9. Shri Menezes, A., Principal, Karnatak College, Dharwar.
10. Shri Mukharji, S. N., Baroda University, Baroda.
11. Shri Mirashi, V. V., Maha Mahopadhyaya, Nagpur.
12. Shri Naik, J. P., Adviser, Primary Education, Ministry of Education, Government of India, New Delhi.
13. Shri Patel, Babubhai J., Vallabha Vidyapeeth, Anand.
14. Shri Patil, (Dr.) P. C., Kolhapur.
15. Shri Tokhi, M. R., Nagpur University, Nagpur.
16. The Chairman, Konkan Education Society, Rohe.
17. The Secretary, Ahmednagar District Maratha Vidya Prasarak Samaj, Ahmednagar.
18. The Educational Inspector, Ahmednagar.
19. The President, Shri Shivaji Shikshan Prasarak Sanstha, Dhulia.
20. The President, Marathwada Mabila Shikshan Sanstha, Aurangabad.
21. The President, Marathwada Shikshan Prasarak Mandal, Aurangabad.

Category D.

1. President, Alandi Municipality, Alandi.
2. Vice-Chairman, District School Board, Thana.
3. Chairman, Municipal School Board, Nasik.
4. President, Municipal Borough, Ahmednagar.
5. President, Kopargaon Municipality, Kopargaon.
6. Chief Officer, Chalisgaon Municipality, Chalisgaon.
7. President, Municipal Borough, Malegaon.
8. President, Municipal Committee, Bhusawal.
9. President, District Local Board, Ahmednagar.
10. President, Municipal Borough, Nasik.
11. Shri Patne, S. J., President, Khed Municipality, Khed.
12. Shri Patne, J. S., M.L.A., Khed.
13. Shri Shah, D. C., M.L.C., Nipani.
14. Shri Chamankar, N. M., M.L.C.
15. Shri Chhapekar, L. N., M.L.C., Jalgaon.

Category E.

1. Shri Chavan, R. M., Pleader, Ahmednagar.
2. Shri Datar, D. R.
3. Shri Ganu, B. G.
4. Shri Javadkar, P. S.
5. Shri Khopkar, S. M., Calcutta.
6. Shri Khadilkar, (Dr.) D. B., Nasik.

7. Shri Khedgikar, B. B., Secretary, Yegeshwari Education Society, Mominabad.
8. Shri Kulkarni, (Dr.) B. B., Dhulia.
9. Shri Kulkarni, N. S., Govt. Pleader, Aurangabad.
10. Smt. Kulkarni, Lila, Latur.
11. Shri Nimbalkar, K. B.
12. Shri Seolekar, U. R., Aurangabad.
13. Shri Shroff, G. M., Kharakuwa, Aurangabad.
14. Shri Thorat, P. T.
15. Shri Vyas, S. V., Ahmedabad.
16. Vidarbha Natya Sangh, Nagpur.

Anonymous—3.

APPENDIX C.

List of persons who gave oral evidence before the Shri Chhatrapati Shivaji University Committee.

KOLHAPUR.

1. His Highness the Chhatrapati Shahaji Maharaj of Kolhapur.
2. Princess Chhatrapati Indumati Ranisaheb of Kolhapur.
3. Lt. General S. P. P., Thorat, Chairman, Public Service Commission, Maharashtra State.
4. Shri Adke, W. D., Pleader, Kolhapur.
5. Shri Apte, Bhausahab, Principal, Law College, Kolhapur.
6. Shri Bhanage, B. S., Principal, Commerce College, Kolhapur.
7. Smt. Bagal, Vimalabai, M.L.A., Kolhapur.
8. Shri Bhingare, L. M., Professor, G. K. Gokhale College, Kolhapur.
9. Shri Bhosale, Deenanath, Editor, Nav Sandesh, Kolhapur.
10. Shri Bondre, Shripatrao, Municipal President, Kolhapur.
11. Shri Dabholkar, S. G., Kolhapur.
12. Shri Desai, M. R., Principal, G. K. Gokhale College, Kolhapur.
13. Shri Desai, G. G., Collector of Kolhapur.
14. Shri Gokhale, S. G., Dist. Superintendent of Police, Kolhapur.
15. Smt. Ithape, Usha, Principal, Kirti College, Kolhapur.
16. Shri Jadhav, M. D., Ex-Civil, Surgeon, Kolhapur.
17. Shri Joshi, Baburao, Pleader, Kolhapur.
18. Shri Kulkarni, Haladikar, G. R., Pleader, Kolhapur.
19. Shri Lingras, S. V., Chairman, Kolhapur District Secondary Schools' Head Masters' Association, Kolhapur.
20. Shri Nageshkar, M. G., President, Kolhapur Sports Association, Kolhapur.
21. Shri Nikam, D. A., Chairman, District School Board, Kolhapur.
22. Shri Patil, V. T., President, Tararani Vidyapeeth, Kolhapur.
23. Shri Salokhe, P. B., M.L.A., Kolhapur.
24. Shri Salokhe, Bapuji, Kolhapur.
25. Shri Shreshthi, M. D., Pleader, Kolhapur.
26. Dr. Tembe, G. G., President, Rotary Club, Kolhapur.
27. Dr. Upadhye, A. N., Professor, Rajaram College, Kolhapur.

SANGLI

28. Shri Bhideshastri, Sangli.
29. Shri Chougule, Keshavrao, Pleader, Kolhapur.
30. Shri Dabholkar, D. A., Principal, C. P. College of Commerce, Sangli.
31. Shri Daftardar, Sangli.
32. Shri Damale, V. P., Principal, Sangli College, Sangli.
33. Shri Deshpande, G. S., Principal, B. T. College, Sangli.
34. Shri Godbole, G. K., Pleader, Sangli.
35. Shri Joshi, R. N., Professor, Sangli.

36. Smt. Kamatnurkar, Sarojinibai, Miraj.
37. Shri Oka, S. J., Professor, Willingdon College, Sangli.
38. Shri Patil, V. A., Pleader, Sangli.
39. Shri Patil, Vasantao Dada, M.L.A., Sangli.
40. Shri Patil, Nemgonda, Sangli.

SATARA.

41. Shri Daduskar, Raobahadur, Satara.
42. Shri Dhavale, R. S., Pleader, Satara.
43. Shri Godbole, Chartered Accountant, Satara.
44. Shri Kelkar, V. K., Principal, Engineering College, Sangli.
45. Shri Karambelkar, Secretary, Shivaji Education Society, Satara.
46. Shri Mulla, I.M.S., Hon. Secretary, Rayat Shikshan Sanstha, Satara.
47. Shri Magdum, Principal, Azad College of Education, Satara.
48. Shri Mahadik, Administrative Officer, Dist. School Board, Satara.
49. Shri Nalavade, R. M., Chairman, Rayat Shikshan Sanstha, Satara.
50. Shri Oke, Principal, Mudhoji College, Phaltan.
51. Shri Patil, P. G., Principal, Shri Chhatrapati Shivaji College, Satara.
52. Shri Patil, A. A., Professor, Satara.
53. Shri Pradhan, Educational Inspector, Satara.
54. Shri Sapre, Principal, Engineering College, Karad.
55. Shri Sinhasane, ex-M.L.A., Karad.
56. Shri Shingate, R. G., Principal, Science College, Karad.

SHOLAPUR.

57. Shri Aroskar, President, Indian Medical Association, Sholapur Branch.
58. Shri Bhogishayan, Principal, Sangameshwar College, Sholapur.
59. Shri Chougule, Principal, Pandharpur College, Pandharpur.
60. Shri Deshpande, Professor, Sholapur.
61. Shri Jamdar, S. N., Representative, Rotary Club, Sholapur.
62. Shri Jakkal, Baburao, Editor, Samachar, Sholapur.
63. Shri Kadadi, ex-M.L.A., Sholapur.
64. Shri Kadam, Secretary, Mangalwedhe Education Society, Mangalwedhe.
65. Shri Kirpekar, Doctor, Sholapur.
66. Shri Kumbhakoni, President, Bar Association, Sholapur.
67. Shri Limaye, Diwan Bahadur, Sholapur.
68. Shri Mardikar, Sholapur.
69. Shri Mulay, Doctor, Dhanraj Girji Hospital, Sholapur.
70. Shri Mohile, K. C., Educational Inspector, Sholapur.
71. Shri Pathak, Superintendent Seva Sadan, High School, Sholapur.
72. Shri Soni, R. P., Professor, Dayanand College, Sholapur.
73. Shri Shinde, R. G., Principal, Barsi College, Barsi.
74. Shri Vaidya, Ranga, Editor, Sanchar, Sholapur.
75. Shri Vaishampayan, Doctor, Sholapur.

76. A delegation of Kannada speaking persons consisting of—

- (1) Shri Kadadi, ex-M.L.A.
- (2) Shri Dhumma, S. B., ex-M.L.A.
- (3) Dr. Sidhanath.
- (4) Mrs. Pancho Sardar.
- (5) Smt. Shah, Sumatibai.
- (6) Shri Madke, Rajshekhar.
- (7) Shri Ligade, Prabhuraj.
- (8) Shri Shirattimath P.
- (9) Shri Talikoti.
- (10) Shri Purvachar, K. B., General Secretary, Samyukta Karnatak Samiti.
- (11) Dr. Babalti, B. M., President, Kannad Mitra Samaj.

RATNAGIRI

77. Shri Bavadekar, Principal, R. P. Gogate College,, Ratnagiri.
78. Shri Bakre, G. S., Advocate, Kudal.
79. Smt. Bakre, Malatibai, Kudal.
80. Shri Chavan, K. D., Doctor, Ratnagiri.
81. Shri Gokhale, Doctor, Chiplun.
82. Shri Joshi, Moropant, Ratnagiri.
83. Shri Joshi, J. V., Secretary, R. P. Gogate College, Ratnagiri.
84. Shri Koparkar, D. G., Principal, Shri Puncham Khemraj College, Sawantwadi.
85. Shri Mavalankar, Head Master, Phatak High School, Ratnagiri.
86. Shri Patvardhan, Head Master, Patvardhan High School, Ratnagiri.
87. Shri Sardeshpande, D. J., Rajapur.
88. Shri Shirke, Raobahadur, Ratnagiri.
89. Shri Shikhare, Chairman, District School Board, Ratnagiri.

POONA.

90. Shri Bhat, M. N., Principal, M. E. S. College, Poona.
91. Kum. Babar, Sarojini, Poona.
92. Shri Damale, P. R., Principal, Wadia College, Poona.
93. Shri Dhongade, E. R., Jt. Director of Education, Poona.
94. Shri Gadgil, Dr. D. R., Gokhale Institute of Economics and Politics, Poona.
95. Shri Chatage, Deccan College, Poona.
96. Shri Hulyalkar, S. G., Principal, S. P. College, Poona.
97. Shri Huzurbazar, Dr. V. S., Poona University, Poona.
98. Shri Jagtap, B. G., Poona.
99. Shri Jog, V. K., Poona.
100. Shri Karve, D. D., Poona.
101. Shri Kelkar, Dr. S. V., Poona.
102. Shri Karmarkar, Poona.
103. Shri Khair, Dr. C. S., Poona.
104. Shri Mahabale, Poona.

105. Shri Mangudkar, Principal, Shri Shahu Mandir College, Poona.
 106. Shri Potdar, D. V., (Mhah Mahopadhyaya), Vice-Chancellor, Poona University, Poona.
 107. Shri Paranjape, Wrangler, R. P., Poona.
 108. Shri Phulambrikar, Master, Krishnarao, Poona.
 109. Shri Pradhan, G. P., Poona.
 110. Dr. Tulpule, Poona University, Poona.
 111. Smt. Vaidya, Laxmibai, Poona.
 112. Shri Wadekar, D. D., Professor, Poona.

BOMBAY.

113. Dr. Airan, Principal, Wilson College, Bombay.
 114. Dr. Bal, Director, Institute of Science, Bombay.
 115. Shri Borale, P. T., Principal, Siddarth College, Bombay.
 116. Shri Bhosale, Shrimant Shivramrao Raje Bahadur of Sawantwadi.
 117. Kum. Bhagwat, Durga, Bombay.
 118. Dr. Dharmatti, Tata Institute of Fundamental Research, Bombay.
 119. Shri Joshi, C. B., Principal, Parle College, Bombay.
 120. Shri Rege, P. S., Principal, Ismail Yusuf College, Bombay.
 121. Shri Patravali, Bombay.
 122. Kum. Panandikar, Sulabha, Bombay.
 123. Shri Page, V. S., Chairman, Maharashtra Legislative Council, Bombay.
 124. Shri Ratanjankar, S. N., Bombay.
 125. Dr. Wagh, Professor, Wilson College, Bombay.

POONA.

126. Shri D. G. Yerawdekar, Member, Poona University Court, Poona.