



REPORT

KARNATAK UNIVERSITY COMMITTEE

DHARWAR

JUNE 1948



BOMBAY

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1948

REPORT OF THE KARNATAK

COMMITTEE

CONTENTS

	Paras.	Page
CHAPTER I—Introductory	1-15	1
CHAPTER II—Towards a University for Karnataka	16-17	4
CHAPTER III—The University and the Greater Karnataka	18-26	6
CHAPTER IV—Name, Location and Jurisdiction	27-46	9
CHAPTER V—Objectives and Functions, Form and Scope of the University	47-65	13
CHAPTER VI—Medium of Instruction	66-78	19
CHAPTER VII—Constitution of the University	79-90	22
CHAPTER VIII—Finance	91-102	34
CHAPTER IX—General	103-129	39
CHAPTER X—Summary of Recommendations	.....	45
APPENDICES:		
A—Questionnaire	.....	49
B—List of persons and institutions who have sent replies to the Committee's Questionnaire	.....	54
C—List of Witnesses	.....	59
D—Memorandum presented to the Hon'ble Sri. Avinashilingam Chettiar, Minister of Education, Madras	.....	63
E—Letter addressed to the Hon'ble Minister of Education, Government of Madras	.....	65
F—Reply from the Hon'ble Minister of Education, Madras	.....	66
G—Statistical information about Colleges and Institutions of Higher Learning in the Kannada-speaking areas, for the year ending March 1947	.....	67
H—Statistical information about High Schools to the Matriculation standard in the Kannada-speaking area (excepting the Dominions of H. E. H. the Nizam) in March 1947	.....	70

CHAPTER I

INTRODUCTORY

COMPOSITION OF THE COMMITTEE AND TERMS OF REFERENCE

1. On 17th April, 1947, the following Government Resolution, Education and Industries Department, No. 7914, was published by the Government of Bombay :

“Government has accepted in general the principle of establishment of Regional Universities in the Province. The work regarding the University of Poona, as recommended by the Maharashtra University Committee, is proceeding. Government is now pleased to appoint a Committee consisting of the following members to report on the question of the establishment of a University for Karnatak :—

- (1) The Hon'ble Mr. Justice N. S. Lokur (Chairman),
- (2) Dr. V. K. R. V. Rao,
- (3) Mr. D. P. Karmarkar, M.L.A. (Central),
- (4) Mr. R. A. Jahagirdar, M.A., LL.B.,
- (5) Mr. A. A. Kittur, B.A., LL.B., M.L.A.,
- (6) Mr. R. R. Diwakar,
- (7) Professor S. S. Basawanal,
- (8) Mr. K. R. Haldipur, B.A., LL.B.,
- (9) Mr. G. S. Paramasivayya,
- (10) Dr. S. C. Nandimath, M.A., Ph.D. (Lond.),
- (11) Mr. B. N. Datar, M.A.,
- (12) Mr. L. M. A. Menezes, M.A. (Bom.), (Member-Secretary).

2. The terms of reference to the Committee are as follows :—

(1) To make recommendations as to the form, scope, constitution and jurisdiction of a University for Karnatak, including the question of granting affiliation to institutions outside the limits of the Bombay Province.

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

(3) To make any other recommendations germane to the subject.”

ADDITIONS TO THE COMMITTEE

2. Mr. H. R. Moharaj was added to the Committee by Government Resolution, Education and Industries Department, No. 7914, dated 14th May 1947.

3. Deciding that the “question of granting affiliation to institutions outside the limits of Bombay Province”, might be confined, in the existing political situation, to the Kannada-speaking areas of the Madras Province and Coorg, the Committee requested Government to appoint three members on the Committee to represent Bellary, South Canara and Coorg; and Government authorised the Committee to co-opt, in its discretion, not more than three members from these areas for the said purpose. The Committee co-opted the following three gentlemen :—

- (1) Rao Bahadur Y. Mahabaleswarappa (to represent Bellary District),
- (2) Mr. K. B. Jinaraj Hegde, Advocate (to represent South Canara),
- (3) Mr. N. Somanna, M.L.C. (to represent Coorg).

4. Later, in the month of August, 1947, Principal V. K. Gokak was co-opted with the permission of Government,

PROCEDURE

5. The Committee commenced work in the first week of June 1947. The Committee's office was set up in the Karnatak College, Dharwar, and the first meeting was held in Belgaum on 12th June, 1947, to frame the Questionnaire.

6. The Questionnaire (*vide* Appendix A) was issued to the public soon after the first meeting of the Committee. As many as 1,200 copies of the Questionnaire were sent to heads of educational institutions—both Collegiate and Secondary—in and around Karnataka, to public bodies and institutions, to teachers and educationists, and to leaders of public opinion. Wide publicity was further given to the Questionnaire through the Press and the Radio with the result that many more copies had to be supplied on request. The response was quite encouraging. 237 replies were received, many of which contained valuable and helpful suggestions (*vide* Appendix B).

7. The Committee held eight sessions. One session was devoted to the examination of witnesses at Belgaum and Dharwar, and the rest to discussions and deliberations.

EVIDENCE

8. In view of the complexities inherent in the question of the scope, jurisdiction and constitution of the proposed University and the position it would occupy *vis-à-vis* the Bombay, Poona and Mysore Universities, the Committee had to record a large body of opinion. Accordingly, zonal sub-committees were formed to contact educationists and leaders of public opinion in different Kannada-speaking areas and at other convenient centres. One sub-committee recorded evidence at Kolhapur, another at Bombay, a third at Karwar, while a fourth toured Bangalore, Mangalore, Coorg and Mysore. Yet another sub-committee, consisting of local members, examined additional witnesses summoned at Dharwar.

9. At the invitation of the Committee, 31 heads of educational institutions, 28 representatives of associations etc. and 64 persons in their individual capacity gave oral evidence (*vide* Appendix C).

NEGOTIATIONS WITH THE MADRAS GOVERNMENT

10. Having due regard to public opinion, the Committee felt it desirable to open negotiations with the Madras Government on certain vital questions, such as the granting of affiliation to institutions in the Kannada-speaking areas of the Madras Province and other correlated matters. Accordingly, with the permission of the Bombay Government, the Chairman with a few of the members interviewed the Hon'ble Mr. Avinashilingam Chettiar, Minister for Education, Madras Government, on 25th December, 1947, and presented a memorandum urging the non-inclusion of Bellary District and the Kannada-speaking areas of the Rayalseema in the proposed jurisdiction of the Andhra University (*vide* Appendix D). The interview was most cordial and the discussion exploratory in character. The Chairman thereafter addressed an official letter to the Hon'ble Minister for Education, requesting him to place the matter before the Cabinet and communicate their policy in the matter (*vide* Appendix E). The Hon'ble Mr. Avinashilingam Chettiar has replied that, in his opinion, it is too early for the matter to be placed before the Cabinet for a decision to be taken; it would become a live matter after the University was started (*vide* Appendix F).

ONE UNIVERSITY FOR KARNATAKA ?

11. In the course of a zonal sub-committee's tour of Bangalore and Mysore, the idea of having one University for the entire Kannada-speaking territory including the Mysore State, and of utilising for this purpose the existing Mysore University, was mooted. The Committee, however, was not inclined to pursue the suggestion in view of the present administrative set-up, but particularly from a feeling that there is, in the Kannada-speaking area, scope and need for more than one University.

SUB-COMMITTEES

12. Four Sub-Committees were appointed in the course of the work: One for finance, another for the constitution, a third for the selection of site, and a fourth for scrutinising the final Draft Report. The Constitution Sub-Committee met four times and submitted its report to the Committee on 18th January 1948. The Finance Sub-Committee met thrice and submitted its report on 25th March 1948. The Sub-Committee for the selection of site, after visiting the likely sites, reported on 27th March 1948 in favour of Chota Mahableshwar. The Draft Sub-Committee met at Belgaum on 18th April 1948 and approved the Draft.

EXTENSION OF TIME

13. The original time-limit prescribed by Government for the submission of the Report was the end of December, 1947. But owing to the usual difficulties attending the work of such Committees, and, specially, to the need of exploring the question of including in the jurisdiction of the proposed University institutions outside the limits of the Bombay Province, Government were pleased to extend the time for the submission of the Report to the end of June, 1948.

14. The Committee notes with regret that it could not avail itself of the collaboration of Mr. D. P. Karmarkar, a member of the Committee, as he was out of India most of the time that the work of the Committee lasted.

ACKNOWLEDGMENTS

15. (a) The Committee places on record its grateful appreciation of the help rendered by:—

(1) The Hon'ble Mr. T. S. Avinashilingam Chettiar, Minister for Education, Madras Province;

(2) The Mysore Government, the Vice-Chancellor of the Mysore University and the Kannada Sahitya Parishat, Bangalore;

(3) The Principal, Karnatak College, Dharwar;

(4) The authorities of the R. L. Law College, Lingaraj College and Vijaya College;

(5) The various bodies, institutions and individuals that sent written replies and gave oral evidence;

(6) Profs. P. W. Gideon and C. D. Deshpande who helped the Committee with plans and estimates;

(7) Mr. G. M. Patil, B.A. (Dip. Lib.) who, by his able management of the Committee's office, gave effective assistance to the Secretary and the Committee.

15. (b) The Committee wishes to place on record its appreciation of the assistance which Prof. Armando Menezes, the Member-Secretary, gave to the Committee at every stage of its work.

CHAPTER II

TOWARDS A UNIVERSITY FOR KARNATAKA

RENAISSANCE

16. To understand the intensity of the feeling behind the demand for a Karnataka University, it is essential to remember that, like few linguistic groups in the country, the Kannada people had, for a number of centuries, lost their integrated cultural life. The dismemberment of the Kannada Region and its dispersal under different administrations aided and aggravated this disintegration and made it doubly difficult for the Kannada people to develop what was yet left of their culture. With the general quickening of the national consciousness towards the end of the 19th century, the Kannada people naturally also felt the urge to develop their own independent culture. A renaissance movement set in, which took, among other things, the form of a demand for higher educational institutions in Karnataka. This demand led to the establishment of the Karnatak College in 1917—57 years after the establishment of the Deccan College in Poona and 38 after the establishment of the Gujerat College at Ahmedabad. This was undoubtedly a step in the right direction; and yet, the Karnatak College could not, by the very nature of things, be run as a regional institution devoted to the development of Kannada culture. The popular opinion, therefore, only partly satisfied with the establishment of the Karnatak College, insisted upon the need for a Karnataka University.

THE MOVEMENT

17. In the meanwhile, the principle underlying the establishment of Regional Universities had already been recognised at the Bombay Presidency Educational Conference of 1917 and accepted by the Sadler Commission in 1920. The Setalvad Committee on University Education in Bombay also endorsed this principle in their report published in 1924. Though the principle of Regional Universities was thus recognised, nothing was actually done to promote the establishment of such universities in the Bombay Province. Opinion in the Karnataka Districts in favour of a Karnataka University received a sudden impetus when the Andhra University Bill, contemplating the inclusion of the Bellary District within the jurisdiction of that University, was introduced in the Madras Legislative Assembly in 1926. The public of Bellary and the Sahitya Parishat launched a vigorous protest against this attempt to include a Kannada District within the jurisdiction of a non-Kannada regional university, and they were strongly supported by the Karnataka Provincial Congress Committee and the Karnataka Unification League. As a result of this agitation, the Bellary District was not included in the jurisdiction of the Andhra University. The first Karnataka University Conference was convened in Bellary in the same year, and a Karnataka University Association was formed with the object of bringing into existence a separate University for the Kannada areas. The movement received an additional impetus after the appointment, in 1942, of the Maharashtra University Committee in accordance with the principle of establishment of regional universities which the Government of Bombay had accepted in the Bombay Legislative Council as far back as 1937. A Karnataka University Conference was convened in Belgaum in 1942 and was followed by the formation of another Karnataka University Association. A second Conference was held

in Dharwar in October 1943, when prominent Karnataka educationists discussed the implications of the recommendations of the Maharashtra University Committee's Report for the future of higher education in Karnataka, and chalked out a programme of work for the early establishment of a Karnataka University. A Karnataka University Association was formed in Dharwar, and was then amalgamated with the Association constituted in Belgaum in the preceding year. This Association launched a campaign for the establishment of a Karnataka University, issued a Questionnaire and drafted a scheme on the basis of the replies received. The 28th of September 1946 was observed as "Karnataka University Day" all over the Region, and a deputation waited on the Hon'ble Premier and Minister for Education, Bombay, with a request that immediate steps may be taken by Government to establish a Karnataka University. Government were most sympathetic, and expressed their readiness to appoint a Committee to work out the details for the establishment of a University for Karnataka. The appointment of this Committee was the result.

CHAPTER III

THE UNIVERSITY AND THE GREATER KARNATAKA

EDUCATIONAL RESOURCES OF BOMBAY KARNATAKA

18. While the question of the unification of the scattered parts of the Kannada speaking territory is naturally linked up with the question of a University for Karnataka, opinion as expressed before the Committee was practically unanimous that the unification need not be a condition precedent to the establishment of the University. The Committee whole-heartedly shares this view. Bombay Karnataka extends over nearly 20,000 square miles and has a population of well-nigh four millions. It has 54 High Schools and 63 Middle Schools. There are 9 institutions of higher learning already in existence, representing the faculties of Arts, Science, Education, Law, Agriculture and Commerce. There is also the Bhoomaraddi Polytechnic at Hubli and an Ayurvedic Institute. Steps have been taken to start a college of Engineering at Hubli in June 1948 and there may be one more College in Belgaum at the same time. The Kannada Research Institute has been established for some time, and has a valuable museum attached to it. There were 25,423 students attending High School, and 2,966 attending College in March 1947. The merger of the Deccan States has added 8 High Schools, with 2,774 students, to the educational resources of the region and widened the jurisdiction of the proposed University (*vide* Appendices G and H).

EDUCATIONAL NEEDS OF BOMBAY KARNATAKA

19. Bombay Karnataka affords excellent facilities and scope for a Forest and a Veterinary College; and, according to expert opinion, provision could be made for these studies at relatively small expense by co-ordinating them with higher studies in Agriculture, for which provision already exists. But a more urgent need, it is felt, is for a College of Medicine and Surgery; and such a college should be started, almost immediately, either at Hubli or Belgaum. Hubli seems to the Committee to have stronger claims. It is more central. It is a larger and, industrially and commercially, a more important town. It has a well-equipped co-operative hospital as well as a Railway hospital. And it is very near Dharwar, the proposed seat of the University.

THE ULTIMATE GOAL

20. With the establishment of these Colleges, the first step will have been taken towards filling up the gaps which now exist in the educational facilities available to the Karnataka region. The establishment of the Karnataka University will result in the integration of educational institutions and also lead towards a larger integration of higher education in Karnataka as a whole. A United Karnataka is, today, no more a mere vision. When Mysore comes in, the Karnataka University and the Mysore University will have a great rôle to play together in the development of Kannada culture. The two Universities, linked together by ties of language, culture and regional loyalties, will work in close co-operation, through division of labour and specialisation in different branches of knowledge.

IMMEDIATE POSSIBILITIES

21. A question more indisputably within the range of practical politics is the inclusion of Coorg and the Kannada areas of the Madras Province within the jurisdiction of the Karnataka University. South Canara has a population of 15 lacs, with 30 High Schools and 7 Colleges. The District of Bellary has a predominantly Kannada population, with an Intermediate College run by the Madras Veerasaiva Vidyavardhaka Sangha. Coorg has 6 High Schools and is soon likely to have a college. While the bulk of the opinion in South Canara tended at first to link up the question of the establishment of the Karnataka University with the idea of the unification of the Karnataka, it welcomed the idea of its immediate establishment in the event of the unification being delayed, and was practically unanimous in its desire to join this University given certain safeguards with regard to recognition of degrees by the Madras Government, for purposes of employment etc. The evidence from Bellary was strongly in favour of the Karnataka University, subject to the solution of the boundary question in that district. Coorg was much less unreserved in its opinion, and was positive for a Kannada University and the speedy end of its unnatural relations with Madras. The conviction is, therefore, borne in upon the Committee that, given favourable conditions, and if adequate safeguards are secured, these outlying Kannada areas will readily seek affiliation with the proposed Karnataka University, with advantage at once to themselves and to the ideal of a unified Kannada culture.

22. Most of the difficulties in the way of such affiliation would not be hard to overcome. Dr. S. R. U. Savor, Director of Public Instruction, Madras, suggested that, given the will, there would be no anomaly in permitting the colleges in the Kannada areas of the Madras Province to affiliate themselves to the Karnataka University. And the Hon'ble Mr. A. B. Shetty, Minister for Health, Government of Madras, was even more emphatic. He did not think "the Government could object if the people of the Karnataka areas in Madras wanted to come under the Karnataka University. The present financial commitments with respect to these areas could be continued even after the Karnataka University was formed".

23. Organisations, representative of the entire Karnataka area irrespective of administrative divisions, like the Kannada Sahitya Parishat, at its Madras, Harapanahalli and Kasargod Sessions, and the Karnataka Unification Conference held in Bombay in 1946 under the presidentship of the Hon'ble Mr. B. G. Kher, have passed resolutions urging the co-operation of the Madras, Bombay and Coorg Governments in the matter of the establishment of a Karnataka University. The Committee, therefore, strongly recommends that adequate provision be made in the Karnataka University Act to enable institutions in the Karnataka areas lying outside the administrative jurisdiction of the Bombay Province to affiliate themselves to this University on such terms as might be prescribed.

24. The Kannada areas in the Madras Province, with the exception of the South Canara and Bellary Districts, are educationally very backward. It is urgent that what schools there are in these areas be recognised by the proposed University, and more schools and, if need be, colleges, started at the earliest possible opportunity.

THE LARGER HOPE

25. The Kannada districts of Bidar, Raichur, Gulburga and the Jahgir of Kopbal in the Nizam's Dominions present, for the moment at least, a more difficult problem. We understand that, when the Osmania University was started, the Government of His Exalted Highness contemplated the establishment of regional universities for the three linguistic divisions of Andhra Desha, Marathawada and Karnataka within his Dominions. This excellent idea was, unfortunately, for some reason not followed up. But it holds out a hope that the inclusion of the Kannada territory in that Dominion within the jurisdiction of the proposed Karnataka University will not be difficult whenever the matter is taken up between the Karnataka University itself and the Government of His Exalted Highness.

THE KARNATAKA UNIVERSITY A MAGNETIC CENTRE

26. So will the Karnataka University, it is our earnest conviction, not only serve to integrate the educational and cultural life of the Bombay Karnataka, but act as a sort of magnetic centre to attract to itself the scattered fragments of the Kannada territory and pave the way for its ultimate unification.

CHAPTER IV

NAME, LOCATION AND JURISDICTION

NAME

27. Opinion was practically unanimous for calling the proposed University the "Karnataka University". The public in this region, as can be gathered from Chapters II and III, has all along associated the University with the name of Karnataka. There was a suggestion from a few witnesses that, following the analogy of the Poona University, we might call our University after Dharwar. We felt, however, that the analogy was far from complete. Dharwar is certainly acknowledged to be an intellectual centre of the Karnataka and has accordingly been selected as the seat of the University. But what we contemplate here is a University that may eventually serve the needs, as we hope, of all the Kannada areas now scattered under different administrations. To all these dismembered parts the word "Karnataka" is profoundly evocative of a common history and a single culture. No name of city, however illustrious, could exercise the same spell upon the imagination of the Kannadiga. There are, moreover, reasons inherent in the very character of the Poona University to justify its name. Unlike ours, it is in the main a City University, with the Colleges in that city constituting its nucleus. On the other hand, we have before us examples of universities taking their name from a region or province, like the Punjab, Andhra or Utkal Universities. We therefore recommend that the proposed University be called the Karnataka University.

LOCATION

28. The site we have chosen for the location of the proposed University is on a hill known as Chota Mahabaleshwar, only a short distance from Dharwar town. The site was once selected for the Karnatak College and given up after the foundation-stone had been laid, when another building was found ready to house it. The site is level as well as high and commands a magnificent prospect. It is owned by Government, and measures about 260 acres. We propose that the land adjoining it should be immediately acquired, so that the entire area at the disposal of the University will be about 300 acres and include the highest point of the hill which looks out upon a wide stretch of land, pastoral and arable, dotted with villages and orchards and grassy hills. This will furnish the rural outlook a modern Indian University should seek to provide, while its short distance from Dharwar will combine all the conveniences of town with the quiet and seclusion which postgraduate teaching and research demand. It was the general opinion of the Committee, nevertheless, that a site between Dharwar and Hubli, if a suitable one were available, would be most desirable. As, however, the Committee could not, within the time at its disposal, fully explore this question, it has recommended the Chota Mahabaleshwar site indicated above. Should a suitable site between Dharwar and Hubli not be found—though the Committee feels it possibly could—the recommendation embodied at length in the Report should stand.

29. The reasons for locating the proposed University near Dharwar are not far to seek. Dharwar has been for a long time a cultural centre of Karnataka. It lies only a few miles from Hubli, the commercial as well as geographical centre of Bombay Karnataka, not very distant from Bellary and the adjoining Kannada

tracts of the Madras Province, and is capable of being brought within easy access of South Kanara and the neighbouring parts of South Karnataka by proper road, air and railway communications. Even when the proposed United Karnataka, including Mysore, has come into being, Hubli will still continue to be a dynamic centre with its textile mills, its railway junction and workshops and large inland trade. A number of institutions of higher learning are already springing up at Hubli, and we foresee the day when the most important faculties will be developed about Hubli-Dharwar.

30. The claims of Belgaum and Mangalore, which were put forward by some witnesses, were considered; but it was thought that either lay at an extreme end of the region. Hampi, which was also suggested and had an indubitable sentimental appeal, had to be set aside on account of its isolated situation and unhealthy climate; while the first of these objections applied also to Ramanagad which the Ruler of Sandur was kind enough to offer for the purpose.

31. It was suggested by a few witnesses that the University should be located in the Karnatak College at Dharwar, and that this college might be taken over by the new University as its nucleus. The Committee, after carefully considering the suggestion, has come to the conclusion that the new University should not be saddled with the responsibility of running a Degree college, and that the mere existence of a building should not be a consideration for locating it there. The Committee is strongly of the opinion that the University must be located where it would have the fullest possible scope for development, and that the areas round about the Karnatak College are not the most suitable for such future expansion. It is only after these various considerations that the Committee arrived at the conclusion that a site such as the one indicated above would best serve the purpose of the great seat of learning that is sought to be implanted in Karnataka.

DEVELOPMENT OF EDUCATIONAL CENTRES

32. It would not be inconsistent with the type of University we have in view—a university which will not only affiliate and examine, but undertake research and teaching at the postgraduate stage—to envisage the development of various educational centres other than Dharwar. Belgaum and Mangalore, for instance, have already attained a considerable measure of activity in the field of higher education. Belgaum has already three colleges and is likely to have more in the near future. Mangalore, on the West Coast, with four colleges at the headquarters, three Sanskrit Colleges in the mofussil and 30 High Schools, holds a place of vantage at another extreme of Karnataka; and it is to be hoped that other cities, like Bijapur and Bellary, will achieve a similar progress at no distant date.

33. The very considerations that led us to recommend this type of university must weigh in recognising these various towns as centres of postgraduate teaching and research, particularly in such branches of study as have already been developed there, or for which they offer special facilities.

34. Leading Kannadigas holding high positions in the Government and public life of Madras, including a Minister, a Director of Public Instruction, College Principals and Professors, in a weighty memorandum submitted to us, emphasise the desirability of spreading the Faculties as widely as possible according to the suitability of the place or region. "This will", they rightly observe, "make the University an All-Karnataka University".

35. We therefore recommend that, while the seat of the University shall be Dharwar certain faculties shall be started or developed, even to the postgraduate

stage, in places, however distant from the centre, where special facilities are available for them. For example, the Coast would be found best adapted for studies in Fishery and Marine Engineering; while the College of Forestry would not be very distant from one of the famous Karnataka forests.

36. Our idea is, briefly, concentration without monopoly. Some of the reasons for the dispersal of the faculties have already been set forth. The arguments for substantial concentration of post-graduate studies at the University itself, are equally evident. In the first place, the University, it is hoped, will be able to attract to itself the most eminent teachers and scholars, and be a focus of inspiration for the seekers of higher learning. In the second place, branches of research, as is well known, often overlap or have a common background; while the mutual reaction of one branch on another is bound to create that stimulating atmosphere which is favourable to both endeavour and discovery. Also, the close intercourse of research-workers in various fields of knowledge is a wholesome corrective to excessive specialism. Not the least of the arguments for centralisation is that compulsory residence at the university will be an invaluable opportunity, as we have said elsewhere, for young Kannadigas coming from all parts of their extensive and long dismembered region to meet and live together and realise their essential oneness. Economy, too, and uniformity of standards are no mean considerations. We have, nevertheless, provided for only a relative centralisation to avoid wasteful duplication of post-graduate studies; and in Science, where this duplication would be most wasteful, suggested only such faculties to be run by the University itself as are not already provided for by the existing colleges.

JURISDICTION

37. As the Kannada-speaking territory is dispersed under different administrations, the question of the jurisdiction of the proposed University raises numerous difficulties. Much as we should love to bring all these areas immediately under its jurisdiction, much as we are impressed by the desire of the people of those parts that we have visited, to be brought under it, we nevertheless feel that the extension of this jurisdiction to areas lying outside the Bombay Province will have to keep pace with other developments in the country.

38. We propose, therefore, that, to begin with, the jurisdiction of the proposed Karnataka University should be confined to the four districts of Belgaum, Dharwar, Bijapur and North Kanara, the merged Kannada States and the Kannada areas in the other merged Deccan States as well as in the Kolhapur State. This jurisdiction should be assured by statutory declaration, provision being made in the Act itself to extend that jurisdiction by a Government Notification to other Kannada areas according as circumstances permit.

39. We also suggest that the Government of Madras be induced to amend the Madras University Act so as to allow colleges in the Province of Coorg and the Kannada areas in the Madras Province to affiliate themselves to the Karnataka University. Similar arrangements could be made for the recognition and inspection of schools in those areas and for the recognition of the Karnataka University degrees as a qualification for employment in the Madras Province.

RESTRICTIVE VERSUS OPTIONAL JURISDICTION.

40. It will be admitted that, once we accept the principle of a regional university, such a university must have a region exclusively assigned to it. The Poona University Act, on the recommendation of the Maharashtra

University Committee, has incorporated this principle in Section 5, which says that on the date on which that Section comes into force, educational institutions in the ten districts of the affiliating jurisdictional area of this University shall be deemed to have been withdrawn from the jurisdiction of the Bombay University and admitted to the privileges of the Poona University. The claim of that Committee for extra-territorial jurisdiction over "islands" or colonies of people of Maharashtra origin in so-called bilingual areas—which evoked vigorous protests from other linguistic areas—has not been embodied in the Poona University Act. It has, however, been conceded indirectly, as an *exceptional* measure, and subject to the sanction of the Provincial Government.

41. The claim of the Maharashtra University Committee for optional jurisdiction over so-called bilingual areas, could naturally not be sustained. The Right Hon'ble Dr. M. R. Jayakar himself, Chairman of that Committee, in his evidence given before us, was emphatic against the conferment of such extra-territorial jurisdiction. There are bound to be border areas with linguistic minorities. We have discussed below the rights of such minorities, and the extent of protection to be granted to them. But to go farther, and grant them the right of seeking affiliation outside the region, must open the door for disruptive influences and foster a breeding-ground of inter-regional disputes.

42. The position of Belgaum is a case in point. An attempt has been made in the Maharashtra University Committee's Report to claim Belgaum as a bilingual area. This is far from accurate, and was obviously based on an erroneous inference from imperfect statistics. The Poona University Act has wisely ignored this suggestion.

SAFEGUARDS FOR LINGUISTIC MINORITIES

43. In the Chapter on the Medium of Instruction we have adumbrated the policy to be followed by the proposed University with regard to languages other than Kannada within the region. But the point is, of course, also relevant to the question of jurisdiction. Kannada will naturally be a compulsory language under the Karnataka University as well as, broadly speaking, the medium of instruction at all stages except where provision has otherwise been made.

44. In Karnataka, Kannada will naturally be the language of the administration, of the courts and public assemblies, official and non-official. To know the language of the region and to be able to use it with fluency and power, would therefore be of interest. But, having regard to the natural and legitimate sentiment that attaches one to one's mother-tongue, we are proposing such measures as will completely safeguard the rights of such minorities in the matter of language.

45. Wherever practicable, primary education should be given in the mother-tongue of the child. At the same time, provision should be made for the teaching of the regional language as a part of the regular curriculum, to enable the child to be abreast of the other children on entrance to the secondary school, where the medium of instruction will necessarily be the language of the region. This condition would apply even where the minority in question is able to provide secondary schools and colleges of its own, with its mother-tongue as medium of instruction.

46. On the other hand, ample provision will be made for the study of their languages. The new University may institute, or call upon affiliated colleges to institute, Chairs for such languages and afford such other facilities as will help them to be fostered and developed to their fullest stature.

CHAPTER V

OBJECTIVES AND FUNCTIONS, FORM AND SCOPE OF THE
UNIVERSITY

A REGIONAL UNIVERSITY

47. A university of our days must touch life at many points, and cannot be expected to devote its energies to a single narrow objective, however desirable in itself. The highest education has, down the ages, concerned itself with some single aim, or with the achievement of one or the other pattern of perfection which seemed to be the *summum bonum* in a particular social context. A progressive university will coordinate and reconcile as many of these aims as possible ; but it will necessarily stress certain aims according to the character of its context. It is sufficiently clear that the movement for a separate university for Karnataka was an integral part of the growing consciousness of the Kannada-speaking people, specially in the Bombay Province. The new University will, therefore, be expected to play a significant rôle in the general development of the people of Karnataka and particularly in the advancement of the Kannada language and culture. It will be a university that, while contributing to the solution of the cultural and economic problems of the region, will lead to a progressive release of the latent energies of its people and enable them to attain to the fullest realisation of their manifold potentialities.

DEFENCE OF REGIONALISM

48. Education, while it may, and should, throw its branches both high and wide, must be rooted in the soil. We have suffered too long under an alien system of education, with its fatal unrealities, to be content with a vague and anaemic universalism. The truest and most enduring culture broadens out from the smallest social group to the largest. Ours is, therefore, to be a regional university ; and not only in the sense that it is planned to cater for the higher education of a region ; but in the very real sense that it will draw its resources and inspiration from the region, and pay particular, even passionate, attention to its characteristic needs. Springing as it does from deeper instincts and impulses than the merely political, regionalism is a process at once inward and upward, affecting a sufficiently large social group which has long held such vital things as a language, a history, a culture in common and has at long last found the scope and the opportunities for their free development. In falling in its proper place in the national and international pattern, regionalism will at once fulfil itself and contribute its share, its peculiar note and colour, towards the enrichment of the pattern. True culture does not consist in the suppression of local traits and traditions, but in their development and sublimation into a larger harmony. India is a vast country, with a number of highly developed languages and considerably integrated cultures. In the refinement of these various cultures and their harmonisation in a national synthesis, lies at once the problem and the solution of Indian nationality. The many tributaries must all flow into the main stream ; but they must first fully realise their own identity. Also, the nationalism that is thus deep-rooted will not be either narrow or aggressive ; for then our education will be so planned as to make our young democracy alive to the larger and more remote, as to the nearer and more local, loyalties.

A NATIONAL UNIVERSITY

49. In short, the new University will aim at imparting the fullest and broadest possible education, so as to equip its scholars to share to the utmost in the life of the nation as a whole. The true Kannadiga that shall emerge from the portals of this University will, then, necessarily be also a true Indian, and a citizen of the world.

50. We have, therefore, while stressing, naturally enough, the need for the development of the Kannada language and literature and of the regional culture, and insisting on Kannada as the medium of instruction in the graduate courses, recommended that the national language should be the medium at the postgraduate stage. In doing this, we have presumed that all the Universities of India will do the same. Whatever the disabilities to which we were subjected during the dominance of English, it must be admitted that it gave the educated in India a common language and a common measure. The place once held by English must be taken by the national language.

A KARNATAKA, RATHER THAN A KANNADA, UNIVERSITY

51. While emphasising the pre-eminence due to the Kannada language and literature in the new University, we have not forgotten the fact that Karnataka is also the home of large numbers of people whose mother-tongue is Marathi, Telugu and Urdu, and even Tamil and Malayalam. All these people must have ample opportunities to make an even greater contribution than they have already done, to the culture of Karnataka. Given an autonomous Karnataka Province as an established fact, the emphasis we should favour would be, not exclusively on the Kannada language, but on the development of all the languages prevalent in the Province and the neighbouring areas, so that from their free intermingling may emerge the rich harmony that Karnataka culture ought to be.

A DEMOCRATIC UNIVERSITY

52. We have elsewhere outlined the ways by which we expect the Karnataka University, once it is established, to take upon itself the burden of an all-round education. We have there underlined the value and importance of physical, religious and moral education by the side of the intellectual; and we have laid particular stress upon its mission of social service. This mission is imposed by the historical circumstances in which our Country is placed today; but it also lies in the logical line of educational development. Our education must bring knowledge to the door of the common man in a form and manner that would most appeal to him. It must do what it can, within its chosen sphere of research and academic training, to analyse and resolve some of the problems that face the common man in his daily struggle with existence. One of the main reasons for our defective university education is, as the Report of the Central Advisory Board of Education has pointed out, its failure to correlate its activities to the practical needs of the community as a whole. The new University will take upon itself to remedy this defect, through extension lectures and other forms and methods of mass education, but also by giving prominence to such subjects of teaching and research as are calculated to bring the quickest relief to the wants of the people.

53. The new University will be, not only for the people, but of the people. We have accordingly given it the widest possible basis of popular suffrage. We felt it was essential that the voice of every cross-section of the community, from the princely donor to the poor tiller of the soil, should be heard, more or less directly,

in the counsels of the University and ensure its responsiveness to the needs and aspirations of the people. We have, in the same spirit, insisted upon the fullest possible autonomy for the University, to enable it to develop along the right lines, without being unduly influenced either by Government or by the caprices of shifting political parties.

ACADEMIC STANDARDS

54. If, on the one hand, our Universities have failed to establish a right relation between their courses and the practical needs of the community as a whole, on the other, they have failed to set a sufficiently high standard in both teaching and examination. This has been due to many causes; but one outstanding cause is certainly the intrusion of power politics into the sacred precincts of education, with its dismal brood of nepotism and favouritism in the appointment of teachers and examiners. We have, therefore, recommended that the Constitution of the University itself should set up impartial boards of selection that shall command general confidence and be proof against all pressure. Also, in addition to the proper selection of its own teachers, the University must exercise a healthy control over the selection of the teaching staff in the affiliated colleges. The Delhi University, for instance, requires that all college lecturers be recognised by the University Statutory Selection Committee, and prescribes, as the minimum qualification, the possession of a First Class M.A. degree. With regard to the selection of examiners, we would commend the wholesome convention that not less than half of the examiners should be drawn from outside the University.

STATUS OF THE TEACHER

55. The standards of a University depend, too, largely upon the status given the teacher under it. We therefore suggest that teachers in colleges should have a right to be represented in the governing bodies of their institutions. Similarly, we are not in favour of a bar being placed in the way of University teachers working on the executive body of the University. The University and College teachers constitute, in fact, the most important element of a university. We lay special emphasis on this point, as we find that such a restriction has been imposed on University teachers in the Poona University Act. The question of status is linked up with the question of remuneration. As it is our conviction that efficiency in education depends to a large extent upon a contented and self-respecting staff, we have proposed for the University teachers pay-scales based upon the recommendations of the Central Advisory Board of Education and the Central Pay Commission. Being aware, at the same time, that private institutions cannot adopt the same pay-scales, we suggest that it is up to Government to come to their aid in giving to their teachers a remuneration that shall be in keeping with the status the teacher must enjoy for the sake of education itself.

THE TEACHER'S RÔLE

56. While aiming at a democratic university in scope and function, we must bear in mind that a university is an educational body, where the academic element must play the preponderant rôle in guiding its deliberations, in shaping and executing its policy. The academic and non-academic elements overlap and are mutually related and dependent; and it would be violently artificial to separate them into water-tight compartments. We have accordingly maintained, in the constitution we are proposing, such a ratio between the academic and non-academic elements

as shall secure for the new University the specialised knowledge and interest that academicians must bring to the counsels of the highest educational body, while ensuring a substantial representation, in its own way and degree equally important, of non-academic interests.

A RESIDENTIAL UNIVERSITY

57. We have elsewhere suggested the multiple ways in which a university helps the all-round development of its scholars, moulding them into perfect citizens. This is obviously not the work of mere intellectual training. It is the result of many factors, and particularly of the constant contact of one student with another and of the teacher with the student. Residence becomes accordingly an essential prerequisite of a university education. This principle is implicit in our old institutions of Gurukuls and Ashrams. We are therefore recommending that the new University should be fully residential, and that ample accommodation be also provided for its teachers. It is also necessary that this principle be impressed upon the affiliated colleges, which must provide the maximum possible residential accommodation for their students and academic staff.

WHY NOT UNITARY

58. It would not be inconsistent with the functions and objectives above outlined that the Karnataka University should adopt a form and scope suggested by the realities of the situation as it stands. We are not starting from scratch, and have to take the existing conditions into full account. The Karnataka University, though intended in the first instance for Bombay Karnataka, has to serve an area which is wide enough as it is, and is expected to grow wider with the march of events in the country. Even in Bombay Karnataka, the colleges are scattered very widely, in Dharwar, Belgaum, Hubli, Bijapur, Bagalkot. There is soon going to be a college at Kumta, in North Canara. In the Karnataka areas lying outside Bombay Province, there is a thriving educational centre at Mangalore and a college at Bellary. Most of these institutions are the creation of selfless private enterprise and some of them enjoy the prestige of tradition. This dispersal of the institutions of higher learning, and the sometimes enormous distances separating them, with the far from perfect means of communication and the general economic conditions, would make a unitary university unthinkable. We are therefore reduced to building on the foundations that are already in existence.

59. It follows then, by the sheer weight of circumstances, that the Karnataka University must be, in the main, an affiliating university; but its relation to the affiliated colleges will have to be far more intimate than is usual with such universities. This new relation will mean greater control on the location of colleges yet to be, on the selection of teachers, on the provision of residential accommodation for students as well as, generally, closer vigilance in the interests of the highest standards of efficiency.

ITS DISTINCTIVE RÔLE AND FUNCTION

60. It goes without saying that the Karnataka University cannot be content with the functions of affiliating and examining. It must contribute to the advancement of knowledge, as well as evoke and sustain an all-Karnataka consciousness. For this purpose, the University must be located in a place which enjoys the prestige of intellectual traditions and has earned a reputation for a markedly active cultural consciousness. It must function as a residential, post-graduate university,

specialising in research, in the advancement no less than the dissemination of higher knowledge, and the development of the regional culture. It should be so organised and run that scholars from all parts of Karnataka including the States are drawn to it as to a magnetic centre. While recognising the necessity of locating some research centres in places offering special facilities for research, we envisage a substantial concentration of postgraduate activity at the seat of the University itself. (*Vide* paragraphs 35 and 36).

A POST-GRADUATE UNIVERSITY

61. As it was desirable to concentrate the energies of the University on work of the highest type in the most essential subjects, we have provided for an initial concentration of such subjects as will impart to the new University a regional and national character, or such as are calculated to equip the Karnataki of tomorrow for the complete charting and development and exploitation of the resources and potentialities of his region. In this connection, it is well to bear in mind that a very important function of a university is the advancement of knowledge, and that, in consequence, the promotion of research should claim a very high priority from a university. This involves not only the institution of research degrees, but also the encouragement of research activity by the teachers of the University and of its affiliated colleges. The reputation of a university rests nowadays mainly upon the quality and volume of research work turned out by its teachers; and its contribution to knowledge is the measure of its success. This, in turn, implies a liberal institution of research fellowships and grants, travelling fellowships, publication grants, visiting professorships, etc., without which research must lack both the material means and the intellectual stimulus.

AESTHETIC EDUCATION

62. While making provision for the advancement of all branches of knowledge, the new University must also provide for the conservation, cultivation and development of the Fine Arts. Aesthetic enjoyment and the cultivation of a sense of beauty, as well as the practice of the arts, are essential to the all-sided development of the human personality which it is the aim of a university to induce. We regard it therefore as very important that, alongside of physical, ethical and intellectual training, the University should provide aesthetic instruction and culture. The Karnataka University will, therefore, establish a college of Fine Arts, where the highest instruction is given in music, both vocal and instrumental, dancing and painting, sculpture and architecture. A natural emphasis will be placed on the celebrated schools of Karnataka music and on the revival, among other glorious traditions, of the Karnataka styles in painting, sculpture and architecture.

FACULTIES PRESENT AND TO BE

63. The Karnataka University will, on its establishment, start with considerable resources. The main Arts and Sciences are, in the sum, provided for in the Karnatak College and K. E. Board's College, Dharwar; the Lingaraj College, Belgaum; the Basaveshwar College, Bagalkot; and the Vijay College, Bijapur. There is a Law College and a Teachers' Training College at Belgaum, a College of Agriculture at Dharwar and a Commerce College at Hubli. There is also the Kannada Research Institute at Dharwar. With the opening of the College of Engineering at Hubli in June of this year, about the only important Faculty the University will want is Medicine. It is earnestly hoped that the Government will supply this need with

the least possible delay. While encouraging such lines of study and research as are being pursued in the better equipped existing colleges, and exercising over them a stricter vigilance and control, the University itself will, from the very start, place in the front rank of its constructive programme the establishment of post-graduate departments or schools in languages, in the social sciences, in technology and such other branches of learning and research as may speed up the development of Karnataka in the industrial, as well as in the cultural, field.

LOOKING AHEAD

64. Looking beyond the educational pattern of Karnataka as it presents itself immediately to our eyes, we can conceive a time—not too far distant—when the Karnataka University will be able, not only to start a Faculty of Fine Arts, but to multiply the branches of technology, make provision for the study of Forestry and Veterinary Science, and institute diplomas in such technical and vocational training as will combine economy with the highest practical utility and provide opportunities for the emergence and cultivation of the greatest possible variety of talent.

AIMS AND FUNCTIONS OF THE UNIVERSITY IN OUTLINE

65. The University we have in view is to be, in short, not just one more university in the country. It must be, to begin with, a convincing answer to the aspirations, in the educational field, of the people of Karnataka. It must be a concrete embodiment of the latest educational ideas and experience, on the one hand, and, on the other, of the re-awakened national life newly launched on its democratic venture, and of the peculiar temper, character and traditions of this region. Thus will the new University endeavour to live up to the highest ideals of a university; and, while helping the people of Karnataka to develop along the lines of its own peculiar genius and destiny, make a valuable contribution to the national life and serve at the same time the great cause of humanity.

CHAPTER VI

MEDIUM OF INSTRUCTION

THE PRESENT POSITION OF ENGLISH

66. There was, in the evidence before us, so much diversity of opinion regarding the medium of instruction at the University stage, that the question naturally claimed a good deal of attention from the Committee. There was practical unanimity, however, on the position of English in the future University education. While fully admitting the debt owed by our higher education to that language, it was widely felt that its use as a compulsory medium has cut us off from our national heritage, while imposing a severe strain on our energies by equating, as it often happened, absolute merit with proficiency in the English tongue. Mahatma Gandhi, with the insight of genius, summed up his doctrine on this point when, in his Address at the Silver Jubilee of the Benares University, 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 could otherwise be more usefully employed.”

67. The use of the foreign medium, whatever its incidental advantages, tended to hamper not only the free development of the student’s mind and personality, but also the growth of the regional language and literature. It is mostly due to this and other alien influences that the Kannada language, for instance, which had once put forth a rich and varied literature, remained till very recent days stagnant and failed to keep pace with the march of time.

THE REGIONAL LANGUAGE, ITS PROS AND CONS

68. It is with a view to relieving the University student of this wasteful psychological strain and giving a long-deferred impetus to the Kannada language and literature, that we recommend that the regional language should, in the shortest period possible, be the medium of instruction throughout the graduate courses. In doing so, we are fully alive to the numerous difficulties that will have to be faced. We are aware of the immediate inadequacy of the Kannada literature for the needs of higher education, particularly in scientific and technical subjects. But we remember at the same time that this inadequacy is itself for the most part the result of the inferior status held by the regional language so far in higher education and, reactively, in the lower. This is a vicious circle, and the sooner we make a vigorous effort to break it, the better for the future of our education.*

69. By far the most vigorous efforts will be needed in the case of scientific and technical literature. Here, books grow easily out of date, and the number of experts combining the requisite standard of scholarship with the necessary command over the Kannada language may for a long time be very small. Even when a book is written, there will be difficulties in the way of publishing it for a very limited market, unless the University itself comes to the rescue with publication grants where it cannot undertake the publication itself.

*It would be interesting to note the progress made by the sister University of Mysore in this respect. The Mysore University Senate, at its Session of 22nd and 23rd January 1948, has passed the following resolution :—

“ That Kannada be adopted as medium of instruction in the Arts and Science colleges under the University and this medium shall come into effect from the academic year 1949-50, in the Junior Intermediate classes.”

70. For technical terms, it is not only very desirable but absolutely necessary to have uniformity throughout India. Kannada has been profoundly influenced by Sanskrit, and the use of technical words borrowed or composed from that language will be perfectly natural. Indeed, experiments are already being made in this direction. The International Academy of Indian Culture, under the guidance of Dr. Raghuvir, M.A., Ph.D., D. Phil., has already produced two volumes on the technical terminology of modern Chemistry. Some witnesses were of the opinion that we could continue the use of English technical terms although the medium itself might be Kannada. It would certainly be essential, for a long time to come, to continue the use of English equivalents along with Kannada technical terms, in order to facilitate international correspondence as also the use of English scientific literature.

71. A less weighty consideration is the capacity of the teacher to impart instruction in the regional language. This difficulty is obviously of a temporary and transient nature. It is our considered opinion that, once the University announces its intention to impart its instruction in the regional language from a certain date, teachers will be found to do it. There will be hardships, but only such as are incidental to periods of transition when history is being made anew.

FUTURE POSITION OF ENGLISH

72. What, then, will be the position of the national language, of English, of classical languages like Sanskrit and Persian? English has, for historical reasons, become so current in our country, though affecting a very minute section of it; it has so wound itself into the consciousness of most of our intelligentsia and been the instrument of our political education and struggle, that it would be sad to lose it altogether. Besides, it remains, like none other, a language of such international importance that no one could call his education completé without it. But all the the average Indian student will be required to have, is ability to read and understand simple English. Provision will accordingly have to be made in the High School and College, to enable every student to have a certain minimum measure of proficiency in that language.

THE NATIONAL LANGUAGE

73. The position that the national language is to hold in the scheme of the Karnataka University will naturally be very different. The national life presses more, and more closely, upon a much larger number of people than the international; and it is therefore essential, not only that a much larger proportion of the people should know it, but that they should know it better. A good number of very intelligent witnesses insisted that all higher education (or at least the Honours and Postgraduate courses) should be given through the medium of the national language. The considerations that inspired this view are undoubtedly weighty. If all the Universities in India use the national language as the medium of instruction and examination in the higher classes, there is a greater chance of the production of suitable text-books and treatises in that language, a better possibility of interchange of teachers between one region and another, and a wider area of employment for graduates of regional universities. Here, again, we must await the decision of the Central Government, since these multiple advantages are contingent on the adoption of a uniform policy by all the Universities of India.

OUR RECOMMENDATIONS

74. We therefore recommend that Kannada should be a compulsory subject throughout school and college, while the national language, English and the classical

language are introduced at convenient stages so that, besides giving every Karnataka student a regional and cultural background, education might fit him, in the varying measure which his place in society may prescribe, to play his part worthily in national and international life.

75. Accordingly, in the undergraduate and graduate courses, the medium of instruction for such subjects as History, Philosophy and Indian languages, should be Kannada with suitable allowance for the transition period, which the Committee hopes will not exceed five years; whereas, for other subjects, the medium of instruction should be English until such time—which the Committee hopes will not exceed ten years—as Kannada is sufficiently developed. For all postgraduate courses, however, except in Indian languages, the medium of instruction should be the national language as soon as it is sufficiently developed to replace English.

OBJECTIONS ANSWERED

76. It has been pointed out by many witnesses that the study of so many languages will impose a great strain on the student; and there are ominous suggestions for securing relief at the expense of the classical language. As against this, it may be said that at least one of them, Sanskrit, the classical language of the vast majority of the students, is not only deeply and inseparably embedded in the thought, beliefs and social and moral tradition of the people, but has also greatly enriched the regional language. And when it is remembered that the change of medium from English to the regional language will mean a considerable economy of energy to the student, the objection immediately loses a good deal of its force.

LINGUISTIC MINORITIES

77. In advocating the use of the regional language as medium of instruction and examination, the question naturally arises with regard to the medium to be adopted for those residents of the Karnataka whose mother-tongue is Marathi, Urdu or Telugu. The simple answer to this question is that no university can provide instruction to every student in his own language. If, however, there should be a sufficiently large number of such students, and a separate college with a medium other than Kannada should be started, the Karnataka University should provide for their examination through that medium rather than allow the college to be affiliated to any other university. Also, ample provision should be made at the University for the study of those languages.

GENERAL OBSERVATIONS

78. In making these recommendations, we have full faith that the Karnataka University itself will review the situation from time to time, take the right decisions as occasion demands and, in fine, do everything in its power to speed up the attainment of our goal without lowering the standard of education. But this whole question has to be taken up on a national basis; and we are glad to learn that a Board to examine the question of the medium of instruction and examination at the University stage, has now been appointed by the Government of India.

CHAPTER VII

CONSTITUTION OF THE UNIVERSITY

A.—Underlying Principles

79. In making our proposals regarding the Constitution of the Karnataka University, we have been guided by the salient features of the Acts of Incorporation of the existing universities of India, including the youngest of them, the Poona University. In doing so, we have introduced only such changes as experience of the working of some of these universities has shown to be needful in the best interests of education, while adding, or stressing, such features as seemed to suit the particular character of the region as well as the type of University we have in view.

RELATION OF THE UNIVERSITY WITH GOVERNMENT

80. In suggesting the relations which ought to subsist between the University and Government, we have kept in mind the sovereign rights, executive and legislative, of Government on the one hand, and, on the other, the need to maintain the academic independence and administrative autonomy of the University. We have, accordingly, recognised the right of the Provincial Government to exercise general supervision over the University. This, we felt, Government could do in two ways: first, by keeping in touch with University affairs through such of their officers as may be *ex-officio* members of its various bodies; and, secondly, by the use of the special powers vested in them for investigating into the affairs of the University and taking appropriate action whenever exceptional circumstances calling for the use of such powers arise. In our scheme, the Governor of the Province will be the Chancellor, and will have the right of nominating ten members to the Senate. The Minister for Education, the Director of Public Instruction and other high officers have a place in the Senate by virtue of their office, while the Director of Public Instruction is, in addition, a member of the Syndicate.

81. Subject to these general powers of Government, we desire that the largest possible measure of academic and administrative independence should be given to the University for a free and unconstrained exercise of its highly specialised functions.

POWER OF AFFILIATION

82. One measure of the autonomy of a University would be the power it enjoys in the matter of granting or withholding affiliation. We have accordingly proposed a departure from the provisions of the Bombay University Act as also of the more recent Poona University Act. The procedure in the Bombay University is for the Syndicate and the Academic Council to express their opinion on an application for affiliation after considering a report from a Local Inquiry Committee appointed by the Syndicate. The Senate then considers the matter in the light of the opinions of these two bodies and records its recommendation, the final power resting with Government. In the Poona University Act, the consideration by the Senate (or Court, as it is called there) is eliminated, and the papers go directly to Government from the Syndicate after recording the opinions of the latter and of the Academic Council. The Madras and Rajputana University

Acts vest the right of affiliation in the Syndicate ; and it is only the Universities of Andhra and Utkal that vest it in the Senate. We have followed these more progressive Universities in recommending that the power of granting affiliation to colleges should vest in the Senate on the recommendation of the Syndicate, and that the decision of the Senate should be final. The Director of Public Instruction, in giving evidence before us, pointed out that cases of interference of Government are extremely rare. We have, nevertheless, made it a matter of principle, and one affecting the autonomous character of a University, that to grant or withhold affiliation should be the function of the University itself and ought not to be delegated to any outside authority.

83. We are in this respect fortified by the opinion of the Bombay University Reform Committee of 1924-25, presided over by the late Sir Chimanal Setalvad, Vice-Chancellor of that University for as many as twelve years. That Committee, after remarking that the University Act 1904, passed by the Central Legislature at the instance of the then Viceroy of India, Lord Curzon, made affiliation the act of Government, 'the power of the Senate and the Syndicate in that behalf being made only recommendatory', recommended that 'the previous position be restored' and that the 'power of affiliation should be left finally with the Senate.' It is difficult to see why the Poona University Act takes away from the Senate even the power of recommendation it always enjoyed under the most reactionary legislation. We feel, on the other hand, that this power of affiliation is the acid test of the autonomy of a university, and must vest ultimately in the University itself.

NOMENCLATURE

84. After considering the various terms in use in the different Universities in India and abroad, we have come to the conclusion that the terms in use in the Bombay University for instance, such as Senate, Syndicate and Academic Council, should be retained for the Karnataka University as being at once familiar, dignified and distinctive. We, however, suggest that equivalents for these names in our own language may be adopted in course of time.

OFFICERS OF THE UNIVERSITY

85. (i) *The Chancellor* : The Governor of the Province for the time being should, in our opinion, be *ex-officio* Chancellor of the Karnataka University. The Poona University Act makes the post elective after a certain number of years if the Court so decides by a two-thirds vote. The arrangement proposed by us seems to us, all things considered, the most suitable.

(ii) *The Vice-Chancellor* : We are definitely in favour of the Vice-Chancellor of the proposed University being a full-time salaried officer, to be appointed by the Senate from a panel of three persons recommended by the Syndicate, subject to the sanction of the Chancellor. Since this office carries heavy administrative and executive duties, we are anxious that extremely competent persons be called upon to occupy it. We have suggested his selection from a panel to enable the Senate, the ultimate authority in the University, to have at its head a person who is both competent and enjoys its full confidence. We would, however, recommend that the post of Vice-Chancellor for the first term should be honorary, that the Government may be free to make the best possible choice.

The other officers of the University will have the same status and be subject to the same conditions as in existing universities, and therefore call for no special observations.

MAIN AUTHORITIES OF THE UNIVERSITY

86. The Senate, the Syndicate and the Academic Council are the main University Bodies, with specific functions allotted to them by the Sadler Commission as under :—

(a) *The Senate* : is the paramount body, representative of the community, whose assent is required for fundamental legislative proposals, and exercising general supervision and ultimate control over the finances and management of the university.

(b) *The Syndicate* : is the executive body, entrusted with financial and administrative duties and some legislative powers, but not connected with purely academic business.

(c) *The Academic Council* : is a body of scholars, mainly University and College teachers, whose function is to give final and authoritative direction to University teaching.

Under our scheme, the Senate will be the main legislative authority and possess general powers of supervision and control, but will not interfere in the day-to-day administration. It will lay down the general policy on all important questions but will not concern itself with minute details. The Academic Council will prescribe the courses of studies, advise the Syndicate generally on all academic matters and propose the institution of new faculties or departments of teaching or research. It will be administratively dependent on the Syndicate and will thereby be discouraged, as the Setalvad Committee has pointedly remarked, from pursuing 'impractical schemes'. The Syndicate will be a purely executive body, with representatives from the Senate and the Academic Council.

COMPOSITION OF THE SENATE

87. (a) *Proportion of academic and non-academic elements*.—A point that exercised the Committee to a considerable extent was the proportion that should subsist between the academic and non-academic elements in the composition of the Senate. Indeed, no question provoked more conflicting and more extreme views. One witness desired that the Senate should consist solely of academicians. Another witness, of great repute, flew to the other extreme : 'For Heaven's sake', he exclaimed, 'don't allow teachers to interfere with the University!' The Committee feels that the public should have, through various constituencies, a fair representation on the highest authority of the University. It is most essential that the University keep in touch with public opinion at various levels, and though this contact can be maintained through the Press, it would be most effectively felt through the spokesmen of public opinion in the Senate. At the same time, we must concede that, on the main body of a University, persons whose main business is education should have an effective voice. In fixing the ratio of academicians to non-academicians at 60 : 40, we have followed the guidance of non-academicians themselves as well as academicians ; and we have struck what seems to us a reasonable mean between extreme and irreconcilable views.

(b) *Functional Representation*.—It is after considerable deliberation that we have decided to recommend a functional, instead of a territorial, basis for the constituency of Registered Graduates. This constituency, as composed in most of the existing Universities, was, we thought, too broad to make representation anything but fortuitous. By lumping together graduates of all descriptions into one group, it made no allowance for the assured representation of some of the cross-sections

of the intelligentsia whose action is most effective on public life, e.g., lawyers, doctors and engineers. This we have thought to avoid by the method here proposed.

(c) *Representation to Associations.*—We have also recommended separate representation for associations of literary men, journalists, manufacturers and industrialists, labour, farmers, etc. The representation of co-operative banks and societies is expected to bring new and varied interests, rural as well as urban, into the University. We have also provided for adequate representation from the Provincial Legislatures.

(d) *Representation to Headmasters and High School Teachers.*—A number of High School teachers and even a few Headmasters, besides representatives of prominent educational societies, have declared in favour of separate representation to teachers. We have therefore created a new constituency of High School teachers, and split it so as to allow separate representation to Headmasters and teachers of High Schools.

(e) *Representation to School Boards.*—We have deviated from both the Bombay and the Poona University Act in giving representation to School Boards of the Municipalities and of the District Local Boards. We felt that, through their representation on the University Senate, statutory educational bodies under the Bombay Primary Education Act would be able to make their voice heard in the counsels of the highest educational body and help towards a better correlation of studies.

SPECIAL UNIVERSITY COMMITTEES

88. We have also recommended the appointment of committees for the selection of University teachers and examiners, as well as advisory committees for helping the authorities of the University in legal and financial matters. The existence and operation of such committees, we thought, would be of great value to the main bodies of the University, by giving them the benefit of their specialised knowledge and impartial opinion.

SOME DEBATABLE FEATURES OF THE POONA UNIVERSITY ACT

89. The Poona University Act contains, in our opinion, certain clauses of a controversial, if not objectionable, nature, which are not based on the recommendations of the Maharashtra University Committee's Report. As we are anxious that these should not find a place in the Act of Incorporation of the proposed Karnataka University, we deem it necessary to discuss the most important of them.

(i) In Section 5, sub-clause (1) the consent of the Provincial Government is deemed sufficient for an educational institution within the jurisdictional area of the Poona University to seek affiliation or recognition from another University. We are opposed on principle to such extra-territorial affiliation or recognition. But, assuming the necessity or advisability of such option, we think that, so long as Karnataka has no separate administration of its own, the consent of the regional University shall be indispensable before an educational institution within the region can seek affiliation or recognition from another university.

(ii) In section 29, sub-clause (6), the Statutes passed by the Court (or Senate) are indirectly subject to the sanction of the Provincial Government. Since the purpose of the Statutes is both specific and limited, we feel that the sanction of the Chancellor should be sufficient. On the other hand, we agree that the Provincial Government should have the authority, as in section 7 of the same Act, to take the necessary steps in case of abuse of powers by the Senate.

(iii) The provisions vesting the power of affiliation in Government [sections 33(3) and 37(6)] should not be adopted for the Constitution of the Karnataka University (*vide* our discussion of this point in paragraph 82).

(iv) The provisions of section 19(2) bar a University teacher from seeking election as a member to the Executive Council (or Syndicate). This view is not acceptable to the Committee, and it would emphatically lay down, for reasons stated in paragraph 57, that no such step should be contemplated in the case of the Karnataka University.

90. We now proceed to give in detail the Constitution we propose for the Karnataka University.

B—Constitution.

I. *Powers of the University.*—In addition to the usual powers of a University, viz. :—

(i) 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 dissemination of knowledge ;

(ii) to establish, maintain and manage departments and institutes of research or specialised studies ;

(iii) to institute professorships, readerships, lecturerships and any other posts of teachers required by the University ;

(iv) to appoint or recognise persons as professors, readers or lecturers or otherwise as teachers of the University ;

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

(vi) to guide the teaching in colleges ;

(vii) to hold examinations and confer degrees, titles, diplomas and other academic distinctions on persons whom the University deems fit and proper in accordance with the Statutes framed in this behalf ;

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

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

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

(xi) to inspect colleges and recognised institutions and to take measures to ensure that proper standards of instruction, teaching or training are maintained in them ;

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

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

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

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

(xvi) to establish, maintain and manage hostels ;

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

(xviii) to co-ordinate, supervise and control the conduct of postgraduate research work and teaching in the affiliated colleges and in centres other than the University ;

(xix) 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 ;

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

the Karnataka University shall, in particular,—

1. organise or reorganise institutions of higher learning and culture, and co-ordinate their activities ;

2. promote the development of Kannada and its use as medium of instruction and examination ;

3. foster the use of Hindi as the national language ;

4. make suitable provision for the teaching of English for purposes of international contact ;

5. institute and manage—

(a) a Publication Department,

(b) University Extension Boards,

(c) an Information Bureau,

(d) an Employment Bureau ;

6. make grants from the funds of the University—

(a) for assistance to extra-mural teaching and other recognised activities ;

(b) for Physical and Military Education.

II. *Officers of the University*—

1. The Chancellor.

2. The Vice-Chancellor.

3. The Deans of Faculties : The Dean of the Faculty shall be elected by the Faculty and shall hold office for such term as may be prescribed by the Statutes.

4. *The Registrar*.—He shall be a whole-time salaried officer and shall act as Secretary of the Senate, the Syndicate and the Academic Council. He shall be appointed by the Syndicate in accordance with the Statutes framed in this behalf. He shall exercise such powers and perform such duties as may be conferred or imposed upon him by the Statutes and Ordinances.

5. The University Librarian.

6. Such other Officers as may be declared by the Statutes.

1. *The Chancellor.*—The Governor of the Province for the time being shall be 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 sanction the appointment of the Vice-Chancellor by the Senate from a panel of three persons recommended by the Syndicate;
- (ii) to inspect, or cause an inspection of, the University;
- (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 Statutes.

2. *The Vice-Chancellor.*—The Vice-Chancellor shall be appointed by the Senate from a panel of three persons recommended by the Syndicate, subject to the sanction of the Chancellor, for a period of five years. However, the first Vice-Chancellor shall be an honorary officer, appointed by the Provincial Government, when necessary, for a period not exceeding five years and on such terms and conditions as the Provincial Government may think fit. He shall, except for this period, be a full-time salaried officer, the conditions of appointment being determined by the Statutes.

The Vice-Chancellor shall be the principal executive officer and shall preside at the meetings of the Senate and Convocations, in the absence of the Chancellor. He shall be 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.

He shall have powers to convene the Senate, the Syndicate and the Academic Council. He shall, on the application of not less than 45 members of the Senate, suspend the operation of any Ordinance or Regulation until it has been considered by the Senate. 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 Syndicate regarding the appointment, dismissal and suspension of officers and teachers of the University. He shall have such other powers as may be conferred on him by the Act, Statutes, Ordinances and Regulations.

III. *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 Boards of Studies
6. Such other Boards or Bodies as may be declared by the Statutes.

The Senate, its Constitution, Powers and Duties.

The Senate shall consist of the following members :—

A : *Ex-Officio*—

- (i) The Chancellor ;
- (ii) The Vice-Chancellor ;
- (iii) Ex-Vice Chancellors of the University provided they usually reside in the Province ;
- (iv) The Vice-Chancellors of the Mysore, Bombay and Madras Universities ;
- (v) The Minister of Education ;
- (vi) The Chief Justice ;
- (vii) The Director of Public Instruction ;
- (viii) The Surgeon General ;
- (ix) The Heads of the Departments of Agriculture, Industries, Engineering and Forestry ;
- (x) Deans of Faculties ;
- (xi) Heads of University Departments ;
- (xii) Principals of affiliated Colleges.

R : *Elected as prescribed below* :—

(i) Representatives of School Boards :—

(a) One for each District School Board,

(b) One for the Municipal Borough School Board or Boards in each District ;

(ii) By an electorate of University and College teachers from among themselves, excluding Principals of Colleges, Heads of University Departments and Deans of Faculties ... 10

(iii) (a) By an electorate of Head Masters of High Schools entitled to send up students for the Matriculation Examination or a University Entrance Examination, from among themselves ... 4

(b) Teachers in recognised High Schools from among themselves 6

(iv) By Registered Graduates divided on a functional basis as follows :—

(a) Lawyers, from among themselves ... 7

(b) Registered Medical Practitioners, from among themselves 5

(c) Engineers, from among themselves ... 1

(d) General—(Excluding all the other above-named categories in " B " for the purpose of voting or contesting seats) ... 5

Note—All graduates of the Universities of Mysore, Bombay and Madras, of the Tilak Mahavidyalaya, the Gujarat Vidyapith and the S. N. D. T. University, and of other Universities established by Statute in India, and residing, domiciled or holding property within the jurisdiction of the Karnataka University are eligible for registration provided they get themselves registered within four years of the establishment of the University and pay the prescribed fee.

C. *Representatives of Recognised Associations* :—

(i) Journalists' Associations	...	...	...	...	1
(ii) Literary and Authors' Associations	...	...	...	...	2
(iii) Chambers of Commerce	...	...	...	...	2
(iv) Industrialists' and Manufacturers' Associations	...	...	...	...	1
(v) Farmers' and Agriculturists' Associations	...	...	...	...	1
(vi) Labour Unions	...	...	...	...	1
(vii) Co-operative Banks	...	...	...	...	1
(viii) Co-operative Societies	...	...	...	...	1

D. *Representatives of the Legislatures* 5E. *Nominated by the Chancellor on the advice of the Vice-Chancellor to represent—*

(a) Linguistic Minorities,					
(b) Backward Classes,					
(c) Distinguished Educationists,					
(d) Other Special Interests	...	...	...	...	10

F. *Donors* :—

- (i) Representation for 5 years for donations between Rs. 10,000 and Rs. 25,000.
- (ii) Representation for 10 years for donations above Rs. 25,000 and below Rs. 50,000.
- (iii) Representation for life for donations above Rs. 50,000 in case of individuals.
- (iv) Representation for 20 years for donations above Rs. 50,000 in case of corporate bodies.

Term of Office etc.—The term of office of the Senate shall be five years.

The meetings of the Senate shall be held at least once, and ordinarily twice, a year.

Powers and Duties.—The Senate shall be the supreme governing, deliberative and legislative body of the University and shall exercise the following powers and perform the following duties :—

- (i) appointing the Vice-Chancellor from a panel of three persons recommended by the Syndicate, subject to the sanction of the Chancellor ;
- (ii) making Statutes, amending and repealing them ;
- (iii) considering, cancelling or referring back, but not amending, Ordinances and Regulations ;
- (iv) considering and passing Resolutions on the Annual Report, Annual Accounts and Financial Estimates and on any matter of general policy relating to University education and administration ;
- (v) instituting and maintaining Postgraduate and Research Departments, Professorships and other teaching posts, Hostels, as well as founding Scholarships and Prizes ;
- (vi) granting and conferring Degrees ;
- (vii) electing such office-bearers and authorities as may be provided in the Act and Statutes ;
- (viii) prescribing the qualifications of teachers in the affiliated colleges and other recognised institutions, as well as of Superintendents of Hostels ;
- (ix) considering and deciding appeals in cases provided for in the Statutes ;
- (x) granting of affiliation to colleges and institutions of higher learning and withdrawal thereof, after considering the recommendations of the Syndicate ;
- (xi) exercising such other powers and performing such other duties as may be prescribed by the Act and Statutes.

The Syndicate, its Constitution, Powers and Duties.

Constitution.—The Syndicate shall be the executive authority of the University and shall consist of the following:—

- (i) The Vice-Chancellor—Chairman ;
- (ii) The Director of Public Instruction of the Province ;
- (iii) Five representatives of the Academic Council ;
- (iv) Eight representatives of the Senate.

The term of office of the elected or nominated persons shall be 5 years.

Powers and Duties :—

- (i) to direct the form, custody and use of the Common Seal of the University ;
- (ii) to administer funds placed at the disposal of the University for specific purposes ;
- (iii) to manage and regulate finances, accounts, investments and all administrative affairs of the University and for that purpose appoint such agents as it may think fit ;
- (iv) to control, hold and administer the property and funds of the University, to make contracts on behalf of the University and otherwise represent the University in all legal affairs and proceedings ;
- (v) to appoint University teachers and other servants (including the Registrar and the Librarian) of the University, to define the duties and conditions of their service, and to provide for the temporary filling up of vacancies ;
- (vi) to accept, subject to the Statutes, the transfer of any moveable and immoveable property on behalf of the University ;
- (vii) to recommend the affiliation of colleges and other institutions of higher learning, and withdrawal thereof ;
- (viii) to arrange for, and direct, the inspection of affiliated colleges and other recognised institutions and issue directives for maintaining proper standards of efficiency ;
- (ix) to supervise the University Departments and the University Library and to appoint a Library Committee ;
- (x) to enter into, vary, carry out and cancel contracts in accordance with the report of the Finance and Legal Committees ;
- (xi) to appoint examiners in consultation with an *ad hoc* Committee and to determine their remuneration in consultation with the Academic Council ;
- (xii) to make, amend and cancel Ordinances ;
- (xiii) to award Fellowships, Prizes, Scholarships, Studentships etc. in accordance with the Statutes ;
- (xiv) to accept or surrender donations and endowments, subject to the sanction of the Senate ;
- (xv) to exercise such other powers and perform such other duties as may be conferred or imposed by the Act or Statutes.

Academic Council.

Constitution.—The Academic Council shall consist of:—

- (i) The Vice-Chancellor ;
- (ii) Deans of Faculties ;
- (iii) Heads of University Departments ;
- (iv) Chairmen of Boards of Studies ;
- (v) Principals of all First-grade Colleges ;
- (vi) Four members elected from the Senate from among themselves, of whom two shall be Headmasters.

Powers and Duties.—The Academic Council shall be the Academic Body of the University and shall, subject to the provisions of this Act, the Statutes and Ordinances, have the control and general regulation of instruction, education and examining within the University; and in particular, it shall have—

- (a) the right to advise the Syndicate on all academic matters;
- (b) the power to make Regulations, in consultation with the Boards of Studies and subject to the approval of the Syndicate, regarding the courses of study.

Faculties.—Constitution: The Faculties shall consist of—

- (a) Members of the Academic Council assigned to the various Faculties by it,
- (b) Co-opted members.

The University shall include the Faculties of Arts, Science, Law, Commerce, Agriculture, Engineering, Teaching and Technology and such other Faculties as may be constituted by Statutes and such Departments of teaching as may be prescribed by the Ordinances.

The Syndicate shall frame Ordinances governing the conduct of the business of each Faculty in consultation with the Academic Council.

There shall be a Dean for each Faculty, who shall be elected by the members of the Faculty from among the Heads of University Departments, or, in their absence, from among themselves, and who shall hold office as Dean for such term as may be prescribed by the Statutes.

The Dean shall be responsible for the due observance of the Statutes, Ordinances and Regulations relating to his Faculty.

Boards of Studies—

1. There shall be a Board of Studies for every subject or group of subjects as may be prescribed by the Statutes.
2. Each Board shall consist of—
 - (a) Members elected by the University and College teachers in their respective subjects;
 - (b) Co-opted members.

The duties of the Board shall be to recommend text-books and courses of study in their respective subjects, and to advise on matters referred to by the Syndicate or the Academic Council or by the Faculty to which they belong.

A Board of Studies may bring to the notice of the Academic Council or the Syndicate important matters connected with the examinations in its special subject or subjects and may also address the Faculty concerned on any matter connected with the improvement of the courses in its special subject or subjects.

RESIDENCE, HEALTH AND DISCIPLINE BOARD ETC.

The University shall establish a Residence, Health and Discipline Board and a Board for Extra-Mural Studies as may be prescribed by the Statutes.

The constitution, powers and duties of all these Boards shall be prescribed by Ordinances.

OTHER BODIES

The Senate may, by Statutes, constitute, and define the functions of, such other Bodies as it may from time to time deem necessary for the purpose of carrying out the work of the University, and may abolish any of the Bodies so constituted.

COMMITTEE FOR THE SELECTION OF UNIVERSITY TEACHERS.

There shall be a Committee of Selection constituted for the purpose of the appointment of whole time university teachers. It shall consist of—

- (i) The Vice-Chancellor—Chairman ;
- (ii) The Head of the University Department of teaching concerned ;
- (iii) One member of the Syndicate ;
- (iv) One member of the Academic Council ;
- (v) One member appointed by the Chancellor.

The Committee shall investigate the merits of the various candidates and report to the Syndicate the names, arranged in order of merit, of persons, if any, whom it considers to be suitable for the post. The Syndicate shall make the final selection out of the persons so recommended. When the Syndicate selects, for appointment as teacher, a candidate placed lower in order of merit, it shall record its reasons, and such appointments shall be subject to the sanction of the Chancellor.

COMMITTEES FOR THE SELECTION OF EXAMINERS

There shall be a Committee for each Faculty to draw up lists for appointments to University examinations from among persons included in panels to be prepared by the Boards of Studies. The Committee shall be constituted every year and shall consist of—

- (i) The Vice-Chancellor ;
- (ii) The Dean of the Faculty concerned ;
- (iii) Two members appointed by the Academic Council ;
- (iv) One member appointed by the Syndicate.

All examiners shall be appointed by the Syndicate on the advice of the Selection Committees.

LEGAL ADVISORY COMMITTEE

There shall be a Legal Advisory Committee to advise the Syndicate and other University authorities on all matters involving legal issues.

The constitution, powers and duties of the Committee shall be prescribed by Ordinances.

FINANCIAL ADVISORY COMMITTEE

There shall be a Financial Advisory Committee to advise the Syndicate and other University authorities on all financial matters. It shall consist of—

- (i) The Vice-Chancellor ;
- (ii) The Secretary to Government, Finance Department ;
- (iii) The Director of Public Instruction ;
- (iv) Two members appointed by the Senate.

The powers and duties of the Committee shall be prescribed by Ordinances.

INTERPRETATION OF ACT, STATUTES ETC.

If any question arises regarding the interpretation of any provision of the Act or of any Statute, Ordinance or Regulation, or as to whether any person has been duly elected or appointed as, or is entitled to be, a member of any authority or other body of the University, the matter may be referred to the Chancellor, and shall be so referred if twenty-five Fellows so require. The Chancellor shall, after taking such advice as he deems necessary, decide the question, and his decision shall be final.

CHAPTER VIII

FINANCE

91. Our recommendations regarding the finances of the proposed University refer mainly to its early stages, and are based upon the following considerations :—

(1) That the Karnataka part of the Bombay Province is not economically well developed ;

(2) That this economic backwardness is itself due to the dismemberment of the Kannada territory, with its consequent arrested regional growth and the general dominance of external factors ;

(3) That the whole of the accommodation and equipment required for the University has to be provided, since there is not, in this region, a large educational centre like Poona, where a number of full-fledged and long-established colleges could, by pooling their resources, constitute the nucleus of the new University.

PUBLIC CONTRIBUTION

92. We are, therefore, of the opinion that Government will have to take upon itself the responsibility of meeting the greater share of the capital, and for some time of the recurring expenses. At the same time, we feel strongly that the public of Karnataka should make some contribution towards the establishment of the University ; but, for reasons detailed above, we are not certain that the large sums of money essential for the building up of the University could be raised from the public, at least in the near future. However, considering that the public of Karnataka are keen on having a University of their own, we think that every possible effort should be made to collect from the public a reasonable sum of money—which, we must add, is not likely to exceed Rs. 10,00,000—towards the capital expenditure of the University.

93. The position would be somewhat different in the case of the recurring expenditure, as we believe District Local Boards, Municipalities and other local institutions would be found willing to make suitable contributions towards the recurring expenditure, specially by way of scholarships, fellowships etc. The maximum amount that could be obtained from this source will not, in our opinion, exceed Rs. 10,000 a year.

SOURCES OF INCOME

94. We also considered the possibility of raising some money towards the initial capital expenditure by special taxation. After long and careful deliberation, however, the Committee came to the conclusion that it would not be proper to make use of the instrument of taxation for this purpose.

95. A suggestion was made by some prominent persons working in the field of the co-operative movement, that appreciable sums of money are lying idle in certain Banks by way of reserve funds of liquidated Banks and Societies, and that this money could be justifiably utilised for a public cause like the proposed University.

96. Similarly, it has been suggested that the excess profits made by the Co-operative Banks and Societies from the distribution and sale of rationed articles, are accumulating towards the reserve funds of these Societies and Banks. It is well known that Co-operative Societies often make provision for charities and other meritorious public causes ; and, since these profits are both accidental and extraordinary, a fair proportion of them might be claimed for the proposed University. We

therefore recommend that the possibility and desirability of utilising these resources may be explored.

97. Also, the Government of India has appointed a University Grants Committee, whose object is to recommend grants to Universities according to their need. We propose that help from this source should also be sought towards the capital and recurring expenditure of the proposed University.

NON-RECURRING EXPENDITURE

98. Under the head of Capital Expenditure, the Committee is of opinion that a minimum of Rs. 40,00,000, spread over five years, would be required to set up the University on modest lines. Our estimate does not include the cost of site, as we have selected a plot mostly owned by Government and situated on the hill known as Chota Mahableshwar, very near Dharwar town, for the location of the University. However, in our estimate there is a margin of Rs. 80,000 which could be utilised for the acquisition of any adjoining land that may be required. We have also made adequate provision for the residence of students and staff in order to enable the University to start as a residential university. We give below an approximate estimate of the cost—buildings and equipment :—

		Rs.
(i) University Offices and Convocation Hall ...	...	4,50,000
(ii) Furniture ... ..	...	1,00,000
(iii) University Library buildings with fittings and furniture ... ..	...	6,00,000
(iv) Staff (Teaching) Quarters ... ..	...	3,00,000
(v) Staff (Administrative) Quarters ... ..	...	1,50,000
(vi) Quarters for the menial staff ... ..	...	50,000
(vii) Hostel accommodation for 200 students ... ..	...	4,00,000
(viii) University Library, books and periodicals ... ..	...	4,00,000
(ix) Department of Chemical Technology ... ..	...	11,00,000
		Rs.
Building ... ..	...	4,00,000
Equipment ... ..	...	5,00,000
Library ... ..	...	1,00,000
Furniture and fittings ... ..	...	1,00,000
Total		11,00,000
(x) Department of Arts and Social Sciences ... ..	...	3,70,000
Building ... ..	...	2,00,000
Library ... ..	...	1,00,000
Equipment (Apparatus and Museum) ... ..	...	50,000
Furniture ... ..	...	20,000
Total		3,70,000
Total		39,20,000

Statement of estimated Income and Expenditure.

Budget,
99.

	<i>Receipts.</i>		Rs.		<i>Expenditure.</i>	Rs.
(i) Matriculation Examination fees	32,000		(i) Salaries of officers—	
(ii) F. Y. Certificate fees	12,000		(a) The Vice Chancellor	24,000
(iii) First Graduation fees	6,000		(b) The Registrar	12,000
(iv) Second Graduation fees	500		(c) The Librarian	8,400
(v) Postgraduate Registration	1,000		Establishment	62,400
(vi) Eligibility certificates	3,000		Teaching Staff	2,03,000
(vii) Supply of marks	5,000		(ii) Equipment—	
(viii) Other sources	3,000		Library	50,000
(ix) Tuition fees	50,000		Laboratory	1,00,000
(x) Income from public endowments and grants	10,000		(iii) Allowances etc.—	
Income from Hostel rent	5,000		(a) Travelling allowance	25,000
Income from House rent	15,000		(b) Cost of Living and Dearness allowances	60,000
(xi) Government grant	7,11,500		(c) University contribution towards G. P. Fund of employees	20,000
					(iv) Fellowships and Studentships	75,000
					(v) Grants—	
					(a) Grants to colleges for post-graduate and research work	25,000
					(b) Research (Arts) Grants	10,000
					(c) Research (Science) Grants	30,000
					(d) Publication grants	10,000
					(vi) Expenditure on extra-mural activities	40,000
					(vii) Maintenance of—	
					(a) Information Bureau	5,000
					(b) Employment Bureau	5,000
					(c) University Extension Board	5,000
					(viii) Physical and Military Education	20,000
					Sports	10,000
					(ix) University Office expenses	50,000
					(x) Contingencies	4,200
Total	...		8,54,000		Total	8,54,000

RECEIPT ITEMS

100. The estimate of the net income, after meeting all the examination charges, from the Matriculation Examination is expected to be about Rs. 32,000. This has been worked out on the probable number of students appearing for the Matriculation Examination as soon as the University comes into being and on the rates of fees charged by the Bombay University. Items Nos. (ii)-(iv) have been arrived at by assuming that the same percentage of students going up for higher studies, as in the Bombay University, would be maintained. As regards other examinations, it is estimated that the fees raised from the candidates would, on the whole, just suffice to make ends meet.

EXPENDITURE

101. (i) We consider that the Vice-Chancellor of the University, except for the first appointment, should be a full-time salaried officer, as he will be the chief Executive Officer of the University on whom will devolve the entire responsibility of organising and developing the University and of co-ordinating and controlling its various activities. We therefore recommend that his salary should be Rs. 2,000 per month.

Provision for the pay of all the staff has been made in the light of the recommendations of the Central Pay Commission for the revision of pay-scales.

While making a provision of Rs. 60,000 for the Cost of Living Allowance and Dearness Allowance, it is presumed that Government will make an equal contribution towards this item of expenditure just as it is now making to the Bombay University.

(ii) *Staff Salaries*.—We have suggested the following scales of pay for the different teaching staff of the University:—

						Rs.
1.	Professor	...	...	...	...	800—1,250
2.	Reader	...	...	...	...	600—800
3.	Lecturer	...	...	...	...	300—500
4.	Demonstrator	...	...	...	...	150—250

It was agreed that sufficiently high salaries would be necessary to attract the best type of teachers. We have therefore proposed scales which obtain in all reputed universities of India and are in consonance with the recommendations of the Central Advisory Board of Education in India and the Central Pay Commission.

For similar reasons, we recommend that the Registrar's scale of pay should correspond to that of a University Professor and that of the Librarian to a University Reader's.

STRENGTH OF THE ACADEMIC STAFF

102. In assessing the expenditure on the teaching staff, viz., Professors, Readers, Lecturers and Demonstrators, we have had in view only two broad Departments:—

- I. Chemical Technology—
 - (i) Oils, Fats and Soaps.
 - (ii) Textile Chemistry.

II. Arts and Social Sciences—

- (i) Kannada.
- (ii) Sanskrit.
- (iii) History and Archæology.
- (iv) Politics and Public Administration.
- (v) Economics.
- (vi) Sociology.
- (vii) Mathematics and Statistics.
- (viii) Geography and Geology.

In this assessment, we have taken into account the existing staff of the Bombay University and have made provision on the same or a similar basis. We have also allowed for the possibility of taking advantage of the staff of the local and nearby colleges, on a part-time basis, for the purpose of the University Departments. It is estimated that the Post-graduate and Research Departments of the proposed University will have three Professorships, eight Readerships, eight Lecturerships, four Demonstratorships and sixteen Part-time Teachers' posts.

CHAPTER IX

GENERAL

103. It was thought necessary to devote a separate chapter to various topics vitally related to the functions of a University such as we have in view, which yet could not find a place in the other chapters. The views embodied here are based on the material gathered from the replies, both written and oral, to our comprehensive questionnaire, as well as on exhaustive discussions in the Committee itself. We hope they will be found of use when the University has come into being and begins to define its distinctive character and function.

RESIDENCE

104. The Committee is of opinion that the University should concentrate on post-graduate teaching and research. Since the ideal condition of hundred per cent. residence in every institution of higher learning is not practicable, it is incumbent on a University, while doing everything to encourage its affiliated colleges to provide a high minimum of hostel accommodation, to make residence compulsory for its own post-graduate students. The advantages of such residence are obvious and need not be laboured. The development of a corporate spirit through the continuous pressure of corporate life lived at a high academic level, is not the least of them. It has been the fairest feature of educational systems both in the West and in ancient India; and it is particularly necessary in a country divided against itself by the inveterate barriers of caste and creed. Compulsory residence will promote the spirit of give-and-take and mutual understanding so needed for breaking through these age-old incrustations, for the re-discovery of our common humanity; and it will also help Kannadigas coming from different parts of their scattered land, to feel at one in a living sense of their regional culture.

COLLABORATION WITH OTHER UNIVERSITIES

105. Although every university naturally aims at being self-sufficient, such self-sufficiency is not attainable and, in some cases, hardly desirable. There are advantages in interdependence as there are in corporate life; and such interdependence, at this particular moment of our history, must make both for economy and for unity. There arises, therefore, the need for co-operation with other universities in the measure and degree dictated by the nature and location of those universities.

106. This co-operation would naturally be closest with the University of Mysore. It is only by relatively recent historical accidents that Mysore is a separate administrative unit; while by community of language and by continuity of culture it has always remained part of Karnataka. Quite recently, the Mysore University Senate has decided to adopt Kannada as the medium of instruction. There seem to be several more or less obvious ways in which this collaboration could be attempted. There could be a common School Leaving or Intermediate Board. There could be a common Publication Department. The Faculties could be mutually complementary, where duplication would be not only unnecessary but wasteful. They could exchange teachers, as well as representatives on the University bodies.

107. This co-operation would be both possible and necessary, though on a more limited scale, with the neighbouring universities of Bombay, Poona and Andhra and, in a descending scale, with the other Universities of India. The scope and

functions of the Inter-University Board, we hope, will be widened so as to secure completer correlation of the higher studies in the Country as a whole. There lie great possibilities in this direction.

RELIGIOUS AND MORAL INSTRUCTION

108. India is a land of religions. The credal pattern of our country shows an unparalleled diversity. Religion, as perhaps nowhere else, permeates every wa of our life and colours the entire texture of our individual and social consciousness.

109. The place of religion, rightly conceived, as a civilising agency and an organ of moral formation, is beyond dispute. But as long as adepts of one creed continue to regard the followers of another with suspicion and even bigoted antagonism, difficulties arise. In an institution catering for all denominations, there is thus likely to be a defeatistic abandonment of all religious instruction and a resort to a kind of sulky secularism. But we think that a *modus operandi* can be found. Each institution will either provide religious instruction for every religious group of students registered in it ; or it will, because of difficulties inherent in such provision, preferably treat religious instruction as an extra-curricular activity on an optional and voluntary basis.

110. The practical difficulties on which one stumbles in the matter of religious instruction, all but disappear in the case of ethical or moral instruction. Here we feel we are on more comfortable ground. Students owning allegiance to various creeds or professing different faiths must agree on certain essential qualities of character and on certain fundamental motives of conduct. We therefore recommend that in lieu of, or in addition to, religious instruction, provision should be made for ethical instruction as a curricular subject in the syllabus of the proposed University.*

STANDARD OF TEACHERS

111. As a university is primarily an assemblage of great scholars and teachers, almost the first problem that must claim the attention of a new university is the procurement of good teachers. The good teacher has long been, in our country, the exception rather than the rule. Our unnatural system of education may have been, itself, partly to blame for this. Its failure to produce good teachers was of a piece with its failure to produce real scholars. On the other hand, the teacher's

*It would not be out of place to quote in full the relevant section of the Draft Constitution of India, as its provisions almost coincide with the recommendations made by us :—

“ 22. (1) No religious instruction shall be provided by the State in any educational institution wholly maintained out of State funds :

Provided that nothing in this clause shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.

(2) No person attending any educational institution recognised by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or on any premises attached thereto unless such person, or if such person is a minor, his guardian has given his consent thereto.

(3) Nothing in this article shall prevent any community or denomination from providing religious instruction for pupils of that community or denomination in an educational institution outside its working hours.”

profession offers, among us, few attractions to a brilliant and ambitious graduate and has consequently become, on the whole, the refuge of the second-rater, of the unenterprising, of the jetsam of more promising careers. Hence the progressive lowering of the minimum qualifications for the teacher, that has been imposed upon some of our existing universities. And, even where the highest academic qualifications have been present, the good teacher has but rarely emerged.

112. This is, indeed, a sad state of things. We believe that scrupulous care should be exercised in the selection and continuance of a teacher. In making the selection, undue weight is given as a rule to what are suggestively called "paper qualifications". Valuable as these certainly are, both as a record and a promise, they are often deceptive in the absence of other, even more valuable, qualities—an alert and experiencing mind, high idealism, the academic temper and habit, the gift and passion to communicate, an untiring spirit of service.

113. But it is not enough to select your man. He must be kept under observation, must be tested all round. The period of "probation" must be, and too often is not, a great deal more than an official formality. A facile tolerance, or an ill-conceived benevolence is, in these high matters, a grave disservice rendered to untold generations.

114. On the other hand, the teacher must be kept clear of what has been pithily called "the vicious and unsparing wheel" of Committees, Inspections, Examinations etc., and not less of the treadmill of excessive extra-curricular activities. On the more positive side, he must be provided with ample opportunities to travel, to attend conferences and engage in such other activities as would enlarge his mind, broaden his outlook, and keep him intensely and continuously interested in his subject and vocation.

EXAMINATION REFORM

115. From the experience of the examination system current in most of the Indian Universities, it is evident that a more or less radical reform is overdue. The specific defect of the present system is the undue emphasis it places on the memory. A certain amount of memorising is undoubtedly inevitable, and even essential, at certain stages of education. For some years, as Newman points out, the intellect is little more than an instrument for taking in facts, or a receptacle for storing them. But the knowledge one is expected to acquire at the University is more than a mere accumulation of facts received at secondhand or of outward impressions. It is not "a mere extrinsic or accidental advantage, which is ours to-day and another's tomorrow, which may be got up from a book, and easily forgotten again; it is an acquired illumination, it is a habit, a personal possession, and an inward endowment." That is why a University is more properly a place of education than of instruction. The stress here is on knowledge rather than on learning,—in other words, on the absorption of what the scholar learns, into his personality. Examinations ought therefore to aim at finding out not what a candidate does not know, but the actual and concrete advance he has registered in his intellectual and moral growth.

116. Since a root-and-branch reform of the present examination system does not seem, for some time at least, to be feasible, we suggest day-to-day inspection of the student's work, more frequent tests and a closer contact between teacher and taught, as a few of the ways of modifying the system.

117. The tutorial system is widely practised in the best universities of the West and was a creditable feature of our ancient educational system. The tutorial system is no doubt expensive. But we hold the view that, despite the expense, it should be a distinctive feature of the Karnataka University. The Cambridge practice of Supervision may be adopted if the expense is to be minimised. The practice consists in utilising the services of research students for supervision work, and is said to be beneficial to the research scholar himself as well as to the undergraduate he supervises, in as much as it helps him to maintain a wide interest in his subject at a time when excessive concentration on his special problem might have narrowed his vision and atrophied the rest of his personality.

118. With the reorganisation of our educational system from its foundations, and the provision of vocational and technical instruction below the University level, the number of seekers after pure knowledge will be considerably reduced or will be well worth the expense. The tutorial system will then, without being an intolerable burden, find its rightful place in our University education.

THE ENTRANCE EXAMINATION

119. While we believe that the evil of examinations should be minimised, we also feel that, where these are unavoidable, their standard should be raised far above the present. The final school examination, for example, should be such as would enable a student, on leaving school, either to play his due part worthily in the life of the community, or to pursue with ease and profit one of the courses of higher studies provided by the University. We are therefore of the opinion that the Entrance, or Matriculation, examination should be conducted by the University itself, which, by its very nature, ought to be the best judge of a student's eligibility for University studies.

LOP-SIDED EDUCATION

120. The new attitude to the subject of examinations implies, naturally, a criticism of the system of education now obtaining. This system has in more ways than one been disastrous in its effects upon our country. It has geared all our educational aspirations and opportunities round the conquest of a University degree. But if it has been falsely directed, it has been even more falsely conceived. Our education has been, for the most part, bookish, lacking in concreteness, unreal. Thanks to its western origin, thanks mainly to the dominance of the English language, its dynamic centre has been in England, in the West. It has made us exiles in our own country. We have been taught less of our own land, of our own region, than of Europe and America. Our graduates would be likely to know more of Shakespeare and Shelley—little enough as that might be—than of their own poets and men of letters, even less of Tukaram or Thyagaraj, though they lived and sang and died next door to us, in Maharashtra and Andhra. Our education must be more real, more regional, more national, without losing its catholic quality. It must open our eyes and ears to the manifold wonder of Nature around us; it must invite our attention to the peculiar character and needs and potentialities of our region; it must make every Indian feel a member of a single nation and a citizen of no mean city; it must make us realise, in our very hearts, that the bewildering diversity to be found in our country is the many-coloured glory of a single and indivisible pattern.

MEDICAL INSPECTION

121. Another way in which our education is lop-sided is in its neglect of the physical side. The ancient Greek as well as Indian systems agreed in the care they bestowed upon the body while developing to their fullest capabilities mind, heart and

soul. In a country ground down by poverty and naturally reckless of its health, it is essential that every student entering a University should be made to pass a medical test. The aim, let it be understood, is not to make physical disability a bar to entrance to a University, but rather to make every student, and through him every guardian, conscious of the importance of health and physical fitness and of the allied problems of nutrition and hygiene, both in themselves and as conditions of the highest intellectual and moral development.

122. For the same reasons it would be necessary to submit every student to a medical examination at least once a year, and every defect reported for action to his guardians and, in case of their inability, to the nearest free hospital.

PHYSICAL EDUCATION

123. If medical examination is calculated to ensure the minimum physical fitness on the part of the student, the maximum can be achieved only by Physical Education. Our Universities have only recently realised the value of this side of education but given it, in most cases, only a perfunctory attention. It is our conviction that physical education ought to be part and parcel of all, including University, education. We must not have, any more, the spectacle of graduate weaklings and nervous wrecks, nor of promising University men and women perishing prematurely because their minds had "o'er-informed the tenement of clay" which sank under the strain that was put upon it.

124. But the value of physical education is not alone in that it develops the body. By tuning the physical organism, which houses and conditions the mind, it is an aid to intellectual sanity; while through team games and other exercises involving group action, it becomes a powerful instrument of moral and social education. Sufficient emphasis should, therefore, be laid on group activities, and pride of place given among them to our traditional games.

MILITARY TRAINING

125. When we declare for Military training as a part of University studies, what we have in mind are those aspects of military training which have a bearing on the general education of a citizen, and not an encroachment on the regular training for the Army. There are aspects of military training which are auxiliary or complementary to physical education in its highest sense. Company drill, the hardships of camp life, not to mention the art of self-defence and allied accomplishments, are not the least of the benefits accruing from military training; and when such training is given in correlation with other studies and in the peaceful atmosphere of academic life, it falls into its proper place in the scheme of things.

SOCIAL SERVICE

126. We also feel that all this varied training, calculated to turn the graduate into a perfect citizen, could not be regarded as complete unless the University trained him also to realise and fulfil the duties of citizenship. The theory and practice of social service must therefore form part and parcel of our University studies. To-day, the graduate is an exalted creature, both to himself and to the society around him. He is too often an uprooted, isolated being, out of touch and sympathy with his less fortunate brethren. Our future university education, as we envisage it, must stress less the difference, and more the identity of the educated man with society at large; and this can be done only by making the theory and practice of social service an integral part of University education.

Our country teems with problems that await a solution, with evils that cry aloud for a remedy. Our appalling illiteracy is but one of them. No mere official or paid agency will be able to wipe out the 85·9 per cent. of illiteracy that still remains to be liquidated. If our Universities will only make up their minds to harness the services of its alumni for the eradication of this shame, a two-fold purpose will have been gained. The masses of India will be able, in the shortest possible time, to share more effectually in the democracy that is in the making; and the student himself will go out with an education far more complete and feel, ever after, a sense of being but an organic cell in the living structure of his land and people. It should be possible, then, for a University of our times to prescribe that no degree should be given until a student has undergone a certain amount of training in social welfare and put in a certain term of social service.

127. Nor is this a new idea. The first conference of Education Ministers, held in Poona in 1946, accepted this principle; and it has been endorsed by the Hon'ble Minister for Education, Central Government, Maulana Abul Kalam Azad, in his Address to the Educational Conference held at Delhi on 15th January 1948. It is understood, also, that the Government of the United Provinces has already adopted some measures in this direction.*

128. It is well known that, in Germany, University students spent some period of their college life in labour camps and engaged in such activities as harvesting road-making etc.; while in Russia, soldiers are required in peace time to spend a part of the year in helping peasants in their routine work. The underlying idea is that citizens should be habituated to render voluntary social service and to recognise that the community has a right to expect such service from every citizen, whatever his normal vocation or the degree to which he is educated.

EXTRA-MURAL ACTIVITIES

129. "The main thing," writes a distinguished educationist in his reply to our Questionnaire, "is that a University should start with the belief that its work is not confined to the class rooms but must flow over into, and irradiate, the life of the community, raising its cultural and social standards". Once this belief is present, it would not be difficult to impart to university education a bias and a fresh orientation. The Extra-Mural Department that may be created in consequence will, therefore, not only undertake and encourage the kind of adult literacy that we have mentioned above, but develop other activities and interests calculated to bring increasingly larger sections of the community within the radius of its beneficent influence. There will be a good deal of post-literacy work still to do. The substantial benefits of higher education may be brought down to the people by means of extension lectures or through the publication of cheap and popular booklets on the various aspects of learning and culture, by organising or sponsoring exhibitions of Art, Science etc. There is also a great deal in the field of Village Reconstruction that remains to be explored, to bring the villages a little nearer the ideals of the University, to bring the University a great deal nearer the life of the village.

*The Government communique Education (A) Department, No. A-6021, XV-1208-46, dated July 10, 1947:

"It is notified for general information that the Governor has been pleased to decide that, with effect from January 2, 1949, no graduate (man), who has not obtained a diploma in social service awarded by Government, will ordinarily be eligible for recruitment to service under Government, or local bodies, or aided or recognised institutions or for admission to technical or training institutions recognised by Government, the educational qualification for recruitment or admission to which is a bachelor's degree or any other recognised by Government as equivalent thereto."

CHAPTER X

SUMMARY OF RECOMMENDATIONS

(*N.B.*—The figures in brackets indicate the Chapters and Paragraphs.)

The following is an abstract of the recommendations made by the Committee :—

1. *Name.*—That the proposed University be named the “Karnataka University”. (IV, 27).

2. *Location.*—That the University be located on the hill called “Chota Mahabaleshwar”, situated near Dharwar. However, if a suitable site between Dharwar and Hubli is available, that site would be very desirable. (IV, 28, 29).

3. *Jurisdiction.*—That, to begin with, the jurisdiction of the proposed University should be confined to the four districts of Belgaum, Dharwar, Bijapur and North Canara, the merged Kannada States and the Kannada areas in the other merged Deccan States as well as in the Kolhapur State; and that this jurisdiction should be assured by statutory declaration. (IV, 38).

That adequate provision be made in the Karnataka University Act to enable institutions in the Karnataka areas lying outside the administrative jurisdiction of Bombay Province, to affiliate themselves to the proposed University; that accordingly the Government of Madras be induced to amend the Madras University Act so as to allow colleges in the Bellary and South Canara districts to affiliate themselves to the Karnataka University; and that similar arrangements might be made for the recognition and inspection of schools in those areas; also, that the same Government be moved to recognise the degrees of the Karnataka University for the purposes of employment. (IV, 39).

That the question of the inclusion of the Kannada division of the Nizam's Dominions be negotiated by the Karnataka University itself with the Government of His Exalted Highness. (III, 25).

4. *Form, Functions, Scope.*—That the Karnataka University, being a regional University, must have a region exclusively assigned to it; also that no extra-territorial jurisdiction be permitted. (IV, 40-42).

That the Karnataka University be an affiliating and examining University, undertaking postgraduate teaching and research (V, 59); and that its postgraduate work should begin with teaching and research in languages, the social sciences, technology and such other branches of learning and research as may speed up the development of Karnataka in the industrial, as well as in the cultural, field. (V, 63).

That, while most of the postgraduate work should be concentrated at the University itself, certain Faculties shall be started or developed in places where special facilities are available for them. (IV, 32-36).

That a Medical College be started by Government at Hubli at the earliest possible date. (III, 19).

That provision should be made as early as possible for instruction in the Fine Arts. (V, 52).

That the University be fully adapted to the conditions of the time and be a regional, national, democratic university, particularly devoted to the ideals of social service. (V, 47-53; IX, 126-129).

That Residence at the University be made compulsory for postgraduate students, while it is encouraged, to the utmost practicable extent, in the affiliated colleges. (V, 57 ; IX, 104).

That the greatest possible measure of cooperation should be established with the neighbouring Universities, and specially with the Kannada University of Mysore. (III, 20 ; IX, 106 and 107).

That the University should develop the following features as an essential part of its function : Religious and Moral Instruction ; Physical and Military Training ; Medical Inspection of its students ; Social Service, including extra-mural activities. (IX, 108-110 ; 123-125 ; 121 ; 126-129).

5. *Medium of Instruction.*—That Kannada should be a compulsory subject throughout school and college, while the national language, English and the classical language be introduced at convenient stages (VI, 74) ; that, in the undergraduate and graduate courses, the medium of instruction for such subjects as History, Philosophy and Indian languages, should be Kannada with suitable allowance for the transition period, which the Committee hopes will not exceed five years ; whereas for other subjects, the medium of instruction should be English until such time—which the Committee hopes will not exceed ten years—as Kannada is sufficiently developed. For all postgraduate courses, however, except in Indian languages, the medium of instruction should be the national language as soon as it is sufficiently developed to replace English. (VI, 74 and 75).

That Sanskrit, being the cultural language of the large majority of the people of the region, should, with other classical languages, be assigned an important place in the curriculum of the new University. (VI, 76).

That certain safeguards should be provided for linguistic minorities in the region, e.g., that primary education should, wherever practicable, be given in the mother-tongue of the child ; that institutions started by a minority with its own mother-tongue as medium, should be affiliated to the Karnataka University ; and that ample facilities should be afforded for the fullest development of the minority languages. (IV, 43-46 ; V, 51 ; VI, 77).

6. *Constitution.*—That, subject to the general powers vested in Government, the largest possible measure of academic and administrative independence should be given to the University (VII, 80 and 81) ; and that the power of granting or withholding affiliation should be vested in the University and, among the University bodies, in the Senate. (VII, 82 and 83).

That the nomenclature now in use in the Bombay University, e.g., Senate, Syndicate, etc., should be retained. (VII, 84).

That the Governor of the Province for the time being be *ex-officio* Chancellor of the Karnataka University. (VII, 85(i)).

That the Vice-Chancellor be a full-time salaried officer, to be appointed by the Senate from a panel of three persons recommended by the Syndicate, subject to the sanction of the Chancellor ; and that his salary should be Rs. 2,000 p.m. and his term of office, five years ; but, that the post of Vice-Chancellor for the first term should be honorary and the appointment made by Government. (VII, 85 (ii)).

That the proportion of academic and non-academic elements in the Senate should be 60 : 40. (VII, 87 (a)).

That the Registered Graduates' Constituency should be broken up on a functional basis, in order to secure representation for all the cross-sections of the intelligentsia. (VII, 87 (b)).

That there should be separate representation for associations of literary men, journalists, manufacturers and industrialists, labour, farmers, etc., as also for cooperative banks and societies and the Provincial Legislatures. (VII, 87 (c)).

That High School teachers should have representation on the Senate separately from Headmasters. (VII, 87 (d)).

That similar representation should be given to School Boards of Municipalities and of District Local Boards, rather than to those bodies directly. (VII, 83 (e)).

That special committees for advising the University in legal and financial matters should be appointed by the University itself. (VII, 88 and 90).

That there should be committees for the selection of University teachers and examiners. (VII, 90).

That the University should, in addition to the usual powers, have the following powers assured to it by the Constitution :

(i) to organise or reorganise institutions of higher learning and culture, and to coordinate their activities ;

(ii) to promote the development of Kannada and its use as a medium of instruction and examination ;

(iii) to foster the use of Hindi as a national language ;

(iv) to make suitable provision for the teaching of English for purposes of international contact ;

(v) to institute and manage—

(a) a Publication Department,

(b) University Extension Boards,

(c) an Information Bureau,

(d) an Employment Bureau ;

(vi) to make grants from the funds of the University—

(a) for assistance to extra-mural teaching and other recognised activities,

(b) for Physical and Military Education. (VII, 90).

7. *Finance.*—That, owing to the economic backwardness of the Karnatak part of the Bombay Province, and the fact that the whole of the accommodation and equipment required for the University has to be provided, since there is not in this region a large educational centre like Poona, the Government will have to take upon itself the responsibility of meeting the greater share of the capital, and for some time of the recurring, expenses. (VIII, 91 and 92).

That under the head of Capital Expenditure, a sum of Rs. 40,00,000 spread over five years is needed to set up the University on modest lines ; and that a sum of about 30 lacs will have to be contributed by Government. (VIII, 98).

That, under the head of Recurring Expenditure, Government will have to contribute annually a sum of about 7 lacs. (VIII, 99).

That the moneys lying idle in certain banks by way of reserve funds of liquidated banks or societies, might be utilised for the University ; so also, the excess profits made by certain banks and societies from the distribution of rationed articles. (VIII, 95 and 96).

That the Government of India should be approached to make a substantial contribution towards the recurring and non-recurring expenditure of the proposed University through its University Grants Committee. (VIII, 97).

8. *General.*—That the new University should make every effort to raise the standard of teaching. (IX, 111).

That the examination system now prevailing should be reformed, and greater importance given to day-to-day inspection of the student's work, more frequent tests and closer contact between teacher and taught. (IX, 115-118).

That the University should hold the Entrance, or Matriculation, Examination since it is the University that, by its very nature, ought to be the best judge of a student's eligibility for University studies. (IX, 119).

	(Signed)	N. S. LOKUR (Chairman).
Members	{ (")	V. K. R. V. RAO,
	(")	R. A. JAHAGIRDAR,
	(")	A. A. KITTUR,
	(")	R. R. DIWAKAR,
	(")	S. S. BASAWANAL,
	(")	K. R. HALDIPURKAR,
	(")	G. S. PARAMASIVAYYA,
	(")	S. C. NANDIMATH,
	(")	B. N. DATAR,
	(")	H. R. MOHARAY,
	(")	Y. MAHABALESWARAPPA,
	(")	K. B. JINARAJA HEGDE,
	(")	N. SOMANNA,
	(")	V. K. GOKAK,
(")	ARMANDO MENEZES	
		(Member-Secretary).

Dharwar, 20th May 1948.

APPENDIX A
THE KARNATAK UNIVERSITY

No.

KARNATAK UNIVERSITY COMMITTEE,
KARNATAK COLLEGE,

Dharwar,

1947.

From

ARMANDO MENEZES, Esq., M.A.,
Secretary, Karnatak University Committee,
Karnatak College, Dharwar.

To

Subject:—Establishment of a University for Karnatak.

DEAR SIR,

I have the honour to enclose herewith a Questionnaire issued by the Karnatak University Committee on the above-mentioned subject.

I have to request you to be good enough to help the Committee by communicating to me your views/the views of your Institution on all or any of the questions about which you have a first-hand knowledge or in which you are particularly interested.

The replies may, please, be sent before the 31st of July 1947.

I have the honour to be,

Sir,

Your Obedient Servant,

Secretary,

Karnatak University Committee, Dharwar,

QUESTIONNAIRE

PART I

1. Jurisdiction

1. The Bombay Government has accepted in general the principle of the establishment of Regional Universities in the Province. Pending the unification of the Kannada-speaking areas into one province, it is proposed to confine the jurisdiction of the proposed Karnatak University to the four districts of the Bombay Presidency, viz., Dharwar, Belgaum, Bijapur and North Kanara, together with the Kannada-speaking areas of the adjacent States.

(a) Do you think that the unification of the Karnatak should precede the establishment of the University?

(b) If not, do you think that the proposed Karnatak University should be so planned as to later include in its jurisdiction the other Kannada-speaking areas, e.g., South Kanara, Coorg, Bellary and parts of the Nizam's Dominions? Please suggest the relevant details of such a plan.

(c) What would be the relation of such a University with the already existing Mysore University?

Bk No 23—7

2. Name and Location

1. Where should the proposed University for the Karnatak be located? Please give reasons in support of your view.
2. Could you indicate a suitable site at the place suggested by you?
3. Is it possible to utilize any existing buildings there?

3. Type of University

In view of the location of the various existing Colleges (*vide 4, Faculties*), a Unitary type of University would seem to be out of question:—

- (a) Do you think that, under the circumstances, the proposed University would have to be Federal?
- (b) Or do you think that a Unitary University is still possible and desirable?
- (c) Do you think that this University should not only affiliate and examine, but also undertake teaching?
- (d) If so, what stages of Arts and Science teaching should it, in your opinion, undertake?
- (e) Should the new University undertake the teaching of any other Faculty or Faculties besides Arts and Science?
- (f) Are you in favour of its monopolizing all the Degree teaching, while the outlying Colleges are converted into Junior Colleges?
- (g) Or, if the existing first-grade Colleges are to remain as they are, would you recommend that all Arts and Science Colleges to be started should be Junior Colleges?
- (h) Should the University College have a Junior College attached to it to serve as a model?
- (i) Do you agree that, whatever the position with regard to Degree teaching, all Postgraduate teaching and Research should be concentrated in the University?
- (j) If new Colleges are to be started, would you not give the University power to decide where these new Colleges should be located?

4. Faculties

1. The following Faculties are already represented in the Bombay Karnatak:—

<i>Faculty.</i>	<i>Name of Institution.</i>
Arts	.. { <ol style="list-style-type: none"> 1. Karnatak College, Dharwar. 2. K. E. Board's College, Dharwar. 3. Lingaraj College, Belgaum. 4. Basaweshwar College, Bagalkot. 5. Vijay College, Bijapur.
Science	.. { <ol style="list-style-type: none"> 1. Karnatak College, Dharwar. 2. Lingaraj College, Belgaum. 3. Basaweshwar College, Bagalkot. 4. Vijay College, Bijapur.
Law	.. R. L. Law College, Belgaum.
Teaching	.. S. T. College, Belgaum.
Agriculture	.. The College of Agriculture, Dharwar.
Commerce	.. The J. G. College of Commerce, Hubli.

- (a) Do you think that the proposed University can start with these Faculties?
- (b) Or, do you think that the provision for all or some of the following (or any other) Faculties should precede the establishment of the University:—
 - (1) Engineering,
 - (2) Medicine and Surgery,
 - (3) Forestry,
 - (4) Other branches of Technology.
- (c) Is it necessary to have immediately a Veterinary College?

2. Do you think that the University should undertake the teaching of (1) Journalism ; (2) Fine Art.—Painting, Music, Dancing, Architecture, etc. ?

3. Do you think that the new Faculties should be all located in the University town ? If not, what places would you suggest for the various professional, technical and Fine Arts colleges ?

4. If a faculty of Fine Arts is to be started, should it teach Western as well as Oriental Art ?

5. Should the Medical Faculty include Homeopathy, Ayurveda and Unani as well as Allopathy ?

5. Cost : Initial and Recurring

The establishment of a new University will mean (a) non-recurring and (b) recurring expenditure. It is understood that Government will contribute towards both.

(a) Please give a rough estimate of the initial as well as the recurring cost of the type of University which in your opinion should, and can, be established for the Karnatak.

(b) What do you think Government's contribution should be towards the non-recurring (initial) expenditure ?

(c) What should its recurring contribution be ?

(d) What other sources of income would you suggest besides the following :—

- (1) The federating Colleges ;
- (2) The Indian States concerned ;
- (3) Donations by Rulers of States ;
- (4) Donations by Associations, Municipalities, Local Boards, Banks, Co-operative Societies, Maths, etc. ;
- (5) Donations, Endowments, etc. by the Public ;
- (6) Receipts by way of fees, sale of publications, etc.

6. Constitution

1. Are you in favour of retaining, on the whole, the various bodies, legislative and executive of the Bombay University, viz., the Syndicate, Senate, Academic Council, Faculties, Boards of Studies etc. If not, would you change—

- (a) their nomenclature,
- (b) their number,
- (c) their constitution.

Please make positive proposals, with reasons.

2. (a) Would you suggest any changes in the (1) names, (2) powers and functions, and (3) method of appointment, of such officers :—

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

(b) Should the Chancellor be an official or should he be elected ?

(c) Should the Vice-Chancellorship of the University be Honorary or Stipendiary ? If the latter, what salary would you suggest ?

3. What would be, according to you, the relation of the University and

- (a) Government.
- (b) The University of Bombay.
- (c) The other Regional Universities.
- (d) Indian States within its territorial limits.
- (e) Other provincial Governments.
- (f) Any other University.

4. How would you reconcile the academic independence of the University with its responsiveness to public opinion?

5. What do you think should happen to the Government institutions within the area?

6. It is understood that all educational institutions within the area will be necessarily federated with, or affiliated to, this University :—

(a) Would you give these institutions the discretion to seek affiliation from other Universities, e.g.—

- (1) would you allow them to be affiliated to the Bombay University; or
- (2) to the Maharashtra University; or
- (3) to the Mysore University.

(b) Would your objection, if any, be as strong in case of (a) (3) as in the case of (a) (1) and (2)?

7. How far and in what way should the University control the affiliated or constituent Colleges?

PART II

7. Reconstructive

1. Have you any objection to the immediate introduction of Kannada as a medium of instruction in higher education? If so, what limit would you set to such a use of it?

- (i) Would you limit it to certain classes?
- (ii) Would you limit it to Arts?
- (iii) Have you realised the difficulty of securing a sufficient supply of texts and accessory literature in Kannada?
- (iv) Would you postpone its introduction by, say, 5 or 10 years?
- (v) How would you solve the problem of non-Kannada minorities within the region?

2. What, according to you, would be the place of—

- (i) Hindi,
- (ii) English,
- (iii) Other Indian languages,
- (iv) Other European languages,
- (v) Other Asiatic languages,

in University studies?

3. What should be the relation between the University and the Secondary Schools in Karnatak?

(a) Do you support the proposal that the Matriculation examination should be conducted by the University with a view to maintaining the proper academic standard? What other qualifications would you propose, or allow, for admission to the University?

4. Do you think that, in the creation of a new University, we have something to learn from ancient Indian educational theory and practice? If so, how?

5. What place would you give to Physical Education and Military Training in the proposed University?

6. Do you think that the University should, directly or through proper agencies, exercise supervision over the health and physical condition of students? Please suggest ways and means.

7. What do you think would be the duty of the new University towards the intellectual and social welfare of the people at large?

(a) Could you suggest a plan of Adult Education?

(b) Please make suggestions on Extension and Refresher Courses.

8. What methods would you suggest for raising the general standard and efficiency of teachers ?

(a) Method of recruitment ?

(b) Salary ?

(c) Conditions of service ?

(d) What inducements and facilities would you give them for improving their qualifications and efficiency ? Teachers' Clubs ? Summer Schools ? Extension Courses ? Stricter Efficiency Bars ?

9. Do you think that University education should be purely secular ?

10. The University College, as well as the affiliated Colleges, must be, wholly or in part, residential—

(1) Should they be wholly, or only partly ?

(2) If partly, in what proportion ?

(3) To what proportion of the Staff would you apply this principle ?

11. Please give your views on any other points in connection with the proposed University which might not have been covered by this Questionnaire.

APPENDIX B

List of persons, representatives of Associations and Heads of Educational Institutions who have sent replies to the Questionnaire issued by the Karnatak University Committee.

(a) INDIVIDUALS.

1. Dr. Sakarial Vrijlal Shah, B.Sc., Ph.D., Rajaram College, Kolhapur.
2. S. B. Dhumma, Esqr., M.L.A., Sholapur.
3. Rao Saheb V. C. Pawate, Deputy Director of Agriculture, S. D., Dharwar.
4. Prof. K. D. Karnataki, M.A., Lingaraj College, Belgaum.
5. A. S. Datar, Esqr., Bombay.
6. Dr. B. L. Manjunath, B.A., M.Sc. (Lond.), D.Phil. (Oxon.), Council of Scientific and Industrial Research, Delhi.
7. K. G. Saiyidain, Esqr., M.Ed. (Leeds), Educational Advisor to Government, Poona.
8. Mr. R. G. Jagirdar, Managing Editor, "Praja", Hyderabad (Dn.).
9. Mr. R. S. Hulyalkar, B.E. (Civil), Dadar, Bombay.
- *10. Prof. R. V. Jagirdar, M.A. (London), Karnatak College, Dharwar.
- *11. Prof. R. B. Naik, M.A., LL.B., Sykes Law College, Kolhapur.
- *12. Dr. B. A. Salatore, M.A., Ph.D., Professor, Gujarat College, Ahmedabad.
13. Prof. D. R. Bhawalkar, M.Sc., Ph.D. (London), University of Saugor, Saugor.
14. R. M. Prabhu, Esqr., M.L.A. (Bom.), Ankola.
15. Dr. E. J. Vevai, B.Ag. (Bom.), Ph.D. (Wales), Assoc. I. A. R.I. (New Delhi), College of Agriculture, Dharwar.
16. Asthan Vidwan Keerthana Kesari B. Shivamoorthy Sastry, Editor, "Sarana Sahtiya" and 'Swatantra Karnataka', Bangalore.
17. Rev. A. J. Saldanha, S. J., St. Aloysius College, Mangalore.
18. S. T. Pappu, Esqr., Kamal Kunj, Poona, 4.
19. Dr. K. S. Nargund, M.Sc., Ph.D., Gujarat College, Ahmedabad.
20. Mr. B. C. Ponnappa, B.A. (Hons.), Napoklu.
21. Vaidya K. T. Suvarna, Mangalore.
22. Mr. K. V. Krishnamurthy Rao, B.Sc. (Hons.), Geologist and Mining Engineer, Gwalior State, Gwalior.
- *23. Sri M. Thimmappayya, Lecturer, St. Aloysius College, Mangalore.
24. Prof. K. V. Gajendragadkar, M.A., Nimbhal.
25. Prof. S. Ramakrishnan, Lingaraj College, Belgaum.
26. M. M. Shanbhag, Esqr., M.A., LL.B., Pleader, Karwar.
27. The Commissioner, Southern Division, Belgaum.
- *28. Prof. S. S. Malwad, M.A., Karnatak College, Dharwar.
- *29. Prof. B. B. Bagi, M.A., Karnatak College, Dharwar.
30. Dr. G. V. Chiockermane, M.Ed., Ph.D., Asst. Educational Inspector, Southern Division, Dharwar.
- *31. Prof. R. M. Joshi, M.Sc. Karnatak College, Dharwar.
32. N. Lakshminarayanarao, Esqr., Asst. Superintendent for Epigraphy, Ootacamund.
- *33. Prof. P. W. Gideon, M.A., Karnatak College, Dharwar.
34. Prof. I. S. Peter, Government Arts College, Anantpur.
- *35. Prof. R. S. Mugali, M.A., Willingdon College, Sangli.
36. Prof. M. A. S. Iyengar, College of Agriculture, Dharwar.
37. Prof. D. S. Rangarau, College of Agriculture, Dharwar.
38. Prof. B. M. Gore, Willingdon College, Sangli.
39. Rao Sahib B. V. Thorat, District Superintendent of Police, Dharwar.
40. Prof. R. A. Parvate, B.Sc., B.E., B. V. Bhoomaraddi Polytechnic, Hubli.
41. Prof. M. C. Kudri, B. E., B. V. Bhoomaraddi Polytechnic, Hubli.
42. Prof. N. N. Bhagawat, Department of Physics, Karnatak College, Dharwar.

43. Prof. N. R. Mulay, Department of Physics, Karnatak College, Dharwar.
44. Prof. R. K. Dravid, Department of Physics, Karnatak College, Dharwar.
45. Prof. S. D. Shahpurkar, Department of Physics, Karnatak College, Dharwar.
46. Prof. K. S. Raghavendrarao, Department of Physics, Karnatak College, Dharwar.
47. Prof. M. S. Katti, Department of Physics, Karnatak College, Dharwar.
48. Prof. R. S. Jamkhandi, Department of Physics, Karnatak College, Dharwar.
- *49. The Honourable Mr. A. B. Shetty, Minister for Public Health, Government of Madras, Madras.
50. Rev. Fr. J. D'Souza, S. J., Principal, Loyola College, Member, Constituent Assembly and Syndicate, University of Madras, Madras.
- *51. M. B. Sanjeevarao, Retired Principal, Queen's College, Benares.
52. Dr. K. M. Rai, Director and Professor, Barnard Institute of Radiology, General Hospital, Madras.
- *53. Dr. S. R. U. Savor, Director of Public Instruction, Madras.
54. Prof. M. Mariyappa Bhat, Senior Lecturer in Kannada, University of Madras, Madras.
55. Prof. P. Ramananda Rao, Additional Professor in Chemistry, Presidency College, Madras.
56. Prof. B. Ramachandra Pai, Asst. Professor in Chemistry, Presidency College, Madras.
- *57. Rao Bahadur P. R. Ranganatha Punja, Advocate, Mangalore.
58. Rao Bahadur N. M. Adyanthaya, Jt. Director of Industries, Madras.
59. Mr. S. R. Savur, Regional Director, Indian Meteorological Department, Madras.
- *60. Mr. A. S. D. Pathan, Administrative Officer, District School Board, Belgaum.
61. Prof. K. A. N. Rao, Benares Hindu University, Benares.
62. Prof. R. J. Venkateswaran, Basaveswar College, Bagalkot.
63. Prof. K. Krishna Moorthy, Basaveswar College, Bagalkot.
64. Prof. N. V. Gejji, Basaveswar College, Bagalkot.
65. Prof. P. S. Easwaran, Basaveswar College, Bagalkot.
66. Prof. R. Gopalan, Basaveswar College, Bagalkot.
67. Prof. T. B. Narsimhachari, Basaveswar College, Bagalkot.
68. Mr. U. Srinivasa Kini, B.A., L.T., Kanara High School, Mangalore.
- *69. N. K. Dixit, Esqr., B.A., LL.B., Pleader, Dharwar.
70. Mr. S. A. Vantgudi, M.Sc., Rabkavi.
- *71. Dr. M. C. Tumminikatti, Chief Chemist and Proprietor, Karnatak Chemical Works, Gadag.
72. Prof. B. H. Karakaraddi, B. V. Bhoomaraddi Polytechnic, Hubli.
73. Mr. C. Meghashyam, B.A., LL.B., Advocate, Hospet.
74. Prof. J. K. Irani, Jagadguru Gangadhara College of Commerce, Hubli.
75. Prof. D. T. Parashar, Jagadguru Gangadhara College of Commerce, Hubli.
76. Prof. M. Panchappa, Jagadguru Gangadhara College of Commerce, Hubli.
77. Mr. H. M. Manjrekar, B.A., Sunkeri, Post :—Karwar.
78. Prof. G. K. Gadre, M. N. College, Visnagar (Baroda State).
79. B. V. Kedillaya, Esqr., B.O.L., B.T., Assistant, St. Cecily High School, Udipi.
80. Mr. K. Padmanabharao, B.A., L.T., Assistant, Christian High School, Udipi.
81. Mr. B. Ramakrishnachar, B.A., Vidwan, Visharad, Proprietor, Kalyan Press, Udipi.
82. Sr. M. Fedelis, St. Agne's College, Mangalore.
- *83. Vidwan H. Ramarao, M.A., L.T., B.O.L., (Montessori Dip.) District Board Educational Officer, Mangalore.
84. Prof. V. R. Bhat, Law College, Thalakhwadi, Belgaum.
85. R. A. Baig, Esqr., Consul for India, Goa-Goa.
- *86. R. S. Hukkerikar, Esqr., M.A., M.L.A., Dharwar.
- *87. M. P. Desai, Esqr., Registrar, Gujarat Vidyapith, and Member, Gujarat University Committee, Ahmedabad.

88. G. A. Hiremath, Esqr., L.Ag., Retd. Deputy Collector, Dharwar.
89. Prof. B. R. Dhekney, Karnatak College, Dharwar.
90. Prof. M. V. Dhond, Karnatak College, Dharwar.
91. Mr. Y. D. Srinivasachar, Landlord, Hospet.
- *92. Sri Krishnakumar Kallur, Bombay.
93. Mr. P. A. Gudigar, Deputy Educational Inspector, Belgaum.
94. Mr. S. S. Malimath, B.A., LL.B., District Government Pleader and Public Prosecutor, Dharwar.
95. Prof. T. K. Deolalkar, M.A., B.Sc., Dharwar.
96. Prof. G. J. Kulkarni, College of Civil Engineering, Poona.
97. Prof. R. K. Asundi, Benares Hindu University, Benares.
98. The Rajasaheb of Sandur, Sandur.
- *99. Rao Bahadur Dr. P. C. Patil, Kolhapur.
- *100. Mr. H. S. Patil, Librarian, Sydenham College of Commerce and Economics, Bombay.
101. K. G. Gokhale, Esqr., B.A., LL.B., Pleader, Ex-M.L.A., Belgaum.
- *102. A. Shankar Alwa, B.A., B.L., Pleader, Mangalore.
103. K. N. Anantaraman, Esqr., I.C.S., Collector and Special Officer, District Board, Bellary.
- *104. Alur Venkatarao, Esqr., B.A., LL.B., Sadhankeri.
105. Assistant Lecturer in Physics, Government College, Mangalore.
- *106. V. B. Naik, Esqr., M.A., LL.B., Assistant Editor, Samyukta Karnatak, Hubli.
107. Prof. A. R. Kamat, Fergusson College, Poona.
108. V. V. Yargop, Esqr., Dewan of Miraj (Jr.), Budhgaon.
109. Rao Bahadur Dr. M. Keshava Pai, Mangalore.
- *110. Mr. A. A. Mandgi, B.A., LL.B., Pleader, Belgaum.
- *111. Prof. K. G. Kundangar, Rajaram College, Kolhapur.
112. Deputy Educational Inspector for Urdu Schools, S. D., Dharwar.
113. Deputy Educational Inspector, Bijapur.
- *114. T. K. Tukol, Esqr., M.A., LL.B., Civil Judge, Jr. Divn., Chikodi.
- *115. Mr. R. Venkatesh Murty, Editor, 'Commerce', Bombay.
116. Mr. B. N. Datar, Deputy Director of Labour Administration, Bombay.
117. Mr. R. K. Naik, Retired Administrative Officer, School Board, Bijapur.
- *118. Dr. M. H. Krishna, M.A., D. Litt., Director of Archæology, Mysore.
- *119. Dr. Venkatarao Telang, Bangalore.
120. Mr. S. P. Patil, Physical Instructor, Karnatak College, Dharwar.
121. Mr. T. G. Patil, Physical Instructor, Karnatak College, Dharwar.
122. V. B. Halbhavi, Esqr., B.A., LL.B., Retired First Class Sub-Judge, Dharwar.
123. Mr. T. S. Balasubrahmanya Ayyar, Inspector of Oriental Schools and Colleges, Madras.
- 124-149. From (26) other persons.

(b) REPRESENTATIVES OF ASSOCIATIONS

- *1. Mr. G. S. Mokhasi, Secretary, Karnatak Secondary Teachers' Association, Hubli.
2. President, Hubli Secondary Teachers' Association, Hubli.
3. Mr. B. C. Shama Maiya, B.A., (Hons.), Deputy Assistant Engineer, and Editor, 'Kasturi', Jubbulpore Karnatak Sangha, Jubbulpore.
4. Mr. M. N. Bhat, B.A., Joint Secretary, Jubbulpore Karnataka Sangha, Jubbulpore.
5. Mr. V. Arunachalam, B.A., (Hons.), Jubbulpore Karnataka Sangha, Jubbulpore.
6. Mr. C. R. Kulkarni, Publisher, 'Kasturi', Jubbulpore Karnataka Sangha, Jubbulpore.
7. Mr. Y. L. Narayanarao, Jubbulpore Karnataka Sangha, Jubbulpore.
- *8. M. M. Bongale, Esqr., B.A., LL.B., Chairman, Municipal School Board, Hubli.
- *9. Dr. H. R. Tergundi, President, Belgaum District Unification League and Vice-President, Karnatak Sangha, Belgaum.

10. Mr. M. R. Bhat, M.R.A.S. (London), Joint Secretary, Sarvottam Sahitya Samiti Tenkankeri, Ankola.
11. Mr. Gundacharya Savanur, President, Bharatiya Vaidyaka Samiti, Hubli.
12. Dr. G. S. Mahajani, M.A., Ph.D., M.L.C., Secretary, Deccan Education Society, Fergusson College, Poona, 4.
13. H. V. Koujalgi, Esqr., B.A., LL.B., President, District Local Board, Belgaum.
- *14. Dr. B. S. Jirge, M.R.C.S., Chairman, Board of Management, K. L. E. Society, Belgaum.
15. Mr. N. Lakshmana Murthy, M.A., Secretary, Congress Committee, Hospet.
16. Chairman, Karnatak Vidyavardhak Sangha, Dharwar.
17. Secretary, Kannada Yuvajana Parishat, Chikpet, Bangalore.
18. Mr. S. K. Panjikar, B.A., B.Sc., B.T., Chairman, The Dharwar Co-operative Building Society Ltd., Dharwar.
19. President, Karnataka Sangha, Mandya.
- *20. Dr. B. H. Kamalapur, M.B., B.S., Hon. Secretary, Medical College Committee, Dharwar.
- *21. Dr. K. S. Kamalapur, M.B., B.S., Hon. Secretary, All-Karnataka Unification League, Dharwar.
22. President, Madras Veerasaiva Vidyavardhak Sangha, Bellary.
23. President, Gadag-Betgeri Municipal Borough, Gadag.
24. President, Bagalkot Municipality, Bagalkot.
- *25. Sri. N. Rajagopalakrishnarao, President, Karnataka Sangha, Udipi.
- *26. Rao Sahib M. P. Wali, Chief Officer, D. L. B., Belgaum.
27. President, Karnatak Engineers' Association, Dharwar.
28. Mr. A. R. Upase, Chairman, District School Board, Sholapur.
29. Chairman, Karnatak Graduates' Association, Dharwar.
30. The Hon. Secretary, Karnatak Graduates' Association, Dharwar.
31. Administrator, City Municipality, Gulegdud.
32. Chairman, School Board, L. A. Municipality, Dharwar.
33. Mr. A. B. Kankanwadi, Hon. Secretary, P. D. J. High School and V. B. Darbar High School, Bijapur.
- *34. Secretary, Karnatak Chamber of Commerce, Hubli.
- *35. Secretary, Kanara College Society, Kumta.
- *36. Mr. Vatadaraja Adya, Joint Hon. Secretary, Samyukta Karnatak Sangha, Bombay.
- *37. South Kanara Regd. Indian Medical Practitioners' Association, Mangalore.
- *38. Pandit Sidhnatha Pant, Secretary, Karnatak Prant Hindi Prachara Sabha, Dharwar.
- *39. V. S. Basawanal, Esqr., B.A., LL.B., Chariman, L. E. Association, Dharwar.
40. Secretary, South Coorg Karnatak Sahitya Sangha, Virajpet (Coorg).

(c) HEADS OF EDUCATIONAL INSTITUTIONS

1. Head Master, Sadashivgad High School, Sadashivgad.
- *2. Mr. B. S. Kushalappa, B.A., Dip. Ed. (Lond.), Head Master, Central High School, Mercara.
- *3. Mr. R. V. Koppikar, Principal, New English School, Hubli.
4. G. N. Gokhale, Esqr., Principal, Maharashtra Technical Education Society's New Engineering College, Sangli.
- *5. Head Master, Basel Mission High School, Dharwar.
6. Principal, K. L. E. Society's Silver Jubilee High School, Barsi.
7. Head Master, Gilganchi Artal High School, Belgaum.
- *8. Dr. A. V. Matthew, Principal, S. M. T. T. College, Kolhapur.
9. Head Master, K. E. Board's High School, Dharwar.
10. Head Mistress, A. K. Girls' High School, Dharwar.
11. Head Master, Government Anglo-Urdu High School, Sholapur.
12. S. G. Dabholkar, Esqr., Principal, Sykes Law College, Kolhapur.
13. Head Master, Municipal High School, Haveri.

- *14. Rev. Jos. A. B. Coelho, S. J., Rector and Principal, St. Aloysius' College, Mangalore.
15. Dr. A. N. Narasimhaiah, M.A., L.T., Ph.D., Principal, His Highness the Maharaja's Sanskrit College, Mysore.
- *16. H. M. Desai, Esqr., Principal, College of Agriculture, Dharwar.
17. Mr. C. S. Raman, M.A., L.T., Head Master, Government High School, Napoklu (Coorg).
18. Mr. M. Vasudevarao, M.A., L.T., Head Master, Vidyadayinee High School, Suratkal; (S. K.).
- *19. T. K. Patil, Esqr., M.A. (London), Principal, Vijay College, Bijapur.
- *20. Mr. V. V. Divekar, Head Master, Government High School, Karwar.
21. Head Master, Parasuram Bhau High School, Jamkhandi.
22. Principal, Gilganchi Artal High School, Belgaum.
- *23. M. Chayappa, Esqr., M.A., L.T., Principal, Veerasaiva College, Bellary.
- *24. R. S. Panchamukhi, Esqr., Director of Kannada Research, Dharwar.
25. Principal, Karnatak High School, Dharwar.
- *26. Mr. M. S. Deshpande, M.A., B.T., Head Master, J. A. Hig School, Athni.
27. Principal, Willingdon College, Sangli.
28. Head Master, Sardars' High School, Belgaum.
29. Head Master, Basaveswar High School, Bagalkot.
- *30. Mr. R. M. Shenai, B.A., L.T., Head Master, Karnatak Vidyalaya, Ujre.
- *31. Mr. N. R. Kulkarni, M.A., LL.B., Principal, K. E. Board's Arts College, Dharwar.
32. Head Master, Victoria High School, Dharwar.
- *33. Mr. K. Shama Bhat, Principal, Mahajana Sanskrit College, Perdala.
- *34. Y. S. Mahajan, Esqr., B.Sc. (Econ.), London, Bar-at-Law, Principal, J. G. College of Commerce, Hubli.
35. Principal V. K. Gokak, B.A. (Oxon), M. N. College, Visnagar (Baroda State).
36. Head Master, Municipal High School, Guledgud.
- *37. Mr. M. Madhavarao, Manager, Kanara High School, Mangalore.
38. Head Master, Municipal High School, Ranebennur.
39. Head Master, Majid High School, Savanur.
40. K. G. Warty, Esqr., Principal, Tutorial High School, Thalakwadi.
41. Head Master, Hindu High School, Karwar.
42. Head Master, Hara Bhat High School, Kundgol.
43. Head Master, Yalemallesappa's Kannada High School, Adoni.
44. Head Master, Sulakhe High School, Barsi.
- *45. F. Corriea Afonso, Esqr., Principal, Karnatak College, Dharwar.
- *46. L. Y. Tonannavar, Esqr., Director, B. V. Bhoomaraddi Polytechnic, Hubli.
47. Head Master, Christian High School, Udipi.
48. V. R. Koppal, Esqr., M.A., B.T., Head Master, R. L. S. High School, Dharwar.

*Denotes persons who also gave evidence before the committee.

APPENDIX C

*List of persons who gave oral evidence before the
Karnatak University Committee*

(a) INDIVIDUALS

At Belgaum.

1. Wrangler P. S. Katti, Retired Principal, Secondary Teachers' College, Belgaum.
2. Dr. H. R. Tergundi, M.B., B.S., Medical Practitioner, Belgaum.
3. Rao Sahib M. P. Wali, M.A., Chief Officer, District Local Board, Belgaum.
4. Mr. A. A. Mandagi, B.A., LL.B., Advocate, Belgaum.
5. A. S. D. Pathan, Esqr., Administrative Officer, District School Board, Belgaum.
6. Mr. V. P. Kittur, B.A., LL.B., Pleader, Belgaum.

At Dharwar.

7. Mr. N. K. Dixit, B.A., LL.B., Pleader, Dharwar.
8. Mr. Alur Venkatarao, B.A., LL.B., Dharwar.
9. Prof. S. S. Malwad, M.A., Karnatak College, Dharwar.
10. Prof. P. W. Gideon, M.Sc., Karnatak College, Dharwar.
11. Prof. R. M. Joshi, M.Sc., Karnatak College, Dharwar.
12. Prof. B. B. Bagi, M.A., Karnatak College, Dharwar.
13. R. S. Hukkerikar, Esqr., M.A., M.L.A., Dharwar.
14. Dr. M. C. Tumminikatti, M.Sc., Ph.D., Proprietor and Chief Chemist, Karnatak Chemical Works, Gadag.
15. Mr. V. B. Naik, B.A., LL.B., Asst. Editor, 'Samyukta Karnataka', Hubli.
16. Prof. C. D. Deshpande, Karnatak College, Dharwar.

At Kolhapur.

17. Karavira Ratna A. B. Latthe, Constitutional Advisor, Kolhapur.
18. Prof. R. B. Naik, M.A., LL.B., Sykes Law College, Kolhapur.
19. Prof. R. S. Mugali, M.A., Willingdon College, Sangli.
20. Prof. K. G. Kundangar, M.A., Rajaram College, Kolhapur.
21. Mr. T. K. Tukol, M.A., LL.B., Civil Judge, Jr. Division, Chikodi.
22. Rao Bahadur Dr. P. C. Patil (Retired), Reader, Presidency College.

At Bombay.

23. D. C. Pawate, Esqr., M.A., (Cantab.), Director of Public Instruction, Bombay Province, Poona.
24. Mr. H. G. Mudgal, Editor, 'Indian Market', Bombay.
25. Mr. R. M. Honnavar, Department of Economics and Sociology, University of Bombay, Bombay.
26. The Right Honourable Dr. M. R. Jayakar, Bombay.
27. Mr. Poona Appaji Rao, Ex-Lecturer in Calcutta University.
28. Pandit H. Gopalachar, M.A., Vanivihar Pathasala, Bombay.
29. Mr. Krishnakumar Kallur, Bombay.
30. Prof. D. P. Patravali, M.A. (Cantab.), Royal Institute of Science, Bombay.
31. Mr. H. S. Patil, M.A., B.Com., Librarian, Sydenham College of Commerce and Economics, Bombay.
32. Mr. R. Venkatesh Murty, Editor, 'Commerce', Bombay.
33. Dr. B. N. Uppal, Director of Agriculture (Bombay Province), Poona.
34. Dr. B. A. Saletore, M.A., Ph.D., Professor of History, Gujarat College, Ahmedabad.

At Karwar.

35. Mr. S. Silva, B.A., LL.B., Advocate, Karwar.
36. Mr. M. M. Shanbhag, M.A., LL.B., Pleader, Karwar.
37. Mr. V. S. Gokarn, B.A., LL.B., Pleader, Karwar.
38. Mr. L. H. Prabhu, Pleader, Honnavar.
39. Mr. M. S. Muzumdar, B.A., Retired Head Master, Karwar.

At Bangalore.

40. B. Sanjeevarao, Esq., Bangalore.
41. Dr. Venkatarao Telang, Bangalore.
42. Mr. D. V. Gundappa, Bangalore.
43. Mr. D. S. Hanumantachar, Bangalore.
44. Mr. Nittur Srinivasarao, B.A., B.L., Advocate, Bangalore.
45. Rao Bahadur Prof. B. Venkateshachar, Ex-Director, Indian Institute of Science, Bangalore.
46. M. S. Rajagopala Rao, Esqr., Deputy Director of Public Instruction, Bangalore.

At Mangalore.

47. Mr. O. S. Anchen, Lecturer in History, Government College, Mangalore.
48. K. R. Karant, Esqr., M.L.A. (Madras), Mangalore.
49. Rao Bahadur P. R. Ranganatha Punja, Official Receiver and Member, Madras Industries Board, Mangalore.
50. Vidwan H. Ramarao, M.A., L.T., B.O.L., District Board Education Officer, Chairman Board of Examination, etc., Mangalore.
51. Mr. K. R. Achar, B.A., LL.B., Mangalore.
52. Mr. A. Shankar Alwa, Member, Madras University Senate.
53. Mr. H. Sundar Rao, Personal Assistant to Special Officer, District Board, Mangalore.
54. Dr. M. Keshav Pai, M.D., Mangalore.
55. Prof. M. Thimmappayya, St. Aloysius College, Mangalore.
56. Mr. K. Bokkai Gounder, M.L.A. (Madras), Ootacamund.

At Mercara.

57. Mr. B. A. Belliappa, Editor, 'Janmabhumi', Mercara.
58. Mr. C. N. Venkappayya, B.A., B.L., Advocate, Mercara.
59. Mr. C. M. Ramarao, B.A., L.T., Retired District Educational Officer, Mercara.
60. Mr. B. K. Nanjundeshwar, Ayurveda Vidwan, Mercara.

At Mysore.

61. Prof. N. Nagappa, Professor of Hindi, University of Mysore, Mysore.

At Madras.

62. The Honourable Mr. A. B. Shetty, Minister for Public Health, Government of Madras, Madras.
63. Dr. S. R. U. Savoor, Director of Public Instruction, Madras.
64. Mr. B. Sanjiva Rao, Retired Principal, Queen's College, Benares.

*(b) REPRESENTATIVES OF ASSOCIATIONS ETC.**At Belgaum.*

1. Mr. N. S. Srikhande, B.A., LL.B., Secretary, Karnatak Law Society, Belgaum.

At Dharwar.

2. Mr. M. M. Bongale, B.A., LL.B., Chairman, Municipal School Board, Hubli.
3. Mr. Tenginkai Shantappa, Hon. Secretary, Madras Veerasaiva Vidyavardhak Sangha, Bellary.
4. The Secretary, Karnatak Education Board, Dharwar.
5. Hon. Secretary, Karnatak Chamber of Commerce, Hubli.
6. Prof. T. Reuben, Representative of the Hon. Secretary, Dist. Lingayat Education Society, Bijapur.
7. Dr. K. S. Kamalapur, M.B., B.S., Hon. Secretary, Karnatak Vidyavardhak Sangha, and Hon. Secretary, All-Karnatak Unification League, Dharwar.
8. Prof. R. V. Jagirdar, M.A. (London), Chairman, Karnatak Vidyavardhak Sangha, Dharwar.
9. Mr. A. B. Kankanwadi, B.A., LL.B., Hon. Secretary, District Education Society, Bijapur.
10. Mr. V. S. Basawana, B.A., LL.B., Chairman, L. E. Association, Dharwar.
11. Mr. G. S. Mokhasi, Secretary, Karnatak Secondary Teachers' Association, Hubli.
12. Pandit Sidhnatha Pant, Secretary, Karnataka Prant Hindi Pracharaka Sabha, Dharwar.
13. Dr. B. S. Jirge, Chairman, K. L. E. Society, Belgaum.
14. Mr. S. S. Matti, President, Dharwar Municipal Borough, Dharwar.
15. G. R. Nalawadi, Esqr., President, Karnatak Vidyavardhak Sangha, and President, Karnatak Granthalaya, Dharwar.
16. M. Ramachandra Sastry, Esqr., Vidyadhikari, Sandur (Representative of Sandur State).
17. Dr. B. H. Kamalapur, M.B., B.S., Hon. Secretary, Medical College Committee, Dharwar.

At Mangalore.

18. Mr. N. Rajagopalakrishnarao, President, Karnatak Sangha, Udipi.
19. Members of the South Kanara Registered Indian Medical Practitioners' Association Mangalore.

At Mercara.

20. Mr. K. Mallappa, Advocate, M.L.C., President, Mercara Municipality.
21. Mr. N. Muddappa, District Judge, President, Karnatak Sangha and Secretary, Coorg Legislative Council.
22. Mr. I. C. Subbayya, Secretary, Development Department, and President, Kannada Sahitya Pradesha Samiti, Mercara.

At Bombay.

23. Mr. Varadaraja Adya, Hon. Secretary, Samyukta Karnataka Sangha, Bombay.

At Karwar.

24. Mr. L. S. Kamat, Hon. Secretary, Kanara College Society, Kumta.
25. Rao Bahadur G. S. Telang, President, Karwar Education Society, Karwar.
26. Mr. M. G. Kasbekar, Hon. Secretary, Karwar Education Society, and President, Karwar Municipality, Karwar.

At Bangalore.

27. Tirumale Tatacharya Sharma, Esqr., President, Kannada Sahitya Parishat, Chamarajpet, Bangalore.
28. Rajasevaprakata Masti Venkatesh Iyengar, Vice-President, Kannada Sahitya Parishat, Bangalore.

(c) HEADS OF EDUCATIONAL INSTITUTIONS.

At Belgaum.

1. Mr. A. G. Joshi, M.A., B.T., Principal, Training College, Belgaum.
2. Mr. S. R. Potdar, Principal, B. K. Model High School, Belgaum.
3. Mr. M. S. Deshpande, M.A., B.T., Head Master, J. A. High School, Athni.
4. Mr. V. B. Marathe, Representative of Rev. E. C. Reddy, Principal, Beynon Smith High School, Belgaum.

At Dharwar.

5. M. Chayappa, Esqr., Principal, Veerasaiva College, Bellary.
6. Y. S. Mahajan, Esqr., B.Sc. (Cantab.), Bar-at-Law, Principal, J. G. College of Commerce, Hubli.
7. The Principal, College of Agriculture, Dharwar.
8. The Principal, Karnatak College, Dharwar.
9. Mr. L. Y. Tonannavar, Director, Bhoomaraddi Polytechnic, Hubli.
10. Mr. H. F. Kattimani, Organisor, J. G. College of Commerce, Hubli.
11. N. R. Kulkarni, Esqr., M.A., LL.B., Principal, K. E. Board's College, Dharwar.
12. Mr. R. S. Bangera, Head Master, Bassel Mission High School, Dharwar.
13. R. S. Panchamukhi, Esqr., M.A., Director of Kannada Research, Dharwar.
14. T. K. Patil, Esqr., M.A. (London), Principal, Vijay College, Bijapur.
15. Mr. R. V. Koppikar, Head Master, New English School, Hubli.

At Kolhapur.

16. Dr. A. V. Matthew, Principal, Srimati Tarabai Teachers' Training College, Kolhapur.
17. Dr. A. G. Pawar, Principal, Rajaram College, Kolhapur.

At Karwar.

18. Mr. A. D. Kulkarni, B.Sc., B.T., Head Master, Hindu High School, Karwar.
19. Mr. V. V. Diwekar, Head Master, Karwar High School, Karwar.

At Bangalore.

20. Mr. Dharanendrayya, Principal, Government Sanskrit College, Bangalore.
21. Mr. K. Sampatgiri Rao, Principal, National College, Bangalore.
22. Mr. L. Ramarao, Principal, Central College, Bangalore.

At Mangalore.

23. Mr. M. Madhavarao, Manager, Kanara High School, Mangalore.
24. Mr. R. H. Shenai, Head Master, Karnatak Vidyalaya, Ujre.
25. Mr. K. Shama Bhat, Principal, S. B. Sanskrit College, Perdala.
26. Rev. Jos. A. B. Coelho, S.J., Principal, St. Aloysius College, Mangalore.
27. Mr. K. V. Kamat, B.A. (Hons.), P.O.L., Principal, Mahajan Sanskrit College, Karkala (S. K.).
28. Mr. M. Ramachandra Rao, Principal, S. M. S. P. College, Udipi.

At Mercara.

29. Mr. B. S. Kushalappa, Head Master, Central High School, Mercara.

At Mysore.

30. Rao Bahadur Dr. B. T. Krishnan, Principal, Medical College, Mysore.
31. Dr. M. H. Krishna, M.A., D.Litt., Professor of History and Director of Archaeological Researches in Mysore, Mysore.

APPENDIX D

MEMORANDUM PRESENTED TO THE HON'BLE SRI AVINASHLINGAM
CHETTIAR, MINISTER FOR EDUCATION, GOVERNMENT OF MADRAS, MADRAS,

BY

THE KARNATAK UNIVERSITY COMMITTEE APPOINTED BY THE
GOVERNMENT OF BOMBAY, ON 25TH DECEMBER 1947.

Subject:—KARNATAK UNIVERSITY—Inclusion of Bellary and Ananthapur Districts
within the jurisdiction of Andhra University opposed.

Sir,

The Karnataka University Committee was appointed by the Government of Bombay by their resolution No. 7914, dated 17th April 1947, to report on the question of the establishment of a University for Karnataka. The terms of reference include the question of granting affiliation to institutions outside the limits of the Bombay Province.

2. The Committee with the approval of the Government of Bombay have co-opted members from the districts of Bellary, South Kanara and Coorg, to facilitate the enquiry on this question and the Sub-Committee elected by the Karnataka University Committee has toured the areas outside the Bombay Province and has examined eminent educationists and persons. The evidence so far gathered within and outside Bombay Province is predominantly in favour of establishing a Karnataka University for the entire Karnataka area irrespective of political divisions existing at present.

3. The Karnataka area which is roughly about 1,47,268 Square Miles has a population of 1,93,00,000. This vast area is under several administrations and the policy now adopted both by the Dominion and Provincial Governments in the country regarding the development of regional languages is impossible of achievement unless the respective regions are brought within the academic jurisdiction of Universities established for the development of respective regional languages.

4. In furtherance of the object of developing regional languages the Government of Bombay are now taking steps to decentralize the University education and to establish regional Universities for Maharashtra, Gujarat and Karnataka. The Maharashtra University Bill, L. A. Bill No. LIX of 1947, has been introduced by the Honourable Mr. B. G. Kher, the Education Minister and the Prime Minister of the Government of Bombay, and it has now been referred to the Select Committee. The proposals for Universities for Karnataka and Gujarat are in the enquiry stage. It is visualised by the Prime Minister of Bombay that ultimately the present University of Bombay will become a great "city" University after the establishment of the proposed regional Universities.

5. The Honourable the Prime Minister of Bombay in the statement of objects and reasons appended to the aforesaid Bill says that existing colleges including Government colleges within the area of the proposed University would be disaffiliated from the Bombay University and affiliated to the new University. He also envisages legislation for the establishment of a uniform School Leaving Certificate Examination conducted by a Joint Board in which the regional Universities would be represented.

6. The Government of Madras have already established the Andhra University which serves the policy now accepted on all hands and enforced by you in the Province. There seems to be very little chance for the establishment of a Karnataka University within the Province of Madras as the Karnataka districts are not a contiguous area in this Presidency. It is in these circumstances that we are considering the possibility of bringing in the Madras Karnataka parts within the jurisdiction of the proposed Karnataka University.

7. While our Committee was holding its sittings, in response to the notification of the Government of Madras calling for public opinion on the report of the Committee regarding the inclusion of Rayalseema districts in the jurisdiction of Andhra University, the Committee adopted the following resolution and was communicated on 12th November 1947.

RESOLUTION.

"With reference to the notification of the Government of Madras calling for public opinion on the report of the Committee regarding the inclusion of the Rayalseema districts in the jurisdiction of Andhra University, the Karnataka University Committee unanimously records its opinion that in as much as the districts of Bellary and some other parts in Rayalseema are Kannada areas, their inclusion in the jurisdiction of Andhra University is highly unfair and would be harmful to the interests of the Kannadigas in these areas. It is further of the opinion that any such inclusion at this stage would be subversive of the principle of Linguistic Universities and would prejudicially affect the territorial jurisdiction of the future University of Karnataka for which this Committee is labouring. The Committee therefore respectfully urges the Government of Madras not to give effect to the majority recommendation of their Committee, so far as the Kannada areas are concerned."

8. The districts of Bellary, Madakasira, Hindupur and Penukonda Talukas of Anantapur District and Pathikonda Taluka of Kurnool District are areas which ought to come, in fairness, to the people of those areas, within the scheme of development of Kannada as regional language. Though originally the Rayalseema districts were included within the jurisdiction of Andhra University we are informed that the agitation in the aforesaid Karnataka area against such inclusion succeeded in getting those areas excluded from it. It is reported that the Committee now appointed to re-examine the same question is divided in its opinion and has submitted a report with dissenting minutes on behalf of the members representing Bellary and other Karnataka areas adjoining Andhra area.

It has been represented to us that the residents of these Karnataka areas do not have even adequate Kannada elementary schools wherein their children could develop their mother-tongue, namely, Kannada.

We hope and trust that the Government of Madras, in pursuance of its established policy of imparting education in regional language, will not force Telugu on people whose mother-tongue is Kannada.

9. It is our opinion and desire that the district of Bellary and the aforesaid talukas of Madakasira, Hindupur, Penukonda of Anantapur District and Pathikonda taluka of Kurnool district should not be brought under the Andhra University at least until the boundary of the proposed Andhra Province is determined.

10. We beg to submit that we are authorised by the Government of Bombay to examine and report on the possibilities and the co-operation the Government of Madras would give in establishing a common University for all parts of Karnataka including the areas under the jurisdiction of the Government of Madras.

We are thankful to you for the interview you have kindly granted and we hope and trust that you will equally assist us in our efforts to examine the problem of establishing a Karnataka University.

Thanking you,

We have the honour to be,

Your obedient servants,

1. N. S. Lokur (Chairman).
2. K. B. Jinaraj Hegde,
3. R. R. Diwakar,
4. G. S. Paramasivayya,

Members of the Karnataka University Committee.

Madras, 25th December 1947.

APPENDIX E

Mudhol House,
Residency, Kolhapur,
29th December 1947.

From—Mr. Justice N. S. LOKUR, Chief Justice, Kolhapur and Chairman Karnatak University Committee, Kolhapur;

To—The Honourable Minister for Education, Government of Madras, Madras.

Subject.—Affiliation of colleges in Kannada areas in the Province of Madras to the contemplated Karnatak University in the Province of Bombay.

Sir,

On behalf of myself and the members of the Karnataka University Committee, I thank you for the interview, which you were kind enough to give us on the 25th of this month. I recall with pleasure the discussion which we had with you regarding the affiliation of Kannada areas in the Madras Province to the Karnatak University. The Government of Bombay, having accepted the policy of establishing regional Universities on a linguistic basis, has appointed this Committee and we were authorised to explore the possibilities of one University for the whole of Kannada-speaking areas in the Province of Bombay, Madras and Coorg. We have had talks with responsible educationists and others in the Kannada areas of your Province, and they evinced a keen interest in the starting of the Karnatak University and expressed their willingness to join it.

Although the formation of linguistic Provinces is a certainty, it is a fact they have not yet come into existence, but in the opinion of the Karnataka University Committee and of almost every one whom the Committee interviewed, it is not necessary to wait for the Karnataka Province to be formed. It will be a matter of course for the Kannada areas in the Madras Province and Coorg to be included in the Karnataka University when the Karnataka Province is formed, but we proposed to you that the colleges in the Kannada areas in all the Provinces may be affiliated to the Karnataka University even before the formation of new Provinces, and we sought co-operation from you. We are glad that you considered our proposals sympathetically and we are obliged to you for the views which you have so kindly expressed. As you expressed your desire that we should place our concrete proposals before you, I may sum up our proposals which we have already placed before you at the interview. They are—

(a) The colleges in the Kannada areas in the Madras Province should be free to be affiliated to the Karnataka University when formed.

(b) The Government of Madras should continue to spend the amounts they are at present spending on the colleges in those areas.

(c) As the Karnataka University is to be newly started, the Government of Madras should be kind enough to sanction some initial grant for its establishment.

(d) The Government of Madras should be kind enough to recognise, for the purpose of employment in Government service, the graduates of the Karnataka University domiciled in the Province of Madras.

I express again my gratitude for the very sympathetic hearing which you gave to us and also for the many suggestions which you gave us in the matter of higher education. I am sure, you will consider the proposals before you sympathetically and inform my Committee of the opinion of your Cabinet.

With my best regards,

Yours sincerely,

N. S. LOKUR,

Chairman,

Karnatak University Committee.

APPENDIX F

Minister for Education,
Fort St. George, Madras,

3rd January 1948.

My dear Justice Lokur,

Let me thank you for your letter of the 29th December. You have raised certain points in your letter about the affiliation of the Colleges now existing in the Kannada area to your proposed Kannada University. I think it is too early for the matter to be placed before the Cabinet or a decision to be taken. It will become a live matter after your University is started.

I hope you had a pleasant time in Madras.

With best regards,

Yours sincerely,
T. S. AVINASHILINGAM, CHETTIAR,

Mr. Justice N. S. Lokur,

Chief Justice, Kolhapur, and

Chairman, Karnatak University Committee, Kolhapur.

APPENDIX G

Statistical Information about Colleges and Institutions of Higher Learning for the year ending on March 1947.

(a) BOMBAY KARNATAK

Serial No.	Name of the Institution	Whether Full grade	No. of teaching staff	No. of students	Annual recurring expenditure	Remarks	
1	15	2	3	4	5	6	7
1	The Basaveswar College, Hubli	..	....	....	....	The college was started from June 1947.	
11	B. A. Poojary College, Belgaum	..	....	....	....
Rs.							
1	S. T. College, Belgaum	..	....	130 8*	5,447 40*	18,691.54	*A basic training course for graduates has been started in this college from June 1947.
10	Kannada Research Institute, Dharwar	..	....	1	14	17,303	
0	K. E. B. College, Dharwar	..	....	15	150	32,121	
3	Lingaraj College, Belgaum	..	Full grade Arts and Science.	44	1,023	2,80,040	The college has started from June 1947.
24	Raja Lakshmagouda Law College, Belgaum.	..	Full grade Arts and Science.	100	288	320,948	The college has started from June 1947.
	The J. G. College of Commerce, Hubli	..	....	7	120	25,000	The college has been started newly from June 1947 with a provision for teaching up to Inter. Examination in Commerce.
1	5	3	7	2	0		
16	The College of Agriculture, Dharwar	..	....	21	80	7,600	This institution has also been started from June 1947.
7	The Basaveswar College, Bagalkot	..	Full grade Arts and Intermediate Science.	15	220	79,301.	

Serial No.	Name of the institution	Whether Full grade	No. of teaching staff	No. of students	Annual recurring expenditure	Remarks
1	2	3	4	5	6	7
						Rs.
8	Vijay College, Bijapur	Intermediate Arts ..	10	85	32,376	The College has started Science courses leading up to Inter. So. Examination and B.A. degree courses also, from June 1947.
9	K. E. Board's Arts College, Dharwar ..	Full-grade Arts ..	12	126	27,437	
10	Karnatak College, Dharwar ..	Full-grade Arts and Science.	40	923	2,54,894	
		Total..	177	2,966	12,05,053	
11	B. V. Bhoomaraddi Polytechnic, Hubli ..	....	....	....	....
12	The Engineering College, Hubli ..	....	....	....	....	This college will be started from June 1948.

(b) MADRAS—KARNATAK

1	2	3	4	5	6	
1	Veerasaiva College, Bellary	Intermediate College .	13	188	24,097	
2	Government Arts College, Anantpur ..	Full-grade Arts and Science.	36	624	1,22,751	
3	St. Anne's Training College, Mangalore ..	....	6	27	15,249
4	St. Aloysius College, Mangalore ..	Full-grade Arts and Science and Commerce.	48	953	2,38,250*	
5	Mahajana Sanskrit College, Perdala (Kasargod, S. K.).	....	8	40	10,429
6	Sri Advaita Vedanta Sanskrit College, Udipi.	....	17	28	14,950
7	Government Arts College, Mangalore ..	Intermediate ..	6	252	39,100	
8	S. B. Sanskrit College, Karkala, S. K. ..	....	15	149	12,375
			<hr/>			
			Total ..	149	2,266	4,76,207
			<hr/>			
9	St. Agnes' College for Women, Mangalore .	....	....	..	....

*These figures are approximate.

APPENDIX H

Statistical information about High Schools with Matriculation Standards,
in March 1947

(a) BOMBAY KARNATAKA

Serial No.	Name of High School	Strength of the School	No. of students that appeared for the Matriculation	Annual recurring expenditure	Remark.
1	2	3	4	5	6
				Rs.	
1	Anglo-Urdu High School, Hubli	215	22	29,929	
2	A. K. Girls' High School, Dharwar	430	28	33,793	
3	Victoria High School, Dharwar	375	70	20,459	
4	Karnatak High School, Dharwar	740	153	41,628	
5	B. E. M. High School, Dharwar	979	251	52,733	
6	R. L. S. Sardesai High School, Dharwar	530	87	32,610	
7	Lamington High School, Hubli	987	93	48,449	
8	New English School, Hubli	825	75	48,950	
9	Municipal High School, Gadag	884	190	50,610	
10	V. D. Chavan High School, Gadag	540	53	31,050	
11	Municipal High School, Haveri	616	108	35,987	
12	Municipal High School, Ranibennur	441	50	22,425	
13	K. E. Board's High School, Dharwar	430	60	21,560	
14	City High School, Hubli	317	37	21,978	
15	St. Mary's High School, Hubli	290	17	17,109	
16	Convent High School, Hubli	117	14	13,207	
17	Model High School, Navalgund	193	12	12,166	
18	Sardars' High School, Belgaum	407	71	43,129	
19	Beynon Smith High School, Belgaum	935	239	57,473	
20	Gilganchi Artal High School, Belgaum	751	230	44,488	
21	Municipal High School, Gokak	600	55	30,333	
22	Jadhavji Anandji High School, Athri	495	67	31,900	
23	K. R. E. Society's High School, Ainapur.	183	20	12,015	

Serial No.	Name of High School	Strength of the School	No. of students appeared for the Matriculation	Annual recurring expenditure	Remarks
1	2	3	4	5	6
				Rs.	
24	Municipal High School, Nippani	713	53	28,997	24
25	R. D. High School, Chikodi	600	40	27,250	25
26	Municipal Jackson High School, Bail-Hongal.	388	27	11,850	26
27	Mahila Vidyalaya, Belgaum	280	8	14,509	27
28	B. K. Model High School, Belgaum	583	75	35,883	28
29	Maratha Mandal's High School, Belgaum.	559	78	32,003	29
30	Thalakyadi High School, Thalakyadi	320	40	19,336	30
31	Durdundeswar Lajapatrao High School, Sankeswar.	229	15	11,904	31
32	Vanita Vidyalaya, Belgaum	455 (3)	38	29,897	32
33	Balika Darsha Vidyalaya, Belgaum	199	15	10,021	33
34	St. Paul's High School, Belgaum	348	41	46,584	34
35	St. Joseph's Convent High School, Belgaum.	228	40	28,170	35
36	Government Agricultural High School, Bijapur.	396	74	63,182	36
37	A. K. Girls' High School, Bijapur	305	25	24,750*	37
38	S. S. High School, Bijapur	743	164	44,577	38
39	P. D. J. High School, Bijapur	649	144	35,951	39
40	Basaveshwar High School, Bagalkot.	885	96	46,156	40
41	S. S. High School, Bagalkot	640	70	21,892	41
42	V. B. Darbar High School, Bijapur	475	11	13,244	42
43	Municipal High School, Guledgad	203	22	11,778	43
44	Government High School, Karwar	375	15	11,361	44
45	Hindur High School, Karwar	650	11	11,501	45
46	Sadashivgad High School, Sadashivgad.	232	16	12,490	46
47	Edward High School, Ankola	398	11	11,000	47
48	Gibb High School, Kumta	857	78	34,903	48

(* These are approximate figures.)

Serial No.	Name of High School	Strength of the School	No. of students that appeared for the Matriculation	Annual recurring expenditure	Remarks
1	2	3	4	5	6
				Rs.	
49	St. Thomas High School, Honavar ..	250	26	15,069	
50	Sri Marikamba High School, Sirsi ..	423	47	26,532	
51	Anglo-Urdu Islamia High School, Bhatkal.	155	5	18,400	
52	New English High School, Honnavar .	235	19	12,669	
53	St. Michael's Convent High School, Karwar.	66	5	12,307	
54	Anandashrama High School, Bankikodla.	285	31	11,033	
	Total ..	25,423	3,739	15,67,048	

(b) Madras Karnataka

				Rs.
1	S. V. S. High School, Bantwal ..	662	66	25,429
2	Board High School, Coondapur ..	652	79	32,436
3	Milagres High School, Kallianpur ..	671	50	30,145
4	Board High School, Karkala ..	575	66	30,150
5	Board High School, Kasargod ..	373	66	13,806
6	B. E. M. High School, Mangalore ..	418	97	39,089
7	Ganapati High School, Mangalore ..	594	104	34,505
8	Government Collegiate High School, Mangalore.	500*	75*	40,2507*
9	Canara High School, Mangalore ..	1,785	280	1,19,370
10	Board High School, Mulki ..	534	87	28,021
11	Raja's High School, Nileswar ..	724	75	39,290
12	Puttur Board High School, Puttur .	675	70	25,110
13	Board High School, Udipi ..	521	49	27,542
14	Christian High School, Udipi ..	327	67	28,074
15	Captanio's Secondary & Trg. School for Women, Kankanady, Mangalore.	250	17	28,019

* These are approximate figures.

Serial No	Name of High School	Strength of the School	No. of students that appeared for the Matriculation	Annual recurring expenditure	Remarks
1	2	3	4	5	6
				Rs.	
16	Govt. Secondary & Training School for Women, Mangalore.	104	27	54,151	
17	B. E. M. Girls' High School, Kasargod.	517	33	17,584	
18	Little Flower Girls' High School, Kinningdi.	131	9	11,122	
19	Sacred Heart Girls' High School, Kulshekar.	51	9	11,222	
20	Besant National Girls' High School, Mangalore.	233	22	16,596	
21	Lady Hill Victoria Girls' High School, Mangalore.	350*	30*	24,700*	
22	St. Victor's Girls' High School, Puttur.	169	13	9,862	
23	St. Cecily's Girls' High School, Udipi.	124	28	22,772	
24	Sri Vishnumurty High School, Inanje.	364	47	15,623	
25	St. Aloysius' College High School, Mangalore.	1,435	187	1,13,540*	
26	Milagres High School, Mangalore ..	881	46	35,642	
27	Canara High School, Urwa Branch, Mangalore.	....	....	....
28	Government High School for Muslim Girls, Mangalore.	72	3	18,469	
29	St. Agnes' Girls' High School, Mangalore.	958	76	38,019	
30	St. Ann's Secondary and Training School, Mangalore.	555	35	27,902	
31	Municipal High School, Adoni ..	700*	60*	34,200*	
32	Municipal High School, Bellary ..	900	76	48,160	
33	Wardlaw High School, Bellary ..	855	108	49,479	
34	St. John's High School, Bellary ..	260	36	13,644	
35	Board High School, Harpanahalli ..	416	25	22,845	
36	Municipal High School, Hospet ..	730	68	30,864	
37	Board High School, Kottur ..	365	21	15,021	

* These are approximate figures.

Serial No.	Name of High School	Strength of the School	No. of students that appeared for the Matriculation	Annual recurring expenditure	Remarks
1	2	3	4	5	6
				Rs.	
38	Board High School, Rayadurg ..	350*	20*	16,650*	
39	Board High School, Yammiganur ..	63	12	20,330	
40	Government Secondary School for Girls, Bellary.	417	34	30,942	
41	St. Philomena's European High School for Girls, Bellary.	165	....	24,084	
42	Municipal High School, Anantpur ..	1,154	185	56,389	
43	Board High School, Dharmavaram ..	550	52	21,484	
44	Edward Coronation Municipal High School, Hindupur.	650*	60*	32,400*	
45	Karibasawaswamy Board High School, Urvakonda.	471	30	20,930	
46	Government Secondary & Training School for Women, Anantapur.	310	19	33,097	
47	Board High School, Kollegal ..	1,006	60	30,221	
48	Rao Bahadur Belligounder Board High School, Hasabathalai.	350*	20*	16,650*	
49	Board High School, Kampli ..	350	11	13,210	
50	Board High School, Hadagalli ..	363	16	13,064	
51	Board High School, Alur ..	314	10	13,890	
52	Board High School, Kudligi ..	350*	20*	16,650*	
53	Board High School, Sirguppa ..	350*	20*	16,650*	
54	Board High School, Madakasira ..	353	21	15,370	
55	London Mission High School, Gooty .	527	44	27,824	
56	Board High School, Kalliyandurg ..	364	29	17,018	
57	Basavaraja's High School, Punganur.	350*	20*	16,650*	
	Total ..	28,187	2,890	16,26,157	

*These are approximate figures.

Serial No.	Name of High School	Strength of the School	No. of students that appeared for the Matriculation	Annual recurring expenditure	Remarks
1	2	3	4	5	6

(c) COORG PROVINCE

					Rs.
1	Central High School, Mercara ..	590	67		51,052
2	Government High School, Virajpet ..	865	34		51,641
3	Girls' High School, Mercara ..	580	22		22,451
4	High School, Somawarapet ..	100	17		11,331
5	Government High School, Napoklu ..	164	18		7,561
6	Kiggatnad High School, Ponnampet .	137	17		18,500
Total —		2,406	175		1,62,536

(d) DECCAN STATES AREA (NOW MERGED)

					Rs.
1	Shahaji High School, Akkalkot ..	579	35		13,771
2	Parashuram Bhanu High School, Jamkhandi.	313	58		12,185
3	Harabhat High School, Kundgol ..	114	16		6,033
4	Chintamanrao High School, Shahapur.	551	103		29,320
5	King George High School, Mudhol ..	108	22		8,500
6	State High School, Ramdurg ..	399	38		14,626
7	Majid High School, Savanur ..	350	27		11,745
8	Sri Ramarao Vidyamandir, Jath ..	360*	30*		12,500*
Total ..		2,774	349		1,08,680

* These are approximate figures.