

REPORTS

OF THE

BARODA UNIVERSITY COMMITTEE

1948

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INDEX

Chapter No.	Subject	Paragraph No.	Page No.
	Introduction	1- 7	1- 2
I	The Baroda University: an idea cherished and planned for over four decades	8- 14	3- 6
II	The Academic Assets of Baroda City ...	15- 43	7-13
III	The Baroda University : Its Scope and Type	44- 71	14-22
IV	Medium of Instruction	72- 83	23-29
V	The University and Secondary Education	84- 90	30-31
VI	Site and Location of the University ...	91-105	32-35
VII	The Constitution of the University ...	106-118	36-40
VIII	Finances	119-131	41-44
IX	Summary of the Report		45-49

APPENDICES

Appendix I	Huzur Order sanctioning the site of the University, with map showing the site of the proposed University	50-51
„ II	Statement showing the expenditure incurred by the Baroda Government on Higher Education	52
„ III	List of persons who gave written evidence ...	53-54
„ IV	List of persons who gave oral evidence ...	55
„ V	Questionnaire circulated by the Committee ...	56-57
„ VI	Memorandum issued by the Commissioner of Education.	58-63

INTRODUCTION

In a letter dated 5th September 1947, His Highness the Maharaja Saheb ordered the Commissioner of Education to appoint a Committee under the Chairmanship of Mr. K. M. Munshi to consider the question of the early establishment of a University at Baroda and submit a report to Government. The Committee as finally approved by the Huzur Order consisted of:-

Mr. K. M. Munshi,	(Chairman)
Sir. R. P. Masani,	(Vice-Chairman)
Dr. R. B. Chandrachud,	
Dr. J. M. Mehta,	
Principal S. B. Junnarkar,	
Dr. K. N. Kulshreshtha,	
Dr. C. S. Patel,	
Mr. R. S. Kanungo,	
Principal. V. K. Gokak,	} Secretaries.
Dr. M. D. Avasarc.	

The untimely demise of Mr. R. S. Kanungo in February 1948 caused a vacancy on the Committee which, however, was not filled up.

2. The Commissioner of Education had some informal talks in October 1947 about the procedure to be followed in connection with the work of the Committee with Mr. K. M. Munshi in Bombay, who was a member of the Baroda University Commission appointed in 1926. The many preoccupations and multifarious activities of Mr. Munshi and his subsequent appointment as the Agent General to the Indian Government in H. E. H. the Nizam's Dominions made it difficult for Mr. Munshi to be present at all the meetings of the Committee. But he took considerable interest in the work of the Committee and gave useful guidance and directions. In order to avoid unnecessary delay in the work of the Committee, His Highness gave directions that Sir R. P. Masani should work as the Chairman of the Committee in the absence of Mr. K. M. Munshi. His experience as the Vice-Chancellor of the Bombay University and as a member of the Maharashtra University Committee has been extremely useful in our deliberations.

3. The Committee held its first meeting on 8th February 1948 in Bombay. All subsequent meetings took place in Baroda. The Committee at its meeting in Bombay decided that the Commissioner of Education should publish a memorandum discussing briefly why a

separate University for Baroda was needed and also its suitability as a University centre. Subsequently a questionnaire was prepared by the Committee which was sent to several educationists in Baroda State and outside, (Vide Appendix V & VI). A number of witnesses were kind enough to give oral evidence at Baroda and quite a large number submitted written evidence which was considered by the Committee.

4. The Committee wishes to record its appreciation of the help rendered by Dr J. M. Mehta, the Commissioner of Education, from the beginning of the Committee's work. In spite of the heavy duties of his office he has rendered very great assistance in the work of the Committee and the drafting of the Report. Mr. V. K. Gokak and Dr. Avasare also deserve the thanks of the Committee for their valued assistance as Secretaries to the Committee. The Committee takes this opportunity of thanking various persons who gave written and oral evidence.

5. It is needless to say that the work of the Committee became much smoother because of the constant encouragement and support given by His Highness the Maharaja Saheb.

6. The idea of establishing a University at Baroda originally germinated in the mind of His late Highness Shrimant Sayajirao but, owing to circumstances which existed then, it did not bear fruit. The present ruler, His Highness Pratapsinhrao Gaekwad, has evinced as deep an interest in this case as his late grandfather. The cause of higher education in Baroda State has been given great impetus by the present ruler. The Commerce College, the two Arts and Science Colleges at Petlad and Navsari and the Visnagar Arts and Science College have come into existence after his accession. Equally keen has been his interest in the Medical and Engineering Colleges for which nearly a crore of rupees have already been sanctioned.

7. The expeditious manner in which this Committee has been able to do its work is entirely due the zeal and interest of His Highness the Maharaja Saheb. It augurs well for the proposed University.

CHAPTER I

THE BARODA UNIVERSITY : AN IDEA CHERISHED AND PLANNED FOR OVER FOUR DECADES

Early History :

8. No other University has, perhaps, in its formation, engaged the attention of so many savants and statesmen over so long a period as the proposed university for Baroda. His late Highness, Shrimant Sayaji Rao Gaekwad of revered memory, favoured this idea as the culmination of the many and fruitful plans formulated during his illustrious regime under his personal guidance and direction for the educational regeneration of Baroda State. As pointed out in the Report of the Baroda University Commission submitted in 1927, the idea of a University for Baroda State had engaged the attention of "its Government and its educational advisers ever since 1908". The idea of a Civic University for Baroda clearly saw the light of day in 1919 when a committee was appointed to report on its establishment. The Golden Jubilee of the reign of Shrimant Sayajirao was celebrated in 1926. As the late Sir Manubhai N. Mehta, the then Dewan, remarked while inaugurating the opening session of the Baroda University Commission appointed in 1926, "the idea of laying in the year of the Golden Jubilee the Coping Stone of the University on the structure of educational advancement of which the foundation has been laid in the year of the Silver Jubilee, when education was made free and compulsory throughout the State, appealed" to the imagination of the people of Baroda. The Baroda University Commission was appointed in 1926. It consisted of five members and it is pleasing to note that Mr. K. M. Munshi, the Chairman of the present Committee, was also an active member of the Commission which sat more than 20 years ago, linking up in this manner the present with the past and indicating the ever-growing continuity of the idea of a Baroda University. The Report submitted by the Commission is in itself a valuable and historic document, attracting attention by its fullness, its sound academic approach and its due regard for the history and traditions of the State. No attempt is made here to cover the details of the early history of the idea of a Baroda University as they are given in their entirety in the introductory chapter of the Report submitted by the Commission.

Baroda in 1926 :

9. The Commission make a statement in their Report which acquires a new significance in the present context. "The authorities whom we have quoted above," they observe, "as being in favour of

having a University at Baroda on general grounds, also agree in holding that the capital of the State is equipped even now with facilities which can readily be expanded into a University. It is natural that the majority of Baroda witnesses should welcome the proposal of founding a university in the capital of the State, but the outside authorities as well agree that the present facilities are capable of development...In the Central Library, one of the best equipped libraries in the country, there is already a stock of about 1,00,000 volumes and under its control there is a net-work of town and village libraries, unique of its kind in India. These libraries are admirably suited for the extra-mural (extension) work of the proposed University on which we are going to lay special stress. It has also got a well-ordered museum and picture gallery which with very little additional expense, can be utilised for the ends of higher education; a park which will make an ideal botanical garden; an embryonic technological college in the Kalabhavan; a Model Farm which with certain alterations, can easily be utilised to make the beginnings of an agricultural school; a well-equipped hospital of about 300 beds, with a variety of clinical material which can be used for a medical college; and classes in music, architecture, sculpture and painting necessary for a university school of Fine Arts. There are besides, the Railway and Electric workshops which can serve as the training ground in railway and electrical engineering. The State itself has a sufficient number of students to start a University.....Baroda has all the natural and artificial advantages required for a University town."

Recent Developments:

10. If this is how Baroda struck savants examining the idea of a Baroda University 20 years ago, the case for a Baroda University may be treated as a self-evident proposition to-day. There are about sixty thousand students in the secondary schools of the State as compared with 15,300 pupils at the end of 1925. The number in the University institutions of the State has doubled itself. It is now well over three thousand. His Highness the Maharaja Sahab has sanctioned the schemes for starting a Medical and an Engineering College. The Medical College is expected to start functioning in June 1949. These two institutions will considerably enhance the academic status of Baroda and further add to the numerical strength of the student population in the city. Educational progress in the State has received a great impetus at the hands of His Highness. The Pratapsinh College of Commerce was started in 1942 and it added a new and useful feature to the academic life of Baroda. Another phase of educational development in the State during the present regime is the establishment of mofussil colleges - the M. N. Arts and Science College started by Government at Visnagar, the S. B. Garda College at Navsari and the Petlad College at Petlad. His Highness has himself keenly sponsored the idea of a Baroda University. The appointment of this Committee is itself a gesture indicating the keenness and solicitude with which His Highness the Maharaja Sahab views such a project.

Baroda as one of the University centres in Gujarat:

11. It was contemplated in 1926 – though the Commission was aware of the impediments in the way – that once a University was established at Baroda, Baroda might eventually grow into a University centre for the whole of Gujarat and Kathiawar. The Government under Shrimant Sayajirao Maharaj was, in a sense, more alive to the cultural needs of the region than an alien Government in what is now the Dominion Area. But the Congress Ministry in Bombay accepted the principle of regional universities and set to work earnestly in that direction. The Poona University is a reality now. Two Committees have also been appointed by the Bombay Government to report on the immediate establishment of regional universities for Gujarat and Karnatak. The academic life of Ahmedabad is steadily evolving into a University centre for Bombay Gujarat. The Charutar Vidya Mandal is planning for a teaching and residential University at Anand. Saurashtra may soon think of having a University of her own. Baroda, which struck several educationists as the one University centre for the whole of Gujarat and Kathiawar twenty years ago, has now to share the honours with Ahmedabad and possibly one or two other centres. This is, in a way, a welcome development. So long as Gujarat can afford to have and finance several universities, there is no reason why the academic life of the province should not be enriched in this way. Each of these universities may, eventually, develop special characteristics and excellences of its own and there would be room for all. If the United Provinces can have one affiliating and five unitary or residential universities, why not Gujarat?

The Baroda University: an Inherent and Natural Growth :

12. The case for a Baroda University rests ultimately on the academic and cultural status of Baroda itself. Baroda which has been in the vanguard of the movement for a Gujarat University for nearly four decades, is riper than ever today for the establishment of a Baroda University. Planned primarily as a teaching and residential University, the University may have to develop an affiliating side also in order to absorb the institutions which have arisen elsewhere in the State. Even if all the parts of Gujarat are eventually welded together into the province of Maha Gujarat, the case for a Baroda University would remain as strong as ever. Baroda is a city of colleges, parks, museums, libraries and technological institutes. It lacks nothing but the University offices to make it a University city. That Baroda should either continue its affiliation with Bombay after the rest of Gujarat has attained academic independence or that it should seek to affiliate itself to a sister centre in Gujarat, with its own manifold academic developments in view, is well nigh inconceivable. Baroda has, for several generations, been the recipient of princely attention and favour as the capital of a major State. Its architectural excellences and cultural experiments have attracted the attention and evoked the admiration of tourists from all parts of India and even the

globe. This beautiful city has, further, attained an educational status during the regime of His late Highness Shrimant Sayajirao and of the present ruler, His Highness the Maharaja Saheb, making it not only a potential University centre but one of the best educational centres in the country. The Baroda University is to be regarded not so much as a regional and affiliating University, for Baroda State is only part of a region; but as primarily a teaching and residential University.

13. It is contended by some that the essential need of the country is the development of primary and mass education and that all the available funds must therefore be utilised for liquidating the appalling illiteracy of the masses. We fully endorse this view. It must not, however, be forgotten that the country equally needs leaders of society. It requires men of culture, integrity of character and discipline. It needs servants trained for public administration and scholars and savants who can enrich the cultural life of the country. We need engineers, physicians and surgeons, technicians and real research workers. It is only University that can produce such men. There is no reason for any one to get alarmed at the growth in the number of Universities in the country. As long as these Universities maintain proper academic standards and really fulfil their intrinsic functions, money spent on them would be money well spent. For a country with a population of 300 million (in the Indian dominion only), the number of existing Universities is much smaller than what it really should be.

14. The magnificent preparation that has gone on for half a century in Baroda towards such a consummation, the prolonged, careful and competent thought that has been bestowed on the idea of a Baroda university from time to time, the feasibility and economic case of such a project considering the assets assembled in the past, the cultural significance that it would have for the province as a whole, the easy and natural position that Baroda would occupy in a happy sisterhood of Universities in Gujarat, all these alike point unerringly towards the immediate establishment of a University in Baroda.

CHAPTER II

ACADEMIC ASSETS OF BARODA CITY

15. A University is a concrete embodiment of the cultural attainments and aspirations of the people whom it seeks to serve. It is a summing up of the past and a reaching forward to the future. Behind the idea of a Baroda University lies more than a half century of enlightened statesmanship and constructive vision which have expressed themselves in a cluster of institutions enriching the life of Baroda.

(1) Arts

16. Baroda College, the premier University institution in Baroda, is well developed on the arts as well as on the science side. On the arts side, the College conducts B. A. *Honours* classes in English, Sanskrit, Pali, Persian, Gujarati, Marathi, History, Economics, Philosophy and Mathematics. French and Urdu are also taught for the B. A. General Course in addition to the subjects mentioned above. The College also provides for post-graduate instruction in English, Sanskrit, Persian, Gujarati, Marathi, History, Economics, Philosophy and Mathematics.

17. Departments of Oriental Studies can be instituted in the proposed University by combining all the provision made in the city for work on Indian Culture, – the Oriental Institute, the Sanskrit Mahavidyalaya and the Sanskrit section of the Baroda College. The library of the Oriental Institute contains 14,000 volumes and nearly 20,000 manuscripts on subjects relating to indological studies. This will facilitate research work undertaken by the departments. The Baroda Museum is a fine nucleus where post-graduate students of Ancient Indian History can be enabled to study the various schools of sculpture, palaeographic and numismatic material, excavated objects, objects for the study of iconography, etc. The Archaeological Department, while functioning independently of the University in matters like conservation, exploration and excavation of archaeological material, can promote Oriental Studies in the University by co-operating with the University in organising classes in Ancient Indian History and Culture, – especially those in epigraphy and numismatics. Post-graduate students of Ancient Indian History can also be trained in field work by the Archaeological Department when it undertakes excavations of historic sites on scientific lines.

18. Economics is taught up to the M. A. stage in the Baroda College. In the Pratapsinh College of Commerce instruction is being imparted in Advanced Accounts, Advanced Banking and Indian Cotton Industry,

in addition to instruction in Economics, Mathematics and a few other subjects, and students are trained for the B. Com. Degree Course of the Bombay University. Provision can be made with a few additions to the staff for the M. Com. Degree Course and for the study of other subjects such as Actuarial Science, Statistics, Public Finance and Administration and Transport.

19. The S. T. T. College in Baroda trains students at present for the B. T. Degree and the Teaching Diploma Course of the Bombay University. It also provides facilities to a limited number of students for research work leading to the M. Ed. Degree and Ph. D. Degree in Education of the same University. The College conducts, in addition, a course leading to a diploma in Physical Education awarded by the Government of Baroda.

20. From this College is also published the Journal of Education and Psychology which maintains a good rank among journals in India dealing with educational research.

(2). *Science*

21. On the science side, Baroda College provides for instructions in Chemistry, Physics, Botany in the subsidiary as well as principal courses of the Bombay University and for the B. Sc. subsidiary course in Zoology. The Bombay University has also extended recognition to Baroda College for training students for the M. Sc. degree by papers and thesis and for the Ph. D. degree by thesis, in Chemistry and Physics and for the M. Sc. degree by thesis in Biology. Mathematics is taught for the B. A. and B. Sc. courses and also for the M. A. Degree Course.

(3) *Technology, Agriculture and Engineering*

22.: The Technological Institute, which was only a section attached to the Sayaji Jubilee Science Institute, now consists of four departmental laboratories:—the Industrial Chemist's Laboratory, the Agricultural Chemist's Laboratory, Public Health Laboratory and the Central Excise Laboratory. The Baroda Drugs Laboratory has also been added recently to these. The Industrial Chemist's Laboratory undertakes, among other things, the investigation of problems likely to be useful for the industrial development of the resources of the State. It also undertakes the investigation of industrial problems for which fellowships are awarded by industrialists. Research work on animal and vegetable fats is in progress in this Laboratory. Among the research problems tackled in the Agricultural Chemist's Laboratory, the chief ones are soil problems, manurial problems, soil crop relations and nutritional problems. The laboratory has equipment sufficient for four research workers in chemistry or agricultural chemistry, leading to the post-graduate degrees in these subjects. The Central Excise Laboratory undertakes, among other things, research

work on problems related to forest and natural products and indigenous drugs. Its equipment is sufficient for two research workers in chemistry or pharmaceutical chemistry preparing for post-graduate degrees. The Institute is, at present, recognised for post-graduate work for the M. Sc. and Ph. D. Degrees in Chemistry by the University of Bombay.

It will be noticed that these departmental laboratories in the Technological Institute can develop, after suitable expansion, into centres of research in certain selected fields of industrial, agricultural, pharmaceutical and analytical chemistry.

23. The Kalabhavan Institute (Technical) conducts diploma courses in :—

1	Mechanical Engineering	...	4 years
2	Electrical Engineering	...	4 years
3	Civil Engineering	..	4 years
4	Chemical Technology (dyeing, bleaching and finishing)	...	3 years
5.	Weaving Technology	...	3 years

It also conducts several certificate courses. The Chemical Technology section can be easily expanded into a degree course in textile chemistry.

24. The diploma courses in Mechanical and Electrical Engineering can also be converted into degree courses and a sum of Rs. 25,56,140 has, in fact been sanctioned under Huzur Order No. 41/16 dated 29-9-1945 for equipping an Engineering College. A degree course in Civil Engineering could also be instituted in this College at some additional cost, since a diploma course in civil engineering is already in existence.

25. The Commission had recommended that the Model Farm run by the Baroda Government could, with certain alterations, be utilised to make the beginnings of an Agricultural school. The Agricultural Institute, which has already been functioning for several years in Baroda, with all its assets, can readily be expanded into an Agricultural College.

(4) *A Medical College*

26. The Baroda University Commission thought even in 1927 that the State General Hospital was excellently equipped for a Faculty of Medicine. But they felt that the Medical Faculty might come later and recommended that only a diploma course in nursing should be instituted immediately. Baroda has progressed considerably since then and His Highness the Maharaja Saheb has been pleased to sanction the scheme for a Medical College in Baroda. The College is expected to start functioning in June 1949.

(5) *Fine Arts*

27. The Kalabhavan Technical Institute provides for diploma courses in painting and architecture extending over four years, and also practical training in photography. In recent years the institute has developed more on the technical than on the arts side. There is also an academy of Indian Music in Baroda. A Faculty of Fine Arts, the formation of which these facilities will help considerably, will be further strengthened by the collections, the lecture-theatre and the library of the Museum complemented by the libraries of Kalabhavan, the Oriental Institute and the Archæological Department.

(6) *Other facilities*

28. The Baroda University Commission also suggested the organisation of a translation bureau for establishing Gujarati effectively as a medium of instruction in all the higher branches of knowledge. "In the Translation Department and the funds allocated to it now in the charge of the Vidyadhikari" they observe, "the State has already the materials which when transferred to the University will open up a very healthy and useful activity." Modern Indian languages have been considerably enriched in æsthetic and literary expression. But their evolution on the side of scientific expression is not quite commensurate with their literary status. A nucleus, as has been remarked, exists already in this line and the department can be expanded into a translation bureau to suit the needs of the University.

29. The Central Library at Baroda which had over a hundred thousand volumes in 1927 and which has over 11,82,000 volumes on its shelves now, can well be turned into a University Library. It should be housed near the University grounds though, as the Commission suggested, "a branch of the library containing only popular books may continue to remain in the heart of the City". The Commission also recommended that the Library Organisation of the State, which with its numerous village, town and district libraries and reading rooms, was really carrying on University Extension work without a University, should be transformed into an agency for the spread of the extra curricular activities of the University under the supervision of a Library Board. But, in view of the fact that the Baroda University is being envisaged today as primarily of the teaching and residential type, it is doubtful whether the existing administrative machinery of the Library Movement should be disturbed for co-ordinating this activity under a University organisation. It seems desirable that the Central Library should be used as the University Library under a University Librarian and that the Library Organisation should be separated from it and placed under the control of a Curator of Libraries.

ORGANISATION OF EXISTING MATERIAL

30. The foregoing survey will make clear the wealth of academic material that has been accumulated in Baroda City with loving care

during the last half century. Analysed in terms of University organisation, these academic assets would recommend themselves to our attention as follows.

(1) Faculty of Arts

31. The departments of classical languages can be organised out of the provision for the teaching of Honours and General Courses in Sanskrit, Pali, and Persian and for the M. A. Degree Course in Sanskrit and Persian in Baroda College. The Department of Sanskrit will have to work in close conjunction with the Department of History, especially Ancient Indian History.

32. The departments of Modern Indian languages can grow out of a similar provision made for Gujarati and Marathi and upto the B. A. General Course for Urdu. The Department of Gujarati will soon have an important place in the University since Gujarati may soon be the medium of instruction there. It will also have to work in close co-operation with the Translation Bureau. The Baroda University Commission recommended the creation of a separate institute called the Premanand Institute for promoting Gujarati studies. In any case, the Department of Gujarati in the University will have to organise the study of Gujarati language and literature in all stages of University education. Professorships should also be instituted separately for philological and literary studies in Gujarati.

33. The Departments of Modern European languages can be organised out of the provision made for the B. A. Honours and General courses and for the M. A. Degree Course in English and for the B. A. General Course in French, in the Baroda College. For all languages, for an intensive study of which the University intends making due provision, we would suggest that two chairs should be instituted in the University, one on the language and one on the literature side.

34. The Departments of History, Economics, Commerce, Philosophy and Mathematics will grow naturally out of the arrangements for undergraduate and post-graduate instruction existing in Baroda College and in the Pratapsinh College of Commerce.

35. The Department of Education can easily be organised out of the facilities existing in the S. T. T. College with its courses in the B. T., M. Ed. and Ph. D. Degrees and the Teaching and Physical Education Diplomas.

(2) Faculty of Science

36. The Departments of Chemistry, Physics, Botany, Zoology and Mathematics can readily be organised out of the provision for science studies made in Baroda College. A few more additions and developments may be necessary to strengthen this Faculty. These will be noticed later.

(3) *Faculty of Technology*

37. While the present Institute of Agriculture can readily be expanded into a College of Agriculture, the Chemical Technology Section in the Kalabhavan Technical Institute can be developed into provision for a Degree Course in Textile Chemistry.

(4) *Faculty of Engineering*

38. The College of Engineering, which has already been sanctioned to be formed out of the diploma courses in Mechanical and Electrical (and Civil) Engineering, will provide all the material for a strong Faculty of Engineering in the University.

(5) *Faculty of Medicine*

39. The State General Hospital which is such an important institution in Baroda and the College for Medicine which has been sanctioned by His Highness the Maharaja Saheb and the organisation of which institution is proceeding apace, will together make the Faculty of Medicine a distinguishing feature of the Baroda University.

(6) *Faculty of Fine Arts*

40. Diploma Courses in Architecture and Painting have already been instituted in the Kalabhavan. These can be developed into degree courses, by making use of the collections, the lecture theatre and the library of the Museum, complemented by the libraries of the Kalabhavan, the Oriental Institute and the Archaeological Department.

(7) *Other assets :*

41. Several other requirements of the proposed University can be met by utilising existing resources. They may be enumerated as follows:-

- (a) *The Translation Bureau :* This can be developed out of the Department of Translation functioning at present under the Vidyadhikari.
- (b) *The University Library :* The Central Library can be shifted into a new building on the University grounds and developed suitably to meet the requirements of all faculties.
- (c) *The Publication Department :* The Gaekwar Oriental series is really a University Publication Department financed by Government and not by the University. This facility, provided so far for oriental learning, can well be developed into a Publication Department which will arrange to coordinate and publish all the research and other standard work carried on by various departments in the University.

- (d) *Residential halls and quarters* : The hostels and also the Government bungalows in the area of the proposed University—some of which are already occupied by professors and other members in Educational Service—can be made available to the University.
- (e) *Scholarships and Fellowships* : To the scholarships and fellowships available in the various colleges in Baroda at present will have to be added several research studentships so as to cover every important department in the University.

BARODA RIPE FOR A UNIVERSITY

42. It will be seen from this survey that the material for several important Faculties is almost ready to hand in Baroda city, waiting to be integrated into a teaching and residential University. The institutions mentioned above will have to be made over with their recurring grants to the University by Government. It seems evident that an educational centre of such standing, attainments and possibilities as Baroda should not be made to depend, for its life and growth, on a centre of gravity outside itself. A city that can, in its own inherent right, be the centre of a University system, need not be confined to the status of a planetary adjunct, especially at a time when every significant centre on the cultural map is striving to evolve its own autonomy in the commonwealth of light.

43. An attempt will be made in the next chapter to indicate the lines on which the manifold educational developments in Baroda City can best be integrated into a University and the manner in which similar developments in the State can be correlated with it.



CHAPTER III

THE BARODA UNIVERSITY : ITS SCOPE AND TYPE

The Tutorial System :

44. It is true that a reorganisation of existing material is essential if the proposed University is to establish its own eminence among the Universities in India. The tutorial system for instance, is an invaluable aid to clear and illuminated thinking. It will have to be introduced in the proposed University for all Honours and General Courses if the University is to fulfil the supreme object of education—the shaping and rounding of human personality—along with other secondary but, nevertheless, significant aims. If the reorganisation of the curricula for secondary schools is not forthcoming immediately, a step which is the only possible one to take for the emancipation of the Honours and General Courses from their bondage to the preparatory course during the first two years in college at present, and their consequent promotion to their full stature, the tutorial system should, forthwith, be made to operate for the postgraduate classes in all subjects. It is, no doubt, an expensive system. Several provincial Universities, even in Great Britain, cannot afford it. Oxford and Cambridge alone, with the heavy tuition fees they charge and the endowments their colleges possess, can maintain an adequate staff of tutors. But the tutorial system is the rock on which a new University can stand itself firmly. Mr. R. B. McCallum, Lecturer in politics in the University of Oxford, comments on it as follows:—

“The tutorial system gives the pupils a degree of personal instruction that is scarcely known in other Universities; faults can be corrected and qualities and talents nursed. Moreover the tutor attains to a knowledge of his pupil personally, that a system of class instruction is unlikely to permit. When the student leaves to take up his career he can be spoken of with a degree of understanding and confidence that must command respect, provided the tutor has not acquired the reputation for turning all his geese into swans”. (Universities, Quarterly, November 1947.)

45. The Cambridge practice with regard to supervision may be availed of if expense is to be minimised. It consists in utilising the presence of research students in the University for some supervision work. Such a practice is said to be beneficial to the undergraduate as well

as to the research student. Says Mr. J. A. Ratcliffe, Reader in Physics in the University of Cambridge "By it (supervision) they (research students) maintain a wide interest in their subject just at a time when they would otherwise be concentrating entirely on the special topic of their research, and they are helped to consolidate and assimilate the knowledge which they have so recently acquired through their own studies as students. The young research student often makes a very good supervisor, specially for the better undergraduates. His fresh approach to the subject makes up, to a large extent, for his lack of teaching experience.....The wise Director of Studies will try to arrange that each undergraduate is supervised by some younger and some older men." (Universities Quarterly, November 1947).

46. Mr. Ratcliffe points out in the same article the staffing ratios obtaining in Cambridge: "In round figures there are 6,000 undergraduates, 400 readers and lecturers and 500 research students. If we assume that three hundred and fifty of the readers and lecturers and 350 of the research students are active as supervisors, that, on the average, each student received supervision for one and a half hours per week, and that supervision is attended by students in pairs, we find that the average supervisor must do a little more than six hours supervision per week. These statistics agree with the facts that most do do between six and ten hours supervision per week and the average research student does about two. On a statistical basis, therefore, there is enough supervising effort to go round".

47. In any case, we may assume that a beginning will be made with the tutorial system forthwith at the postgraduate stage, if not earlier. This cannot be considered expensive in view of the fact that the number of postgraduate students is always limited.

Reorganisation of the teaching staff

48. The next step is to organise the staff for the existing courses in such a way that specialisation in a particular branch of knowledge can reasonably be expected from each expert in the University. Professorships to-day are generally omnibus teaching posts covering entire subjects, so that there is hardly any incentive either on the part of the teachers or of the taught to go beyond a mere working knowledge of their subjects, with the result that the instruction imparted is scrappy and disconnected. A systematic and full dissemination of knowledge and an organic and permanent assimilation of it is possible only under a system which recognises a nice distinction among fields of inquiry in the same subject and provides for them. Such a system also implies a reorganisation of the syllabuses prescribed for the various degree courses in the University. We believe that the number of teaching posts as well as the courses of study will have to be carefully planned by the University bodies duly constituted for the purpose, when the University project is sanctioned.

REORGANISATION OF OTHER FACILITIES

The Translation Bureau:—

49. In the organisation of the Translation Bureau, provision will have to be made for a Director of the status of a University Professor and an Assistant Director of the status of a Professor. One of these should be an arts and another a science man. There should also be two Translation Assistants of the status of Readers. These, with an office establishment, will complete the equipment.

The University Library:—

50. In organising the University Library, it would be helpful if the libraries of the Oriental Institute, the Baroda Museum and other institutions are all treated as sections of a central organisation under a University Librarian. There should be, under him, a librarian for printed books, a superintendent of the MSS section and catalogue and technical assistants.

Publications:—

51. As for the publication department of the University, the Committee for Postgraduate Research should approve annually the publications that are to be sponsored by the University. A separate office will have to be created under the control of the Chairman of the Committee to look after this department.

Research Studentships:—

52. Research studentships at the postgraduate stage in all departments should be instituted because the reputation of a University of the type we envisage for Baroda depends on its contribution to the advancement of knowledge. Such a contribution is possible only when there is an ardent and carefree community of talented pupils working under the guidance of professors of acknowledged repute.

The University Park:—

53. The Public Park may be given over to the University for use as a University park which will be open to the public as at present. A section of the park may be used for the development of the study of botany and zoology.

Additions and expansion:—

54. What has been mentioned above and in the preceding chapter amounts only to a utilisation of the resources existing in various institutions in Baroda modified here and there to suit University requirements. The University will also have to consider the problem of an extension of its academic provision and activity, once it is established. We suggest the following additions which might be taken up in due course:—

(1) Faculty of Arts:-

55. A few posts for the teaching of Hindi as the national language of India will have to be created forthwith. It is not necessary to institute a University Professorship in Hindi, in as much as it is the language that is sought to be taught and not so much the literature to be studied. A few readerships and lectureships should suffice for the purpose. Among the Indian classical languages, Ardha Magadhi deserves to have a place alongside of Pali. It is the language of Jain philosophy and culture, just as Pali stands for Buddhism. Among the modern European languages, provision has been made for English and French. It would be desirable to provide for a study of Russian too. While English covers two of the three Big Powers, Russian alone can help us to understand the cultural and scientific attainments of the third Big factor in world politics.

56. Geography is another important subject and provision should be made for the teaching of the degree course in geography. Geography is taught at present to F. Y. students. But the study of geography has an important bearing on the study of history, economics, commerce, etc. and it should be developed into a full-fledged degree course.

(2) Faculty of Science:—

57. The study of natural sciences has further to be strengthened by instituting postgraduate courses in bio-chemistry, microbiology, statics and radio physics in consonance with the resources of the University.

(3) Faculty of Technology:—

58. A basic training in Chemical Engineering is now being recognised as eminently suited to a study of all branches of Chemical Technology. This section should, therefore, be instituted immediately. Other branches of study, specially in oils and allied products, paints, plastics and pharmaceuticals, can be added later. New courses in industrial fermentation and industrial mycology can also be instituted under the heading of Biological Engineering.

59. India today is in urgent need of first class research institutions, particularly in subjects such as chemical engineering. With the expansion of industries more technically trained personnel will be required than can be produced by the existing institutions. It will, therefore, be in the fitness of things that the Baroda University should have a first rate Chemical Engineering Institute. There are many industries in the neighbourhood, particularly chemical industries. The primary function of this institute will be to give our young men a sound training in chemical engineering. It should also have a strong research section which will bring research in close touch with industry and thus give research a spirit of reality. Such a combination will satisfy the country's need for an Institute of Chemical Engineering and Research.

In our opinion the Engineering College which the State proposes to start should also have a strong research section. These two institutions with their research sections may prove to be a good nucleus for National Engineering Laboratories. In this respect we suggest that a Committee composed of eminent Scientists such as Sir Shanti Swarup Bhatnagar and Dr. J. H. Bhabha with representatives of Chemical and Textile Industries such as Mr. B. D. Amin should be invited to advise in the planning of these research laboratories.

(4) Faculty of Engineering:—

60. Since a College of Engineering is to be started anew, no special comments are called for under this head. It may, however, be noted that a Degree Course in Civil Engineering should also be instituted along with the courses in Mechanical and Electrical Engineering, as there is a great demand for civil engineers, specially in view of the post-war reconstruction schemes which will have to be executed soon all over the country.

(5) Faculty of Medicine:—

61. Since a Medical College for Baroda is a new project, no special comments are called for under this head.

(6) Faculty of Fine Arts:—

62. It is necessary that the archaeological section of the Baroda Museum should be strengthened further by securing duplicates of originals from the various Provincial and State Governments either by purchase or by exchange. The section should be made representative of the whole of India and not merely of Western India or Baroda State. Plaster casts of sculptures, inscriptions (e. g. Ashokan inscriptions), Hindu, Buddhist and Jain icons and electrotyped casts of the coins of the various dynasties in India will have to be made from the originals in several Indian museums with the help of an efficient plaster cast modeller. This method has to be pursued wherever originals cannot be obtained. The Baroda Museum has already made a collection of plaster casts of Greek and Roman statues and thereby enhanced its value. Enlarged photographs should be kept in an album to enable students to study the various schools of Indian Architecture. The material necessary for the study of Ancient Indian culture would then be made available in the Museum. This would, of course, amount to annexing an archaeological gallery to the Museum. The Director of Archaeology states that this had been sanctioned by Government as early as 1933 but was, later, postponed.

A degree course in Fine Arts should be organised for the subjects of architecture, music and painting, embracing topics such as the fundamentals of an appreciation of the art concerned, its appreciation in its national setting and a general outline of its history. The post-graduate

course can cover a wide field, a study of the problems in local art history (Hindu, Jain, Indo-Muslim), a study of the problems of Indian art, of the relation of Indian art to the development of the art concerned in other countries, etc. The greater part of local art history is hardly known and a good deal of research work has yet to be done in this field.

(7) Faculty of Law :

63. The Baroda University Commission recommended that a "Faculty of Law should be constituted by the University of Baroda only if the Bombay University was prepared to accept a scheme of joint examinations; or if the Bombay High Court or the Bar Council of Bombay Presidency, when constituted, is prepared to recognise Law Degrees of the Baroda University for giving Sanads." But now that University centres are springing up all over the Presidency, there will, no doubt, be forthcoming a reciprocal recognition of degrees on the part of the Universities concerned. The Inter-University Board will also be of help in establishing uniformity in all these matters. The study of Law, which, according to Burke, does more to quicken and invigorate the understanding than all the other kinds of learning put together, is an integral part of the equipment of a University. Now that the conditions impelling the Commission to remain silent on this question ("We think it advisable to leave this question for the future Senate of the University to deal with.") have changed substantially, it would be greatly desirable to institute this Faculty in the proposed University.

64. **Affiliation of Mofussil Colleges:** The question of the relation of the arts and science colleges at Visnagar, Navsari and Petlad to the proposed University may now be examined. Needless to say, a teaching and residential University is an ideal worth cherishing and Baroda is eminently fitted for organising it. A University which is a purely examining and affiliating one can hardly have a distinctive character of its own. Its limbs would be scattered all over the area of its jurisdiction and it can only have an artificial and fragmentary life. The utilitarian side of University education, the undue emphasis on examinations, degrees and diplomas cherished for their own sake and for the sake of the rewards they bring will, in the very nature of things, assume a disproportionate importance under a purely affiliating and examining University. The examinations and degrees will cease to be cherished as real indices of the cultural advancement and attainment of students and will gradually come to be regarded as talismans for winning power and position in the world outside. The main cure for this evil lies in the organisation of a teaching and residential University. A large fraternity of ardent students and professors of established repute would then be formed at Baroda which can justifiably pride itself on a galaxy of institutions animating different spheres of educational activity. There will thus be established healthy contacts in a community of scholars who have mastered different branches of knowledge and also among students, specialising in different directions. An academic atmosphere will

be generated in which young talent can discover, know and develop itself, for the influence and fascination of different departments of knowledge would pour itself on young minds from all sides. There will be ample scope and opportunity for self-examination and self-assessment in an atmosphere charged with manifold intellectual brilliance and attainment. Again, a community of chosen teachers and pupils living in close neighbourliness for the disinterested and enthusiastic pursuit of knowledge will leave its own cultural impress on every aspect of life, big or small, connected with it. Discussions and debates will no longer be unreal but gain in representative excellence and quality. Its reactions to world events and policies will assume body and form and be an index of the mind of the region of which the University becomes the cultural centre. A residential University will thus be, not only a training ground for fresh adventures into unexplored fields of knowledge and a convenient centre for the shaping and rounding of human personality by a pursuit of knowledge in happy and chosen fellowship, but also a full, integrated and transparent expression of the culture of the surrounding region in its best and most glorious aspects.

In this connection, the Baroda University Commission quoted in their report a passage from Newman which we reproduce below and which, we believe, will retain its flavour as long as University education is planned and imparted with vision:—

“ I protest to you, gentlemen, that if I had to choose between a so-called University which dispensed with residence and tutorial superintendent and gave its degree to any person who passed an examination in a wide range of subjects, and a University which had no professors or examinations at all, but merely brought a number of young men together for three or four years, and then sent them away as the University of Oxford is said to have done some sixty years since, if I were asked which of these two methods was the better discipline of the intellect, if I must determine which of the two courses was the more successful in training, moulding, enlarging the mind, which sent out men the more fitted for their secular duties, which produced better public men, men of the world, men whose names would descend to posterity, I have no hesitation in giving the preference to that University which did nothing over that which exacted of its members an acquaintance with every science under the Sun..... ”

65. Baroda, therefore, would have to be primarily a teaching and residential University. It has evolved towards such a consummation during the last half century. But there have been other significant developments in the State in recent years which have also to be considered in this context. Arts and science colleges have been started at Visnagar, Navsari and Petlad for the spread of higher education in the mofussil area of the State,—the one at Visnagar by Government acting

on the basis of a donation and the other two at the instance of donors but aided by Government grants. These colleges have attained, or are attaining, a full-fledged degree status both on the arts and on the science side. How are these developments to be co-ordinated with a teaching and residential University at Baroda?

66. In the first place, we think that there would be general agreement that these institutions should be allowed to retain the status which they have already attained. It should be remembered that, in a country like India, the spread of higher education is as important as its concentration at a convenient centre. These mofussil colleges would be premier educational institutions in their own areas. They would fulfil a vital need of the province by training a number of graduates in different subjects every year and by extending the benefits of higher education to a number of poor students in the districts who would, otherwise be unable to enjoy them elsewhere at higher cost. The members of the teaching staff in these colleges will, eventually, help to build up a dynamic cultural life by establishing fruitful contacts and by placing their knowledge and scholarship at the disposal of the community at large in small towns which are remote from Baroda. The mofussil colleges will ultimately develop into centres of reference for all higher knowledge and also of cultural diffusion in the districts in which they are situated.

67. The proposed University for Baroda should, therefore, have an affiliating side so far as these colleges are concerned. There is also an Ayurvedic Institute at Fatan which, under certain conditions, may be recognised by the University for a diploma course in Ayurvedic medicine. While developments that have already come about need not be discarded, new University institutions should be allowed to be started in the State only when the Senate and the Dharasabha have examined the question and set their seal of approval on it. The ideal of concentration can be compromised only when the needs of decentralisation are imperative. The historical developments which have been absorbed into a new organisation should not, merely on that account, be treated as precedents for further inroads on the integrality of the organisation itself.

68. All post-graduate teaching should be concentrated in Baroda. But in view of the existence of the three full-fledged mofussil Colleges, some consideration will have to be given to the claims of the existing institutions. Among the arguments urged for allowing the mofussil Colleges to have some share in postgraduate teaching, these are the most important ones.

- (1) The impartment of postgraduate instruction becomes, in itself, an attractive feature of the life of a college. It helps the maintenance of a sound academic tradition and draws to the college students who look forward to winning academic distinctions.

- (2) It also enables those members of the teaching staff who are endowed and equipped for the purpose, to have opportunities for higher work in their own subjects. Placidity and indifference on the part of teachers may, otherwise, well nigh develop into stagnation.

69. The most salutary approach to this problem would be by way of an endeavour to reconcile the claims and needs of these colleges with the establishment of a unitary university at Baroda. A committee of post-graduate study and research may deal with concrete proposals as they come up.

70. Since the University will have an affiliating side, it is clear that the mofussil institutions will also have an adequate representation on the various university bodies along with the constituent colleges.

71. It may be noted that, among the three mofussil colleges, the M. N. College, Visnagar, is designed to meet the educational needs of the most populous district in the State, Mehsana District. The S. B. Garda College at Navsari has provided for instruction in Avesta and Pahlavi also along with the usual arts and science subjects. The Petlad College has instituted degree courses in the various arts and science subjects and is planned to serve the educational needs of Petlad and the surrounding area.

CHAPTER IV

THE MEDIUM OF INSTRUCTION

72. Perhaps there is no question which requires more careful thinking than the question of the medium of instruction in the proposed University. From a purely educational point of view it goes without saying that the medium of instruction at all stages of education should be the mother tongue.

73. But having regard to the present conditions of the country we have to take into account several other considerations,

74. The regional languages in India have not yet produced scholarly literature in all branches of knowledge. Just as Latin was the language of scholarship in Europe in the middle ages, English has been the language of scholarship in India in recent times. All works of scholarship even by Indian scholars in important branches of learning have been written in English and the regional languages are still poor in scientific and academic literature. It will take some time before important literature in all subjects is available in regional languages.

75. Two hundred years of British rule have so deeply implanted the use of the English language in our academic life that it would be difficult to replace it with a stroke of the pen by regional languages.

76. Apart from purely academic factors we have to view the question of the medium of instruction from the point of view of the larger interests of the country. We must take a realistic point of view. It must be acknowledged that during the last hundred years English has more or less become the lingua franca of this country. It has been the language of administration and justice, and the medium of inter-provincial communication. A man from the South could only get into touch with one in the North through the medium of English as the regional language of one was unintelligible to the other. In all All-India conferences including the Congress and all legislative assemblies English has been generally the medium of expression. If regional languages were to replace English immediately, there would be considerable difficulties. The bond which made it possible for all the provinces to be in touch with each other and which allowed a man from one province to go to another province, would snap. The new Universities would be extremely parochial in their outlook and

the alumni as well as the professors will have to be confined to their narrow linguistic regions. The international cooperation and contact which have been possible till now will become extremely difficult. It would be difficult to have All-India Services, All-India Competitive Examinations for recruitment to the higher services. Before English is given up, therefore, some national All-India language will have to be accepted and along with the regional language it will have to be made compulsory. Moreover the division of the country into linguistic provinces and the acceptance of regional languages without the acceptance of an All-India language which should be compulsorily taught in schools and colleges, will encourage fissiparous tendencies and undo the unification of the country which the use of English has brought about. The question of the medium of instruction is thus an extremely complex and delicate one, forbidding any hasty decision.

77. The Hon'ble Minister of Education Maulana Abul Kalam Azad struck the right note at the Educational Conference held at Delhi on 18th and 19th January 1948, when he observed :—

“I hold that the replacement of English as the medium of instruction should be gradual and stage by stage so that there is the least possible interruption or interference with the process of education in the country”.

Several committees have been appointed by the Central Advisory Board of Education in this connection and the trend of discussion on this question has been that the replacement of English by regional languages at the University stage should be gradual. Along with the replacement of English by the regional language, steps may be taken to make the national language compulsory at the secondary stage and even at the University stage, encouraging the study of the national language in addition to the study of the regional language.

78. After careful consideration the Committee has come to the conclusion that at least for the next five years English should be the medium of instruction at the University stage, but that the study of both the regional and the national languages should be compulsory. At the expiry of five years the regional language should take the place of English and the National language should continue to be a compulsory subject of study. This would no doubt considerably increase the burden of work on the students; but such an arrangement would be necessary only during the transitional period. In course of time, as students at the senior primary stage and secondary stage will have acquired a fair knowledge of the national language, this burden would not be so heavy. In order to make the teaching staff of the proposed University as broad as possible even after the expiry of the first five years of the existence of the University, the University teachers should be given the option to lecture either in English or in the national language or the regional language and the students should have the option to answer in the regional language.

79. The pace at which English could be replaced by the regional language or the national language will depend upon the pace with which the necessary literature in various branches of learning needed for University purposes is produced. In Baroda this task would become easier than in other places in as much as the Translation Department attached to the Oriental Institute has during the last several years done very useful work in producing original literature as well as literature on various important branches of learning. Its activities could be multiplied and we believe that in course of time the work of this Department would be very fruitful.

80. These conclusions are purely tentative. The policy which the proposed University will ultimately pursue would depend upon what the other Universities would do and what the policy of the Central and the Provincial Governments in this matter would be. Our tentative conclusions are, therefore, that for the first five years English should continue as the medium of instruction. At the end of these five years the regional language should take the place of English, with option to the teachers to lecture either in English or in the national language or the regional language. In the long run, however, the University will have to make up its mind between the regional language and the national language. This would depend entirely upon what the policy of the Provincial and Central Governments would be at that time and the line of action pursued by the various Universities.

81. What should be the place of English in the proposed University? If India is to advance intellectually she must remain in touch with world thought. Her intelligentsia must remain in contact with works of scholarship produced in other parts of the world. India will have to maintain diplomatic and trade relations with the leading countries of the world. A knowledge of some language which is used internationally on a large scale would be useful. English has to-day become an international language. We are, therefore, of the opinion that English should retain an important place in University studies as an optional language.

82. A study of English should be made compulsory at the higher secondary and intermediate stages. The syllabuses should be so framed that it becomes easy for students to grasp the essentials of modern English; especially English as it is spoken and written to-day. As students advance towards the intermediate course, it should be possible for them to strengthen their knowledge of English by a direct acquaintance with the masterpieces produced in present-day prose and verse. Those who wish to take up the Honours or General Degree Course at the University, however, should be enabled to study English Language and Literature in their earlier stages of development.

83. Mr. K. M. Munshi has definite views on this question of Medium of Instruction and has written a note on the subject which the Committee consider it necessary to append to this chapter,

NOTE ON THE MEDIUM OF INSTRUCTION

by

Mr. K. M. Munshi

I regret that my pre-occupation at Hyderabad prevented me from having a personal discussion with the other members of the Committee on this very important question. Though there is an agreement on the broad and general outline of the question, a majority on the Committee have not found it possible, naturally, to agree with my views on the subject, which, in view of my active and intimate association with the movement for a national language for India are very definite. I have, therefore, signed the report otherwise unanimous, subject to this note.

2. The question raises the following issues:—

- (A) What should be the medium of instruction in the proposed university ?
- (B) What are the languages which a graduate of the proposed university should be familiar with ?
- (C) What should be the relative importance given to the languages referred to in point (B) from the point of view of the general equipment of a university graduate ?

The question of the medium of instruction for universities in India today has to be decided not merely on idealistic and theoretical grounds, but also on those of the paramount need of the country.

3. In my opinion it would be inadvisable to make Gujarati a medium of higher education in the University. I had no hesitation in coming to this conclusion in spite of my almost life-long devotion to Gujarati.

(1) It is generally assumed that a university appertaining to a province should have the provincial language as the medium. But this view ignores the fundamental position that a province, though it may have its local language, is no more than an integral part of a nation; and that a nation - which in our case is the Indian nation - to exist

effectively, must have a national language. Higher education which influences thought and expression in the country, provides life with cohesive forces and expressed the will to nationhood consciously must have an interprovincial national medium.

(2) Even from the standpoint of adequacy the introduction of Gujarati as the medium in the university would adversely affect its academic level. Firstly, it has no literature of scholarship in all the essential branches of knowledge; and, secondly, experience has shown that the development of a student taking Gujarati throughout his course is restricted compared to that of a student who has taken English or Sanskrit.

(3) English, in recent times, has been the predominant language of scholarship in India. Its replacement by a provincial language, Gujarati, in this case, would make a free exchange of thought and learning through the country difficult, at a time when it was most needed. The university in consequence would develop a parochial outlook. The choice of teachers would have to be confined largely within provincial limits Inter-provincial contacts which have grown so rapidly, would tend to weaken. Graduates would find it increasingly difficult to secure employment in provinces other than their own or to enter all India services or to compete for higher competitive examinations on an All India basis.

(4) Provincialism is unfortunately on the increase. The urge to divide the country into linguistic provinces has become popular. If, in addition, a provincial language is introduced as the medium of higher education, it would foster provincial exclusiveness, stimulate disruptive forces and undermine national progress.

4. The adoption of a provincial language other than Hindi as a medium would put that province at a great disadvantage as compared to provinces which has Hindi as the language of official and educational intercourse. It is, I fear, not generally realised in the province of Bombay how rapidly Hindi is displacing, English as the official and educational medium in the whole of North India. It has been accepted as the medium by several universities, as the official language of the Governments of Behar, East Punjab, Central Provinces and Berar, United Provinces, Matsya, Vindhya Pradesh Madhya Bharat and Rajasthan as also the four unattached States of Rajputana. The North and the west boundaries of Gujarat touch the Hindi-speaking belt. The Congress party in the Constituent Assembly has decided that Hindi in the Nagari script should be the national language. The Drafting Committee of that Assembly has accepted it as the first official language of the legislature. Over 45 out of every 100 persons in India speak Hindi. Other 25 of which the Gujarati speaking people form about 5 percent speak languages closely allied to Hindi. The Common element between the four Dravidian languages of the South and other languages in India

as well as between themselves is their Sanskrit vocabulary which is common to Hindi. The Dakshina Bharat Hindi (now Hindustani) Prachar Sabha has been teaching Hindi to lakhs of South Indians. The Rashtrabhasha Prachar Sabha, a wing of the Hindi Sahitya Sammelan has taught Hindi to over 3,50,000 non-Hindi speakers in North India. Hundreds of societies in the country are trying to teach or develop Hindi in the country; a large volume of literature of scholarship has already come into existence in it. Hindi, therefore, reflects the outlook culture and tradition of about 90% of Indians and possesses the largest common fund of culture words in Indian languages of India. The rapidity with which, on the dawn of freedom; Hindi has come to be accepted as the language of India, leaves no doubt that any university which imparts education through the medium of a provincial language will be deprived of the advantage of sharing in full the intellectual, academic and cultural life of the country.

5. English, I realise, cannot and should not be immediately replaced as a medium of higher education. It may, therefore, be retained as an optional medium. In my opinion, however, its displacement by Hindi is likely to be so rapid that any university which keeps exclusively to English is likely to become a hot house growth and will not evoke either enthusiasm or support. Nor is it in the national interest of the country to maintain English as the sole medium; such maintenance would, apart from retarding the growth of national language, would continue to stunt the free play of the genius of the people.

6. Hindi, therefore, in my opinion, should be made compulsory as a second language at the secondary stage and the University stage; at first, say, for a period of five years it should be permitted as an optional medium with English. The place accorded to it, however, should be so important that the University can take its place alongside other universities which have Hindi for their medium in the shortest possible time. After the period of five years, Hindi should become the principal medium of instruction with optional English for such subjects as have no essential literature available in Hindi.

7. Hindi as a medium will not create any difficulty in the university. For the Gujarati speaking student from the point of view of structure, vocabulary and script Gujarati is closed to Hindi and a fair knowledge of the latter could easily be acquired by a Gujarati in a few weeks.

8. The study of Gujarati need not be neglected. In my opinion, it should be the exclusive medium in the primary stage. At the secondary stage, it should be a medium with Hindi as the second language, so that at the matriculation stage, the student should have a sound knowledge of Gujarati together with a working knowledge of Hindi. In the first two years of the college there should be one common paper in Gujarati and another in Hindi or Marathi and Hindi. It should be open to

those who want to take optional Gujarati or Marathi that they should have special courses. In the two final years of the B. A. and B. Sc. courses one paper in Hindi one section for text and another for composition, would be enough to give a working knowledge of the national language without imposing extra burden.

9. It may be argued that the study of four languages, viz., Gujarati, the mother tongue, Hindi, the national language, English, the international language and a classic like Sanskrit, would be too heavy a burden on the students. In my opinion, however, this would not be so. As already pointed out, to a person whose mother-tongue is Gujarati Hindi is very easily accessible and the acquisition of a working knowledge of Hindi for a Gujarati will not entail any heavy strain.

10. I am, however, of the opinion, that Hindi should in no event be treated as a substitute for a classic language. A classic, like Sanskrit, has an immense cultural value; for, all our highest thoughts and ideals are derived in Sanskrit. The literary renaissance in India through most of its languages is due to an impact between Sanskrit revival and Western studies. Even the growth and development of Gujarati and Hindi largely depend on Sanskrit and English. In my opinion, therefore, the classics must retain their present position in the University courses. Their elimination from the basic courses at the Matric and the earlier years of the post-Matric stages would dwarf the intellectual and cultural development of the student.

K. M. Munshi.

CHAPTER V

THE UNIVERSITY AND SECONDARY EDUCATION

84. The main function of the University is to promote higher education and research. It is not directly concerned with secondary education. The University has, however, the right to have its entrance test; and as students from secondary schools, at the end of their course, appear for this test, some of the universities have claimed the right to control secondary education. For example, they maintain that only schools recognised by the university can send up candidates for their matriculation examination; and though some of the Universities recognise all schools recognised by the Education Department theoretically, if there are any complaints about any schools recognised by the Education Department, they claim the right of enquiry into the complaints. With regard to other schools not recognised by the Department some universities exercise full control. They inspect them, hear all complaints against school authorities and scrutinise fully the affairs of the school.

85. This is not a very happy position. The University has not got a permanent inspecting machinery. It has not got a body of trained inspectors. The proper thing would be to let the Education Department control the schools. The University may hold a test for entrance to its portals or it may recognise any other public examination of the type which it thinks would serve the purposes of an entrance examination. The present position in the province of Bombay whereby the matriculation of the Bombay University alone is a test for entrance to the University has resulted in subordinating all secondary education in the province to the needs of the Bombay University Matriculation Examination. The matriculation examination dominates the secondary education system of the province. There is very little diversity in the system of secondary education.

86. The majority of schools in the province are of the academic type teaching the subjects prescribed by the Bombay University for the matriculation examination. There is very little option given in the subjects that are to be offered for the examination, with the result that many of the students, who would have shone in some subjects for which they had an aptitude, are denied the right of pursuing higher studies because they fail in one of the subjects prescribed by the University. The matriculation examination of the University has become extremely inelastic and rigid, with the result that there is considerable intellectual waste in the country.

87. Secondary education is a distinct stage in education. Some of the students may have no desire to enter the University after finishing it. Education imparted in secondary schools, therefore, must be complete in itself and those passing out of the schools should be in a position to be gainfully employed in society. Provision should be made in secondary schools for varied types of education such as technical, commercial, agricultural and art education.

88. At present, students passing out from the matriculation class spend two years for the intermediate examination in colleges affiliated to the University and, generally, after completing the intermediate course, proceed to degree courses in Science and Arts which are of two years' duration or in Engineering and Medicine which are of longer duration. Not a few educationists, however, are of opinion that there should be only one examination at the end of the secondary stage and that students, after passing the school leaving examination, should proceed directly to the degree courses. In the interests of higher education it is indeed desirable that the University should concern itself only with the degree and postgraduate courses and research. The two years spent at present in colleges affiliated to the University may well form part of school education. This will improve the standard and tone of secondary education. The University will have students of better calibre, students who would be better able to take advantage of the University courses. It would be, for many, a complete stage in education, qualifying those who pass out to be gainfully employed in society.

89. The secondary schools do not, at present, have an adequate and qualified staff to give instruction in subjects studied during the first two years of the college course. The staffing and the quality of the teachers in secondary schools will have to be considerably improved. The University will have better material and better equipped students to deal with.

90. We therefore propose that there should be one examination at the end of the secondary stage of education. This examination should be open to all students who have satisfactorily completed eight years of instruction in secondary schools after the end of the junior basic course. This examination should cover the courses now done during the first two years in the Colleges affiliated to the University, that is, upto the Inter Arts and Inter Science stage.

CHAPTER VI

THE SITE AND LOCATION OF THE UNIVERSITY

91. The map attached with Appendix I will indicate the site suggested for the proposed University which has been sanctioned under Huzzur Order dated 21-4-48. The original site selected by the Committee appointed in 1927 is no longer available owing to the growth of the housing colony in the area which is now known as Pratapganj, part of the site which would have been extremely suitable for putting up the University building is gone. Fortunately, however, Baroda is in a very favourable position as compared to other big cities for the acquisition of big sites necessary for the establishment of the University colony.

92. The whole area behind the Secondary Teachers' Training College, the Science Institute and the Baroda College right up to the Resident's Bungalow and beyond up to the Nizampura village has now become available to us. This would be an ideal site for the Baroda University.

93. At one time it was decided to develop the University Centre on the Makarpura Road. This decision was probably arrived at as sufficient land for the requirements of the University was available there and partly with a view to developing this part of the City. The main considerations which influenced the Committee in selecting the site now suggested are its proximity to the station and proximity to important educational institutions. The Science Institute, the Baroda College and the Secondary Teacher's Training College are close to each other and just adjoining the Baroda College is a vacant plot set aside for the University Library and the Oriental Institute. Across the road there is the Public Park with the Museum and the Picture Gallery. Because of the educational value of the Museum and the important collections in the Natural Science section of the Museum, the Committee decided that the Museum should be an adjunct of the University. The Public Park could be utilised as a botanical garden. The Park could thus become the University Park. This Park would be kept open to the public, but the Committee suggests that it should form part of University property. A little away from the main entrance to the Park, after crossing the bridge on the Vishwamitri river, we come to the State General Hospital and the New Medical College which is being built.

94. All these educational institutions are close to one another. The most suitable area for the University colony would therefore be the area behind the College upto the Residency and beyond. The total area thus available would be easily over 300 acres. The Department of Chemical Technology, the Engineering College, the Commerce College, the University Offices and hostels for students could be located in this area. From every point of view this is an ideal site for the University.

95. To sum up, the Committee are of the opinion that Baroda should have, as far as possible, a residential University. Unfortunately or fortunately, there are now three Colleges in district places—Navasari, Petlad and Visnagar. These colleges will have to be affiliated to the University. But all forthcoming educational institutions of the University type will have to be concentrated in Baroda.

96. In order therefore that the University should be a residential one in its proper sense, hostel accommodation should be provided for at least half the number of students coming to the University. All fresh students should stay in the University hostel. There must be hostel accommodation for at least 1500 students. The remaining students may stay in licensed quarters which should be under the supervision and control of the University authorities.

ADDITIONS TO BUILDINGS

97. New buildings will be required for housing the University when it comes into existence. Meanwhile several existing buildings can continue to house the different institutions as they do at present, with a few alterations or additions. A statement regarding the requirements in this respect and also the construction of new buildings is given below.

98. *Arts Faculty*: A separate library building has been planned for Baroda College. When this is built and the College library is shifted there, two more spacious halls will be available in the College building for lecturing work. This would be sufficient for accommodating all the subjects on the arts side excepting those relating to commerce. We suggest that a University library be built on the University grounds with study halls for all important subjects and smaller reading rooms for others. A separate building will have to be put up for the College of Commerce. Nearly a lakh of rupees will have to be spent on the additions to the building of the S. T. T. College, i. e. a storey to the new central hall and two wings to the central hall including four rooms of 30'×20' with verandahs.

99. *Science Faculty*: For purposes of under-graduate work, the Science departments would require the following facilities:—

- (a) Laboratory for Physics with a floor space of 1,000 sq. ft.

(b) A lecture room for Chemistry capable of accommodating about 150 students.

(c) Three laboratories with accommodation for 20 students in each, a storeroom and a professor's room for the Biology Department.

All these additions will have to be made to the building of the Science Institute. The following additions will have to be made for strengthening the Science Faculty on the post-graduate side :-

(a) A building with a floor space of about 7,000 sq. ft. for Physics for housing two M. Sc. laboratories, three dark rooms, two professors' rooms, storeroom, etc.

(b) Research laboratories with a floor space of 4,000 sq. ft. in all for about 50 post-graduate students in Chemistry.

(c) A building with a floor space for about 20 post-graduate students in Botany and 20 in Zoology. A floor space of 80 sq. ft. per student on an average is necessary in each laboratory. It would even be desirable to house the Biology Department in a separate building having a floor space of about 10,000 sq. ft.

(d) A well-equipped workshop with a set of lathes and a glass-blowing section is also essential.

100. *Faculty of Technology* : A special building will have to be constructed for housing the Department of Chemical Technology very near the Engineering College in addition to the present building which is an extension to the west of the Science Institute. Government have already sanctioned the addition of a first floor on all rooms of the building except the machine room and the workshop.

101. *Engineering and Medicine* : Rupees forty lacs each have been sanctioned in the post-war reconstruction budget for a College of Engineering and a College of Medicine. The Kalabhavan may continue to be used for the certificate and diploma courses.

102. *Fine Arts* : This faculty will have to be housed in the Museum. A few additions to the building may be necessary.

103. *Law* : A Faculty of Law will also necessitate the construction of a separate building to house it.

104. *Other University Buildings* : The University would require the following buildings in addition and they should be constructed suitably at convenient places on the site selected for the University :—

105. (a) *The University Office* : As the Commission suggest in their report, this should be situated in the most central position available. "It should be in communication by its own system of telephones with all the University buildings and the more important individual rooms." A detailed list is given of the rooms required for the office on page 69 of the Commission Report and this may also be consulted before the building is actually planned.

(b) *Convocation Hall.*

(c) *The University Library:* In organising the University library, it would be helpful if the libraries of the Oriental Institute, the Baroda Museum and other institutions are all treated as sections of a central organisation under a University librarian.

(d) *Residential Halls:* At least three permanent residential halls capable of accommodating 1,500 students should be erected, providing for all necessary facilities, with quarters for house-tutors, in addition to the existing hostels.

(e) A Students' Union building, with a reading room, a library, bath rooms, and sanitary arrangements, rooms for indoor games, a lounge and dining hall and a union hall with balconies which are capable of accommodating about 500 students, would also be necessary. Such a hall could be used for debates, theatricals and other activities.

(f) In addition to the Government bungalows near the University grounds which may be made available to the University, ten more bungalows may be built for senior members of the University staff and a block of ten flats for other members of the staff.

CHAPTER VII

THE CONSTITUTION OF THE UNIVERSITY

106. At the outset we should like to state that we are anxious to see that the University retains full freedom and autonomy in all academic matters. In view, however, of the fact that the University is largely to be financed by Government, our proposals concerning the constitution of the University provide for adequate representation of the Government of Baroda on the University Senate.

107. His Highness the Maharaja of Baroda shall be the Chancellor of the University. The Vice-Chancellor, in the first instance, should be nominated by Government for a period of three years. His appointment will be honorary but, after the expiry of the first three years, there should be a full-time, salaried Vice-Chancellor to be appointed by Government from a panel of three names to be submitted to it by the Executive Council. The first Vice-Chancellor must be a very distinguished educationist and an administrator of proved merit as the prestige and successful working of the new University will largely depend upon him. Government will have to be very careful in the selection of the person for this post.

108. As the first Vice-Chancellor will be a part-time and honorary worker, it would be necessary to have a Pro-Vice-Chancellor for the first three years. But after the appointment of a full-time Vice-Chancellor, the post may be abolished or held in abeyance as the Senate may think fit. The Vice-Chancellor shall preside over all the meetings of the Senate and the Executive Council. He will convene the meetings of the Senate, the Executive Council and the Academic Council. He will see that the provisions of the Act of incorporation, the statutes, ordinances and regulations are rigidly observed and exercise such powers as are conferred on him by the Statutes and Ordinances.

PRO-VICE-CHANCELLOR

109. The Pro-Vice-Chancellor shall, in the absence of the Vice-Chancellor preside at the meetings of the Executive Council, the Academic Council and the Senate and exercise all such powers as are conferred on the Vice-Chancellor by the University statutes and ordinances.

THE SENATE

110. The Senate would consist of the following members:—

I. Ex-officio:-

(A) (1) The Chancellor, (2) the Vice-Chancellor, (3) the Pro-Vice-Chancellor and (4) the Registrar.

(B) (1) The Commissioner of Education, (2) the Chief Justice, (3) the Chief Medical Officer, (4) the Commissioner of Agriculture, (5) the Chief Engineer and (6) the Director of Industries.

(C) The Principals of the constituent and affiliated colleges, the Deans of Faculties and the University Professors.

II. (A) One representative of the members of the staff of each of the constituent and the affiliated colleges, (B) five representatives from among the heads of the recognised schools, one of whom would be the head of a girls' school, (C) ten representatives of registered graduates of the recognised Universities residing in Baroda State, (D) four representatives of the Dharasabha from among their own members. (E) twenty nominees of the Chancellor, (F) Vice-Chancellors of the Universities in Gujarat and (G) nominees of donors in accordance with the ordinances and regulations prescribed for the purpose. The term of office of the members will be five years.

POWERS OF THE SENATE

111. The Senate will be the supreme governing body of the University and will exercise all powers and perform all duties conferred or imposed on it by or under the Act as well as all powers of the University not provided for in the Act. In particular :

(a) The Senate will have the power, subject to the provisions of the Act, to make, amend or repeal Statutes on the proposal of either the Executive Council or the Academic Council or on its own initiative after a report from the Executive Council or the Academic Council, whichever body may be affected by the proposed amendment or repeal,

(b) to accept, reject or refer back but not to amend any draft Statutes sent by the Executive or Academic Council,

(c) to consider and cancel the Ordinances or Regulations of Executive and Academic Council and other University bodies,

(d) to consider and pass resolutions on the annual report, accounts and estimates,

(e) to consider the annual financial statement placed before it by the Executive Council and pass it with such modifications as it may think fit,

(f) to affiliate or disaffiliate colleges on the recommendations of the Academic and Executive Councils,

(g) to establish, maintain and manage University institutions on the recommendations of the Executive Council,

(h) to grant and confer degrees,

(i) generally to do all such acts and things as may be necessary or desirable to further the objects of the University,

(j) to consider and decide appeals in cases where such appeal is provided for in the Regulations.

THE EXECUTIVE COUNCIL

112. There will be an executive body of the University which will be called the Executive Council.

The Executive Council will consist of the following :

1. The Vice-Chancellor.
2. Pro-Vice-Chancellor, if any.
3. The Commissioner of Education.
4. Six representatives of the Senate.
5. Five persons elected by the members of the Academic Council from among themselves to represent each Faculty.

THE FUNCTIONS OF THE EXECUTIVE COUNCIL

113. The Executive Council will be the executive authority of the University, and will, subject to powers conferred on any other authority or officer by the Act, regulate and determine all matters concerning the University in accordance with the Act and in particular:

- (i) will direct the form, custody and use of the common seal of the University,
- (ii) will lay before the Senate every five years a full statement of all the requests for financial assistance for the University, together with its views thereon,
- (iii) will frame the budget estimates of the University for the consideration of the Senate,
- (iv) will administer the funds of the University in accordance with the budget as finally sanctioned by the Senate,
- (v) save as otherwise provided by the Act, will recommend to the Chancellor the names of persons to be appointed teachers and officers of the University, of and above the status of Readers and will appoint teachers and officers and servants below that grade; will define their duties and the conditions of service, and will provide for the filling of temporary vacancies in their posts,

- (vi) will erect, maintain, and keep in repair and otherwise manage all the immovable property of the University,
- (vii) will arrange jointly with the Academic Council for and direct the inspection of all constituent and affiliated institutions of the University,
- (viii) will publish the results of the University examinations,
- (ix) will exercise such other rights and duties as may be conferred or imposed on it by the Act.

THE ACADEMIC COUNCIL

114. There will be an Academic Council which, subject to the Act, Regulations and Ordinances of the University, will regulate and superintend the education of the University, and will have such other powers as may be conferred upon it by the Act and Regulations.

115. The Academic Council will consist of the following :

(1) The Vice-Chancellor. (2) The Pro-Vice-Chancellor, if any. (3) The Commissioner of Education. (4) Deans of Faculties of the University (5) Principals of constituent and affiliated colleges. (6) Heads of University Departments. (7) One member elected by each of the Faculties. (8) Two members elected from among the representatives of Head Masters on the Senate.

POWERS OF THE ACADEMIC COUNCIL

116. The Academic Council will, subject to the powers conferred on any other authorities and officers by the Act, determine all matters concerning :

- (a) Regulations concerning courses of studies.
- (b) Co-ordination of courses of studies.
- (c) Conditions of award of Degrees, Diplomas and Certificates.
- (d) Regulations governing equivalence of examinations and courses of study.
- (e) Post-graduate studies and research.
- (f) Regulations concerning conduct of University Examinations.
- (g) Regulations concerning University Scholarships, Prizes, etc.
- (h) Constitution of Boards of Studies.

2. The Academic Council will recommend to the Executive Council after consulting the relevant Boards of Studies, names of persons for appointment as examiners.

3. The Academic Council may propose to the Executive Council and the Senate the establishment of new teaching posts in the University, indicating in each instance the scope of the duties to be performed.

4. The Academic Council will accept, reject or refer back with their own suggestions to one or more Faculties separately or jointly but not amend any proposals of a Faculty, except in the way of mere formal changes required to co-ordinate the various proposals. The decision of the Academic Council is to be final, if the Academic Council and the Faculty or Faculties concerned agree. But if they do not agree, the final decision is to be made by the Senate.

5. The Academic Council will have power to draft Ordinances relating to academic matters and submit the same to the Senate for consideration and enactment.

THE FACULTIES

117. (1) The University will include such Faculties as are constituted by the Senate by Statutes from time to time.

(2) The Senate will frame Statutes prescribing the conditions of each Faculty.

(3) A Fellow may be assigned, on the recommendations of the Executive Council, to one or more of the Faculties.

(4) The Executive Council will frame Ordinances governing the conduct of business of each Faculty and the appointment of its Chairman (to be called the Dean).

(5) The Senate may empower any Faculty to co-opt as members to serve on Boards of Studies controlled by it, persons who possess special knowledge of the subject of study represented by the Faculty, but who are not Members of the Senate, in such manner and for such period as are prescribed by the Executive Council by Ordinances.

FUNCTIONS OF THE FACULTIES

118. Subject to the Regulations, the Faculties will have the following powers :—

(a) To regulate, subject to review by the Senate, the teaching and study of the subjects assigned to the Faculties.

(b) To recommend to the Academic Council names of examiners for appointment.

(c) To report to the Senate on Ordinances and Regulations dealing with courses of study and on any questions relative to the work of the Faculties.

(d) To propose to the Senate measures for the advancement and extension of the work of the respective Faculties.

(e) To deal with any matter referred or delegated to them by the Senate.

(f) To discuss any matter within the purview of the respective Faculties.

CHAPTER VIII

FINANCES

119. From the written as well as oral evidence submitted before the Committee, it was found that there were quite a number of witnesses who, while welcoming the idea of a separate University for Baroda, felt a little sceptical about its establishment at an early date because of financial difficulties. They were doubtful whether the Baroda Government could spare adequate finances to run the University and they apprehended that the University might become a white elephant. We have carefully considered the financial implications of our proposal and we believe that the cost is well within the resources of the Baroda Government. Having regard to the commitments of the Baroda Government in respect of the Medical and Engineering Colleges, we consider that the whole scheme would not cost very much more than what the Baroda Government is spending and has undertaken to spend on higher education. The present expenditure of the Baroda Government on higher education and the proposed recurring expenditure for the Medical and Engineering Colleges would be as follows :—

		Recurring Rs.	
1.	Baroda College	2,69,546	
2.	Commerce College	1,08,462	
3.	S. T. T. College	56,480	
4.	M. N. College, Visnagar	1,53,731	
5.	Oriental Institute	35,804	
6.	Museum & Picture Gallery	38,441	
7.	Central Library	1,15,699	
8.	Kalabhavan	2,56,804	
9.	Grants to private colleges	25,000	
		10,59,967	
Proposed expenditure :—			
			Non-
			Recurring
10.	Medical College (Sanctioned)	3,00,000	40,00,000
11.	Engineering College "	3,00,000	30,00,000
12.	Chemical Technology (Not sanctioned)	1,50,000	10,00,000
	Total	Rs. 7,50,000	80,00,000

120. If it is decided to have a law Faculty, there would be an additional expenditure of Rs. 30,000 a year. The University

offices and the establishment charges of the office would be in the beginning about Rs. 40,000 per annum.

1	Pro-Vice Chancellor	1500-1800
1	Registrar	600- 800
1	Asstt. Registrar	300- 500
1	Superintendent	200- 400
2	Shirastedars	140- 180
1	Accountant	140- 180
5	Clerks	50- 130

121. The teaching work and postgraduate work for the University students would be undertaken largely by the members of the constituent colleges. If there is any need of special University departments, the University will have to maintain them. It is proposed to have a separate Technological Department.

122. Under the Faculty of Technology, graduate and postgraduate training in Chemical Technology will be organised. Since the building in which the Technological Institute is housed at present will not suffice for the purpose, it is proposed that arrangements for locating the University Department of Chemical Technology will have to be made in the neighbourhood of the proposed Engineering College. This department will be organised for instruction in a basic course of B. Sc. Chemical Engineering and post-graduate courses in other specialized subjects, viz: (a) oils; fats; (b) paints, varnishes and lacquers; (c) Plastics and (d) Glass and Ceramics.

123. A department for imparting instructions and training to 15 graduate and 10 post-graduate students will require a capital expenditure of about Rs. 5 lacs, assuming that all the facilities of power, steam, workshops, electrical engineering laboratories, applied mechanics laboratories, machine drawing and other courses of a mechanical and electrical engineering character are provided for by the Engineering College. The amount of Rs. 5,00,000 will be utilized for the equipment of Chemical Engineering Laboratories, unit process plants for specialized industries and all other requisite laboratory equipment, fittings, books, etc.

124. Further, it is assumed that a suitable building near the proposed Engineering College for housing the department will involve a capital expenditure of Rs. five lacs. Thus the total capital expenditure will be Rs. ten lacs.

125. It is expected that a recurring expenditure for running such a department will initially be of the order of Rs. 1.5 lacs per annum.

126. Our proposal is that all the existing higher educational institutions including the Central Library and the Oriental Institute and Kalabhavan may be taken over by the University. The Government which

is committed to spend over Rs. 16 lacs on these institutions would divest itself of all responsibility of running these institutions as they would be put entirely at the disposal of the new University. If in return Government were to give a block grant of Rs. 25 lacs annually for the first five years, it would enable the University to maintain the existing institutions and run the proposed Medical, Engineering, and Law Colleges and establish the Faculty of Technology. Appendix No. II gives detailed information of the expenditure incurred by Government on these institutions.

127. The University should be allowed to retain all the fees which the colleges are getting. In addition to tuition fees, the University will receive examination fees, registration dues and other incidental charges. These receipts would be in the neighbourhood of Rs. six lacs,—five lacs from tuition fees and a lac from examination fees.

128. The financial position may be reviewed at the end of five years. In order to stabilise the University finances, it is proposed that Government grants should not be voted annually but given at least for five years in the first instance, and renewed from time to time. If the University is to be placed above the fluctuations and the storm and stress of political life, its financial stability would be of the utmost importance. We should, therefore, have liked to suggest a grant of Rs. 25 lacs in perpetuity as long as the University functions, which was also the recommendation of the Commission appointed in 1927; but as such an arrangement may prejudice the chances of augmentation of the grant in future, we have preferred to suggest that the position may be reviewed at the end of five years.

129. It might be questioned whether this additional expenditure of nearly Rs. 10 lacs over and above the present net expenditure on higher education is justified. Why should Baroda have a special University? To this our reply has been given in a preceding chapter. It would be in the interests of the people of Baroda themselves, whatever the position of the Baroda State may be in the future political set-up, to have certain amount of educational autonomy. With the experience of Baroda's connection with the Bombay University of over sixty years one can say that it has become difficult for Baroda to chalk out any new educational policy which is not in line with that approved by the Bombay University. The autonomy of our institutions has suffered. Affiliation of Baroda Institutions to the proposed Gujarat University would result in the same limitation on Baroda's autonomy and interference from outside. It would be for Baroda a purely examining University with a right to control its educational activities. If, therefore, Baroda wants to have a good residential University, and to chalk out its own educational policy, the additional expenditure of Rs. 10 lacs would be worth while. On the other hand, Gujarat would be richer by having a good residential University affording facilities for higher education and research.

130. A portion of the non-recurring expenditure in respect of the Medical College and the Engineering College has been approved by

Government. The total amount of such expenditure is estimated at one crore of rupees. The additional non-recurring expenditure which would have to be incurred in connection with the provision of University offices and University hostels, for putting up buildings for the Law and Commerce colleges and for setting up the Technological Department amounts to fifty lacs.

131. We feel, in this connection, that His Highness the Maharaja Saheb, who has all along viewed the project for a University for Baroda with enthusiasm and keenness, will bless it with a handsome donation to meet the heavy non-recurring expenditure. In fact, the University may be called the Shrimant Pratapsinh Gaekwad University of Baroda when its establishment is promoted by His Highness through a substantial donation.

K. M. MUNSHI.

(Subject to Note of dissent).

R. P. MASANI.

R. B. CHANDRACHUD.

J. M. MEHTA.

S. B. JUNNARKAR.

K. N. KULSHRESHTHA.

C. S. PATEL.

V. K. GOKAK.

M. D. AVASARE.

CHAPTER IX

SUMMARY OF THE REPORT

(N. B. Figures in brackets indicate paragraph numbers.)

Chapter I

No other University has perhaps, in its formation, engaged the attention of so many savants and statesmen over so long a period as the proposed university for Baroda. (8)

Baroda is well-equipped to be a university centre. It was reported to be so by the Commission even in 1926. Recent educational developments in Baroda have added considerably to its importance. (9-10)

At one time Baroda was even contemplated as the only university centre for Gujarat and Kathiawar. Sister centres are fast developing now and attaining an autonomous status. But even if a province of Maha Gujarat were to be formed, Baroda would retain its inherent importance as a university centre. (11)

Baroda should be one of the university centres in Gujarat in view of its academic assets, its inherent importance and advantage as the capital of a major State, the long cherished movement for a Baroda University and the comparatively little additional expense that it would mean. (12)

Such a University would be the fitting culmination of the activity that has gone on in this direction in Baroda for half a century. (14)

Chapter II

Analysed in terms of University Organisation it is found that the Faculties of Arts and Science are functioning fully, the Faculties of Agriculture, Technology and Fine Arts partially and that the Faculties of Engineering and Medicine are already provided for besides other facilities. (15-42)

Chapter III

In organising the Baroda University, the tutorial system should be instituted at least at the postgraduate stage to begin with. (44-47)

The teaching staff should be reorganised, recognising a nice differentiation among fields of inquiry in the same subject and providing for

them; for instance, for the study of language and literature, a post should be set apart for linguistic and another for literary study. This also implies a reorganisation of syllabuses. (48)

The translation department, the Central Library and the Gaekwad Oriental Series should be reorganised so as to suit University requirements. The Public Park should also be made over to the University. Research studentships should be instituted for all important departments. (49-53)

Suitable additions should be made to the facilities in the Faculties of Arts and Science as finances permit. The Faculty of Technology (Chemical Engineering) should be organised forthwith. The Faculties of Engineering and Medicine have already been provided for. Under the Faculty of Fine Arts, degree courses could be organised for the subjects of architecture, music and painting. There should also be a Faculty of Law. (54-63)

The Baroda University should be primarily teaching and residential. But it will have to have an affiliating side in order to accommodate the colleges at Visnagar, Navsari and Petlad. These colleges should retain their present status, for the spread of higher education is as important in our country as its concentration at a convenient centre. (64-66)

But such an affiliation should not be treated as a precedent for further inroads on the integrality of the University, except when the needs of decentralisation are pronounced to be imperative by the Senate and the Dhara Sabha (67)

All post-graduate teaching should be concentrated in Baroda, excepting the provisions suggested for the mofussil colleges. (68-69)

The mofussil colleges should have adequate representation on the various university bodies along with the constituent colleges. (70)

Chapter IV

Strictly speaking, the regional language should be the medium of instruction at all stages of education. But the regional languages are still poor in scientific and academic literature. English has been deeply implanted in our life as our lingua franca and as the language of administration and justice (72-74)

The immediate discontinuance of English will confront us with numerous difficulties. (75)

The replacement of English should be gradual and stage by stage. Encouragement should be given to the study of the national language at the secondary and even the university stage, along with the regional language. (76-77)

Thus English should continue as the medium of instruction for the next five years. Both the regional and the national languages should be taught compulsorily during this period. This might increase the student's burden of work, but only during the transitional period. (78)

Even later, to make the teaching staff of the University as broad-based as possible, the university teachers should be given the option to lecture either in English or the national language or the regional language. Students would be at liberty to answer in the regional language (78)

The translation bureau could be made to quicken the enrichment of the regional language. (79)

Whether the university should settle down to the regional or to the national language in the long run as its medium of instruction, depends on the policy of the Provincial and Central Governments at that time. (80)

English should retain an important place in university studies. It should be compulsory at the higher secondary and intermediate stages. Modern English should be studied at these stages, but the Honours Course should be fairly comprehensive. (81-82)

Mr. K. M. Munshi's differ on this question and his note on this subject is appended with this Chapter (83)

Note by Mr. K. M. Munshi.

Chapter V

At present, all secondary education has been subordinated to the needs of the University. There is little variety in the system. Secondary education should provide for all types of education and be complete in itself. (84)

The two years spent in college now may well form part of the secondary course. This will improve the tone of education both at the secondary and university stages. (88)

A School Leaving Examination should be instituted by Government and it should take place after eight years of instruction in secondary schools.

Chapter VI

The whole area behind the S. T. T. College, the Science Institute and the Baroda College right up to the Resident's Bungalow and beyond up to the Nizampura village is the best site for the University. (91-94)

As the university will be primarily residential, hostel accommodation will have to be provided for at least 1,500 students. (95-96)

Additions will have to be made to existing buildings and for housing the University etc. A few new buildings will also have to be constructed. (99-105)

Chapter VII

The University should retain full freedom in academic matters. But Government should have adequate representation on the Senate, for it largely finances the University. (106)

H. H. the Maharaja of Baroda shall be the Chancellor. An honorary Vice-Chancellor should be nominated by Government for the first three years. This will enable the University to secure the services of a distinguished educationist to begin with. (107-8)

During this period, there should be a Pro-Vice Chancellor. Later, the Vice-Chancellor should be a salaried officer. He should be appointed from a panel of three names to be submitted to Government by the Executive Council. (109)

The composition and powers of the following bodies are set forth in the paragraphs mentioned against them:-

- (i) The Senate. (110-111)
- (ii) The Executive Council. (112-113)
- (iii) The Academic Council. (114-116)
- (iv) The Faculties. (117-118)

Chapter VIII

The whole scheme of the University will not cost the Baroda Government very much more than what it is spending now on higher education. The present and already sanctioned recurring expenditure on university education is in the neighbourhood of Rs. seventeen lacs per year. (119)

The recurring expenditure for a Law College, Department of Chemical Technology and an establishment for the University will come to about Rs. three lacs (120)

All the existing higher educational institutions, including the Central Library, the Oriental Institute and Kalabhavan should be taken over by the University. Government is spending Rs. 16 lacs on these institutions. Instead, Government should give a block grant of Rs. 25 lacs annually for the first five years. This would enable the University to maintain the existing institutions, run the proposed medical, engineering and law colleges and establish the Faculty of Technology. (126)

The university receipts would be in the neighbourhood of Rs. six lacs. The University should be allowed to retain these receipts. (127)

The block grant should be revised at the end of five years. We would even like to recommend a grant of Rs. 25 lacs in perpetuity;

as the Baroda University Commission did in 1927; but as such an arrangement may prejudice the chances of augmentation of the grant in future, we have to suggest that the position may be reviewed at the end of five years. (128)

This additional recurring expenditure of Rs. 10 lacs (over and above the present Rs. 16 lacs) would be more than justified by the numerous advantages that it would bring to Baroda in the field of education. (129)

The construction of new buildings and the establishment of the new proposed faculties, etc., would mean a non-recurring expenditure of Rs. 50 lacs. H. H. the Maharaja Sahib may be approached for a handsome donation in this connection. The University could, then, even be fittingly named the Shrimant Pratapsinh Gackwad University of Baroda. (130)

APPENDIX I

COPY OF THE ORDER SANCTIONING THE SITE OF THE PROPOSED UNIVERSITY

1. Name of the department. Eng. Education.
2. No. & date of the case. 587/40 dated 11-3-48.
3. SUBJECT:-Note on the inspection of the site behind Baroda College, by the members of the Baroda University Committee on 9th March 1948.

Opinion of the Council dated 23-3-48.

Recommended.

Huzur Order dated 21-4-48

Sanctioned.

Sign-Manual.

Baroda 23-4-48.

Advance copy to the Vidyadhikari (Eng. Edu. Br.)

(Sd.) P. N. AMBEGAOKER.
Chief Secretary.

T. 587/40.

Vidyadhikari Office, Eng. Br.
Baroda, 11th March 1948.

To

H. E. THE DEWAN SAHEB,
BARODA STATE,
Baroda.

Re. Proposed Baroda University Site.

My dear Dewan Sahab,

I am enclosing this extract from the proceedings of the Baroda University Committee under the directions of the Chairman, Sir R. P. Masani. The Committee is unanimously of the opinion that if the University is to be established in Baroda, the site proposed by the Committee is an ideal one. Will you therefore kindly submit this to His Highness the Maharaja Sahab and obtain his instructions? I am sending to His Highness the proceedings of the Committee also.

Yours sincerely,
(Sd.) J. M. MEHTA.
Vidyadhikari.

*Note on the inspection of the site behind Baroda College, by the
Members of the Baroda University Committee on 9th
March 1948.*

On the 9th March 1948 Sir R. P. Masani, Principal Junnarkar and Dr. Mehta went round the proposed site for the University.

In view of the fact that all important educational institutions like the Secondary Teachers' Training College, the Science Institute, the Baroda College and the proposed site for the Oriental Institute and the Central Library, the Medical College and the Hospital, the Museum and the Picture Gallery are close to each other and situated in a compact area, it would be desirable to set aside the whole area behind the College right up to the Residency and the Nizampura Village as a University Colony. The Public Park will be included in the University Colony as the Museum and Picture Gallery and the Botanical gardens, are important adjuncts of University activities. The selection of any other site much removed from this area would be undesirable. The University Offices, the Engineering College and the Commerce College will have to be built in this area with the result that the University Colony will be divided into two blocks far removed from each other. The suggestion made by the Committee would convert Baroda into an ideal University town and will present a good sight to the public. The whole area right from the Station up to the Hospital and the area behind the Baroda College would make a splendid University Campus.

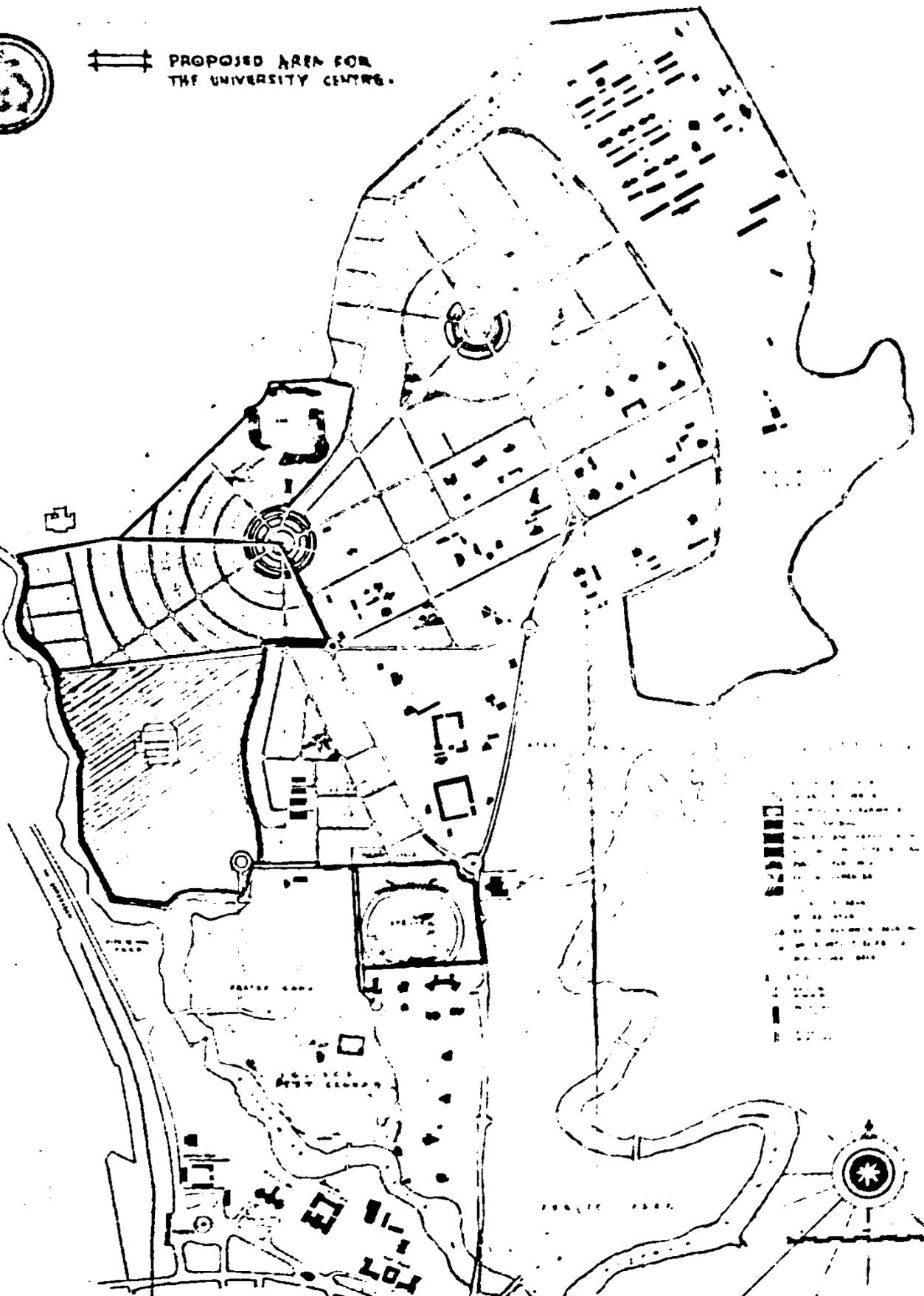
Baroda, 9th March 1948.

(Sd.) R. P. MASANI.
(Sd.) R. B. CHANDRACHUD.
(Sd.) J. M. MEHTA.
(Sd.) S. B. JUNNARKAR.
(Sd.) K. N. KULSHRESHTHA.
(Sd.) C. S. PATEL.
(Sd.) V. K. GOKAK.
(Sd.) M. D. AVASARE.

TOWN PLANNING PROPOSALS



 PROPOSED AREA FOR THE UNIVERSITY CENTRE.



LEGEND

- PROPOSED AREA FOR THE UNIVERSITY CENTRE
- EXISTING BUILDINGS
- STREETS
- ROADS
- RAILWAYS
- WATER COURSES
- PLANTATIONS
- OPEN SPACES
- UNDEVELOPED LAND



APPENDIX II

STATEMENT SHOWING THE EXPENDITURE INCURRED BY THE BARODA GOVERNMENT ON ITS EXISTING INSTITUTIONS OF THE UNIVERSITY TYPE

S. No.	Name of the institution	Expenditure		Receipts
		Récurring	Non-recurring	
		Rs.	Rs.	Rs.
1	Baroda College ...	2,69,546	...	1,69,000
2	Commerce „ ...	1,08,462	...	1,25,815
3	S. T. T. College ...	56,480	...	37,275
4	Visnagar „ ...	1,53,731	...	25,153
5	Oriental Institute ...	35,804	...	3,991
6	Museum and Picture Gallery.	38,441	...	110
7	Kalabhavan ...	2,56,804	...	31,700
8	Central Library ...	1,15,699	...	200
9	Grants to Colleges ...	25,000
	Total ...	10,59,967	...	3,93,244
	PROPOSED			
9	Medical College. (sanctioned).	3,00,000	40 00,000	...
10	Engineering „ „	3,00,000	30,00,000	...
11	Chemical Technology (not „)	1,50,000	10,00,000	...
	Total ...	7,50,000	80,00,000	...

APPENDIX III

LIST OF PERSONS WHO GAVE WRITTEN EVIDENCE

1. The Hon'able Mr. P. T. Munshi, Labour Member, Baroda.
2. B. J. Patel, Esqr., B. A., LL. B., Pleader, Baroda.
3. M. K. Desai Esqr., B. A., LL. B., Pleader, Baroda.
4. M. P. Parikh, Esqr., M. L. A., Petlad.
5. Dr. V. N. Modi, M. B. B. S., President, Baroda Municipality.
6. Raj Mitra Bhailal D. Amin, Chairman Board of Directors, Alembic Chemical Works, Baroda.
7. Principal P. C. Romans, Baroda College, Baroda.
8. Principal T. K. N. Menon, S. T. T. College, Baroda.
9. Dr. H. Goetz, Curator, Museum and Picture Gallery, Baroda.
10. H. R. Doctor, Esqr., B. A., Principal, College of Indian Music, Baroda.
11. A. S. Gadre, Esqr., Director of Archaeology, Baroda.
12. Principal A. K. Trivedi, S. B. Garda College, Navsari.
13. Principal N. G. Mohile, Petlad College, Petlad.
14. Dr. B. C. Lele, M. A., Ph. D., T. D., Asstt. Commissioner of Education, Baroda.
15. S. N. Mukerji, Esqr., M. A., T. D., Inspector of Secondary Schools, Baroda.
16. M. K. Jadhav, Esqr., State Architect, and Chief Engineer, Baroda.
17. Chunilal P. Shah. Esqr., B. A. LL. B., President, Praja Mandal, Baroda.
18. Daji Nagesh Apte, Esqr., B. A., LL. B., Pleader, Baroda.
19. Principal N. M. Shah, Fellow and Member of the Syndicate, University of Bombay, M. T. B. College, Surat.
20. The Hon'ble Mr. Justice N. H. Bhagwati, Bombay.
21. Principal P. N. Joshi, V. J. T. Institute, Bombay.
22. Dr. C. S. Patel, F. R. C. S. (Eng.,) Fellow and Member of the Syndicate University of Bombay.

23. G. I. Patel, Esqr. Fellow and Member of the Syndicate University of Bombay. 4 Walkershiwar Road, Bombay.
 24. Dr. H. D. Patel, D. O. (Oxon); D. O. M. S. (Eng.); Fellow and Member of the Syndicate, University of Bombay, New Queens Road, Bombay.
 25. Sir Manilal Nanavati, Kt., M. A., LL. B., Juhu, Bombay.
 26. Principal K. M. Khadye, Fellow and Member of the Syndicate University of Bombay, Poona.
 27. Dr. S. V. Desai, Imperial Institute of Agriculture, Delhi.
 28. Principal S. V. Shah, Junagadh College, Junagadh.
 29. Dr. Sumant B. Mehta, Ahmedabad.
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APPENDIX IV.

LIST OF PERSONS WHO GAVE ORAL EVIDENCE.

1. Raj Mitra Bhailal D. Amin, B. A.
Chairman, Board of Directors, Alembic Chemical Works, Baroda.
2. Principal P. C. Romans,
Baroda College, Baroda.
3. Principal V. Y. Kolhatkar,
Pratapsingh College of Commerce, Baroda.
4. Principal T. K. N. Menon,
S. T. T. College, Baroda.
5. Principal, A. C. Sahgal,
Kalabhavan Tech. Instt, Baroda.
6. Dr. B. Bhattacharya.
Director, Oriental Institute, Baroda.
7. Bhailalbhai D. Patel Esqr.,
Organiser, Charutar Vidya Mandal, Anand.
8. Dr. B. C. Lele, M. A., Ph. D., T. D.,
Asstt. Commissioner of Education, Baroda.
9. Principal A. K. Trivedi,
S. B. Garda College, Navsari.
10. S. N. Mukerji, Esqr.,
Inspector of Secondary Schools, Baroda.
11. Principal N. G. Mohile,
Petlad College, Petlad.
12. A. S. Gadre, Esqr.,
Director of Archaeology, Baroda.
13. Daji Nagesh Apte, Esqr., B. A. LL. B. Baroda.

APPENDIX V

THE QUESTIONNAIRE CIRCULATED BY THE COMMITTEE

Office of the Commissioner of Education,
Baroda State, Baroda, March 1948.

To

Sir,

I enclose herewith a copy of the memorandum issued in connection with the proposed Baroda University for the organisation of which a Committee has been, as you are doubtless aware, appointed by H. H. the Maharaja Sahib. I shall be much obliged if you will kindly go through the memorandum and give me the benefit of your views on the issues raised herewith.

Yours sincerely,
J. M. MEHTA.
Commissioner of Education.

- (1) Are you in favour of a separate University for Baroda ?
- (2) There are already full-fledged institutions in Baroda representing the faculties of arts, science, education, and commerce. Government have also sanctioned plans for a college of medicine and a college of engineering. Kalabhavan, the Technological Institute, the Agricultural Institute, the Department of Archaeology, the Museum and Central Library present developments which can further be equipped and organised into degree and diploma courses. Are these institutions and the cultural traditions of Baroda adequate to support the opinion that Baroda is ripe for a university ?

- (3) If it is decided to found a separate University at Baroda, what type of University would you recommend? Should it be purely residential or should it also be an affiliating university having regard to the fact that new colleges now exist at Visnagar, Navsari and Petlad? Should post-graduate teaching be concentrated in Baroda? Should the affiliated colleges also undertake post-graduate teaching?
- (4) Should post-graduate instruction at the University be conducted strictly under the tutorial system?
- (5) Should the University be started with the faculties obtaining at present or should it wait for the colleges of medicine and engineering and institutions representing other faculties to develop?
- (6) Would you be in favour of changing the degree course into a three years' honours course and transfer the first two years of university education to schools, raising the matriculation examination to the standard of the present intermediate examination? Do you think that such a system would strain the finances of schools?
- (7) With the educational developments and resources of Baroda in view, what additional faculties would you suggest for the Baroda University?
- (8) What should be the medium of instruction in the Baroda University?
- (9) Any other suggestions that you would like to make.

APPENDIX VI

MEMORANDUM

For the whole province of Bombay there is at present only one University. The province of Bombay as it is constituted to-day is purely the result of administrative convenience and not because of any cultural or even geographical unity. At one time even Sind was part of the Bombay province. The Bombay University served this entire region and satisfied the needs of the people for higher education. The province of Bombay, however, has three distinct cultural units. They are (a) Maharashtra, (b) Gujarat and (c) Karnatak. Though there is a certain amount of cultural unity in India from the Himalayas to Cape Comorin, yet there are various distinctive cultural units in the country and we cannot ignore them. It was because of a strong feeling among certain sections of the province that these various regional cultures could not receive proper attention at the hands of the Bombay University, there has been a persistent cry for last few years for regional Universities in Maharashtra, Gujarat and Karnatak. The Bombay University is also getting unwieldy. In the year 1947 about 40,000 students appeared for its Matriculation Examination and the number in the year 1948 is likely to be bigger. As the students are allowed to answer in their regional languages it has become difficult to maintain a uniform standard and the task of examining all these candidates has become extremely difficult.

In the year 1925 the Government of Bombay had appointed a Committee to consider the question of necessary reforms in the Bombay University and in the evidence submitted to this Committee, there was considerable reference to the desirability of splitting up the Bombay University into three regional Universities of Maharashtra, Gujarat and Karnatak.

No attention was paid by the Government to this demand then, but in 1942 a Committee was appointed to consider the question of the establishment of a University in Maharashtra. Subsequently two more committees were appointed for Gujarat and Karnatak Universities respectively. The Bombay Government have now therefore definitely accepted the policy of regional Universities and naturally therefore the question arises as to what would happen to Baroda. Culturally, ethnically and geographically, Baroda is a part of Gujarat and it may be asked why should Baroda not join Gujarat University and why should it have a special problem of its own.

As early as 1926 Baroda thought of having a University of its own. Even then the possibility of a separate Gujarat University at Ahmedabad was not completely lost out of sight. Yet for certain reasons the

Committee appointed by the Baroda Government thought that Baroda should have a separate University of its own. Baroda was not rich in educational institutions then as it is to-day and the reasons for a separate University are stronger to-day than what they were in 1926.

Regional Universities

The Government of Bombay has definitely accepted the principle of regional Universities for Maharashtra, Gujarat and Karnatak. We must be clear about what we mean by regional Universities. When the people talk about regional Universities they generally mean that every homogeneous unit having a common language, common historical traditions and common culture should have a University of its own. A full scope for the development of a region's cultural life and for the study of its language, history, art, and folk lore could only be possible if every homogeneous region had its own University. Encouragement to the proper study of Maratha History and Marathi language would only be possible if there was a separate University in Maharashtra. The same way for the proper study of Gujarati language and the History of Gujarat there should be a University in Gujarat. Not only are regional Universities necessary for the encouragement of regional history, regional language and regional culture, but they are necessary if all higher education is also to be given through the regional languages. The demand for regional Universities has become very insistent now because it is felt that higher education must be imparted through the regional language and proper attention must be paid to the study of regional history and the regional language.

There is much to be said for this point of view, but there is another side to this question which much not be ignored.

On the whole in India the forces of particularism or provincialism have been stronger than those of unity. There never was one whole united India under a common system of Government till the British succeed in becoming masters of the whole of India. The Mauryan Empire and, later, Akbar's Empire did not cover the whole of India, and in Mauryan time the machinery of Government was never centralized.

The British gave a certain unity to the country and the use of the English language, particularly as a medium of instruction in secondary schools and Universities, considerably helped in bringing about a unity among the people of India belonging to different regions and provinces. It became an important vehicle for establishing contact between people of different provinces who did not have a common language.

The establishment of regional Universities with insistence on the use of the regional language as the medium of instruction will tend to strengthen particularist or provincial forces. I am afraid provincial jealousies and fissiparous tendencies will be accentuated.

A regional University again is a contradiction in terms. The word 'University' is derived from the latin word 'Universitas' meaning

'Universe'. A university is supposed to deal with universal knowledge and in all branches of learning. A University in England may have a department for the teaching of Chinese, Sanskrit, Persian and Arabic. It may teach the history of any country in the world. A University which confines itself to the study of merely regional languages and regional histories will not be worthy of the name of a University. All that can be claimed for regional universities is that they may emphasise and devote more of their resources and time to the study of their own regional culture, but their main function would be, like all other Universities, to spread knowledge and encourage research in all branches of learning. A regional University may be necessary if the medium of instruction is to be a regional language. I do not want to discuss at this stage the vexed question of medium of instruction. I however personally feel that this question is to be considered very carefully. If the medium of instruction is to be a regional language, you will confine the University both from the point of view of the teachers and the students to a narrow region. It would not be possible to get the best men from the whole of India and the alumni from the University will have their activities merely confined to their own regions. They will not be able to give the benefit of their learning to others in India. It will be difficult to have a really able personnel for All India Services. I am therefore of opinion that till some common language for the whole of India is accepted, English should continue as the medium of instruction and at the same time the regional language should also be made obligatory.

The idea of starting regional Universities is therefore obviously not merely for the encouragement of only regional culture, language and history. The main idea is that in order to impart higher instruction through regional languages regional Universities are necessary. These Universities will however be real Universities in the accepted sense of the word dealing with all branches of knowledge and furthering the cause of research. There is no reason why there should be only one University for each region. If in Maharashtra or Gujarat there are more centres than one which are ripe for the establishment of universities, the country as a whole would be intellectually richer. There would be greater facilities to the people for getting the benefit of higher education.

The feeling which is widely prevalent that there should be only one University in Maharashtra at Poona and one for Gujarat in Ahmedabad is to my mind erroneous. If Baroda has a number of cultural institutions and the people and the Government of Baroda are desirous of having a University of their own, I do not see why they should not have it. The idea underlying the establishment of a separate University in Baroda is not that of any unhealthy competition with Gujarat University but to meet the real needs of Baroda and to provide greater facilities for higher education to the people of Gujarat.

The sole consideration in deciding the question whether Baroda should have a separate University of its own is, whether Baroda has enough

educational institutions, whether it has highly qualified men with great academic attainments to run these institutions and to work as University Professors and whether it has got enough financial resources.

If a University is established in Baroda it should be in a position to keep its standards of teaching and examination as high as other Universities. Some All India body like the University Grants Utilization Committee or All India University Board should see that the Universities established in the country maintain a fairly uniform standard.

Educational Institutions in Baroda

Let us therefore now consider how far Baroda is ripe for a University centre. In 1927 when the Government of Baroda appointed a Commission to consider the question of setting up a University at Baroda, there was only one Arts and Science College in the State, a ploytechnic institute, one Oriental Institute and a Museum. There were hardly 800 students in the Arts and Science College and about 500 in Kalabhavan. The Oriental Institute was not helping students in their post-graduate research subjects like Ancient Indian Culture. Today there are four Arts and Science Colleges in the Baroda State, one Commerce College and one Secondary Teachers' Training College. Baroda has a well equipped hospital and a building for housing the Medical College is likely to be ready by 1949 and it is hoped that from June 1949 the Medical College will start working. There is a scheme for the starting of an Engineering College to which Kalabhavan will be attached. The Oriental Institute is preparing students for Ancient Indian Culture and can easily develop into a first rate college for oriental studies. The publications of the Oriental Institute under the Gaekwad Oriental Series are well known for their scholarship and have international reputation. Under the able guidance of the Curator of the Museum & Picture Gallery a good fine arts faculty could easily be developed. Baroda has also a fine school of Indian Music. Attached to the Science Institute is the Technological Institute. This Technological Institute would easily become a nucleus for the establishment of the Faculty of Technology. Baroda can play a useful part in the spread of technological education in this country.

As far as the number of students in the University institutions is concerned, there are over three thousand students in the Baroda State and with the establishment of the Medical and Engineering Colleges and the starting of a Law College and Agriculture College the number would easily go up to 4,000.

Owing to the existence of compulsory primary education in the State 80% of the children of the school-going age in Baroda State are in schools. In consequence there are about sixty thousand students in the secondary schools of the State and more students appear for the Matriculation Examination from Baroda centre than any other centre except Bombay and Dadar.

All the higher educational institutions of the Baroda State are affiliated at present to the Bombay University. They are staffed with men of as high academic qualifications as found in any of the best Colleges in the province of Bombay. The Kalabbhavan is staffed with men with high Indian and foreign qualifications and the Oriental Institute is staffed with oriental scholars of repute. There will be no difficulty in getting the right type of men for running the educational institutions in Baroda for filling up the posts of heads of University departments.

Residential or Affiliating Universities

From the point of view of education, of encouragement to research, and the creation of a real University atmosphere and traditions a residential University will be much better than an affiliating type. Owing however to the opening of Arts and Science Colleges at Visnagar, Navsari and Petlad, the Baroda University will have to be partly residential and partly affiliating. A large bulk of the educational institutions in the State will however be concentrated in Baroda and Baroda will make a really good first class University centre. The Arts and Science College, the Secondary Teachers' Training College, and the State General Hospital and the proposed Medical College are more or less close to each other. Just near the Baroda College a site has been set aside for constructing a new building to house the Oriental Institute and the Central Library. Behind the Baroda College and towards the Residency there is ample ground for building Engineering, Commerce and Law Colleges. The Museum and the Park would form part of the University Colony. Baroda can have a very good University Colony with all the educational institutions and University buildings in one compact area situated near the station.

Finances

The question about additional finances needed to run the University is not discussed in this memorandum. This question however will be fully discussed in the final report of the Committee.

There is no reason for getting alarmed at the idea of three or four Universities in Gujarat. If the people of Gujarat are in a position to finance these Universities and maintain a high standard of teaching and examination, there is no reason why there should not be more than one University. Baroda has got the necessary facilities and the Baroda Government is willing to finance the University. It will be to the ultimate advantage of Gujarat as a whole. I have no desire to cast aspersions on the Bombay University. We have been so far very happy in our association with the Bombay University. It must however be frankly stated that the affiliation of the Baroda Educational Institutions to the Bombay University or to any new University that may be set up in Gujarat would invariably lead to certain restrictions on their autonomy. It would come in the way of their development along the lines they think are best suitable for them. The people of Baroda are the best

judges on what line their educational institutions should develop. In the composition of the University bodies, the Baroda Government would see that these bodies are not merely confined to local people and some of the experts and educationists in the Bombay Province will be invited to work on them.

I have not touched the question about the constitution of the University—the composition of the various University bodies and all the minor details. This is left to the Committee as a whole. I am not referring to the question of the number of faculties the University should have at this stage.

This is merely a short memorandum with a view to elicit discussion.

Baroda, dated 13th February 1948.

J. M. MEHTA,
Commissioner of Education.
