

REPORT
OF THE
GOA UNIVERSITY COMMITTEE



GOVERNMENT OF GOA, DAMAN AND DIU
MARCH, 1969

**REPORT
OF THE
GOA UNIVERSITY COMMITTEE**

Camp, Panaji.

Dated 23rd September, 1968.

To

**The Honourable Minister of Education,
Government of Goa, Daman and Diu,
Panaji.**

Sir,

It is my privilege to submit the Report of the University Committee appointed under Order No. PDD/EDN/1541/65 of 15th March, 1968. We are unanimous in our findings and conclusions.

My colleagues and I would like to place on record our sincere thanks to the Government and the people of Goa, Daman and Diu for their kind cooperation and assistance in enabling us to prepare and submit the Report. We would like to thank in particular the members of the staff of the office of the Director of Education.

Thanking you,

Yours faithfully,

**G. D. Parikh
Chairman**

I. Introductory

1. We were appointed by Order⁽¹⁾ No. PDD/EDN/1541/65 dated 15th March, 1966, of the Government of Goa, Daman and Diu, (i) «to consider and recommend to the Government the steps required to be taken for the establishment of a University in Goa through the progressive development of the post-graduate centre established by the University of Bombay, (ii) to recommend the type of University, its location, powers, composition, etc.; and (iii) to recommend further overall development of higher education in the Territory».

We have now to submit our report.

2. Our Committee held its first meeting in Panjim on 22nd and 23rd April 1966. The Chairman was requested at this meeting to approach the University Grants Commission (U. G. C.) to nominate a representative on the Committee. It was also decided to issue a questionnaire which, in view of the nature of our enquiry, was divided into three parts. Part II of the Questionnaire was finalized at the meeting and the Chairman was requested to prepare preliminary drafts of Parts I and III for consideration by the Committee.

3. The Chairman, U. G. C. was approached to nominate a representative as a member of the Committee. There was, however, no response to the request. Since the initiative in appointing the Committee was taken by the Government of the Union Territory, the possibility of the U. G. C. not associating with the work at this stage was perhaps visualised in the Order itself. The Order therefore gave us the power, in such an eventuality, to co-opt a member.

4. We were asked to report within six months. It was difficult to meet early, after the first meeting, because of the Chairman's absence from the country. In the meantime, our work had a serious set back when the services of Shri R. S. Kenkre, Director of Education and Member-Secretary of the Committee, were replaced at the disposal of the Government of

(1) See Appendix I.

Maharashtra with effect from 18th July, 1966. Shri Kenkre was of great help to us in preparing the draft of the questionnaire and we wish to place on record our sincere appreciation of his services and our thanks for them. Dr. P. S. Varde became Member-Secretary of the Committee since 18th July 1966.

5. Within about two weeks of Shri Kenkre's transfer, a very grievous blow was suffered by us in our work as a result of the sudden and shocking demise of one of our colleagues, Dr. Y. V. Lawande. Dr. Lawande had played a major part in laying the foundations of higher education in Goa. He was able to bring his rich experience in Bombay and sound understanding of the situation in Goa to bear on his work, which developed rapidly because of his sincere and dedicated efforts. We were looking forward to benefiting from his contributions to our work. He had rendered great help in drafting the questionnaire of the Committee. We place on record our sense of grievous loss in his untimely death.

6. At our Second meeting on the 11th and 12th October 1966, we decided to co-opt. Dr. C. D. Deshpande, as a member of the Committee. We also finalised the Questionnaire, including Parts I and III, and prepared a list of some prominent persons in Goa, Daman and Diu, interested in the establishment of a University. Lists of some Goans outside Goa were also prepared for sending copies of the Questionnaire. We also decided to interview some of them to elicit their views after replies to the Questionnaire were received.

7. Dr. C. D. Deshpande was approached by the Chairman to join the Committee. He communicated his consent by a letter dated 28th February, 1967.

8. The Questionnaire⁽²⁾ was printed and posted to a large number of prominent persons in Goa, Daman and Diu and also outside the territory. We were however surprised to find that not more than half a dozen replies were received by the last date for sending in replies, i. e. 15th January, 1967. We knew that Goans were definitely interested in the establishment of a University in Goa; some of them in fact were very keen about it. Their silence, therefore, did not mean indifference; it was largely due to their preoccupation with an issue which many of them regarded as of overriding importance. Our work was also in a sense related to the outcome of the Opinion Poll, particularly if it were to lead to a change in the status quo. In fact a much greater measure of basic political stability is essential for the necessary climate for establishing a University.

9. We met again on 19th, 20th and 21st April, 1967. We decided to send copies of the Questionnaire to those whom they were sent earlier as also to many others whose names were added at the meeting. A full list⁽³⁾ is appended to our Report. The Chairman and individual members

(2) See appendix II.

(3) See appendix III.

of the Committee wrote personal letters to many of them requesting them to let the Committee have the benefit of their views. Suggestions regarding a site for the proposed University were invited by us from the P. W. D. and we had a preliminary discussion about the site.

10. We were able to obtain a much better response to the Questionnaire this time. But the work of the Committee was delayed because Goans were again preoccupied with the Second General Election in the Territory. We visited Daman and Goa in February, 1968 and had detailed discussions with several leading citizens on different aspects of our work. As regards Diu, we were able to secure the necessary information from the Office of the Director of Education. We also required some of those who met us to furnish the Committee with detailed notes on fields of their special interest. The Note submitted by the Director of the Academy of Music is appended to the report⁽¹⁾. We would like to record our sincere thanks to all of them for their co-operation.

11. We regret the delay in submitting the Report. We hope, the peculiar difficulties under which we had to work will be appreciated. We record our most sincere appreciation of the enthusiastic, steady and thoughtful assistance we have received from Dr. P. S. Varde. Dr. Varde was invited somewhat suddenly to take over this work. Though as a Goan educationist of a long standing, he was keen about a University in Goa, he had also been aware of the problems and difficulties involved in its establishment. His intimate knowledge of the educational situation in Goa has been of very great help to us in arriving at our conclusions. We would like to place on record our sincere thanks to him for his assistance. We also thank the Deputy Directors and other members of the Office of the Director of Education and the Education Officer at Daman for their courtesy and assistance. We would particularly like to mention in this context the constant and willing help given to us in our work by Shri Kurade, the Deputy Director of Education.

(1) See appendix IV.

II. Some preliminary issues

12. The Portuguese possessions in India were Goa, Daman (including Dadra and Nagar-Aveli) and Diu, with a total area of 4,196-30 sq. Kms (1621.56 sq. miles). With the separation of Dadra and Nagar-Aveli which have been given the status of a separate Centrally administered unit, the total area of the territory is 3706-72 sq. Kms. (1430.79 sq. miles). The total population of the Union Territory of Goa, Daman and Diu, accounted for 589,997. The population of Daman and Diu was 22,390 and 14,280 respectively.

13. Soon after the Portuguese conquest of Goa, public education came to be under the aegis of the Church. It is well-known that the Parish Schools, which taught singing, reading and writing and which appeared in the beginning of the Portuguese era are still functioning. These schools were established and conducted by the Church mostly with its own resources but sometimes also with the help of ecclesiastical associations or the village committees. Such an unbroken institutional tradition of over four centuries, it will be difficult to find in other parts of the country. The system of primary and secondary education in Goa has thus had a long tradition to which different Church groups such as Diocesan Clergy and Christian people, as well as different religious Orders and Congregations have all made their contributions. Their efforts starting with primary education were eventually extended to the higher stages.

The tradition of higher education which Goans sometimes claim to inherit was the tradition built up in the Seminaries and the Colleges. A pattern was set to these by the St. Paul's College which enjoyed the status of a University in Goa.

14. We do not know whether the desire to have a University was in any way influenced, at any rate in the initial stages, by an anxiety to revive this tradition. We have not come across any evidence of such an influence. Although we were told by one or two witnesses that theology should be an important faculty, others including the highest Church authorities do not favour such a course. In fact, a little careful study of the tradition itself will reinforce the latter view.

15. The oldest seminary to be founded in Goa was under the auspices of the Brotherhood of the Holy Faith. Its purpose was to assist the priestly formation of natives from all over the East who were later expected to go and preach the gospel in their lands. This Seminary was initially started on a non-Congregational Status, but after some time, it swerved to a congregational one. When this Seminary had made some progress the Jesuits appeared on the scene and under the guidance of St. Francis Xavier founded the St. Paul's College. The secular component in Education did not, however, disappear through this and the subsequent developments.

16. This approach lent higher education in Goa one of its essential features in the period before liberation. The widespread impression that there was no higher education in Goa during the period of the Portuguese rule is in no sense correct. Besides the Seminaries and the Colleges, there was the Escola Medica. Though the School as such was founded in 1842, teaching of Western Medicine in an informal way began in Goa as early as in 1691. Goan Medical teaching functioned as «the nursery of the Portuguese Medical Service in the Colonies». The noteworthy feature was that «the Seminary education was not calculated to prepare the student merely for the priesthood but also to produce a sound general culture based on the humanities, so the medical school was not intended to prepare one for the medical career only. It represented a new orientation, the scientific spirit». Some of the greatest Goans have been products of the Escola Medica, Francisco Luis Gomes, the Economist and historian, and Augustinho Lourenço, the Chemist, are some of the cases in point.

17. The inclusion of a secular component along with religious instruction was in no sense a special feature of the Christian or Portuguese influence. The Parish School replaced the Patha Shala of the earlier times; advanced education in various branches of knowledge in those days was imparted in the Agraharas, Mathas and Brahmapuris. «The Agraharas were the most important establishments and may indeed be styled the universities of medieval India Religion naturally predominated in the curriculum of the Agraharas. But due place was found also for mathematics, astronomy, medicine, politics and other sciences. The standard of proficiency that was reached in these institutions may perhaps be gauged from the fact that, as Linschoten reports, the Hindu physicians enjoyed such a high repute that in the hey-day of the Portuguese rule, the Viceroy and the Archbishop preferred them to the physicians of their own country».

18. This tradition of a religious-cum-secular curriculum, which thus seems to be common both to the Portuguese and the Pre-Portuguese times, had been significantly modified during the last hundred years or so. The main influence responsible for the modification was the growth of secondary education on a secular basis, imparted through high schools in addition to the seminaries. Even the courses of studies in the three Portuguese institutions, (the Lyceum), also had a small religious component in the form of a couple of periods a week in religion and morality.

This trend of separating the two components may therefore now be taken as firmly established. It can be carried further in the field of higher education. We therefore agree with the view of the Apostolic Administrator and most of those who met us to discuss this question that there need be no faculty of theology in the proposed university.

19. We feel reinforced in this view by the fact that religious instruction is not asked for by the Hindu religious authorities also. Hindus today are a majority community. The freedom from interference in religious matters, largely enjoyed by the Hindus under the British was much greater than that enjoyed by their co-religionists in Goa in the earlier part of the Portuguese rule. Memories of the past could have, therefore, interfered with their thinking. It is, however, refreshing to find that the views of His Holiness Shrimat Dwarkanath Tirtha Swami of Partagali of Goa, as communicated to us by his Secretary, contain no reference to this question. Inclusion of Latin languages *inter alia* has been accepted by His Holiness as a Branch of study and what is suggested is that along with these, Sanskrit and other Oriental languages may also be included. We thus find that neither the memories of the past nor the controversies of the present have influenced judgment in the highest religious quarters, a fact which augurs well for the new University.

20. We may now turn to another sensitive area which also has been to some extent influenced by historical developments. This is the field of languages. It is known that during the Portuguese regime, the language of instruction, at the primary stage in all parish or parochial schools was compulsorily Portuguese. In the schools, the teaching methods were rudimentary, as the very selection of teachers abided by the dictates of the level of knowledge of singing. Reading and writing was only an ancillary matter to be taught to the minimum extent. It will be needless to say that the medium of education used to be compulsorily Portuguese. However, as the masters were ill at ease either with Portuguese or Latin, the Local language (Konkani) was often resorted to, with the result that the use of more than one language hampered progress. Thus the language of the land, which was at first debarred from being made use of gradually bore acceptance for the teaching of catechism. The masters however had no orderly and systematic knowledge of this language either.

21. The position further changed at the secondary level. This was due to the small size of the territory and its consequential absence of viability. It could offer only limited opportunities for employment. Migration to the surrounding areas and especially to the City of Bombay by Goans was the most significant feature of life in this area with the result that there was a very rapid increase in the number of secondary schools which were using English, and not Portuguese, as the language of instruction. Goan schools began to seek recognition of the University of Bombay for sending candidates to the Matriculation Examination, so that they might continue their higher education in the Colleges of the Bombay University. Migration of the Goan priest and the Goan Physician to Africa was thus followed by this, what may be called, the second migration of Goan talent in different fields to the City of Bombay.

22. The failure of the attempt to have Portuguese as the sole medium of instruction from the very beginning i. e. at the pariah schools, has already been indicated. This failure was bound to be acknowledged at the policy-making level also. It is known that the Order of the Count of Alvor, granting the time limit of three years to all to learn Portuguese (1634) or the proposal of the Inquisitor Antonio de Amaral Coutinho to the King to adopt a course of action to usher in the death of the mother tongue of the Goan people by reducing the time limit to six months, proved to be colossal failures; and it had to be acknowledged eventually that the rulers must not neglect the language of the ruled. This realisation in fact spread much beyond the political authority, for, while setting up the College of the Natives it was laid down that «the first subjects should dwell on the languages of the places where we have churches and Missions». Study of Portuguese was not pursued in most cases for want of employment opportunities in the territory. Goans turned to the study of English in a significant way even under the Portuguese rule.

23. Although Portuguese was compulsorily the medium of education from the primary stage onwards, the insistence could not be carried out in practice. A very few persons took to Portuguese especially in the newly conquered areas. An order dated the 10th of July 1871 was issued enjoining the conversion of the primary schools existing in those areas into mixed ones (Portuguese-Marathi) so as to meet the aforesaid situation. «Konkani language was however not made use of as there were no books in that language. Twenty years later, in 1889, the Baron of Cumbarjua was entrusted with the task of writing books in Konkani to be used in schools; but the idea bore no fruition». Education through the native languages proceeded much faster in the «Novas Conquistas» because compared to Christians who had to study Portuguese, a foreign language, Hindus were at an advantage in learning to read and write in Marathi. In Nagar Aveli came to be established a Gujarati School.

24. Although Government Primary Schools continued to teach in Portuguese, Marathi began to spread as a language of instruction at the primary level. We have already referred to the increasing spread of English as a language of instruction at the Secondary stage. But Marathi also appeared at the Secondary stage. «Whereas English education at the Secondary level was eagerly sought for, as a result of the needs of the migrating Goan people, Marathi language was also cultivated keenly for cultural and religious purposes. This may be gauged from the large number of private primary schools in Marathi, supported by the Hindu population with numberless sacrifices». Marathi has gradually appeared at the Secondary stage and its further extension would depend on the possibilities of employment in the neighbouring areas.

25. We have thus a somewhat complex picture emerging from the historical developments. The local language has not had any scope for its development so far. In fact, the Portuguese effort for some time was to stamp it out. The language has remained largely a spoken language, and even as such, its forms differ in different areas, communities and in different social strata. As a language, Portuguese was adequately and

properly cultivated by many a Goan. For diplomatic relations with some of the overseas countries as also for access to the extensive source material of great value for historical and linguistic research, Portuguese will have to continue to be carefully studied in future also. English has come to occupy a significant place at the primary and the secondary levels, and Marathi has also been steadily making headway in the field of education at these stages in Goa, and Gujarati in Daman and Diu. The problem of the language of instruction in the proposed Goa University is thus by no means a simple one. We may have to think in terms of an overall *language policy* which the new University will have to follow.

26. Here again, we are happy to note that there was almost a unanimity among the persons we met. The policy which we propose to indicate here has been necessitated by a two-fold consideration. The territory of Goa, Daman and Diu is a Union Territory and the Union Government have enunciated recently the principle of using regional languages as the media of instruction. Assuming the language of the people of Goa to be Konkani, we find that Goa, Daman and Diu will have two regional languages viz. Konkani and Gujarati. If we further take note of the fact of underdevelopment of Konkani as a language and the consequential absence of its use beyond the primary stage, we have to make latitude for two more languages viz. Marathi and English. Since the issue is of replacement of English by an Indian language, the question of Marathi alone will arise in Goa for the present. It is on the other hand clear that for a number of practical reasons, Marathi can neither be the sole nor even the main medium of instruction in Goa in the near future. Our impression is that the process of substitution of Gujarati for English in Daman and Diu will be much more rapid than that of Marathi for English in Goa. There is again no basis whatsoever for the use of Hindi as a medium of instruction in Goa at present. The status of Goa, Daman and Diu as Union Territory will not and need not mean its adoption of Hindi as a medium. Any suggestion in that direction is unrealistic at present.

27. We, therefore, strongly feel that notwithstanding the changes in the media that might take place elsewhere, English will have to continue as the medium of instruction at the University stage in the near future. The proposed University will have however to permit Gujarati and Marathi as optional media. The former is being suggested on the assumption that the college/s in Daman and, if any, in Diu will be affiliated to the proposed Goa University. In our visit to Daman, we found that there was almost a unanimous insistence on affiliation of colleges in the area to Goa University. As regards Marathi, it is at present the most favoured language at the primary stage and is also being used to some extent, at the secondary stage as the medium. This use may be expected to grow in future. But the approach of the University in this respect, as urged earlier, should not remain confined to the question of the medium. Apart from the controversies regarding the nature of Konkani, we found that Goans generally speak of Konkani with a deep sense of attachment. This is perfectly natural, for Konkani along with Marathi in Goa almost faced a possibility of extinction at the hands of the Portuguese rulers. Both of them have survived, establishing once again the truth that languages

cannot be easily forgotten or stamped out. Efforts made to develop Konkani have however not been sufficiently fruitful so far. Encouragement both official and popular given for such development has not made any significant difference. We, therefore, fully endorse the suggestion, attributed to the Union Home Minister, Shri Y. B. Chavan, that the new University of Goa must make all possible efforts to promote the development of the Konkani language; and that there ought to be a Chair in Konkani established for that purpose in the new University.

28. We have already pointed out that only a few Goans took to a serious and advanced study of Portuguese. The impression that liberation as such has been responsible for the neglect of the study of Portuguese does not therefore seem to be warranted. Notwithstanding the element of compulsion, decreed by the rulers, Portuguese could not stamp out the local language; the effort to do so in the earlier days resulted in the development of a number of corrupt forms of Portuguese, known as the «Cresle» dialects of Portuguese. Mgr. Sebastiao Rodolpho Dalgado, a Goan, who worked as Professor of Sanskrit at the Lisbon University, has, for example, published descriptive accounts of «Indo-Portuguese dialects» of Goa (1922), Daman (1903), Bombay and Suburbs (1916), Ceylon (1900). There need be no doubt however that the political change in December 1961 did mean a set-back to the study of the Portuguese language in Goa. Its general use and adoption particularly by the elite has now been increasingly shrinking and the numbers of those who learnt it at the primary stage have been rapidly going down. It is no longer used as a medium of instruction either at the Secondary or at the higher level. True, there are persons who claim that Portuguese is their mother-tongue, but their enthusiasm for studying in that language has almost dwindled. The present situation may easily be regarded as a challenging situation so far as Portuguese is concerned. The conditions in Goa provide the necessary background for taking up the challenge. We recommend that all possible encouragement should be given for the preservation of Portuguese and in general for the promotion of the study of all Latin languages.

29. The seminaries were hardly to be regarded as institutions of higher secular education in our times. The designation was confined to the Escola Medica and its Pharmacy Division so far as the people of Goa were concerned. Goans had migrated in large numbers to Bombay in order to pursue higher studies and had settled in the city. Their contribution to the development of a variety of fields in the life of the city is easily the most outstanding. In fact, these migrations date back to the seventeenth century when «Keshav Shenai and Rama Shenai were employed by the English in Ambassadorial jobs». Narayan Shenai supplied shiploads of salt to Shivaji, Rama Camotim occupied an important position as the Muster Master-General of the Indian Forces of the English East India Company. Coming to the more recent times, the first Indian Secretary of the Native Education Society was Vyankoba Sadashiv Naik. The family of Bal Shastri Jambhekar who was the first Indian to be appointed to a Professorial position in the Elphinstone College, also hailed from Goa. G. N. Madgaonkar, author of «Mumbaichem Varnana» (A des-

cription of Bombay) was chronologically speaking, the first Goan educator in Bombay. Dr. Bhau Daji Lad, who was one of the first batch of students graduating from the Grant Medical College, was another eminent Goan in Bombay. Dr. Bhau Daji established the tradition of Goan leadership in the Medical profession in Bombay which has been maintained even today. He was at the same time one of the most outstanding figures in the field of literary and historical research and also a pioneer in the political arena. He, along with a few friends founded the Bombay Association which was the first political organisation established in the City. Some of its members later founded the Indian National Congress. Dr. Bhau Daji was the first Indian Sheriff of Bombay. Justice K. T. Telang, another illustrious Goan, was the first Indian Vice-Chancellor of the University of Bombay. The first Indian Barrister was Bal Mangesh Wagle who was one of the two Goans who figured in the first batch of Graduates to receive their degree from the Bombay University. The other graduate in the batch was R. G. Bhandarkar, who became an Indologist of International repute. Dr. Gerson de Cunha's «Origin of Bombay» is a classic. It was a Goan architect, Andre Constancio Augusto, who designed the Town Hall of Bombay. Yet another eminent Goan Shri Fonseca wrote a famous «Historical and Archaeological Sketch of the City of Goa» at the instance of the Government of Bombay. A large number of Goans have also played an important role in the development of Marathi literature. Vyankoba Naik was a pioneer in translation of English works into Marathi, while the work of producing original books in Marathi was initiated by Madgaonkar. The contribution of R. B. Gunjekar in the same field is easily one of the most outstanding. We might easily multiply this list manifold, for the work and achievements of Goans not only in these fields but also in music and fine arts are easily the most outstanding. No wonder then that the cultural bonds between Western Maharashtra in general, and particularly the City of Bombay and Goa should be so close, firm, and intimate. These are and ought to be recognised and respected, quite independently of the political controversies.

30. It was perfectly natural for Goans to think of having their University immediately after liberation. The Education Commission for Goa, under the chairmanship of Mr. B. N. Jha, in the course of discussing the future of higher education in Goa, proposed «in some detail a University for Goa». The Commission recommended that a University in Goa be established, which recommendation, we understand, was supported by the then President of India, Dr. S. Radhakrishnan, and was also endorsed in principle by the University Grants Commission. And yet one of the Members of the Jha Commission said in October 1964: «The idea of an University does not come within the perspective of the common man anywhere in the world, certainly not of the common man in Goa, who is still trying to see what liberation means to him personally in terms of hard fact, or what he thinks to be hard fact. It is even a question whether the idea of an University for Goa has engaged the continuous attention of the bulk of our intelligentsia; for, if it had, there would have been at least occasional signs of it in our abundant and not unvoiced Press». And in interpreting the recommendation of the

Jha Commission, he observes that in recommending an University for Goa, the Commission was very particular «to make it perfectly clear that it was to be not an University for Goa but only an University in Goa. It was to be a national University; even perhaps — and why not? — an international university —».

31. The absence of a general awareness of the need of a University even among the members of the intelligentsia can be traced to several reasons. In fact, bulk of the Goan intelligentsia is outside Goa and could not be expected to feel the need very keenly. But the main reason seems to have been the virtual absence of a proper and adequate base of higher education in the territory on the eve of liberation. It is a moot point whether even a unitary teaching university could have been set up in Goa immediately after liberation. The two colleges that were started immediately after liberation could not together get even a thousand students on the role in the first year of their working while enrolment in the post-graduate Centre during the first year of its commencement was 67. The total number of students on the role of all the institutions taken together was 3,579 Under-graduates and 191 Post-graduates in 1967-68. We are giving these figures in order to indicate a basic difficulty in starting the University.

32. It is argued that «facts and figures» cannot be treated as being of a decisive significance; that the Goa University was conceived essentially as a university in Goa and could, therefore, have attracted students from outside the territory also. We do not fully share this belief. In areas in which facilities are significantly limited in relation to the demand such as Medicine, Engineering etc., it may be legitimate to believe that students from outside would be willing to join the institutions in Goa in case local students of the necessary calibre are not available. But this does not hold good for the other fields. Again, facilities for higher education are available in all the surrounding areas. Students from these places could not, therefore, be expected to go to Goa. The academic excellence, which would be necessary to attract students from all over the country in any specific field, could be attained and developed only over a period of time through well-directed, hard and sustained efforts. It was rather unrealistic to speak of it right in the beginning as an argument for starting the University, especially in an area in which practically no institutions of post-secondary education were in existence. Liberation certainly was expected to raise hopes; but a University immediately after liberation was more of a dream rather than a hope. It was necessary to create a basis for turning the dream into a reality.

III Developments Since Liberation

33. The realisation that Goa did not have institutions of higher education and that therefore it was necessary to develop them found an expression in the demand for a University. We have already discussed some of the difficulties in the way of adoption of such a course. It would have been obviously impractical, in any case, highly expensive and therefore, well beyond the means of the community. The qualitative nature of such an institution would also have remained average, if not poor. Naturally, the idea at that stage was accepted only in principle, but not pursued. One may, however, recognise that Education in Goa, like the entire life of the people, stood in a sense at a parting of ways. What existed was more or less a clean slate; and any actual effort to start a University at that stage would have perhaps reinforced the continental, particularly the Latin, tradition. The new institution would have been given that form, thus enriching the overall University life in the country. There is something to be said for this view, though Goans in general were hardly familiar with that tradition. There were a few — and some are still there — who had proceeded to Portugal to study in the Universities. But all this does not fully warrant the feeling sometimes expressed in the aforesaid manner. It may be nevertheless conceded that influence of the continental system of higher education was likely to be experienced in this area, and we propose to keep in mind this possibility in formulating our recommendations.

34. Development of higher education naturally turned in the more realistic direction of starting new *colleges* rather than the University. Two Colleges of Arts and Science were started almost immediately after liberation, one in Panjim and the other in Madgaon. These commenced their teaching sessions from June, 1962. The second year after liberation witnessed the starting of an additional College of Arts and Science in Mapusa, and three Colleges — a Medical, a Pharmacy and a Teacher Training College — in Panjim. The Medical and the Pharmacy Colleges signified an upgrading of institutions already in existence. An additional Arts and Science College for Women was started in Nuvem, Madgaon in 1964. Then came a College of Commerce in 1966 and a College of Engi-

neering in 1967. A College of Arts and Science was started in Daman by the Government of the territory in 1965 and will soon be housed in a new building to be specially built for the purpose. Of the nine Colleges in Goa, three are Government Colleges; the remaining six are under private management.

35. The question of establishing appropriate relations of the institutions in Goa with those in the rest of the country was a national question soon after the liberation. And for sometime in the beginning, Goa, Daman and Diu being a Union Territory, the case for establishing such links with Delhi was strongly advocated. The Lyceum which was a Government institution was to be converted into a Higher Secondary School to be recognized by the Delhi Board of Secondary Education. Similarly a proposal was mooted for affiliation of the Escola Medica, upgraded into a Medical College, to the University of Delhi. Thus while at the Government level, the matter was being studied, definite views started being expressed and decisions in pursuance of them being taken at the popular level. Private Schools desired to continue their relation with the Maharashtra S.S.E. Board which had inherited it from the University of Bombay. Similarly the two private Colleges of Arts and Science, which were started within six months after liberation applied for affiliation to the University of Bombay. This application was soon granted and thus the way was paved for other Colleges being also affiliated to the University of Bombay. The Government of Goa, Daman and Diu decided to request the Gujarat University to affiliate the Government College of Arts and Science which they started in Daman.

36. One basic consideration determining the choice of the University, it is said, was of proximity. To some extent it may be so; but, the consideration does not seem to have been valid in a mere geographical sense. As a matter of fact, Daman is nearer to Bombay than to Ahmedabad and Goa is nearer to Dharwar than to Bombay. We, therefore, think that the criterion of proximity must be understood in a much more comprehensive sense than the merely geographical one. We have already commented upon the close relation between Goa and Bombay, and this was as much true of the field of education as of any other. Goans had significantly contributed to the development of the University of Bombay and it was quite legitimate for them to turn to that University for guidance and assistance in developing their institutions of higher education. Those who met us were unanimous that establishment of the relation with the Bombay University was a step in the right direction. Judging from the replies to the questionnaire, we find that this opinion is widely shared by others also.

37. This relation with the University of Bombay has proved to be quite productive and helpful not only in starting a number of Colleges but also in developing facilities for post-graduate education. The University of Bombay started a Centre of Post Graduate Instruction and Research in Goa in June 1965 with the help of grants from the Government of Goa, Daman and Diu. This Centre provided for the teaching of

courses in English, Economics and Mathematics for the M. A. and Mathematics and three branches of Chemistry (Organic, Inorganic and Physical) for the M. Sc. Degree. The total number of students enrolled in 1965-66 was 67. Additional subjects such as French (Sub.), Portuguese (Sub.), History and Philosophy have been included for the M. A. degree and post-graduate teaching in Education, leading to the M. Ed. degree, has also been started. The enrolment of post-graduate students has gone up to 186 in 1967-68. Facilities for research for the Ph.D. degree have also been provided in English, History and Chemistry and five students were registered by 1967-68. That the facilities thus created have met a genuine need of the people is clear from the rise in enrolment. These students would perhaps not have gone to Bombay for higher studies; and the Centre has been a boon to them.

38. The University of Bombay has rented premises in Panjim for housing the Centre. The Centre is administered by the University through a Director, who is advised by a Committee of the Principals of local Colleges. These do not include the Medical and the Pharmacy Colleges which operate directly in the post-graduate field in certain subjects with the permission of the University. The Centre has developed an excellent though small library and has a small, full-time teaching staff. Laboratories of the local Colleges are used for practical work. Lectures in some subjects such as Mathematics, Philosophy and so on, are delivered for all students at Madgaon; and part of the library is located in the College at Madgaon for that purpose. The teachers of the Centre are assisted by the recognised post-graduate teachers in the local colleges and visiting teachers from Bombay. The Centre is supported by grants from the Government of Goa on a 100% basis.

39. We also find that the University has established a Historical Research Centre in Goa. This is in a sense independent of the Centre and is having the rich collection of Professor P. S. Pissurlenkar for its use. This collection has been gifted by Professor Pissurlenkar to the University of Bombay. It was, indeed, an excellent idea of the University to agree to keeping the collection in Goa in order to avail of the guidance of the great historian for promoting historical research. The collection is separately housed and is looked after by the University of Bombay.

40. The development of higher education in the territory during the last six years has thus been quite satisfactory. It was, therefore, naturally expected to revive the earlier hopes of establishing a University in Goa. Any attempt in that direction would no longer appear to be altogether unrealistic, thanks to the developments since liberation. But no attempt can proceed without taking into account those developments. Here therefore, it seems to us, is a basic problem. The developments so far are both a basis of future hopes as well as an indication of the limitations on efforts for realising such hopes.

41. A few of those who met us expressed a feeling that the pattern of future developments has already been determined as a result of what has been done so far. The possibilities of Goa having a University on

the continental or the Portuguese pattern are now ruled out. In a sense, we share this feeling. But we must point out two important qualifications. It is necessary to remember in this respect that while the English, during the hundred and fifty years of their rule, laid the foundations of modern university education in India and established a dozen different universities, the Portuguese during the four Centuries they had in Goa, did not attempt to establish and develop any such institution. May be, they could not do so because of the small size of the territory. There was no University life in Goa at all; and it would be hardly legitimate to expect that an institution, modelled on the continental or the Portuguese lines, could be established immediately after the Portuguese rule was over. Our second qualification arises from our approach. While it may not be possible to have the Goa University along entirely different lines, from those in the rest of the country, we are quite anxious to see if any of the good features of the Portuguese type can be incorporated in this pattern. It will, of course, have to be a case of creative adaptation and not of simple imitation.

42. We have discussed above, the limitations arising from the developments during the last six years. The hopes aroused by them are clearly expressed in our inquiry itself. It pertains to the development of the new University out of the Post-Graduate Centre already established in Goa. We propose to discuss here the questions which arise in course of our inquiry into this matter.

43. Development of the new University out of the Post-Graduate Centre has been construed by many as merely a matter of time. A few have therefore urged that it must be done immediately. At the other extreme was the answer suggesting a period of fifteen to twenty years. It is impractical to effect the change immediately; it would be hardly necessary to think of it in a detailed manner, if it is to come about after twenty years. Most of those who met us have, however, been arguing in terms of five to ten years as a reasonable period. We do not propose to recommend any specific period. We are of the opinion that the process of development is far more important than the mere period for achieving the end result.

44. As a matter of fact, it is hardly possible to speak of any specific period without visualising clearly the process itself. Otherwise any statement about the period is bound to involve an element of arbitrariness. We do not propose, as stated earlier, any specific period, although we can see a point in the reasoning that a shorter period will spurt an intense effort. The advocates of the longer period maintain, on the other hand, that the institution would in that case be built on a much stronger and more sound foundation. It has also been urged that the educational developments in the territory should seek to meet the manpower requirements, that education must be brought closer to the needs of the community. But demographic projections, essential for estimating the size and character of the labour force, are difficult to make, particularly when the area is a small one, with free migrating movements in the neighbouring areas. In such cases, the natural increase is greatly

modified by the net migration trends». Technical and professional fields apart, «it has been envisaged that free primary education will be given to all the children in the age-group 6-11 by 1975. The enrolment in Secondary Schools would equal 30% of that in the primary schools and one out of every five students completing secondary education, would proceed to higher education». The same source envisages the number of children in the age group 6-11 by 1975 to be 1,82,000». The number in the institutions of higher education may by then be thus expected on the aforesaid assumptions to reach above 10,000. The base for setting up the University would thus be strengthened to reasonable proportions within about seven to ten years. This, we think, can furnish a somewhat dependable clue to this difficult and sometimes emotionally surcharged question of the period it would take for the Post-Graduate Centre to grow into a University.

45. In discussing the process of future development of the Centre, we may briefly point out some inherent weaknesses in the otherwise commendable work of the University of Bombay. We must, however, state quite clearly at the very outset that these have nothing to do with the academic and other administration of the University; they result from the situation itself. The Centre, in the first instance, has an appearance of having been transplanted from without. True, Goans have been availing of the facilities offered; but the community at large does not seem to be fully aware of the facilities created in their midst. The Centre, again, has its activities, mostly confined to the teaching of certain post-graduate courses. But there is no endeavour to stimulate and develop the intellectual life of the community. It has also a rather limited and partial association with the local colleges and has not been able to promote any ethos so far as the academic community is concerned. The Centre is one more institution, organised on a limited basis for the purpose of post-graduate instruction and could not be expected to promote any specific larger loyalties. Yet another significant weakness of the Centre has been the relatively limited full-time staff attached to it. Since the arrangements have been renewed from year to year, it has not been possible to take up many full-time members. Those who are there are either deputed from the University of Bombay or are superannuated individuals who could not be expected to be on permanent tenure. It is also natural for the University of Bombay to hesitate making appointments of individuals who will later have to be absorbed by the new University. There is, again, the problem of general isolation of a teacher from the broad current of academic life when he accepts a teaching assignment in Goa.

46. Future development of the Centre should aim at a progressive removal of these deficiencies so that the Centre may become a nucleus of the new University. As a first step in that direction, we recommend that Goans should now be associated with the management of the Centre. The Centre will have, for some time to come, two types of functions. It will have to take the responsibility of post-graduate teaching and research. The Centre can perform this function with the cooperation of

the Colleges. It will have its full-time teaching staff and will also have the cooperation of teachers in Colleges, recognised for post-graduate teaching. All lecturing work and the library facilities can be centralised and the Centre may also establish laboratories in different science subjects. Laboratory work, whether for the degrees by papers or by research, can also be shared by the colleges to some extent. Full-time teachers to be appointed for the Centre should have the same qualifications and conditions regarding experience etc. as are considered essential in Bombay; and the Head of the University Department, Dean of the Faculty concerned, and Chairman of the Board of Studies concerned, may be associated with the Committee which may select teachers for the posts in the Centre. The Centre should be headed by a Director and the office of the Centre should be looked after by an officer who may be called the Secretary of the Centre.

47. If the aforesaid were the only function of the Centre, the Centre could be fully under local control and management. We do not think this would be feasible for some time to come. The Centre will not be obviously a degree-granting institution. Again, the teaching resources of the Centre and the Colleges together may not suffice for covering the post-graduate courses; and the Centre may continue to be in need of cooperation of teachers in Bombay, for which it will be essential to maintain contact with the respective Departments of the University. Moreover, the fact that colleges will continue to be affiliated to the University of Bombay, and the Centre itself will also be a recognised institution, will make it essential to have an agency in Goa to perform certain functions in behalf of the University. The University cannot be reasonably expected to entrust these functions to the Centre, if it is managed completely by a local authority.

48. In the aforesaid setting, we believe, it would be much better and more conducive to efficient functioning not only of the Centre but also of all the other institutions of higher education in Goa, that the Centre remains under joint management until the new University is started. We would therefore recommend that the affairs of the Centre, including its future development programmes, may all be placed under the overall control of a Board. The Board may be set up by the Government of Goa in collaboration with the University of Bombay, but it should preferably be accorded an autonomous status. We would recommend tentatively the following composition for the Board:

1. Vice-Chancellor, University of Bombay — Chairman.
2. Director of the Post-graduate Centre — Vice-Chairman.
3. Director of Education, Goa.
4. Deans of the Faculties of Arts, Science and Commerce University of Bombay.
5. Registrar, University of Bombay.
6. Principals of affiliated Colleges in Goa.

7. Representatives of teachers in Colleges of Arts, Science and Commerce Education in Goa to be elected by them from among themselves — 4.
8. Representatives of Head Masters of High Schools in Goa to be elected by them from among themselves — 2.
9. Representatives of Commerce, Industry and Exporters — 3.
10. Nominated by the Lt. Governor — 7.

We have not provided any representation to Daman and Diu in the ex-officio and other categories under 1 to 9 above. We are of the opinion that for Daman and Diu, leading educationists, representatives of legislature and of other groups and interests may be considered under this category (No. 10) for the purposes of nomination.

The Centre should have a Secretary who should be a full-time officer in charge of its office and records. He should function as the Secretary of the Board.

49. The composition we have recommended is tentative and can be marginally adjusted. What seems important to us is the joint nature of the Board. This will enable the Board to perform the two types of functions to which a reference has been already made. The Board will receive both the fees from Post-Graduate students and grants from Government. It may also receive donations from the community. It should have the powers to appoint full-time teachers and frame their conditions of service. We would rather say in general terms that the Centre should be able to function as an autonomous educational institution and should have all the necessary powers for that purpose, including the financial ones. It will be clear that these will still not be the powers of a university. Academic control will still be of the University of Bombay, which, we were told by many, was essential for the maintenance of standards for some time to come.

50. The Board will be a large body and will not be in a position to exercise any day-to-day control. Its responsibilities will mainly lie in the field of policy making. The Administrative work of the Centre should be entrusted to an Executive Committee. This should consist of:

1. The Director of the Centre — Chairman;
2. Director of Education;
3. Principals of Colleges in Arts, Science, Commerce and Education in Goa;
4. Representatives of teachers in the Board — 2;
5. Representatives of members of the Board other than Teachers — 2.

The members in categories 4 and 5 should be elected by the respective members of the Board from among themselves. The Secretary of

the Centre should function as the Secretary of the Executive Committee also.

51. This arrangement should enable the Centre to function efficiently and to have Goans associated with its working. There will also be sufficient scope for developing a series of intellectual activities through the Centre so that the community as a whole may feel interested in it. It can become an active and lively Centre and will in no way have to depend for all its activities on the approval or sanction of the University of Bombay. This operational latitude coupled with the association of Goans with the process of decision making should increase the pace of development of the Centre. The more speedily it develops the greater will be the possibilities of an early establishment of the University.

52. The Centre should also seek to develop certain other activities by taking a lead in the matter. There is already a Committee of Principals of Colleges which conducts and coordinates the Inter-Collegiate sports activities in the Territory. This work can be easily carried on by the same Committee with the Director of the Centre as its Chairman. There can be another Committee under the Director's Chairmanship which may seek to develop student welfare activities covering both the under-graduate and the post-graduate students. Yet another area is that of vocational guidance and employment services. We would also suggest that the Centre should try to develop, in cooperation with the Colleges, programme of extra-mural teaching. These and similar other activities calculated to promote the general welfare of students and the intellectual life of the Community will bring the Centre closer to the community. Along with the Sports, the N. C. C. and cultural activities carried on at present they will immensely enrich the educational experience of the students studying in the Centre and in the colleges.

53. It was suggested to us by some that construction on the Campus of the University should start immediately. It was further urged that the starting of the University should in no way be delayed or confused with the question of the State continuing in its present form or merging with any of the neighbouring States. The reasoning underlying this argument is simple. No matter what the political future of the territory happens to be, there should be a Central University in Western India. It is therefore maintained that an early decision to start a University would be desirable. We do not share this view. The difficulties in setting up a University arise at present from the absence of an adequate number of students. Again, the establishment of Colleges in Goa has now ruled out the possibilities of the University taking over fully the responsibilities of undergraduate instruction. But even if this had not happened, the number would not have been more than four thousand in 1968. This would have been rather small for a unitary, multi-faculty university. It is also necessary to point out that simply because a university is established immediately when Goa happens to be a Union territory, there is no guarantee that it would remain a central university,

irrespective of the political future of the territory. Besides, the demand for immediate action in this respect ignores another factor. A Central University has hitherto been either unitary or at best federal with territorial jurisdiction limited to a specific small area or a city such as e. g. the University of Delhi. But the territory in the case of Goa, Daman and Diu is split up into three distinct areas, separated from each other by a few hundred miles. The question of a central affiliating-cum-teaching University in Western India seems on the other hand to be a complicated question. We therefore think that the idea of a Central University in Western India, if considered sound, ought to be pursued independently of the question of establishment of a University in Goa. Goa need not be lured into any hasty or premature action on that count.

IV The University

54. We have already suggested the lines on which activities of the Post-graduate Centre can be developed. It was naturally felt by many of those who met us — and the feeling is fully shared by us — that rented accommodation which the Centre has at present will not serve its purpose in the days to come. As its activities expand, it will be difficult for it to find suitable accommodation, for, such accommodation may not easily be available in Panaji. Again, rented accommodation can be highly expensive. Moreover, its nature may not be suited to use for the specific purpose for which the Centre will need it. It was therefore, natural that the need for construction of buildings to suit the requirements of the Centre/University should come to be emphasized in our discussions. There is one more aspect of this question also. Rented accommodation in the city of Panaji involving a part of a building or even a whole building can hardly be helpful in the creation of a proper educational atmosphere. Working in the Junta building gave many the feeling that what was organised there was a number of post-graduate classes rather than the activities of a post-graduate centre. This question of atmosphere matters a great deal in any educational activity and we are of the view that as the Centre expands its activities, it will need buildings of its own.

55. If such buildings are to be at all constructed, they will have to be constructed on a site which will eventually be the site of the new University. Constructing a building for the Centre alone without deciding the eventual problem of developing a university campus will be both uneconomical and unsound. It is thus that the question of selecting a site arises even when we are of the view that the establishment of the University may easily require five to ten year's time.

56. It is obvious that any effort at construction of such buildings will present some initial difficulties. The Master Plan of organising the physical facilities will have to be conceived on the basis of an eventual location of the university; although in the initial stages, it may serve the purpose only of the post-graduate centre. Again in preparing any such

plan, it will be difficult to determine the size of the student body. The establishment of colleges at three different centres viz. Panaji, Madgaon and Mapusa signifies that a large number of undergraduate students will be working in these institutions. The University number proper on the other hand is today only 200 which is the number registered for post-graduate degrees in the Faculties of Arts, Science and Commerce. One basic policy question which will have to be decided is whether the University will also have a collegiate institution catering to the education of the undergraduates. If it is proposed to have a University college, and further to have it located on the campus, the campus will have to be on a site preferably away from the three cities where colleges are at present located. The bearings, a decision to start a university college will have, on the organisation of undergraduate education will have to be carefully considered, and although we do not wish at this stage to express any specific views, we would like to take note of this factor in considering the question of a suitable site.

57. As has been already pointed out, the number of post-graduate students is at present about 200. Actual construction of buildings on the site may thus appear to be somewhat premature. In fact, the need for such construction may not arise during the next three to five years, but even then we have taken up the question of a suitable site *inter alia* because we understand that sites are rapidly being earmarked for one or the other use. We have been told by knowledgeable persons that even a few years' delay may make it very difficult for the university to have a good site for locating its buildings. It is again obvious that even after a site has been selected, the work of developing it through construction of approach roads and provision of essential services may itself take some time. It is true that construction may not be taken up for three to five years; but choosing a suitable site now does not become, in any sense, premature.

58. Several sites were suggested to us and each of them has certain merits though its selection presents some difficulties also. We would, therefore, try to indicate briefly in the first instance the considerations we regard as important in selecting a site. Since the university will be primarily catering to the needs of the people of Goa, the site should as far as possible be easily accessible from all the parts of Goa. This was emphasized by many as an important consideration. Yet another factor which was stressed was an easy access to the city of Panaji. There was a general feeling that the site should be located either somewhere around the city of Panaji or near Ponda. Some persons emphasized that nearness to Panaji should be given a higher priority than easy accessibility from the different parts of Goa. The consideration in emphasizing this was perhaps the access to all the services and amenities of city life to the university. While it is conceded that the site should not be too close to the city, it is argued that the availability of amenities will make a considerable difference. Yet another factor is the significance of traditions or history. Some felt that traditions ought to be respected in selecting a site. If there is a site with a history of educational activities, it will inspire teachers and students in the university.

Yet another factor is the aesthetic value of the site. Since the campus of the university, when built, must go on functioning in a calm and serene atmosphere unaffected by the usual distractions of city life, a site which has any aesthetic qualities to commend itself, may be regarded as highly desirable. Yet another consideration emphasized is the location of colleges in Goa; the site should be easily accessible from all their locations. We have mentioned these considerations because they were raised in course of our deliberations. It would hardly be possible to locate a particular site which satisfies all of them. We would be very happy if such a site can be found; but our visit to the different sites and our actual assessment of the suitability of these from the point of view of the proposed University, lead us to the conclusion that they present a somewhat difficult choice. Above all, the necessary land may not be easily available when we speak of a suitable location for the University. The minimum in this case should be about 400 acres. Not that all of it would be needed for development purposes either immediately or in the near future; but it is desirable for the University to have all that area so that it is not later faced with this limitation in developing its activities. We would not therefore recommend any particular site but would like to mention some of them for consideration.

(1) KUNDAI PLATEAU

This site is quiet and may extend to the bank of the river. It would satisfy the aesthetic needs. It will be accessible from Panaji and Madgaon more easily. It may be accessible from Mapusa also once the construction of the bridge on Mandovi is completed. But the question of availability of adequate land will have to be looked into. Expenditure for its development will have to be examined in this case.

(2) OLD GOA

Old Goa had its case very strongly put to us as a site adorned by traditions and history. There were some who felt that Old Goa could be chosen as the site for the new University because it was already a site of the St. Paul's College which functioned as a University a couple of centuries ago. We appreciate the case for Old Goa but our major difficulty arises out of the fact that an industrial estate is being developed in Old Goa and some industrial concerns have also purchased sizeable land there. It may not perhaps have in a few years the atmosphere that one would ordinarily expect for a University to develop. The question of availability of adequate land may also arise in this case.

(3) SALIGAON SEMINARY

Yet another site mentioned to us was the site close to the Saligaon Seminary. This site is of the requisite size and will have a commanding location. Its disadvantage seems to arise from the fact that it is likely

to be too far from certain parts of Goa. It may not be found convenient by teachers and students from Madgaon and Ponda areas. The site may not perhaps involve as much expenditure for its development as Kundai Plateau.

(4) BAMBOLIM

Yet another site was the Bambolim Plateau. This is a site situated close to the site selected for the Medical College and the Telecommunication buildings. The Plateau, we were informed, extends from there upto Dona Paula. We have a little doubt about the area that would be actually available at this place. Again the military installations close by as well as the protected area under the Ministry of Communications may not provide very happy surroundings for the development of the University campus.

(5) FARMAGUDI

~~See~~ There is also the site at Farmagudi. This is a site where the Engineering College is proposed to be located. The Plateau is large and could easily accommodate the campus besides the Engineering College. Many who met us favoured this site because of its being centrally situated and therefore easily accessible from all parts of Goa. They also mentioned as an additional advantage that the site would be developed for the Engineering College and the University will not have to incur any serious expenditure for initial development of the land. Its weakness at present is its being away from Panaji as well as the other two centres; but the argument was some times countered by stating that all future development of collegiate education was likely to be away from the coastal strip and therefore the site would be more easily accessible from the present three Centres than any of the alternatives proposed.

(6) Other sites such as e. g. the Porvorim Plateau, Verna Headland or a site near Keri were also suggested. But it was felt that sufficient land may not be available at the first. A note on some of the sites is appended to the Report^(*).

59. We have avoided going into this question of recommending any specific site for the simple reason that we do not know fully the use to which the State Government proposes to put them. We have some times had experience that we thought of a suitable site only to discover that that was already intended and perhaps earmarked for some other purpose. We have therefore chosen this approach of mentioning the sites indicated to us as also the main criteria on which a choice could be based and leaving it to the authorities concerned to take a final decision and reserve a site for the eventual location of the University.

60. The demand for a University as advanced by many who met us usually did not refer either to the number of students or to the existence of sufficient undergraduate base. These questions were often brushed

(*) See appendix V.

aside by saying that what was needed was a university in Goa and not for Goa. On a different level, however, it is asserted that the need for the University arises from the fact that Goa has certain distinguishing features. The Goans have some basic aptitudes which are distinct, if not unique, or that Goa has a distinct personality. This statement by its very nature is imprecise and has, therefore, led to an unnecessary controversy. We do not wish to enter into this controversy; nor, do we wish to scrutinize either these or the opposite arguments. It is sometimes maintained, for example, that even if any special features are there, they are confined to a small coastal strip consisting of the old conquests and that the new conquests are almost indistinguishable from the surrounding areas. Sometimes it is even argued that the so-called special features are features common to all coastal people or that they are more Christian than Portuguese. We do not think there is any need for us to examine these contentions. A university is essentially an intellectual and cultural organization and all that the 'special-feature argument' can mean in the context of our report is that the Goa University will be able to develop certain educational programmes better than some other universities; and that some extra curricular activities will be more popular with the Students in Goa. It is also too much to claim that Goa will be our 'window on the West'. In fact, all the modern Universities in India ought to be in a sense such windows, and ought to strive for their legitimate position as members of a global community; that winds from all directions ought to freely blow in them. If contact with the West remains confined only to one University, it would, indeed, be a sad feature of our university life. It is, however, more correct perhaps to say that Goa provides our major contact with the Latin languages and Latin culture. If and when a University is, therefore, established in Goa, it — and pending that the present institutions of higher education — will have to strive for the preservation of this particular feature.

61. This contact with the Latin world is a very old contact. It signifies in Goa a continual History of over 400 years. It has passed through a number of different phases, some of which conferred a distinct leadership on Goa vis-a-vis all the Asian possessions of the Portuguese. It should, therefore, be evident as a corollary that the history of last 400 years and the earlier equally rich history of Goa in particular and Konkani in general, should form one of the major preoccupations of the new University. It is also evident, in the second place, that this contact with the Latin world involved a deliberate effort to alienate the Goans from their language. We have already commented on how Konkani has remained an undeveloped language even today. The history of Goa may not be unique in this respect. What were known as 'vernaculars' were equally sought to be brushed aside by the British in the rest of India. The British approach in this respect was of a limited nature, whereas the Portuguese adopted a more thorough-going attitude; they sought to eliminate the language of the Goans even from Primary education and insisted on such education being imparted through Portuguese. Again, the period for which the Indian languages suffered from relative neglect was much shorter compared to the period for which Goans had to pass through a similar experience for the obvious reason that the British ruled the rest of India

for a much shorter period. It is, therefore, natural and legitimate for Goans to feel that after liberation, deliberate and purposeful efforts have to be made to develop Konkani. A third corollary of the contact with the Latin world was the education of priests in Goa in order that they might provide the cadre of religious personnel all over Asia and Africa. A large number of Goans migrated to Africa and to other parts of Asia after receiving training in the Seminaries in Goa. This was a reason why, at one stage, it was argued that if one had been to Goa, there was no need to go to Portugal. All this can be said to have laid the foundations for developing disciplines like Indology and African studies in Goa. It may be maintained that the new University shall have to pay attention to this aspect also.

62. Since we have come to the conclusion that the development of the Post-Graduate Centre at Goa into a new university will itself require a few years it would be premature for us to go in a detailed manner into the nature of the new University. We would, therefore, like to confine our recommendations in this respect to a few broad aspects of the problem. The absence of any detailed recommendations, we think, is not likely to create any serious difficulties. As a matter of fact, we believe, the actual form of the new University can be further examined in the light of the situation obtaining on the eve of its establishment, perhaps after five years.

63. It seems to us, however, that the territorial jurisdiction of the proposed University in the present context will have to be Goa, Daman and Diu. We say this because our discussions in Daman have strengthened our impression that the whole territory of Daman and Diu will have to be included in the jurisdiction of the new University. The people of Daman looked upon their relation with the University of Gujarat to be a temporary phase as the Goans look upon their relation with the University of Bombay. It was a unanimous demand in Daman that when the new University is founded in Goa, the College or Colleges in Daman must be affiliated to it.

64. The Goa University can, we believe, be of the federal type; its Colleges, being situated in a small territory, can be given the status of constituent colleges of the University. The federal pattern, however, will be of a limited validity. In case the territorial jurisdiction of the University extends to Daman and Diu, which may have to be the case, the more suitable pattern will be the teaching-cum-affiliating pattern. The University can then develop its teaching activities, both under-graduate and post-graduate, on a single campus. We think a small area, of about a district that Goa is at present, will also facilitate the development of the federal pattern; but inclusion of Daman and Diu will not permit it; for, the distance between these places and Goa will rule out the possibility of an effective participation by the institutions in those areas in the life of the University. It will not be correct for us to pre-judge the question at the present stage, but we believe that the eventual choice will be between the two aforesaid patterns.

65. A much more important issue is the relation of the sphere of the work of colleges to that of the University. In a federal pattern the colleges become constituent institutions—limbs of the University itself. They participate to a much greater extent in determining the working of the university and the norms that such working should respect. At the same time, they are subject to a greater measure of supervision and control by the University. Normally, this pattern would be suitable, but if the affiliating-cum-teaching type of university is sought to be established, the colleges will clearly enjoy a much greater measure of autonomy; their participation in the life of the university, as also the supervision and control of their activities by the University will both tend to get somewhat limited in scope. These also assume an indirect form, namely, through elections, representation and so on. The privileges and duties of a college vis-a-vis the university will thus be defined in the light of the pattern that is adopted. Since we are leaving the question of pattern open, we would not like to indicate the privileges and duties of colleges in a precise and detailed manner. We would only broadly mention the future line of development of affiliated institutions. While new specialised institutions, would be mostly directly under the wings of the Centre/University, new affiliated Colleges in Arts, Science and Commerce will have to be located, regionally, after a careful survey of the feeder high schools, local needs and resources. We would also mention that a more urgent need is to develop a generous programme for students hostels and residential accommodation for teachers in the already existing colleges, as these would ensure greater stability of the teaching staff and real minimum facility in student welfare. A more adequate programme of Scholarship and stipends along with Hostel facilities, particularly for those coming from the rural areas, should have a high priority in the development of the Centre as well as the affiliated institutions.

66. We would like to make a few observations which can be useful in any pattern that may eventually be adopted. The territory of Goa is small; the number of students is likely to be small even after five or ten years. Certain faculties in the University are, therefore, likely to have each only one College. Again, separation between undergraduate and post-graduate education which is possible in the faculties of Arts, Science, Commerce or Law can hardly be feasible in Engineering, Medicine or similar other professional fields. It is in the latter that the possibility of only a single institution in a faculty being affiliated to the University arises. Moreover in such cases, a large number of basic decisions are generally taken by professional bodies which prescribe the norms of teaching, examination, etc. The Medical Council, for instance, will lay down the norms for a Medical College, the Dental Council for a Dental College and so on. These are essentially the minimum necessary for maintaining the standard of entry to the profession, but they often tend to be taken as the standard requirements; they have to be observed or fulfilled in any case. In such a setting, university supervision or control becomes mostly a ritual or a formality. The real need in these cases is to stimulate efforts which will seek to attain results higher than those required by the professional bodies concerned. The University cannot effectively do this by

itself because its decisions will in such cases be almost always the decisions of the teachers of the institutions concerned. What they think as necessary alone can be done, but they can still, in cases of differences, errors of judgment etc., escape responsibility by pointing a finger at the university. We are of the view that this position should be corrected. We think it can be corrected to some extent if two conditions are satisfied. In the first instance, Government which is usually the authority running such institutions, should be responsive to the needs of these institutions as presented to them by those conducting their affairs. This does not happen in many cases unless the University, as the affiliating authority, insists on the satisfaction of such needs. Secondly the University should treat such an institution as its faculty, vesting its teachers with the necessary powers for such functioning. These powers can include the powers of framing rules of admission of students, of laying down of curricula, of recruitment of teachers, of organization of teaching and practical work and of conduct of examinations. The delegation of these powers can be subject to a review of the working of these institutions every five years.

67. We are recommending conferment of the autonomous status on these Colleges as visualized by the Education Commission. The experiment, we believe, can be tried in the case of Goa, which would most probably be a University with small numbers. We are recommending this experiment for a number of reasons in the absence of some of which such an experiment can be quite hazardous. In the first instance, our recommendation rules out the question of choosing one and rejecting another college so far as conferment of this status is concerned. Secondly, it pertains to fields in which there is no scope for separating the under-graduate and the post-graduate stages of education on an institutional basis. The University cannot successfully take over the post-graduate stage, leaving under-graduate education to the college. The facilities needed and the expenditure involved can be entirely forbidding in any such course of action. This feature has a vital academic implication also. Provision of facilities for post-graduate teaching will furnish some sort of a built-in guarantee against deterioration of the under-graduate stage. Thirdly, there is operating in these cases an independent check of the professional bodies. And fourthly, the University itself can keep the possibility of periodic review open. Thus, so far as the hazards of the experiment are concerned, we think they are reasonably covered in our recommendation.

68. The aforesaid experiment may be tried in the first instance in the case of a single institution. We are of the opinion that the Goa Medical College will provide an excellent opportunity for that purpose. The present Goa Medical College, the former Escola Medica, is the oldest institution of modern medicine in the whole of Asia. It was formally founded in 1842 and has a tradition of over a hundred and twentyfive years. It was the only institution of higher education in the territory, if we leave the Seminaries out of consideration. Many illustrious Goans were medical men and Goan physicians enjoyed a very high reputation in the 18th and

the 19th centuries. Goans still speak of the Escola Medica with great attachment and respect. Given this background, this institution, i. e. the present day Goa Medical College, will be ideally suited for according the autonomous status, within the framework of the new University.

69. Conferment of the autonomous status would not only involve the readiness on the part of the University to delegate some of its powers to the faculty of the Medical College; but also the readiness of Government, both of Goa and at the Centre, to confer the necessary privileges on the institution. These would particularly cover admission of students, recruitment of teachers and provision of necessary physical, teaching and research facilities. The institution cannot, for example, be responsible for instruction of the courses, if recruitment of teaching staff remains as at present with the Union Public Service Commission. Suitable and significant decentralisation of power will be essential on the part of the Government also. We sometimes found that some Goans are sceptical of their local government but have a great faith in the Centre; and when confronted, they could not explain why. What we are suggesting however refers to both the Governments delegating their authority to the teachers of the College. Thus the experiment can be made only if the Governments and the University cooperate with each other in giving it a fair trial.

70. In the case of other institutions, any such approach will be difficult. It will involve a pick-and-choose decision which can easily have harmful consequences. We do not favour such an experimentation again because guarantees, other than the periodic review by the University, will not be available in other cases. We nevertheless realise that the problem of inducing teachers to think in a spirit of social responsibility about the courses they teach, the education they impart and its relevance to the life of their students will still remain to be solved. Unless, therefore, some methods of solving this can be found, there will hardly be any improvement over the existing situation. We do not think, efficiency of teaching can be significantly improved merely by an improvement in the salaries of the teachers or their service conditions. Action in these directions is essential but can hardly be enough. The main defect of a set up in which a number of colleges are affiliated to a University is that the teachers in these institutions do not have to think at all of the education they impart. They are generally passive, engaged in instructing a course, they cannot alter or adjust to the needs of the students they teach. No wonder then that the interests of the latter seldom extend beyond passing the Examinations.

71. Our present recommendation is intended to remedy this situation. That the system of education tends merely to emphasise book-learning; that it is necessary and useful to bring it closer to the life of the people and meet the man-power needs of the community, is a feeling often expressed in different quarters. The Education Commission has also expressed this view. The Commission recommended autonomous colleges as a solution and gave construction of the curriculum an important place in such an autonomy. This was perhaps intended to induce at least some teachers in some colleges to think carefully and responsibly of the edu-

cation they impart and its relevance to the needs of the community. We think this purpose can be achieved by a slightly different approach and we make a suggestion from that point of view.

72. The courses laid down by the University may be taught by all the colleges in the respective faculties. But the University should extend to a college the privilege of laying down any other courses which appear to its teachers to satisfy a genuine social need so that the college may enrol students, teach them and examine them in such courses. If the curriculum requires attendance in any specific classes in the University curriculum as a foundational equipment, this may also be permitted. And the University should award diploma, certificates etc. to the successful candidates. This method we think, can be tried more easily in a small centre like Goa with a few Colleges. It will give such courses the necessary status for, students joining them will be entitled to receive university qualifications. As the colleges will be free to evolve and to modify them from time to time, the teachers will be more alive to the conditions around. And once they start doing so and begin assessing the changes in the man-power needs or occupational patterns, their outlook will start changing. This is bound to be reflected also in their efforts to lay down the University curricula. We regard this experiment as being midway between the regular university work and the extension programmes. It may also result in courses, originally offered for certificates or diplomas, eventually getting stabilised as programmes for degrees. Social work, Labour Welfare, Home Science, Physio and Occupational Therapy and similar other cases from the recent past can be cited to illustrate the point. In a developing country, possibilities of a similar nature are bound to be available in an increasing measure. An orderly response to such a changing situation must develop at the university end, so as to avoid a sudden splintering of the curriculum.

73. Any attempt on our part to recommend a detailed constitution for the new University would be obviously premature. It is not possible to say when exactly the University will be established and the background in which it will be established. The thinking on university matters may then be different. The issues coming in the forefront or the problems appearing to be important may differ. Thinking on university matters is generally tentative and it has to be very much so in this case. In the first instance, we are thinking of an institution to be established a few years later; secondly, we are thinking in a context in which the tempo of social change is very rapid because of deliberate efforts to accelerate it; and thirdly, the nature of the entire educational system itself is sometimes questioned and ideas about fundamental changes in the system are under consideration. It would thus be a sufficiently difficult proposition if it were only to involve visualization of the situation 5 to 10 years later; but, an additional reason makes it almost impossible for us to attempt any detailed recommendations. The basis on which the new University will be established will largely be created through the development of the Post-Graduate Centre. The direction which this development will take, and the extent to which it will be accomplished will go to determine the decision about establishment of the university and its nature. In this

background all that we can do is to indicate a few general principles which seem to us to be significant and may be considered when the University is to be established.

74. The constitution of a university in the Indian context generally involves certain officers and authorities. The authorities often met with are: —

- (i) Court/Senate;
- (ii) Executive Council/Syndicate;
- (iii) Academic Council;
- (iv) Faculties;
- (v) Boards of Studies.

This pattern of authorities will have to be very carefully considered, but before making any observations about it, we appreciate the statement made in the Model Act Committees Report that there can hardly be any single 'ideal' pattern of university organisation. Constitution of a University can always be worked satisfactorily if there is will on all sides to co-operate and work it. The Goans are keen to have a university. They often assert that their university will provide a window on the West. They express the hope that it will be one of the leading universities in the country — they are at least anxious that it should be such. This to us seem to be a setting somewhat different from the setting in which universities usually come to be set up in the country. The normal desire for a university often involves a view of it as a prestige symbol. It is sometimes desired in order to accelerate the process of expansion of educational facilities. Sometimes a strong sentiment — historical or cultural — may reinforce the desire. There is seldom, however, an anxiety for standards and keenness to maintain and improve them. This, at least, is not evident in the very beginning in most cases. The case of Goa seems to us to be unlike many other instances of this kind, and we believe that if and when a university is established in Goa, Goans will be keen to have the institution function efficiently. We do not, therefore, want to go into the traditional pattern. As a matter of fact, one leading champion of the University in Goa in reply to our question about the constitution stated categorically that the constitution could easily be had from any university hand-book. If it did not suit the conditions of Goa, he maintained, necessary changes could be made later on. We see the force of the argument and do not wish to go into the normal details in this respect.

75. It is however, clear that even 5 or 10 years later the new University would be functioning in a very limited territory. The potentialities of expansion of higher education in Goa even at that stage would be limited so far as it can be surmised now. This small size will necessarily involve an emphasis on certain factors. We believe that elections to the various university authorities as a method for conducting the affairs of the University will have to be very rigidly circumscribed in such a context; and a much greater use will have to be made of nominations, ex-

-officio membership, rotation etc. The smaller the group the more complex becomes the electoral process; factors of all kinds begin to influence the judgment of the voters and we, therefore, strongly feel that election as a method should be relegated to the background in the new University. It is only where the numbers concerned are very large such as teachers, or graduates, that elections may be provided for so far as the membership of the Court/Senate is concerned. Wherever elections are provided for, it may be noted that the method of voting by proportional representation has been generally found to be satisfactory.

76. Goans are lovers of intellectual and artistic activities although many of them migrated outside Goa because of the very limited opportunities of doing excellent work within the territory itself. One might expect this trend to be reversed as economic development progresses. We, therefore, feel that suitable association of the community with the University will be an imperative need. This will make the community take interest in the development of the institution and actively assist its progress. There should be not only association of representatives of municipalities or the Assembly or the industrial and commercial interest and labour, but those conducting cultural activities may also be provided with an opportunity to be associated with the University. This association should provide the basis for membership of the Senate and the Syndicate side by side with the academic elements. It must, however, be ensured that the proportion of the two groups should be such as will preclude the possibility of domination by the non-academic elements. The community has only to be associated with the University work; it is not necessary to give it an equal voice or a predominant voice in carrying on that work. In our opinion the best course is for representatives of the community to supplement the understanding of the academic people, to assist them in the proper discharge of their functions and to wield reasonable influence to curb the growth of any unhealthy tendencies. It is always difficult in a university to distinguish between administrative and academic matters. University administration is aimed at achieving academic goals and not merely a high level of efficiency in pure technical terms. In view of this difficulty we are of the opinion that the authority responsible for day-to-day administration should also be required to address itself to the educational dimensions of the problems it handles. The Syndicate of the new University should be primarily a body concerned with implementing academic decisions and it may have the power of referring such decisions back for reconsideration to the relevant academic bodies in case of difference of opinion. It may also be necessary to provide for the composition of the Syndicate in a manner as will ensure that academic elements of requisite competence are provided an adequate representation on it. We feel that the Deans of different Faculties should have an important place on the Syndicate preferably as *ex-officio* members, and the Deans themselves should not be elected by the Faculties but should be senior persons in the Faculty nominated by the Vice-Chancellor for their status in their disciplines and their experience and maturity.

77. In recommending that the academic element should have a major voice in the process of decision-making in the University, we are quite clear in our minds that there is no justification for any statutory bar on the teaching staff of the University from becoming members of the Syndicate/Executive Council. If teachers functioning at the highest stage of the educational ladder can not be relied upon for viewing problems that come before them in an objective and dispassionate manner, we fail to understand where objectivity will at all be found. It is at this level that the capacity on the part of the professors, readers or lecturers to get over the immediate limitations of their positions and to identify themselves with the University and think of its problems in a dispassionate way ought to be fostered. We feel so strongly about it that we will not hesitate saying that even if some risks are involved in placing such reliance on teachers, they should be taken as essential risks for achieving a highly desirable academic result.

78. We might now turn to the mode of organizing the academic work of the University. This is usually organized by providing for a Board of Studies at the base which covers a subject or a small number of allied subjects. Such a Board necessarily reflects special interests of a given academic discipline. There is then the Faculty in which a number of disciplines pertaining to an area of knowledge are brought together and which looks after general questions pertaining to the area with which it is concerned. There is then the Academic Council in which are brought together all the different disciplines with the purpose of examining proposals emanating from different Boards or Faculties. The Academic Council is usually the supreme academic body.

79. It is not quite clear on what is the supremacy of the Academic Council based: is it because the different disciplines are represented in it that we expect the Council to take an academic view from the point of view of the University as a whole and not strengthen the claims of specific areas of knowledge or individual disciplines? If this be so, the arrangement involves an obvious risk particularly in a situation in which specialization has still to grow and to be extended much further than the stage it has reached at present. The major preoccupations of individual disciplines are, therefore, those moving them in the direction of specialization. The concern of the Faculties is to put them together, despite this preoccupation, into a common pattern so that a good qualification in one discipline may have some equivalence with that of another in a specific area of knowledge. At this stage, however, academic considerations mostly cease. It is sometimes noticed that at the Academic Council level, what may be stressed is at best the educational dimension of any given programme. But more often than not, persons directly concerned with the discipline or the faculty alone tend to be interested in the proposals emanating from their respective fields and coming for deliberation before the Council. That is why what is referred to as the University point of view is seldom brought to bear in the Council. Deliberations in the Council sometimes take merely the form of vetoing the proposals emerging from the Boards of Studies or the Faculties.

80. No university can be excellent to the same extent in all disciplines. Universities have some strong departments and some weak. The academically strong departments may be weakened if some individuals leave. A weaker department may be strengthened when new members of the right type join. These fluctuations go on occurring frequently. One of the problems that may be raised in this context, therefore, is that the traditional method of organization of academic work does not seem to permit the strong departments to modernize their programmes and progress rapidly unless a common pattern is evolved or their suggestions are endorsed by all the Departments in a faculty — both strong and weak. We have already suggested giving certain Faculties an almost autonomous status where there is only one collegiate institution in them. We hope that such status will give them the necessary freedom to pursue excellence and to realize it in an increasing measure. That approach also seems to us to preclude the need for an authority like the Academic Council. We would have its functions performed by the Faculty itself. The educational dimension of these functions can be discussed at the Syndicate level also, which though a body preoccupied with the day-to-day administration, can still have Deans of Faculties as *ex-officio* members, they will put forward their respective academic claims and satisfy the representatives of the community about their legitimacy. This can also modify the nature of the Syndicate which today is merely a centre of 'power' in a University.

81. There is another reason why we believe that the Academic Council, as the academic authority, is perhaps somewhat out-dated. It is not easy in our times to have a very wide range of intellectual interests or to come across an encyclopaedic mind. Members of an authority like the Academic Council, cannot, most of them, be expected to take interest in all or even a major number of issues that come up for discussion. There is hardly any point in bringing such individuals together for deliberation when knowledge is growing very rapidly and individual intellectual interests are increasingly getting specialised — and narrow. This is not to deny the possibility of an individual member making a significant contribution in a field or fields other than his own. Provision should, therefore, be made for co-option of individuals to a faculty. Again, issues may arise which require consideration by two or more faculties. In such cases, joint committees may be appointed to examine them and joint meetings of the faculties may consider and decide them.

82. As regards the other two authorities, the Senate and the Syndicate, we do not propose, for obvious reasons, to go into details. Their size and composition would be largely determined by their functions. The different authorities in the Indian Universities have broadly tended to conform to the initial pattern adopted in the case of the three oldest Universities viz. Calcutta, Bombay and Madras. And in the case of these, the oldest authority has been the Senate. The Senate gradually parted with its powers in favour of other authorities and became the supreme governing body sanctioning the budget, establishing Departments and instituting Chairs. The day-to-day work came to be looked after by the Vice-

-Chancellor and the Syndicate. Control over academic matters passed on to the Academic Council. With rapid development of university activities, it has been felt that the Senate cannot exercise even its present powers consistently with speed and efficiency. It has therefore, been further changed into an authority with mostly formal powers and duties. Its control over the budget and the finances in general has been passed on to the Syndicate. The Senate has become mostly a deliberative body passing recommendatory resolutions which the other authorities of the University may or may not implement.

83. We appreciate the factors responsible for bringing about this change. It is possible that on several occasions, a need for taking immediate decisions may arise and deliberations involving an elaborate formal procedure may not be possible before taking them. Failure to take the decisions may, on the other hand, involve a significant set back to the work of the University. But it is equally important that financial and institutional control should not be allowed to shift from a larger body like the Senate to a small Executive Council or Syndicate without any safeguards. With the budgets of universities growing rapidly, with the increasing allocations to education, it becomes all the more necessary that some form of financial control in the last analysis should be with the Senate.

84. We think that in the light of the aforesaid-considerations, control over finances, accounts and investments may be ordinarily passed to the Syndicate. The Syndicate may be empowered to pass the budget and sanction day-to-day expenditure. The Syndicate may also control the moveable and immoveable properties of the University. We would thus endorse the changes in this respect which have been embodied in some of the recent university Acts. At the same time, we would suggest that it should be open to a certain number of members of the Syndicate, say one-third of the total number, to demand that any particular decision of the Syndicate should be taken to the Senate for deliberation and endorsement. Similarly, a certain proportion of the members of the Senate, say e. g. 30%, should be in a position to demand that any particular decision of the Syndicate may be considered by the Senate and endorsed or rejected. The Senate may also lay down broad guidelines in respect of policy adopted by the Syndicate in financial matters. These decisions should be respected by the Syndicate. Whenever the Syndicate feels that an approach laid down by the Senate is unworkable, it should be open to them to bring the matter to the Senate for reconsideration and if differences between the two authorities persist, the whole question may be referred to the Chancellor whose decision in the matter should be final.

85. Subject to the specific types of financial checks, indicated in paragraph 84 above, the Senate should be mostly a deliberative body. Its powers will largely be formal, conferring degrees, diplomas and other academic distinctions, electing office-bearers, and so on. Institution of Chairs, or Establishment of Departments should be primarily a matter for the Faculties and the Syndicate. We, however, feel that it should be open to the Senate to pass general resolutions on the budget or the Annual

Report, which should be carefully considered by the Syndicate or by the relevant authorities and a report of such consideration and of the decisions taken should be placed before the Senate for their information, within a year.

86. We are neither in favour of a Senate possessed of the powers of a supreme governing body nor in favour of a merely deliberative Court. We are of the view that an effort to find a *via media* between the two positions would be much more desirable. Such a middle course in a very general form has been suggested here. It may be necessary to examine it further before it is accepted. We do not think it is necessary to go into greater details at the present stage. What seems to us of considerable importance is that financial control should not be vested fully and in an unqualified manner in a small body of persons, no matter how responsible; but that the larger forum in the University viz. the Senate, must always be able to provide a corrective in the matter.

86. The Senate should represent teachers including Principals, Secondary School-Head Masters, Graduates or alumni of the University and the Members of the community at large on an approximately 50.50 basis. Industrial Commercial and Export interests as also the Trade Unions in Goa may be provided with suitable representation on the Senate. There should also be representation to the Donors of amounts above a minimum level either to the University and/or to the Colleges. There may also be not more than 10 per cent members nominated by the Chancellor. So far as representation of the Academic Elements is concerned, we are of the view that it should be on the basis of either *ex-officio* representation or rotation as far as possible; Elections should be reduced to the most minimum.

87. In the case of the alumni representation, or of representation of the Registered Graduates, we would like to make a special observation. The graduates, in the initial stages, will not be graduates of the Goa University. They will perhaps be, graduates staying in Goa or belonging to it. But a large number of them are likely to be Goans, quite proud of Goa and keen to help develop the University. At the same time, we cannot ignore the experience in some other cases in which the number of graduates goes on continually increasing from year to year until it reaches a level at which elections by the Graduates Constituency become a meaningless formality. Not even 5% of the voters take part in these elections. Representation to Registered Graduates should, therefore, be provided in a somewhat organised manner, and in proportion to their actual interest in the work of the University. We note that there is already a strong tradition of alumni associations in Goa. The Escola Medica has had its alumni organised in this manner. We would, therefore, recommend that an organisation to be known as the Goa Graduates Association may be formed as a statutory body and may be provided with representation on the Senate. The Association may have its President *ex-officio* represented on the Senate. It should also be possible for it to have additional seats on the Senate in proportion

to its average contribution over 'x' years ('x' being the number of years for which a member of the Senate is to be elected) to the University. A seat may be provided for every average annual contribution of say Rs. 50,000/- donated to the University for its current or developmental needs. This contribution should not, however, be confused with donations, endowments etc., directly made to the University or the Colleges by the members of the community.

88. This approach, we trust, will stimulate the interest of old graduates in the work of the University. They will not be members who merely receive a circular every year and are expected to be active only on occasions like Silver or Golden Jubilees. They will have to take interest in the work of the University from year to year and will, therefore, have to keep a live contact with the University authorities and their Plans and dreams. This is a field in which the peculiar traditions of Goa, its limited geographical size and the start it will have with a clean slate as it were, can be used for developing a feature in our university-life which may easily become an example for others. This particular channel of association of Graduates, if developed properly and enthusiastically, may also become not only a source of a steady supply of funds, but a significant liaison between the University and the Community. We would even suggest that if an association like this can be formed immediately, it should be associated with the Post-Graduate Centre and be given suitable representation on the Governing Board of the Centre.

89. We may now turn to the Syndicate. The Syndicate in the context of our recommendations will be very nearly a Governing Board of the University. It will have to have almost all the executive powers as also the financial powers subject to control by the Senate as indicated in paragraph 84. While the faculties will be supreme in academic matters, the Syndicate should be in a position to refer back any decision of the faculty for reconsideration. If the faculty reiterates the decision, it should be possible for the Syndicate to withhold its implementation only on financial grounds. Where the decision does not involve any financial commitment, it ought to be accepted. This will mean that all decisions of the faculties which do not involve a financial commitment, can neither be delayed much nor held over by the Syndicate, but may be referred back for reconsideration only once.

90. The composition of the Syndicate will have to be considered in the light of its functions. While we do not propose to go into details, we may state that three significant elements will have to find a place in it. One would be the Academic element, represented by the Deans of all faculties and representatives of Principals and teachers. This may make the number variable; but that by itself need not create a serious difficulty. The other element would be the community at large including the alumni other than teachers; and the third element, we think, should be the State as represented through the Director of Education, the Finance Secretary, the Development Commissioner, or any other official designated by the

Government. The first or the Academic element, we think should be approximately 50%, the second and the third together should be about 50%. Inasmuch as Government representation will be essentially representation of the community in an organised form, the proportion between the academic elements and the community will thus be in effect 50:50.

91. The tone of a University in our country at least at present is set by the Vice-Chancellor. He is the Executive and Academic Head of the University and presides over the meeting of the Senate and the Syndicate. Our suggestion to vest final authority in the Faculties will confer autonomy on the purely academic activities of the University. The Vice-Chancellor will nevertheless enjoy a great influence in the Senate and the Syndicate of which he will be the *ex-officio* Chairman. The days are not yet very near when administration is made subservient to academic goals, when even the Vice-Chancellor would become merely a necessity primarily for enabling and assisting teachers and students to strive for excellence. Universities are still more known by the dignitaries who occupy this high office rather than by the quality of their teachers and students. In a sense, however, this is understandable; for, it is the Vice-Chancellor who, as stated in the beginning, sets at present the tone of the entire work of the University.

92. What should be the method of appointment of the Vice-Chancellor? We think that this question is closely linked up with the functions of the office. The Vice-Chancellor will be heading a teaching institution; and must obviously be a person, chosen not for his status or attainments in some other unconnected fields but for his insight into and understanding of the problems of higher education. It is also essential that he must have a flair for administration. Can such an individual be secured through election? Is there any reasonable guarantee that the right kind of person will succeed through the method of election by the Senate or the Court? As a matter of fact, we think this will not be possible, not because of any particular defects of voters in this case but for either lack of knowledge of the individuals in the run or their being too close to permit an objective assessment. We would, therefore, rule out election by the Court as a method of appointment. The Senate is sometimes expected to elect a person out of a panel of three names submitted by the Syndicate/Executive Council. Experience has indicated at least in the case of one University, that their procedure amounts to vesting the powers in the Executive Council. The Senate/Court can be deprived of the opportunity of making a real choice in the matter. Even in this form, therefore, election cannot be an acceptable method.

93. The other generally advocated method is to provide for nomination by the Chancellor out of a panel of three or more names recommended by a Committee of three persons, two nominated by the Executive Council and the third by the Chancellor or the Government. This is what is known as the Delhi pattern. The three members of the Selection Committee have to be individuals unconnected with the University. We have great respect for this method and apparently, it seems to have worked reasonably well. The pattern however leaves something to be desired. The members of the

Selection Committee may or may not be familiar with the actual situation in the University concerned and the qualities the individual should possess in order to deal with it successfully. They are more likely to be guided by somewhat general considerations. Again, since the function of the Committee is only to recommend a panel of names, it is obviously not possible for the Committee to consult directly any of the individuals included in the panel. It has necessarily to proceed by general impressions. What is more, if the authorities have a particular name in mind, it is possible for them to get it included in the panel. They can thus make an appointment of their choice without being in any sense directly responsible for it. This does not seem to be a very satisfactory position. It appears to arise perhaps out of a feeling that the appointment should not be made by Government; and the faculty or the fellows (Members of the Senate) cannot also be relied upon for making a proper choice. If the latter be the feeling — and may be there is some justification for it — we would say that the best course would be to leave the power of appointment of the Vice-Chancellor with the Chancellor. Somewhere would lie clearly the responsibility for the appointment even if a mistake is occasionally made.

94. There is another aspect of the appointment of the Vice-Chancellor which seems to us to be more significant. Ordinarily, the Vice-Chancellor is appointed soon after the necessary legislation is passed. It becomes then his responsibility to have the machinery set up, different authorities constituted, and thus reach the stage of commencement of normal working of the University. The academic arrangements, courses of studies etc., in the initial stages are generally taken over from the University which had earlier affiliated the institutions. They tend to get modified, if necessary, at a later stage by the Academic authorities of the new University. A new University thus primarily begins as an additional administrative office of the old and in course of time becomes an Academic entity. In a sense the process will be similar in this case; in a sense, it will be different also. The difference will lie in the steps we have suggested for passing on the control of the Post-Graduate Centre to Goans themselves. Thus the nucleus of the new University, with a rudimentary Senate and Syndicate, will be created as soon as this happens. The academic development that takes place in the Centre, the staff appointed, the library and laboratory facilities built up, will all be inherited by the new University. The Vice-Chancellor will not begin here with a clean slate; in fact, the Office of the Director of the Centre once it starts being administered locally would be the fore-runner of the office of the Vice-Chancellor. We would, therefore, suggest that the choice of the Director be made, keeping in mind this consideration. It may even happen later that the Vice-Chancellor is appointed a few years, say two or three years, earlier before the commencement of the work of the University.

95. Another problem about the Vice-Chancellor is the period of his appointment. The Vice-Chancellor will be a full-time salaried officer. The normal practice in the Universities is to have the period vary from three to five years. We are of the opinion that the longer period would be desirable and would, therefore, recommend five years as the proper

period. There is again no reason why the Vice-Chancellor should not be eligible for re-appointment. In fact, such a provision seems essential, if young, talented persons with a flair for administration are to be attracted to the office. We also are of the opinion that instead of regulating the emoluments of the Vice-Chancellor by legislation or by Statute, it would be better to have them determined by the Chancellor.

96. We may now proceed to a discussion of the organisation of the Academic Side of the work. In this respect, we have already suggested that the Academic Council may be dropped. This raises the issue as to whether we may have a Council of Under-Graduate Education, and a Council of Post-Graduate Education or the usual powers of the Academic Council are to be passed over to the Faculties themselves. The decision in this case is to some extent determined by the size of the student body the University will have in the foreseeable future. This will mean that in some faculties at least, there may actually be affiliated only one institution with hardly a chance of another being started. Separation of under-graduate and post-graduate fields in such cases would be mostly national. The general educational weakness of such compartmentalisation is also known. We do not think, therefore, that the substitution of the Academic Council by two Councils—one for Under-Graduate and the other for Post-Graduate Studies will either be feasible or desirable.

97. In each subject or group of allied subjects, there should be a Board of Studies. The Board should consist of all teachers in the subject with five years' standing as *ex-officio* members. This question will however have to be decided in the light of the total membership of the Board, which, we think, should not exceed fifteen. If the number of teachers with the necessary experience happens to be larger, representation may be provided through a system of rotation and not on an *ex-officio* basis. The Board may also coopt a few members from among the teachers in other universities. The question of construction of the curriculum, recommendation of text books and other literature for study, preparation of panels of Examiners and recommendation of actual names for appointment—these and similar other matters may be recommended by the Board to the faculty for approval. Wherever there is only one college in a given field and therefore forms the faculty, all these issues may be looked into by the divisions or departments in the college who will be the counterparts of the Boards of Studies. The faculty in such cases should have the Power of co-opting members for specific purposes who may advise it in respect of problems coming before it for consideration. The faculty will otherwise consist of all members of the Boards of Studies in subjects which fall within its purview.

98. It is not necessary to go into greater details than these at this stage. One of the major problems on the academic side, it is said, arises out of the likelihood of a change or reform in one field being held over until others have agreed. This problem results from the insistence on a common scheme or pattern of studies for a given examination. A radical change in this respect is not possible unless the system of examinations is

also changed. And these are really problems for the authorities of University to tackle. The main point we would like to make at this stage is that subject to conformity to a very broad and common framework, the different Boards of Studies are free to determine the content of courses in their respective fields. The problem, stated in the beginning, is therefore much less serious than what it is made out to be. Members of the Board have also an opportunity to participate in determining the broad framework because of their membership of the faculty, for, it would essentially be the function of the faculty to define such a framework.

99. In the context of the simplified structure which we have recommended, it would hardly be necessary to have any statutory Committees. Provisions of such Committees for appointment of Examiners, for appointment and recognition of teachers, for regulating the finances and expenditure on establishment of the University, all seem to indicate the need for expert scrutiny lest individuals in a decision-making position are swayed by other considerations. We, however, feel that the technique of avoiding such possibilities is itself faulty, and cannot be fully defended. A small statutory Committee can hardly decide who will be the suitable persons for appointment as examiners in a number of different subjects, so that the examination may be conducted properly and efficiently. The experts on the Selection Committees sometimes tend to be chosen on the basis of personal relations with the internal experts and may have their own names to sponsor or may be guided fully by the Internal Experts and the departmental needs as presented to them. The Committee concerned with Finance and Establishment Expenditure may often, in the absence of a clear and comprehensive understanding and a perspective, endorse proposals coming from the Heads of Departments or the Administration. We are, therefore, doubtful about the efficacy of these traditional devices of Statutory Committees and feel that there is no need for them. The University should, however, explore the possibilities of constituting a separate department of examination with an independent head — the Controller of Examinations. The person occupying this office should not only be in a position to conduct the examinations efficiently but also to study them carefully with the help of a well organised research cell, drawing therefrom conclusions of significance to the Academic Community. A beginning in this direction may be feasible only in the initial stages; with passage of time, this may become difficult to achieve.

100. Our recommendation however is not merely negative. We are of the opinion that the selection of Examiners may be made by the Faculty as a whole. The bigger the group entrusted with the responsibility, the better would it be for ruling out all loose talk of patronage, favouritism etc., which is often associated with this field. So far as the appointment of teachers is concerned, the position is somewhat complicated. The present method, as has been stated earlier, is hardly satisfactory. Individuals completely unrelated to, if not uninterested in the University are expected to recommend suitable names for appointment. Absence of interest is thus construed as a test of objectivity in judgement. This is not and cannot be wholly correct. We are of the opinion that there should be

an alternative approach available in this respect. Teachers can be appointed on the recommendation of a majority of teachers in the subject, with at least five years' standing. But at the same time, while ordinarily being put on a permanent tenure, their appointments should be subject to a periodic review of their work say every five years by an expert Committee to be appointed by the Syndicate. Their services may be liable to be terminated with a suitable notice, in case their work is consistently found unsatisfactory.

101. We do not think, the question about the location of the powers of affiliation and disaffiliation will raise any serious difficulties, especially since the territorial jurisdiction of the University will be limited and the number of colleges is likely to be small. Even then, in the interests of ensuring an efficient functioning of the colleges, these powers will have to be provided. These powers should be with the University, but the aggrieved institution should have an opportunity under certain conditions of representing its case to the Chancellor. So far as the University is concerned, the decision of the Senate should be final; but when a representation is made to the Chancellor, his decision should be final and binding on all. Again, no representation to the Chancellor should be permitted in cases in which the Faculty, the Syndicate and the Senate are agreed in their recommendations.

102. The Lieut Governor of Goa, Daman and Diu will be the Chancellor of the University. The Chancellor shall have to have the power to cause an inspection to be made, by such person or persons as he may direct, of the University, its buildings, library, laboratories, equipment etc., and to issue such directives for the proper and efficient working of the University as he deems necessary.

103. The University will be expected to make provision, in some suitable form, for the education of the employed. It will also have to make arrangements for extension work, for career guidance, for publication of text books and research work of its teachers and students and so on. As stated earlier, these activities cannot be stated here in detail. They will have to be developed by the Centre and later by the University. Development of a Campus with limited number will, we are sure, constitute a distinct advantage in this respect and we hope the University will utilise it fully for breaking the present intellectual isolation of the territory and for giving it a place of pride on the map of higher education in the country.

V Some Academic Issues

104. A major academic issue that came up for consideration pertained to the branches of learning which the new University would be particularly suited to develop because of the geographical and the historical position of Goa. The Committee need not have gone into this question, since according to our general recommendations, the future development of the post-graduate Centre is now to be determined by the Goans themselves. The environment confers some advantages on universities but these need not be regarded as unique. Studies in a given field can thus be developed in a number of places and no particular place may be regarded as specially suited for them. And yet it is necessary to go into this question briefly for two main reasons. If not in its geographical position or as a harbour, Goa is somewhat unique in its history. No other part of the country can be said to have the same historical background as Goa. This background coupled with the traditions inherited from it can therefore be regarded as a unique feature of the territory. It indicates an obvious direction for the academic activities of the University.

105. One field of such development is history itself. The University of Bombay has started a Historical Research Centre in Goa, and the collection of Professor P. S. Pisurlenkar is kept in the Centre. This collection is very rich and has some unique and rare documents, microfilms, and other material. While the University of Goa will not have this collection because of its being donated to the University of Bombay, attempt can certainly be made to have photo-stat copies or the microfilms of books, documents and other material so that these may also be available for study in Goa itself. There are again the rich records in the archives and the Central Library in Panjim. A systematic effort at collection and arrangement of all this material must be made so that its usefulness to students is increased. The impact of the West and the efforts to work out a synthesis are fascinating subject for study. Equally interesting is the survival up-to-date of the system of common ownership of property in the best rice producing land. The Comunidades, as a system of landholding, is awaiting to be fully and properly studied and we hope the new University will endeavour to develop these studies. Another field emerging from the same background is that of the study of languages. We have already

commented on this earlier. We may mention it again that the background of a past full of efforts made by the Portuguese to alienate the Goans from their language will necessitate a purposeful attempt to foster the study of the Indian languages in the territory. Konkani, Marathi, Sanskrit and Hindi are the cases in point. The other case is of Gujarati so far as Daman and Diu are concerned. The counterpart of this alienation has been the fostering of the study of Latin languages including Portuguese in the territory. We, therefore, feel that the study of Latin Culture, including the Latin languages, should be deliberately promoted in Goa. The proposed university can be developed into a natural Centre of such studies.

106. A third field in which there exists a strong tradition in Goa is that of Music and Fine Arts. Opinion seems to us to be unanimous that a faculty of Fine Arts including Music should be developed by the new University. We understand that the problem was already examined with a view to establishing and promoting a *Lalit Kala* Academy in Goa. Goa has a very rich tradition of Western music which has permeated through the parochial schools in rural areas. It is at the same time a land of some of the outstanding talent in Indian music. The possibilities of development of both as also of experimenting and synthesizing the two exist and can be utilised fruitfully. We also strongly feel that appreciation of music, as a course of studies can receive a very widespread welcome in Goa. Goans, again, have not only been great musicians; they have also excelled in painting, sculpture and other arts. Bombay had in its artistic talent a very rich contribution made by Goans. We therefore, heartily welcome this proposal and would recommend to the new University to develop the faculty of Fine Arts as early as possible. In fact, we feel that such a faculty can be developed even earlier by the Post-Graduate Centre. This may require close association of the Music Academy with the Post Graduate Centre which could either be achieved by transferring it to the Centre or through working out an arrangement of close liaison between the two.

107. Apart from these historically reinforced fields it is maintained that the new University will have excellent opportunities for developing courses suited to Goa's position as an excellent harbour and as a rich mining area. Having examined these proposals we feel that there is very little unique about Goa in these respects. An Institute of Oceanography has already been located in Goa by the Government of India and it is hoped that the Goa University, as and when it is developed, will have an opportunity to have close relationship with this Institute. We also hope that Geology, the teaching of which has already started in one of the Colleges, will be further developed upto the post-graduate level. We wonder whether Goa provides adequate opportunities for the development of the School of Mining, many have spoken about. There is no underground mining in Goa. We therefore feel that it may not be a very suitable area for developing these as special studies. The University can, however, promote the study of medicinal plants, botany and pharmacognacy. The forest in Goa seems to us to be somewhat limited and could not afford any great facilities unless some of the adjoining areas also get linked with the University.

We are of the view that the problem of the future Economic development of Goa, is linked up more with conservation of its natural resources and their planned utilisation. A School of Environmental Studies and Conservation of Natural Resources where local applications in subject disciplines like Marine Zoology, Botany, Geology (including local Mining) and Geography is likely to find a useful expression.

108. There is also a reference sometimes made to the development of African Studies in Goa. While this might be attempted in view of the closer association of the Goans with some parts of Africa, we do not think, again, that this contact is in any sense unique. The entire west coast region, particularly the City of Bombay and some areas of Gujerat also have a very close relationship with Africa and can afford good opportunities for promotion of African Studies. We, however, do not wish to go further into this; for, this is a field in which the University Grants Commission will have to assist properly co-ordinated effort in selected universities. Goa might be also suitable for developing Latin American studies in view of the base of the study of Portuguese language being already available in the area. If it is possible to preserve the knowledge of Portuguese and promote the study of Spanish in the new University, it can be a Centre for gradual development of Latin American studies. In fact, a strong base of the study of Latin languages, if built in Goa, can also be very valuable for training of the personnel in diplomatic and other services abroad.

109. The different branches of studies that the new University can develop or that could even be taken in hand by the proposed Post-Graduate Centre pending the establishment of the University are broadly indicated by us. We do not think that this question calls forth any detailed treatment at the present stage. It will be essential for those entrusted with the responsibility of conducting the Centre and the University of Bombay to take these developments in hand in the near future.

110. The size of the University will provide for closer contacts between the teachers in the University and those in the Colleges. It is, therefore, expected that the desire to keep abreast in their respective disciplines and to carry on research will be widely stimulated through such contacts. It should be the concern of the new University to maintain a proper atmosphere both in the Colleges as also at the University level. The University should also think of programmes of refresher courses and the training of teachers, if necessary, with the help or the co-operation of other Centres of learning like the University of Bombay and some other Universities in the nearby areas.

VI Daman and Diu

III. We visited Daman but could not visit Diu. We, however, had the benefit of replies to our Questionnaire by the Member of the Legislature representing Diu. In Daman we had the advantage of discussing their educational problems with some of the leading citizens as also with the Collector of Daman. There was a feeling that as Daman was far away from the territory of Goa, it did not figure in the thinking of Goans very prominently so far as their different problems are concerned; and it was represented to us that the establishment of a University in Goa will afford the people at Daman an opportunity to strengthen or re-inforce their ties with Goa. There was, therefore, a very definite view expressed by the members directly or indirectly concerned with the educational life of Daman that the College at Daman should be affiliated to the proposed University of Goa. When it was pointed out to them that from the point of view of linguistic affinity the relationship with the University of Gujarat or South Gujarat may perhaps be more desirable, almost all who met us did not approve the suggestion. The feeling they had was that the relations with Goa have to be strengthened and that they would, therefore, like to be affiliated with the new University. At the same time it was evident that they found continuation of English as the sole medium of instruction at the collegiate level somewhat impractical and desired that in course of time Gujarati will have to be promoted as an optional medium for the College in Daman.

112. We also noticed that the College in Daman attracts a very large proportion of students from the neighbouring areas of Gujarat. Daman by itself is not in a position to provide a sufficient number of students for the College. This fact precluded the possibility of any additional colleges coming up in Daman in the near future. There was no likelihood in the near future of a college being started in Diu either. Diu is a small place and can hardly sustain a high school at present. Again, the young people, particularly in Daman, generally tend to be gainfully occupied at an early age and are reluctant to pursue higher education. It was, therefore, urged that the need of Daman is really to win over the youngsters to educational activity and this could be done by providing for a post-secondary institution of the type of a technical school which

could give them industrial and vocational training. This might be far more valuable for Daman, and a similar development may also be considered desirable for Diu.

113. We still feel that talented students from both Daman and Diu should be encouraged to pursue their studies further either in Goa or in other Centres of Gujarat or Bombay. The facilities in Daman and Diu themselves are bound to be very limited. It would be essential to encourage young men and women from these two Centres to go to Goa for certain courses of studies for which facilities may be created in the new University, or to other centres of learning. In cases where the students selected on grounds of talent shown by them at an early stage, are required to go outside Daman and Diu, it was suggested that such students should go as Government scholars. A proper scholarship programme should be instituted by the Government of Goa, Daman and Diu for the benefit of these students. It is not possible for us to suggest the size of the programme but we would like to suggest that in awarding these scholarships, products of educational institutions in these Centres may be considered eligible for such scholarships only if they belong to those areas. It would hardly be fair, for example for a youngman from the surrounding areas to enter a high school or a college in Daman and Diu and on passing the examination become eligible for a scholarship, which he would receive in Goa for higher studies. It may be necessary, however, to extend the benefit of the scholarships to persons from these areas who may have migrated elsewhere. In fact, such a facility is necessitated by the fact that a large number of people from both these Centres have gone out for either service or professional work. It is our impression that a programme of fifty scholarships each of Rs. 150/- a month in this programme later may meet this need for some time to come. Actual experience can lead to modifications.

A note on the administrative and financial implications for the purpose of implementation of our recommendations for the next five years is appended^(*).

114. The following are our main recommendations in respect of the establishment of a University in Goa through the progressive development of the Post-graduate Centre and about the development of post secondary education in Daman and Diu: —

1) We recommend that the Post-Graduate Centre be developed as a nucleus of the University over a period of a 5 to 10 years; the position however, may be reviewed at the end of 5 years (Para 42 and 62).

2) The Centre should be placed under the administration of a Board to be set up by the Government of Goa, with the cooperation of the University of Bombay (Para 48).

3) The Administrative work of the Centre should be in charge of an Executive Committee of the Board headed by the Director of the Centre (Para 50).

(*) See appendix VI.

4) The Centre should shift as early as possible from the rented accommodation in Panjim to buildings constructed for its use; these should be constructed on the site selected as the site for the University (Para 55).

5) The future development of the academic work of the Centre may be in the areas and disciplines indicated in the report (Paras 61 & 105 to 110).

6) The Centre should also undertake and develop extra-curricular, welfare and cultural activities as indicated in the report (para 52).

7) The Board of the Centre should have for the purpose of carrying on its activities all the powers of an educational institution including the financial ones. Academic control will vest with the University of Bombay. (Para 49).

8) The day to day work of the Centre should be in charge of a Director, the forerunner of the future Vice-Chancellor, whose duties and responsibilities will involve building of the Centre along sound lines so as to develop it into the future University. This nature of his office should be carefully borne in mind in appointing the Director (Para 94).

9) The Lieutenant Governor of Goa, Daman and Diu will be the Chancellor of the University and will have the necessary powers of inspection and issuing directives to the Syndicate. (Para 102).

10) As regards the future University no provision need be made for Faculty of Theology in the University (Para 18).

11) As regards the medium of instruction, English will have to continue. However Marathi and Gujarati should be permitted as optional media. At the same time the University should concentrate its attention on the development of Konkani and should also have a Chair in Konkani for that purpose. Attempt should also be made to preserve and develop the study of the Portuguese language. (Paras 27 and 28).

12) Efforts should be made to develop the studies of Sanskrit and Hindi. (Para 19 and 105).

13) The pattern of the proposed University will be federal in case its territorial jurisdiction is limited to Goa alone, or teaching-cum-affiliating if it includes Goa, Daman and Diu. We recommend the latter. (Para 64).

14) The Authorities of the new University should be the Senate, the Syndicate, the Faculties and the Boards of Studies; the Faculties should be the highest academic authority instead of the Academic Council as is the case in the traditional pattern. (Paras 74 to 81).

15) The Senate should have in respect of its powers and duties a position mid-way between a Supreme Governing Body and a purely deliberative Body/Court. (Para 86).

The Senate should have representatives of Teachers and of the Community and Government on a basis which will bring in the Community to supplement and assist the academic elements. (Para 88).

16) The Syndicate should be the Governing body of the University with the representative of (1) the Academic elements and (2) the Community and Government on a 50:50 basis (Para 84 ad 89).

17) The Syndicate should have control over the finances and property of the University subject to the restrictions indicated in Para 84.

18) Representation of registered graduates on the Senate should be provided on an organised basis through their associations (Para 87 and 88).

19) In professional field where the University has a single College in a Faculty the possibility of according such a College an autonomous Status, should be explored. A beginning in this direction should be made with the Medical College. Such autonomy should be subject to review by the University every five years. (Paras 68 and 69).

20) Colleges in other Faculties while teaching the University courses should be granted the privilege of developing on their own instructional and special programmes calculated to meet the man power need of the community; successful completion of these programmes should result in award of suitable diplomas and certificates by the University (Paras 71 and 72).

21) There should be no bar on the teachers appointed by the University being members of the Syndicate (Para 77).

22) The element of elections should be kept at the minimum and methods of ex-officio representation or rotation or nomination should be used as far as possible (Para 86).

23) There should be a Board of studies in each subject or a group of allied subjects, While teachers of more than five years experience should be ex-officio members of the Board, the number of such members should not exceed 15. Where the number of eligible teachers is larger, membership should be by rotation (Para 97-98).

24) Members of the Board of studies in subjects pertaining to an area of knowledge should be members of the Faculty in that area. (Para 98).

25) The Faculty should be presided over by the Dean who will be a senior teacher nominated by the Vice-Chancellor (Para 80).

26) The Powers of affiliation and disaffiliation of Colleges should be with the University, subject to representation on certain conditions to the Chancellor. (Para 101).

27. Starting and affiliation of new institutions as also the course of future development should be in accordance with the considerations stated in para 65.

28) The Vice-Chancellor shall be a full time salaried officer of the University and will be the executive Head of the University. He will be nominated by the Chancellor and hold office for a period of five years. He will be eligible for reappointment. His emoluments will be laid down by the Chancellor (Para 91).

29) Development of post-secondary education by starting Polytechnics or Industrial schools in Daman and Diu is desirable and should be undertaken at an early date. (Para 112).

30) A special programme of Scholarships for Daman and Diu, to enable the students to avail of the facilities of further education either in Goa or in any other Centre should be established in addition to the scholarship programme obtaining at present. (Para 113). The existing programme of concessions and scholarships for under-graduate and post-graduate students in Goa should be expanded, particularly for the benefit of students of rural area. (Para 65).

G. D. PARIKH

MONS. GREGORIO MAGNO ANTÃO

C. D. DESHPANDE

P. S. VARDE

Panaji, 23rd September, 1968.

Copy
APPENDIX I

No. PDD/EDN/1541/65
Government of Goa, Daman and Diu
Secretariat,
Panaji, 15-3-1966.

ORDER

Pursuant to the decision taken by the Education Council at a meeting held on 10-1-66, the Committee consisting of the following Members is constituted to recommend preliminary steps for the establishment of a University in Goa:—

1. Prof. G. D. Parikh — Chairman.
2. Dr. Y. V. Lawande — Member.
3. Mgr. Gregorio Magno Antão — Member.
4. Representative of the U. G. C. and failing that a member to be coopted — Member.
5. Director of Education — Member-Secretary.

The functions of the Committee will be as follows:—

- (i) to consider and recommend to the Government the steps required to be taken for the establishment of a University in Goa through the progressive development of the post-graduate Centre established by the University of Bombay;
- (ii) to recommend the type of University, its location, powers, composition, etc.; and
- (iii) to recommend further overall development of Higher Education in the Territory.

The Committee shall hold periodical meetings and submit its report to Government within a period of 6 months.

The Non-official members of the Committee will be entitled to T. A. and D. A. as admissible to Grade I officers.

The expenditure should be debited to the Budget Head "28-Edn.F.1(2)(2)(3) Allowances and Honoraria".

By order and in the name of the Administrator of Goa, Daman and Diu.

Sd/-

K. B. LALL
Deputy Secretary (P).

APPENDIX II

Government of Goa, Daman & Diu
DIRECTORATE OF EDUCATION
Panjim — Goa

Date: -10-1966
No.

Sir/Madam,

Sub: — Questionnaire for establishment of a University of Goa.

You may be aware that a Post-Graduate Teaching & Research Centre has been established in Goa by the University of Bombay at the request of local Administration. This centre is likely to serve as a nucleus around which the proposed University of Goa is to be established. With this object in view, the Govt. has appointed a committee to recommend preliminary steps for the establishment of a University in Goa.

The committee at its two sittings held recently at Panjim has finalised a questionnaire which is included herewith. I request you to please send your replies to all or part of the same before 15th January, 1967. Your co-operation in this regard will be highly appreciated.

Yours faithfully,

P. S. VARDE
Director of Education.

PART I

1. A Centre for Post-graduate Teaching and Research is started in Goa by the University of Bombay. This Centre provides facilities for studies for the M. A., M. Sc. degrees in certain subjects (Maths., Chem. [Org., Inorg. & Physical] English, Economics, French, Portuguese, History [Ph. D.]). Do you think this was a step in the right direction?

2. What according to you are the lines on which the Centre should be developed in future? Should it extend its activities so as to cover other subjects in Arts, Science and/or in other faculties? What subjects or faculties should be accorded priority?

3. Should the University of Bombay be encouraged to start institutions for specialised training and research which may later be taken over by the new University? What would be the advantages of such a course? What fields would you suggest for immediate action?

4. What would you suggest as a reasonable period of time for the present Post-graduate Centre to grow into a new University? What are the directions in which the Centre should develop so as to leave the new University as free as possible to develop its activities in future?

5. Should the Centre have a distinct location so as to have a proper climate for its development? If yes, should the location be the same as the site for the new University? Should such a site be selected immediately? What considerations should be emphasised as important in selecting such a site?

6. Do you have any other suggestions regarding the manner in which development of the Post-graduate Centre can be promoted so as to facilitate the establishment of the new University?

PART II

TYPE AND JURISDICTION

1. What basic principles, if any, are in your opinion involved in the establishment of a University in Goa?
 - a) What in your opinion are the special features of life in Goa which should have a bearing on the founding of a University in Goa? In what way do you expect the University to contribute preservation/development?
 - b) Do you accept the University to have distinct character? If yes, in what respects?
2. What should be the territorial jurisdiction of the proposed University? Do you think that the proposed University should have the power to recognise an institution or affiliate a college situated outside its territorial jurisdiction? If so, under what conditions?
3. What type should the proposed University develop into: (A) Unitary, (B) Federal or (C) Teaching and affiliating? Would you suggest any other type? If so, please give details.
4. If the University in Goa is to be of a federal type,
 - a) how would you relate the sphere of work of the colleges to that of University?
 - b) what, in your opinion, should be the privileges and duties of colleges vis-a-vis the University?

ACADEMIC ISSUES

5. What are the branches of study which you would like the University to provide because of the geographical and historical position of Goa?
 - i) Forestry,
 - ii) Marine Biology and Fishery,
 - iii) Mining and Metallurgy,
 - iv) Geology,
 - v) Harbour and Dock Engineering,
 - vi) Naval Engineering,
 - vii) Latin Languages,
 - viii) Fine Arts.
6. What measures would you recommend for improving the efficiency of teaching in the University area? Please offer remarks on the following specific points:
 - a) recruitment, salaries of teachers and conditions of service,
 - b) Training of teachers and refresher courses.
7. In what ways could the class of college teachers be made more research-conscious?

CONSTITUTION

8. Usually the University authorities are as follows. Do you favour retention of all of them in the new University or would you suggest any deletion or addition. If so, give details:
 - 1) Court/Senate
 - 2) Executive Council/Syndicate
 - 3) Academic Council
 - 4) Faculties
 - 5) Boards of Studies.

What would be in your opinion constitution, function and powers of the respective bodies?

9. Do you think that the Court/Senate of the University should have more powers than the Court in neighbouring Universities?

10. Do you think that teachers should get greater representation on the various bodies of the University than is found in the neighbouring Universities?

11. It is said that elections have not yielded satisfactory results in the working of Universities. Do you think that greater use could be made of methods, such as nomination, ex-officio membership, rotation etc., than of election in constituting the various university bodies? In respect of what bodies should these methods be adopted and in what proportion?

12. If you are in favour of elections, should the elections be by the method of proportional representation or by the method of distributive voting.

13. What representation would you give to Principals of Colleges, Heads of Institutions and University Departments of the various University Bodies?

14. To what extent should the community be associated with the constitution of the Court/Senate of the University? Would you give representation, and if so, to what extent to the following bodies:—

- 1) Municipalities,
- 2) Goa Chamber of Commerce,
- 3) Mine Owners' Association,
- 4) Legislative Assembly.

15. Do you favour the suggestion that the academic element should be in a majority in the Syndicate/Executive Council?

16. Are you in favour of vesting the Syndicate/Executive Council with any powers in respect of academic matters? If so, mention the nature and scope of such powers and the way they should be differentiated from those vested in the academic authorities of the University.

17. Do you think it desirable that there should be a statutory bar on the employees of the University teachers becoming members of the Syndicate/Executive Council?

18. Do you agree with the view that the Academic Council be vested with final powers in all academic matters? If so, how would you distinguish academic matters from non-academic matters?

19. What should be in your opinion the mode of appointment of Vice-chancellor?—

- a) Should he be directly nominated by Chancellor?
- b) Should he be elected by Senate/Court?
- c) Should he be nominated by the Chancellor from a panel of names recommended by a committee of three persons of whom two may be nominated by the Syndicate/Executive Council and the third by Govt.?

20. What, in your opinion, should be the period of his appointment? Should he be eligible for re-appointment after expiration of his term and if so, under what conditions?

21. How should the emoluments of vice-chancellor be regulated, by statute or by Act?

22. a) Do you recommend that there should be Statutory Committees for the following:
- i) Appointment of Examiners,
 - ii) Appointment and recognition of University Teachers,
 - iii) Finance.
- b) Do you recommend Statutory Committees for any other purposes?
- c) What recommendations do you make regarding the constitution, functions and powers of the Committees that you suggest?
23. What should be the relations between the University and the Government of Goa, Daman and Diu? Should the University have final powers in respect of affiliation and dis-affiliation of colleges and other institutions? If not, what limitation would you suggest?
24. What should be the role of the visitor vis-a-vis the Chancellor in regard to the University?

FINANCE

25. Are you of the opinion that all the financial needs should be met by Government? Or would you like the community to share the responsibility for Capital and/or Recurring expenditure? If yes, suggest ways and means.

GENERAL

26. It is generally said that a number of intelligent students are unable to pursue University Education due to pecuniary conditions. What measures out of the following should, in your opinion, be taken to overcome this difficulty?

- a) Morning and/or evening classes.
- b) External degree.
- c) Extension classes.
- d) Correspondence courses.

27. At present the Board of Secondary Education has prescribed a large number of subjects of which the prescribed number has got to be taken to enable a student to pass the examination for entrance to the University. What measures would you suggest for co-ordination of the courses of study of the Secondary Schools and the University?

28. Do you favour the view that the University should prescribe social service as a condition of eligibility to appear for a University examination or to qualify for the award of a degree?

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

30. How would you bring a co-ordination between the courses of studies of the University and the life and problems of the areas within the jurisdiction of the University?

31. It is sometimes suggested that all the students who join a University today are not fit to benefit by University education. Do you accept this view and if yes, how, in your opinion, admissions to the University education should be regulated. If you do not accept this view, state what safeguards should be introduced to maintain high standard of University education?

PART III

1. What would you suggest as appropriate methods for enabling the people of Daman and Diu to benefit from facilities for higher education in Goa?

2. The territories of Daman and Diu have and will continue to have close relations with their surrounding areas. They are at the same time administratively with Goa. How, do you think, can the two aspects be reconciled so far as educational facilities are concerned?

3. Should seats be reserved for students from Daman and Diu in the educational institutions in Goa? What would you suggest as the basis of such reservation? Absence of corresponding facilities in Daman and Diu or Population or any other.

4. Do you think, a programme of scholarships will meet the needs of the people of Daman and Diu? If yes,

a) What should be the size of the programme?

b) Should scholarships be available only to the students of Daman and Diu or should they be provided to the students in Goa also?

c) Should scholarships be provided for study in the territories of Goa, Daman and Diu or should they be available for study anywhere in the country?

5. What facilities for higher education can be efficiently provided in Daman and Diu?

6. Do you have any other suggestions for the development of educational facilities in Daman and Diu? Please state and elaborate them.

APPENDIX III

List of Educationist to whom questionnaire of the Establishment of University in Goa was Sent

1. Dr. A. de Loyola Furtado, Chinchinim.
2. Shri Enio Pimenta, Curtorim.
3. Shri V. N. Sarmalyar, P. O. Box No. 28, Margao—Goa.
4. Smt. Urminda M. L. Leitao, Patronga, Vasco-da-Gama.
5. Shri Peter Alvares, Moonlight Building, Worli Naka, Worli—Bombay 18.
6. Shri Mukundrao P. Sinkre, Margao.
7. Fr. Gervasio Pinto, Xaverian Society, Guardian Angel High School, Sanvordem.
8. Shri Prabhakar Angle, Representative Swami Vivekanand Society, Panaji — Goa.
9. Shri A. R. Tople, Mapusa.
10. Shri Anastasio de Almeida, Rua Abade Faria, Margao.
11. Smt. Suman Naik, Comba—Margao.
12. The President, Goa Education Soc. Dhempe College, Panaji.
13. The President, Chowgule Education Foundation, Vasco-da-Gama.
14. The Principal, St. Xavier's College, Bastora—Mapusa.
15. The Principal, Commerce College, Panaji.
16. The President, Xaverian Education Society, Pilar.
17. Prof. Armando Menezes, C/o Karnatak University, Dharwar.
18. Fr. E. D. Cruz, Principal, St. Xavier's College, Bombay.
19. Shri R. S. Kenkre, C/o Dept. of Technical Education, Dhobitalao — Bombay.
20. Prof. Arun M. Dondc, «Tapodhan» V. P. Road, Bandra-Bombay-50.
21. The Principal, Institute of Education «N. S. de Piedade», Panaji — Goa.
22. Dr. B. C. Dessai, Principal, Govt. Arts & Sc. College, Daman.
23. Shri V. B. Dessai, Additional Dir. of Education, Bangalore.
24. Principal Khotare, Patker College of Arts & Science, Goregaon, Bombay 62.
25. Shri T. V. Chidambaran, Registrar, University of Bombay, Bombay.
26. Dr. A. G. Pawar, Vice-Chancellor Shriyaji University, Kholapur.
27. Dr. D. C. Pawate, Vice-Chancellor, Karnatak University, Dharwar.
28. Shri T. A. Vakil, Chairman, Divisional Boards, S. E. Board, Poona.
29. Dr. Balasubramanian, Dean Medical College, Panaji — Goa.
30. S. G. Vengasariar, Project Officer, Goa Medical College, Panaji — Goa.
31. Mr. Menon, Editor «The Navhind Times», Panaji — Goa.
32. Mr. P. J. Fernandes, I. A. S. Addl. Textile Commissioner, New C. G. O. Building, Churchgate, Bombay 1.

33. Fr. Palikhanam,
C/o St. Xaxier's College of Arts and
Science,
Bastora.
34. Kum. S. Panandiker,
President, Indian Council of Wo-
men's Education,
Khar Bombay.
35. Principal Kamat,
Kumtha College of Arts & Science,
Kumtha.
36. Shri V. B. Parulekar,
Dy. Secretary to the Govt. of Maha-
rashtra,
Education & Social Welfare Dept.
Sachivalaya,
Bombay 1.
37. Shri R. S. Gaitonde,
Retired Dy. Sec. to the Govt. of
Maharashtra,
Near Ruia College,
Matunga — Bombay 19.
38. Shri Swamiji Kavalem Math,
Kavalem.
39. Shri Swamiji Partagal Math,
Partagal — Canacona.
40. Dr. A. N. Upadhye,
Head of Dept. of Indological Studies,
Rajaram College,
Kholapur.
41. Prof. G. C. Banerji,
Professor of Eng.
University of Bombay,
Univ. Club House,
Churchgate Reclamation,
Bombay — 1.
42. Dr. G. M. Nabar,
Director, University Dept. of Che-
mical Technology,
Matunga — Bombay-19.
43. Prof. V. K. Gokak,
Vice-Chancellor, Bangalore Univer-
sity,
Bangalore.
44. Principal S. R. Tawde,
Shahapur, Kholapur.
45. Principal D. Dabholker,
C/o Commere College,
Sangli.
46. Dr. Smt. C. Nalk,
Director of State Institute of Edu-
cation,
Poona 2.
47. Dr. N. K. Upasani,
Dy. Director of Education,
Central Offices,
Poona — 1.
48. Mr. Rudolf D'Mello,
General Secretary Youth Section.
A. I. C. C., Jantarmandar Road,
New Delhi.
49. Dr. Jose Almeida,
Head of the Statistical Dept.
Panaji — Goa.
50. Mr. Antonio Figueiredo,
C/o Academia de Musica,
Panaji — Goa.
51. Prof. George Morais.
Jasville Building,
Opposite «Liberty Cinema»,
9, Marine Lines,
Bombay-1.
52. Mr. Lambert Mascarenhas,
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53. Dr. Antonio Colaco,
Margao — Goa.
54. Dr. Constancio Mascarenhas,
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55. Dr. Emidio Afonso,
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Panaji — Goa.
56. Dr. Alvaro Afonso,
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Panaji — Goa.
57. Dr. J. M. Pacheco de Figueiredo,
Campal, Panaji — Goa.
58. Dr. P. Pissurlenker,
Fontainhas,
Panaji — Goa.
59. Dr. Filipe Armindo Pinto,
Campal, Panaji — Goa.
60. Shri A. F. Couto, I.A.S.
A-36 (D II) Motibagh,
New Delhi.
61. Mrs. A. Couto,
C/o A-36 (D II) Motibagh,
New Delhi.
62. Dr. Joseph Barros,
Principal, Govt. Higher Secondary
School,
Panjim.
63. Mgr. Agapito Lourenço,
Velha-Goa.

64. Mgr. Carmo da Silva,
Reitor, Rachol Seminary,
Rachol.
65. Dr. E. J. Borges,
Tilkona,
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66. Dr. V. N. Shirodkar,
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67. Dr. Arthur D'Sa,
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68. Dr. Menino de Sousa,
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69. Dr. Joe de Sa,
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70. Dr. Leon de Sousa,
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ration,
Bombay.
71. Dr. P. Mulgaonker,
20, Alexandra Road,
Bombay 7.
72. Shri L. N. Vellingker,
Registrar, Delhi University,
Delhi.
73. Shri A. K. Priolker,
Saraswati Building,
Kennedy Bridge,
Bombay 4.
74. Shri Pandit Mahadev Shastri Joshi,
Bharatiya Sanskriti Kosh Mandal,
413, Shaniwar, Poona 2.
75. Mrs. Mona de Albuquerque,
D/271 Defence Colony,
New Delhi.
76. D. Leonor Loyola de Furtado,
Margao-Goa.
77. Colonel Monteiro,
M. E. Service,
Panjim-Goa.
78. D. Leonor Rangel Ribeiro,
Porvorim-Socorro-Bardex.
79. Fr. P. Furtado,
C/o Holy Institute,
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80. Prof. A. Soares,
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82. Shri W. X. Mascarenhas,
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83. Prof. J. P. de Souza,
C/o Elphinstone College,
Bombay.
84. Dr. V. V. Borker,
C/o Maratwada University,
Aurangabad.
85. Dr. Lead,
C/o Maratwada University,
Aurangabad.
86. Rev. Dr. John Correa Afonso S. J
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87. Shri B. B. Borker,
Govt. Quarters,
Santa Ines.
88. The President,
Swami Vivekanand Society,
Panjim-Goa.
89. The President,
Institute Menezes Braganza,
Panjim-Goa.
90. The President,
Konkai Bhasha Mandal,
Margao-Goa.
91. Adv. Amadeu Prazeres de Costa,
Panjim-Goa.
92. Dr. Carmo de Azavedo,
Panjim-Goa.
93. Dr. M. L. Sardesai,
C/o Chowgule College,
Margao-Goa.
94. Shri Damodar Atchuta Kare,
Comba-Margao.
95. Shri P. R. P. Batiker,
Principal, Model English School,
Margao-Goa.
96. Mr. Manohar H. Parulekar,
Candolim — Goa.
97. Shri V. N. Lawande,
C/o Nav Jivan Printing Press,
Panjim — Goa.
98. Shri Ralindo D'Souza,
Architect,
Vasco da Gama.

99. The Archbishop of Goa, Daman and Diu,
Panjim — Goa.
100. Shri M. F. Surlakar,
Principal, People's High School,
Panjim — Goa.
101. Shri Goley,
Registrar, Poona University,
Poona.
102. Dr. D. R. Gadgil,
Gokhale Institute of Economics,
Poona.
103. Dr. Lutt,
President Daman Municipality,
Daman.
104. The President,
Diu Municipality,
Diu.
105. Shri Keshav A. Nalque,
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106. Shri Kashinath D. Nalque,
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107. Ananta Kanekar,
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108. Shri C. V. Bavadeker,
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109. Shri Suresh Amonker,
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110. Dr. Panduranga Mulgaonker,
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111. The Editor 'Diario de Noite',
Panjim — Goa.
112. The Editor 'O Herald',
Panjim — Goa.
113. The Editor 'A Vida',
Margao — Goa.
114. The Editor 'Sot',
Margao — Goa.
115. The Editor 'Gomantak',
Panjim — Goa.
116. The Editor 'Rashtramit',
Margao — Goa.
117. The Editor 'Pradeep',
Panjim — Goa.
118. The Editor 'Vauranddeancho Ixt',
Pillar — Goa.
119. The Editor Bharat 'Mitra',
Rivona — Goa.
120. Dr. R. A. Sinari,
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121. Eng. J. U. N. Couto,
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122. Adv. S. P. Tamba,
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Panjim — Goa.
123. Shri Madhura Vaidya,
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Ghataprabha (S.Rly).
124. Shri Madhukar Vaidya,
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125. Dr. Ghanashyam V. Kantak,
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126. The President,
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127. The President,
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128. Dr. V. T. Gune,
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Panjim — Goa.
129. The President,
State Social Welfare Advisory Board,
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130. Dr. Mrs. C. Y. Lawande,
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131. Shri B. D. Satosker,
Karanzalem — Panaji.
132. Shri V. P. Varde,
298, Opposite Turner Road,
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133. Shri Yeshwantrao D. Chowgule,
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Vasco-da-Gama.
134. Dr. M. M. Khemant,
Ansabhat,
Mapuca.

135. The President,
Goa Vidhya Prassarak Mandal,
Ponda.
136. Shri G. N. Kantak,
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137. Shri G. M. Lad,
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138. Prof. Lucio Rodrigues,
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139. Shri Sushil S. Kavalekar,
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140. Principal D. R. Samant,
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141. Prof. G. V. Kamat Helekar,
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Andheri (East), Bombay.
142. Dr. S. M. Katre,
Deccan College Post Graduate,
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143. Shri A. S. Sthakker,
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144. Shri K. R. Gunjiker,
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145. The Personal Assistant,
Honourable Chief Minister,
Govt. of Goa, Daman and Diu,
Panaji — Goa.
146. The Personal Assistant,
Hon. Minister of Education,
Govt. of Goa, Daman and Diu,
Panaji — Goa.
147. The Personal Assistant,
Hon. Min. of Ind. and Agriculture,
Govt. of Goa, Daman and Diu,
Panaji — Goa.
148. The Personal Assistant,
Hon. Dy. Minister,
Govt. of Goa, Daman and Diu,
Panaji — Goa.
149. The Personal Assistant,
Hon. Speaker of Leg. Assembly,
Govt. of Goa, Daman and Diu,
Panaji — Goa.
150. Hon. Dy. Speaker of Leg. Assembly,
Govt. of Goa, Daman and Diu,
Panaji — Goa.
151. Shri V. S. Karmali, M.L.A.,
Shiroda.
152. Shri D. Chopdenker, M.L.A.,
Bicholim.
153. Shri Teotónio Pereira, M.L.A.,
Santo Andre.
154. Dr. Jack de Sequeira, M.L.A.,
Sta. Cruz (Campal, Panaji — Goa).
155. Shri Orlando S. Lobo, M.L.A.,
Aldona.
156. Dr. Proto Barbosa, M.L.A.,
Cortalim.
157. Shri V. D. Morajkar, M.L.A.,
Sanguem.
158. Shri B. L. Kinalekar, M.L.A.,
Pernem.
159. Shri P. Achreker, M.L.A.,
Siolim.
160. Smt. S. Kakodker, M.L.A.,
Ponda.
161. Shri P. B. Bocal, M.L.A.,
Santo Estevao.
162. Shri J. A. Rane, M.L.A.,
Tivim.
163. Shri S. F. Dessai, M.L.A.,
Quepem.
164. Shri G. Patil, M.L.A.,
Vasco da Gama.
165. Shri Y. S. Dessai, M.L.A.,
Panaji.
166. Shri Valent Sequeira, M.L.A.,
Calangute.
167. Shri Roque S. Fernandes, M.L.A.,
Cuncolim.
168. Shri Roque Barneto, M.L.A.,
Curtorim.
169. Dr. Leo Velho, M.L.A.,
Navelim.
170. Mrs. Elu Miranda, M.L.A.,
Benaulim.
171. Shri A. S. Razaak, M.L.A.,
Curchorem.
172. Shri A. N. Nalk, M.L.A.,
Margao.
173. Shri N. Fugro, M.L.A.,
Diu.

174. Shri M. M. Bhatelah, M.L.A.,
Daman.
175. The Administrador das Comunidades,
Panañi.
176. The Administrador das Comunidades,
Mapuca.
177. The Administrador das Comunidades,
Margao.
178. Shri Laxmanrao Sardessai,
Margao.
179. Shri Erasmo de Sequeira, M.P.,
Campal, Panañi — Goa.
180. Shri Janardhana Shinkre, M.P.,
Sta. Ines, Panañi — Goa.
181. The President,
Rotary Club,
Panañi.
182. The President,
Rotary Club
Mapusa.
183. The President,
Rotary Club,
Margao.
184. The President,
Lions' Club,
Panañi.
185. The President,
Lions' Club,
Mapuca.
186. The President,
Lions' Club,
Margao.
187. The President,
Lions' Club
Ponda.
188. The President,
Lions' Club,
Vasco-da-Gama.
189. Shri S. P. Kamat,
Editor «Mandovi»
Assora, Goa.
190. The President,
The Goa Hindu Association,
358, Dr. Bhadkamkar Road,
Bombay — 7.
191. Prof. Mariano Saldanha,
Catedratico de Universidade
de Lisboa (aposentado)
Ucasalm.
192. Prof. Damum Kenkre,
7-A, Govt. Officers Quarters,
Haji Ali Park, Mahalaximi,
Bombay — 11.
193. Dr.* Adella Costa,
Panañi — Goa.
194. The Principal,
Mater Dei Institute,
Convento de Sta. Monica,
Velha — Goa.
195. Shri D. Ribeiro,
Industrial Chemist,
Head of Lakme Division,
Tata's — Bombay 2.
196. The Chairman,
Stevedores Association,
Marmagao.
197. The President,
Lawyer's Association,
Panañi — Goa.
198. The Chairman,
Dock Workers Union,
Marmagao.
199. Honourable V. S. Jettley,
Judicial Commissioner,
Panañi — Goa.
200. Honourable R. S. Bindra,
Addl. Judicial Commissioner,
Panañi.
201. Smt. Nora Seco de Souza,
Velcao.
202. Shri Frank Moraes,
Chief Editor-in-charge,
Indian Express,
Bombay.
203. Prof. L. J. Dennis, M.Sc.,
Casa Diniz,
Curtorim — Goa.
204. Dr. C. D. Desphande,
Additional Director of Education,
Maharashtra State,
Poona.
205. Principal A. N. Chikhalikar,
Deogiri College,
Aurangabad.
206. The Collector,
Daman.
207. The Principal,
Smt. Parvatibai Chowgule College,
Margao.
208. The Principal,
Dhempe College of Arts and Science,
Panañi.

209. The Principal,
Carmel College,
Nuvem — Goa.
210. The Headmaster,
Sarvadaya Education Society High
School,
Curchorem.
211. Fr. M. C. de Meyrelles,
President, Goa Headmasters' Asso-
ciation,
C/o St. Britto's High School,
Mapuca.
212. Principal Balashaeb Kharder,
College of Arts and Commerce,
Vegurla.
213. Principal Pancham Khemraj,
College of Arts and Science,
Swantwadi.
214. Principal,
Siddhart College,
Malwan.
215. Principal R. P. Gopte College,
Ratnagiri.
216. Principal,
Dattar College,
Chiplum.
217. Prof. Dr. Bylon D'Sa,
Dean of Faculty of Science, Ghana,
C/o Dr. Emidio Afonso,
Panaji — Goa.

Copy
APPENDIX IV

Saida No. 18
Academy of Music—Goa
PANAJI—GOA
19th March, 1968.

No. 4/68/D. A.

To
The Director of Education
Panjim

Dear Sir,

As requested by Prof. G. D. Parikh, Rector of the University of Bombay, I am submitting the following suggestions regarding the creation of a Faculty of Music in Goa:

It is well known that the knowledge of music should be imparted to the children at a very early stage.

Formerly the churches in Goa had their own schools known as Escolas Paroquias (Parish Schools) which were the main nurseries of western music where the children used to acquire its basic knowledge and learn to read and write music, to sing and also to play Violin or Harmonium.

Some of these pupils trained by the Mestres (teachers) after studying a few classes in English Schools would secure easily outside Goa a living as "musicians" in the great cities like Calcutta, Delhi, Madras, Bombay, Lahore, Singapore etc. Thus, in all the orchestras and bands of former Indian Princely States we could find Goans as leading musicians. Even today the Goan musicians are preferred by the film industry in India as they can read and write in western musical notation besides possessing their natural 'fine ear' for music.

Also in the former regime, the importance of music was fully recognised by the Education authorities so much so that music was a compulsory subject in most of the educational institutions as for example in the Lyceum (Government Higher Secondary School).

In this connection, I would like to repeat what Dr. Narayana Menon has said quite justly in his report regarding the reorganisation of the Academy of Music:— "It is important that such a musical heritage should be preserved and strengthened. It is a cultural heritage of great significance and it should be preserved and encouraged, not as competing force to our own tradition of music-making, but as something to enrich our tradition and broaden our musical horizon. To think of it as a left over legacy by an alien ruler and so to discard it will be a shortsighted approach".

Thus, in order to establish the proposed Faculty of Music, it would be essential that the parish schools should compulsorily impart to the pupils upto the primary stage the elementary notions of Music; the ultimate goal of this would be to encourage children, especially from rural areas to get themselves admitted in the Academy of Music, giving them the necessary freeships or scholarships, in case they choose to proceed studies in music. Likewise the other schools could teach music upto the primary stage.

The Academy of Music should receive official recognition and it would be quite unwise to think of Faculty of Music without changing its present conditions. I am attaching herewith the complete report made by Dr. Narayana Menon regarding the same reorganisation and the proposal made to the Government, in this connection, by the Administrative Board, based on the said report. ●

The students admitted in the Academy of Music, after passing the necessary tests, could be given the necessary training in Solfege, Singing or Instruments, elementary notions in Harmony and History of Music, a training sufficient for them

to enter the Faculty of Music. These pupils studying in the Academy could take the subject of music as an optional subject in the S.S.C. and the University should recognise the Academy as the only entity to conduct the exams in Music for these students.

The studies in the Faculty would consist of: Higher training in Singing or any instrument studied in the Academy, training in a different instrument — other than the one studied at the Academy taking Piano or Harmonium as basic instrument; Higher studies in: Composition (Harmony, Counterpoint and Fugue), Musical Science (Acoustics, History of Music and Aesthetic); World History; History of Philosophy; English and any other European language as in Faculty of Arts.

It is, evidently essential that those who choose to take degree in music should have some incentive so that after getting the degree there will be no difficulty for them to secure a job.

I would therefore suggest that the students who obtain the degree in Music should be given preference in job at Radio Stations, Military and other State Orchestras etc., so that it is not just a «paper degree» and people come forward to study music and make career out of it.

To start with I suggest that we in Goa have a permanent Symphony Orchestra, well trained, which could take in its fold those who pass in the Academy and Faculty, year after year, and which could also be an added attraction to the tourists.

Finally, I may stress the need for effective and expeditious implementation of the present scheme, while the Goa schools are still under the Bombay University. The whole question must be viewed against the background of maintaining the Goan tradition of love for music and also for developing a well-organised industry of Tourism which is an All India concern. One should not wait for the future Goa University. The development of musical studies into a Faculty must be in gradual stages and grow or expand by a natural process. It should start at the bottom and not at the top. And when, finally the Faculty of Music emerges, after another ten years or so, the present Academy of Music will naturally develop also into a full-fledged Academy or an all-India Conservatory of Western Music. But this is only a vision of the future. For the present we should be concerned only with the reorganisation of the Academy under a solid basis.

Yours faithfully,

8d/-

(Maestro) Antonio de Figueiredo
Director

APPENDIX V

A Note on some of the Sites which may be considered for location of the proposed University

I — VERNA HEADLAND

The site is situated on the boundary of Mormugao and Salsete Talukas, on the Verna Plateau, right hand side of Margao-Cortalim road.

An almost levelled area of 200 Hectares i.e. 500 acres or more is available being 90% of it if not more waste, belonging to the Quelossim, Cortalim, Nagoa and Verna Comunidades.

The plot enjoys a good view over the Zuari and the island of Panaji and has an average height of 75 metres above mean sea level.

The distance to the main towns is as follows: Panaji 22 kms., Margao 12 kms., Vasco 15 kms., Ponda 15 kms. and Mapusa 32 kms.

Water pipe line and power lines pass close to the site.

II — SALIGAO HEADLAND

The site is situated in Bardes Taluka in the left hand side of Betim — Calangute road. An area of 200 Hectares i.e. 500 acres which is almost flat, is available. The same is held by Calangute, Saligao and Pilerne Comunidades.

The site has an average height of 75 metres above mean sea level and commands a beautiful view over the mouth of Mandovi and Zuari rivers.

The distance to the main towns is as follows:

Panaji 8 kms, Mapusa 8 kms, Vasco 36 kms, Ponda 36 kms and Margao 42 kms.

Pipe water supply not available at present and electricity is available at Calangute.

III — OLD GOA HEADLAND

The site is situated in Goa Taluka to the South (1 km away) of Panaji-Old Goa road. The land is waste/cashew garden and belongs entirely to the private parties. It overlooks the Mandovi river and is quite flat in an average of 100 metres over mean sea level. An area of 200 Hectares i.e. 500 acres is available.

The distance to the main towns is as follows:

Panaji 7 kms, Mapusa 18 kms, Margao 38 kms, Ponda 23 kms and Vasco 35 kms.

Power lines and water lines are close to the site, but an access road to the main road will have to be constructed.

APPENDIX VI

A Note on the administrative and financial implications in the development of the Post-graduate Centre during next five years

This note briefly reviews the existing functions of the Centre and indicates certain guide lines as regards its future developments in tune with the main recommendations of the Report.

The Centre was started in the academic year 1965-66. Since then the students' enrolment has grown from 77 to 202 this year. The instruction in the following subjects is directly provided by the Centre: —

1. English (Entire)
2. French (Principal & Subordinate)
3. Portuguese (Subordinate)
4. Hindi (Subordinate)
5. Philosophy
6. History
7. Economics
8. Mathematics
9. Chemistry (Organic, Inorganic & Physical)
10. M. Ed.

Ph. D. (English, History and Chemistry)

There are 6 members of the University Teaching Staff and 32 contributing teachers from the local colleges in this programme of instruction. Since the Centre has no Chemistry laboratory of its own as yet, the practicals are arranged in the nearby Dhempe College. A similar arrangement exists in the subject of Organic Chemistry in the Chowgule College, Margao.

Post-graduate instruction in Msc. (Med.), M. Sc. (Biochemistry) and M. Pharm. (By research) is provided in the Goa Medical College and Goa College of Pharmacy.

The Centre occupies a rented accommodation at Panaji of about 1000 sq. metres and pays an annual rent of Rs. 49,063.20/-. It has a post-graduate library of about 7,000 books costing about 4 lakhs of rupees. This includes subscriptions to leading research journals also. The annual direct expenditure of the Centre including establishment charges, rental and recurring items and books and equipments was in 1965-66, Rs. 84,201.35/- and in 1967-68, it was Rs. 3,36,985.58 (subject to audit).

The significant feature in the growth of enrolment of students has been that quite a majority of them have been part-time or full-time earners, and they have shown a good performance at the University examinations. Students have taken advantage of the Centre rather than migrating to Bombay or elsewhere for their post-graduate studies, or remaining at home with some possible non-academic pursuits. The Centre has thus enabled Goan talent to remain in Goa, which is an advantage to the Community as a whole. This indicates that the Centre is answering the genuine needs of students and has a fine development potential.

Experience of the working of the Centre during the last 3 years has brought to light two major handicaps in its growth: a) the fragmented nature of its accommodation and b) the extreme difficulties for the teaching and the administrative staff of the Centre in getting living accommodation. Both these are inter-related problems, but this largely explains the University's inability to get highly competent personnel and stabilize them in the Centre. It will be readily appreciated that the quality and the tone of the Centre, which is going to be a fore-runner of the University, will always be dependent upon a band of devoted intellectual leaders whose academic competence and integrity will not only catch the imagination of young aspirants of Goa, Daman and Diu but also of the rest of the country. It is with these considerations that the following sequential steps are suggested for immediate implementation: —

- 1) Constitutional reorganization of the Centre as recommended by the Committee in the main Report.

- 2) Selection of the campus site and a complete master-plan for its phased development.
- 3) Immediate construction of barrack type accommodation for both classrooms, laboratories as well as for administrative staff. (This could be subsequently utilized for other purposes, once the main buildings come up).

This should be completed within about a year's time and would eventually entail much saving, as the existing heavy rentals need no longer be paid:—

- a) The estimates of recurring and non-recurring cost are broadly worked out as under:—

(The UGC incidentally would be financing a good part of it according to their pattern.

- a) Non-recurring:— Construction cost for an area of about 2,500 sq. metres (Class rooms, Laboratories and Library and teachers' rooms, administrative offices, etc.) Rs. 7.50 lakhs.

Construction cost for an area of about 4,000 sq. metres (residential) Rs. 10 lakhs.

Construction cost for a hostel for about 50 students: 850 sq. metres Rs. 2.50 lakhs.

(This estimate is exclusive of cost & development of campus site and municipal services).

(At present moment the University is paying an amount of Rs. 4,088.60/- as rent only for its classrooms, library administrative office, etc., per month).

This expenditure is likely to be distributed over two years as under:—

69-70 Rs. 10.00 lakhs

70-71 Rs. 10.00 lakhs.

- b) Recurring expenditure:

- i) Languages:

Konkani, Marathi, Hindi, Sanskrit, English, Portuguese, French, etc.

- ii) Social Sciences and Area Studies:

Sociology, History, Politics, Economics, Philosophy, Psychology, African and Latin American Studies.

- iii) Physical Sciences:

Chemistry, Physics, Mathematics, etc.

- iv) Environmental Studies and Conservation of resources:

Zoology, Botany, Geology, Geography.

- v) Fine Arts:

Indian & Western Music, classical, dancing, dramatic.

While developing existing disciplines and adding new ones, we would strongly emphasise the need for laying down the foundations and promoting the traditions of interdisciplinary work. We would therefore recommend that effort should be made to organise, as far as possible allied disciplines into schools of the respective fields.

On the basis of existing experience and taking into account the possible implementation in the developing new subjects-disciplines as shown above, the annual recurring cost (excluding rentals) will have to be as under:—

1969-70	...	...	...	...	...	...	Rs. 3.50 lakhs
1970-71	...	...	...	...	...	...	Rs. 4.00 lakhs
1971-72	...	...	...	...	...	...	Rs. 5.00 lakhs
1972-73	...	...	...	...	...	...	Rs. 5.00 lakhs
1973-74	...	...	...	...	...	...	Rs. 5.50 lakhs
Total							Rs. 23.00 lakhs

(This includes the present level of expenditure viz Rs. 2 lakhs and also a provision for additional scholarships and stipends).

Total (For Five Years)

1. Non-Recurring (Capital Building construction lakhs,	Rs. 20.00 lakhs
Recurring	Rs. 23.00 lakhs

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