

GOVERNMENT OF KARNATAKA

**REPORT OF THE
COMMISSION FOR ESTABLISHMENT
OF NEW UNIVERSITIES
GULBARGA AND MANGALORE**

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**LETTER TO THE HON'BLE MINISTER
FOR EDUCATION, FORWARDING THE REPORT**

Dear Shri Shankar Rao,

I have much pleasure in submitting the Report of the Commission for Establishment of New Universities in the State.

Actually, the Commission's Report is to be submitted towards the end of July 1980. Your Commissioner for Education in his letter No. ED 28 UNI 80, dated 11-3-1980 has asked me to submit the final report by the end of this month. Hence, this report. It cannot be called a final report since the Commission has yet to tackle two important terms of reference made to it, namely, establishment of a Educational Radio Station to impart education through Radio and the establishment of a Technological University.

With regards,

Yours sincerely,
D. V. Urs

Shri G. B. Shankar Rao
Hon'ble Minister for Education
Government of Karnataka
Vidhana Soudha, Bangalore-560 001

1. PROCEEDINGS OF THE GOVERNMENT OF KARNATAKA

Subject : Constitution of One Man Commission—
Establishment of new Universities etc.

PREAMBLE :

Reports have been received for the establishment of University at Gulbarga and Mangalore. The establishment of these Universities would mean that the present jurisdiction of the Mysore University and Karnataka University would be reduced to the extent that some of the districts under their jurisdiction will come under the jurisdiction of the new Universities. In establishing these Universities, it is essential to ensure from the financial point of view that the staff required for them is drawn from the existing Universities to the maximum. It is also necessary to take necessary steps to ensure maximum assistance from the University Grants Commission to these two Universities.

The question whether a Technical University be established in the State to look exclusively after Technical Education also requires careful consideration.

With the growing number of students from year to year, it appears that a time will come when the educational institutions may not be able to admit all the students. To meet this situation, it has been suggested to the Government that they may explore the possibility of making use of the existing radio station in the State for holding tuition classes by which lessons could be transmitted so that it should be possible for students and others to study at home, thus dispensing with attendance at an educational institution. The proposal requires careful consideration and all the details will have to be worked out, keeping in view the viability of the proposal from the financial point of view.

To attend to all the above matters, Government consider it necessary to constitute a One Man Commission having experience in educational administration and accordingly, made the following order.

ORDER No. ED 30 UNI 79 BANGALORE,

DATED 27TH JULY 1979.

Sanction is accorded to the constitution of a One Man Commission with immediate effect for a period of one year. The functions of this Commission shall be :—

- (i) To take necessary action towards the establishment of Universities at Gulburga and Mangalore in all its aspects in the light of the proposals received by the Government and to suggest to what extent the personnel employed at present in the Karnataka and Mysore Universities could be utilised in the new Universities ; what additional posts to the minimum extent in each category require to be created for the functioning of the two new Universities. It shall also take necessary steps to ensure maximum assistance possible from the University Grants Commission.
- (ii) To examine, in all aspects, whether a Technical University be established in the State and if so, to suggest the set-up of such University with its financial implications. It shall also take necessary steps to ensure maximum assistance from the University Grants Commission.
- (iii) To go into the question of imparting education through radio transmission referred to in the preamble and to work out full details thereof—both administrative and financial.

2. The Commission shall submit its recommendations on all the above matters and on such matters, as may be referred to it hereafter by Government, separately so that it will be possible for Government to take decision on each matter separately and expeditiously.

3. Shri D. V. Urs, former Vice-Chancellor, Mysore University, shall be the One Man Commission referred to above.

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4. The Headquarters of the Commission shall be at Mysore.

5. Separate orders will issue regarding the supporting staff necessary for the Commission.

6. The expenditure of the Commission shall be met from Budget Head " 277. Education.E.University and other Higher Educa-

tion-III. Development of P. G. Centre at Gulbarga into a full-fledged University-Plan ”.

7 This issues with the concurrence of Finance Department wide their U.O. Note No. FD 450/Int/Exp. 8/79 dated 26.7.79.

By Order and in the name of the Governor of Karnataka,

Sd/-

(B. S. Muddapur)

*Deputy Secretary to Government,
Education & Youth Services Department*

2. FOREWORD

The most important part of the Commission's work are the 'insights' that one gains as a result of continuous examination, reading and research about the institutions of higher learning in Karnataka. Keeping this in view the Commission would like to record that it is laudable on the part of the Government of Karnataka to have taken up the task of re-organizing the governance of higher education in Karnataka with the appointment of the Commission for Establishment of New Universities in Karnataka.

At the moment we have three universities viz., Mysore, Karnatak and Bangalore, with their own traditions, under the Karnataka Universities Act, 1976. In creating Gulbarga and Mangalore Universities, the jurisdiction of the Karnatak and Mysore Universities will necessarily be reduced. This would not only enable the rational reconstruction of the territorial jurisdiction of Mysore and Karnatak Universities but will also give birth to regional universities, i.e., Gulbarga consisting of Gulbarga, Raichur, Bidar and Bellary Districts; Mangalore University with South Kanara and Coorg Districts, each university having approximately 40 or more institutions of higher learning under its jurisdiction. The State of Karnataka has also the University of Agricultural Sciences and the Indian Institute of Science (Deemed an University). It is also contemplating starting a University of Medical Sciences very shortly.

All this is to be regarded as an effort to restructure the role of institutions of higher learning in Karnataka. The Commission strongly feels that the Post-graduate Centre in Shimoga which caters to the districts of Chickmagalur, Chitradurga and Shimoga and has about 40 colleges, be simultaneously, like Gulbarga and Mangalore, established as an University. The Commission would like to point out that this is the optimum number of universities which are required for the State.

It is the view of the Commission that any future development in the governance and management of higher education in Karnataka State should be in the direction of creating autonomous colleges and institutions of higher learning and not starting of new universities. It is also of the view that the growth of institutions of

higher learning in Karnataka State calls for apex bodies which will not only monitor the management, growth and development of such institutions, research centres and academies but also evaluate continuously their functioning in their efforts to reach defined goals. Therefore the Commission recommends a State University Commission (See Appendix I).

It is gratifying to note that the State Government is considering a review of the Karnataka State Universities Act, 1976. The proposed draft amendments will increase the utility of the Act both in its substantive and functional aspects, if it is scrutinised by the UGC. University autonomy and academic freedom have substantially changed during the last 5 years and if the trend continues, in the next two decades, before the close of the twentieth century, the problem of management of institutions of higher learning will loom large and any good legislation in this regard has to be done painstakingly.

D. V. URS
*Commission for Establishment
of New Universities*

3. PREFACE

Originally the Commission envisaged completion of the report on the two new Universities—Gulbarga and Mangalore—by the end of July 1980. This was not to be. Shri S. Dorai Raju, Secretary, Education and Youth Services Department, Bangalore, in his D.O. letter No. ED. 28 UNI. 80 dated 11-3-1980 has requested the Commission to submit its report before March 31, i.e., four months in advance of the expiry of the tenure of the Commission.

The other functions of the Commission were preparing feasibility reports about establishing a Technical University and using of Radio at all levels of education—from primary to tertiary including correspondence education. This requires a minimum period of one more year (August 1980 to August 1981). These new areas, though not unknown, call for careful survey, planning and detailed discussions to make possible indigenous models.

This is only a first report covering the period between 2nd August 1979 and March 31, 1980.

The Commission gave top priority to the establishment of two new Universities: Gulbarga and Mangalore—to enable the Government of Karnataka to establish the Universities by July 1980.

The Commission is happy that the Government of Karnataka has already accepted its recommendations regarding the two new Universities and that the proposed Universities will come into existence in July 1980.

The role of the Commission was to take action to create these universities. Keeping this in view, several recommendations are made (some of the recommendations have been accepted and implemented by the Government).

In a task of this magnitude the Commission has received encouragement and active collaboration from many. I would like to express my thanks to Shri Govind Narain, Chancellor of the Universities in Karnataka, for continuous encouragement and for the opportunity given to me for expressing my views on the proposed Universities. It is also my duty to thank Shri D. Devaraj Urs, former Chief Minister, Shri B. Subbayya Shetty, former Education Minister, Shri R. Gundu Rao, Chief Minister of Karnataka,

Shri G. B. Shankar Rao, Education Minister, for their continued involvement in the development of higher education.

I would also like to thank Shri N. Narasimha Rau, Chief Secretary to Government of Karnataka, who was always available for meetings and for advice to the Commission whenever it was needed.

Mr. K. S. Hegde, Vice-Chancellor, University of Mysore, and Mr. S. S. Wodeyar, Vice-Chancellor, Karnatak University, Dharwad, and their staff have given continuous assistance in the work of the Commission. To them I express my thanks.

Mr. Lynn, formerly Secretary to the Chief Minister and presently Home Commissioner, Mr. K. S. Prabhakar, formerly Divisional Commissioner, Gulbarga, and now Divisional Commissioner, Mysore, Mr. Jayakumar Anagol, formerly Divisional Commissioner, Mysore and now Secretary to the Chief Minister, Mr. Abhay Prakash, Deputy Commissioner, Gulbarga, Mr. Puttuswamy Gowda, Deputy Commissioner, Mangalore, deserve our special thanks for their eagerness to assist in starting the two new universities.

Shri C. B. D'Mello, former Secretary to Government, Education and Youth Services Department and Shri S. Dorai Raj, the present Secretary, Education and Youth Services Department, participated actively in the deliberations of the Commission, and to them we owe our thanks.

I also would like to thank Shri M. K. Venkatesh, the then Secretary to Government, Finance Department and his successor Shri N. K. Prabhakara Rao, for responding to the needs of the Commission.

The Commission took advantage of two international conferences held in Mysore viz., the Regional Conference of Commonwealth Librarians and the International Conference of Folklorists, to have consultations regarding the library service and starting of courses in Folklore in the new universities. I thank Shri Patil, Librarian, University of Mysore, and Prof. Annaiah Gowda, for their co-operation in the matter and also Dr. Handu, CIIL and Dr. J. S. Paramashivaiah, Institute of Kannada Studies, Mysore, respectively.

Shri B. S. Muddapur, Secretary to the Commission, formerly Deputy Secretary to the Education and Youth Services Department,

Bangalore, has been an asset to the Commission. His services may be made use of in the new Universities.

I express my appreciation of the services of Shri S. Radhakrishna, Personal Secretary to the Commission. He has been associated with me for more than a decade in different capacities. He continues to be a source of inspiration. Mr. Singraiah, Project Supervisor, with his long experience of nearly thirty years in the University of Mysore, has helped the Commission greatly.

I should share with my co-workers, who have spared no pains in an understaffed organization to put things together in a meaningful way, any success achieved by the Commission.

D. V. URS

March 31, 1980

Mysore

4. ACKNOWLEDGEMENTS

My first visit to Delhi, after assuming charge of the Commission, especially to the University Grants Commission, gave me confidence in my endeavours. I thank Dr. Satish Chandra, Chairman, University Grants Commission, for all the cordiality he showed during our discussions with him.

I express my thanks to Shri R. K. Chhabra, Secretary and Dr. Shankar Narayan, Additional Secretary, University Grants Commission, for sparing their valuable time for discussions and consultation.

The Commission was able to prepare the Budget Estimates for the proposed new Universities—Gulbarga and Mangalore—within the shortest possible time, mainly because of the co-operation extended by Shri C. B. Patel, Finance Officer, University of Mysore, who ought to have joined the Commission immediately on receipt of his transfer orders from the Government. Owing to some administrative difficulty he could not join the Commission but his help to the Commission in preparing the budget estimates was immeasurable. He richly deserves appreciation for his selfless work.

The following persons have assisted the Commission in their special field of competence :

SOCIAL SCIENCES :

- Dr. M. N. Srinivas
Indian Institute of Management, Bangalore
- Prof. V. L. S. Prakash Rao, ICSSR Sr. Fellow
Indian Institute of Management
- Prof. Thimmappa
Bangalore University
- Prof. K. H. Cheluvvaraju,
Bangalore University
- Prof. B. K. Chandrasekhar,
Indian Institute of Management
- Dr. P. K. Misra
Anthropological Survey of India
- Dr. H. S. Eswara
Bangalore University
- Shri V. K. Natraj
Institute of Development Studies

LANGUAGES :

Dr. H. M. Nayak
Director, Institute of Kannada Studies, Mysore
Prof. K. Haridas Bhat
Govindapai Memorial Institute, Udipi
Dr. Sunkapur
Karnatak University
Dr. B. Ramaraju
Osmania University
Dr. Sukumara Azihekode
Calicut University
Rev. Fr. Fleury
Prof. of French Language, Mysore
Prof. H. H. Anniah Gowda
University of Mysore

LIBRARY :

Dr. B. S. Keshavan
INDP Consultant
Prof. P. K. Patil
University of Mysore
Mr. K. S. Deshpande
Karnatak University

PHYSICAL EDUCATION

Capt. H. Veeraraj Urs
University of Mysore
Shri P. M. Rudrappa
Karnatak University
Shri D'Souza
St. Aloysius College, Mangalore

My thanks are due to all of them.

I must also express my thanks to Dr. K. K. Hebbar, President, Lalitakala Academy, Bombay, who was veryhelpful in adding the Department of Fine Arts in both the new universities, viz., Gulbarga and Mangalore.

My thanks are also due to Dr. D. P. Pattanayak, Director, Central Institute of Indian Languages, Mysore and Dr. Jayaramaiah, Head of the Department of Geography, Manasa Gangotri, Mysore, who readily agreed to spare the services of Shri Itagi, Cartographer,

and Shri B. S. Raghavendra Rao, Draftsman, respectively for preparing the necessary charts and maps. I also thank Shri Itagi and Shri B. S. Raghavendra Rao for the pains they have taken in supplying the charts well in time.

Dr. Amur, former Registrar, Karnatak University, Mr. Gugri, Deputy Registrar, P. G. Centre, Gulbarga and Mr. Bagli, Development Officer, Karnatak University, have given their utmost co-operation to the Commission. I express my thanks to all of them.

It was really good of Dr. H. M. Nayak, Director, Institute of Kannada Studies, Manasa Gangotri, Mysore, who readily agreed to spare Shri Pradhan Gurudatta, Reader in his department, to help the Commission in getting this Report printed. Shri Pradhan Gurudatta richly deserves our appreciation for all the pains he has taken in processing the report for printing after editing.

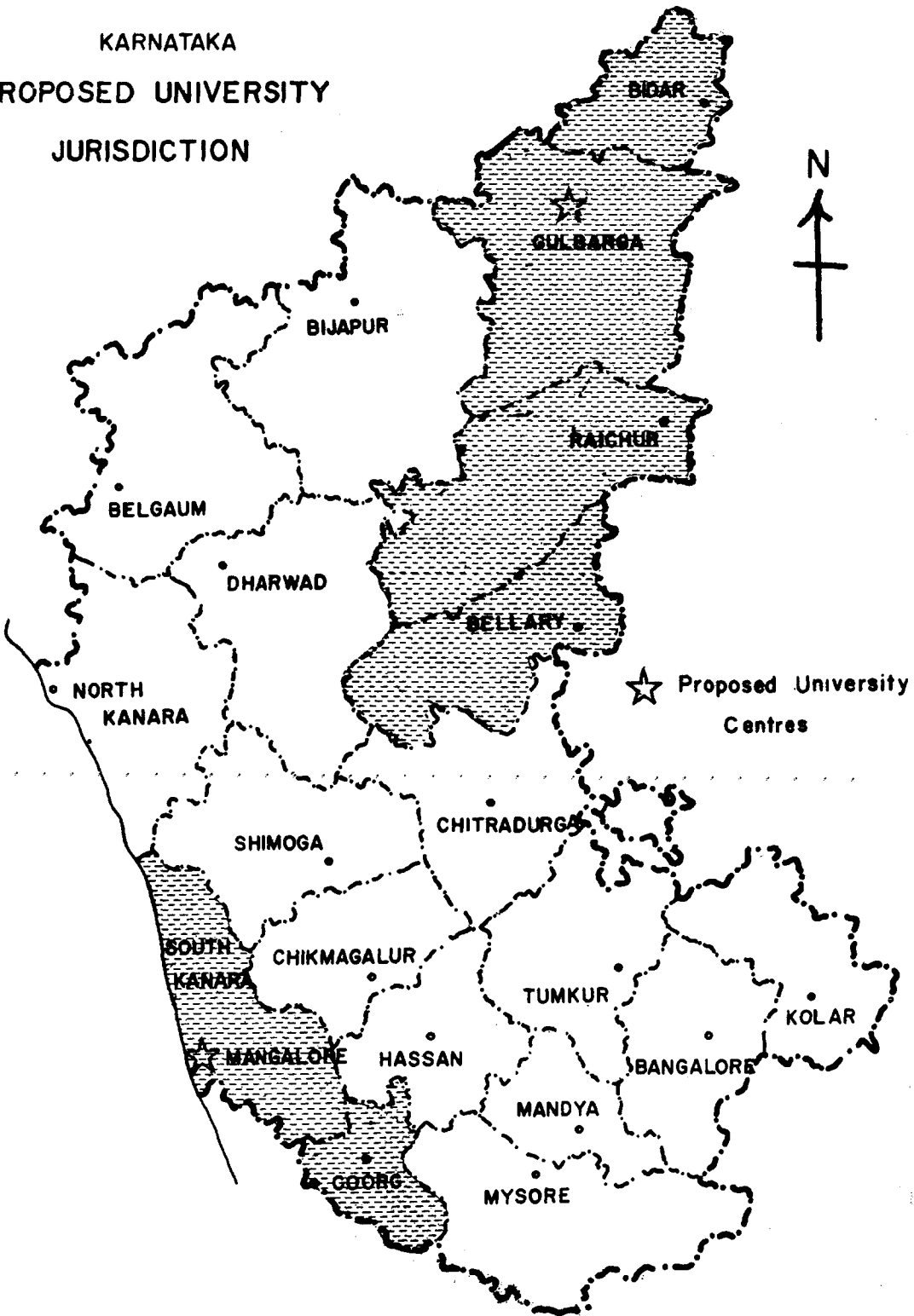
The Commission owes a deep debt of gratitude to Mr. H. Narasanna, Director, University Printing Press & Stationery Depot, University of Mysore, and members of the press for printing this report in record time.

I also thank Shri Aswathnarayan, Project Superintendent, (Accounts), Shri Puttaswamy, Stenographer and Shri Y. Bhaskar, Typist-cum-Clerk, who all worked for the Commission.

March 31, 1980
Mysore

D. V. URS

KARNATAKA
PROPOSED UNIVERSITY
JURISDICTION



20 0 20 60 100 K.M.

5. RECOMMENDATIONS

5.01 The Commission in its draft Bill, creating the new Universities in Gulbarga and Mangalore (see Appendix II) has taken into consideration the Gajendragadkar's Report on the Governance of Universities and the problems that the new universities would face in the formative years. The salient features of the recommendations are that at least for a period of 5 years in the initial stages apart from creating the Bodies like Senate, Syndicate and the Academic Council,

5.02 *the Officers of the University i.e., the Vice-Chancellor, Registrar, Controller of Examinations, Finance Officer, Librarian, etc., be appointed by the Chancellor in consultation with the Government ;*

5.03 wherever there is a need either to Head an old Department or to create new Departments, *competent and eminent scholars be employed by the Chancellor on recommendations of the Vice-Chancellor on such conditions and terms negotiated by the Vice-Chancellor ;* this will ensure qualitative growth on the academic side in a newly born University ;

5.04 *the existing staff is protected and given the option either to the mother university or to stay where they are working at present.*

5.1 LEGISLATIVE :

5.11 Clause—2 of the Draft Bill pertains to the creation of the two Universities referred to above.

5.12 Creation of two more Universities is essential as the number of colleges under the Karnatak and Mysore University exceeds 110 ; according to the report of the University Grants Commission regarding Governance of Universities and Colleges, under the Chairmanship of Justice P. B. Gajendragadkar, the number of Colleges under a University shall be between 30 and 60.

5.13 Since all the educational institutions situated in jurisdiction of the proposed two Universities will have to be taken outside the jurisdiction of the existing Karnatak and Mysore Universities, *it is necessary to include the amendment as suggested in the Draft Bill.*

5.14 Under Section 19 of the Karnataka State Universities Act, 1976, the Librarian is *ex-officio* the Head of the Department of Library Science. Under Section 28(2)(d), each Department of Studies shall have a head who may be a Professor and if there is no Professor, a Reader whose duties and functions shall be such as may be prescribed by the ordinances. At present, there are permanent Librarians in the Universities of Mysore and Karnatak and the post of Librarian in the Bangalore University has not yet been filled up in accordance with the provisions of the Act. Under Section 10 of the Karnataka State Universities (Second Amendment) Act, 1977, amending-Section 72—persons holding the office of the Librarian of the Bangalore University, Karnatak University and Mysore University on the date of the commencement of the Act, viz., 25-9-1975 shall continue to hold the office till the date they would have held that office if the Act had not been passed. There are courses in Library Science in all the three existing Universities, and actually in the Karnatak University, there is a Professor and in the Mysore University there is a Reader. According to the Section 28(2)(d), these persons are the Heads of Department of Studies; also under Section 19, the Librarian is also the *ex-officio* Head of the Department of Library Science. Hence, provisions of Section 19 and Section 28(2)(d) are conflicting. Secondly, since the existing three Universities are teaching courses in Library Science, it may not be necessary immediately to introduce such courses in the proposed two Universities. Having regard to this, it is proposed in the amending bill that the words "he shall be the *ex-officio* Head of the Department of Library Science" occurring in Section 19 of the Act be deleted.

5.15 Under Section 11 of the Karnataka State Universities Act, 1976, the Vice-Chancellor shall be appointed by the Chancellor from out of a panel of not less than three persons recommended by the Committee consisting of four persons of whom one shall be nominated by the Chancellor, one by the State Government, one by the University Grants Commission and one by the Syndicate. Since the Syndicate and other authorities of the proposed two Universities will come into being only after legislation is passed to that effect, there can be no nominee of the Syndicate till the legislation is passed creating the two Universities. *It appears better that the first Vice-Chancellor is appointed by the Chancellor*

in consultation with the State Government for a period not exceeding three years. A similar provision existed at the time the Bangalore University was created.

5.16 For the immediate and efficient working of the proposed two Universities, *it is essential that the first Registrar, Controller of Examinations, Finance Officer and the Librarian are appointed by the Chancellor in consultation with the State Government on such terms and conditions as the Chancellor deems fit. Their successors will be appointed in accordance with the provisions of the existing Act. Hence, the proposed amendment.*

5.17 After the two proposed Universities are created and the Vice-Chancellor is appointed, he has to make arrangements for constituting various authorities of the University. It is proposed in the Draft Bill that he shall make arrangements for constituting the authorities within six months from the date of his appointment. In this connection, the Commission would like to point out that after the enactment of the Karnataka State Universities Act, 1976, for a period of two years on account of some difficulty or the other, the Senate, the Syndicate and the Academic Council could not be constituted. *The Commission does not think it advisable that the proposed Universities should carry on their functions without the aid and advice of the authorities like the Senate, the Syndicate and the Academic Council. Before the Vice-Chancellor constitutes these authorities in accordance with the provisions of the Act, the Chancellor in consultation with the State Government may nominate for the interim period members of these authorities other than ex-officio members. With the ex-officio members already provided in the existing Act and persons whom the Chancellor in consultation with the State Governments may nominate, the authorities will come into being and can exercise their functions until the authorities are created in accordance with the provisions of the Act. Hence, the proposed amendment.*

5.18 There must be some Statutes, Ordinances, Regulations and Rules on which the proposed two Universities should work. Hence, it is provided in the draft Bill that *the Statutes, Ordinances, Regulations and Rules of the Karnatak University shall be adopted by the Gulbarga University and those of the Mysore University by the Mangalore University until the Statutes, Ordinances, Regulations and Rules are made by the proposed two Universities independently.*

5.19 It is essential that teachers and other employees now employed at the Post-Graduate Centres at Gulbarga and Mangalore continue to serve the respective new University. *It is quite likely that an employee may not like to continue in his present station either at Gulbarga and Mangalore. Hence, in the draft Bill a provision has been made for an appeal for such employee.*

5.191 It is necessary to ensure that immediately after their establishment the two proposed Universities work vigorously and reach highest academic standard within the shortest possible time. For this purpose, it is necessary that the posts of Professors in the two Universities should be held by eminent scholars within and outside the State. They should be persons who could provide academic leadership and establish the Departments with a high standard of academic excellence. The appointment of Professors in accordance with the provisions of the existing Act will take long time and the very object of establishing these two Universities would not be achieved if persons of high calibre are not appointed to the posts of Professors. Keeping this in mind, the Commission has suggested in the draft Bill that notwithstanding anything contained in Section 49, appointment of Professors in the proposed Universities during the first five years after the commencement of the Act shall be on contract basis and these appointments are made by the Chancellor on the recommendation of the Vice-Chancellor.

5.192 During the course of the working of the existing Act, the Commission has come across certain difficulties in the working of the Act and similar difficulties may arise in giving effect to the provisions in the Bill creating the two Universities. To cross such hurdles, *it is necessary to introduce a clause relating to residuary power so that if any difficulty arises in respect of any matter not specifically mentioned either in the existing Act or in the proposed Act, it should be open to the Chancellor to take necessary action to implement the provisions of the Act on a report by the Vice-Chancellor.* Accordingly, a provision to this effect has been made in the Bill.

FINANCIAL :

5.20 Government Financial Control :

If the Universities are to be developed rapidly, *it should be left to the Vice-Chancellor to fix priorities for various items of*

work to be undertaken in consultation with the Body concerned. Government should not have day-to-day control over such matters or should come into the picture of fixing priorities for various items of work.

5.21 *The Block Grant/Development Grant for each University should be released for each quarter in advance and not later or after the completion of quarter period is over, as is happening in some cases recently. In fact, once Budget is passed by the Legislature, the Universities should be free to draw amount without a reference to Government or in the alternative, the entire amount for maintenance and development purposes should be released by Government immediately after the Budget is passed. In other words, Government should not exercise line-control in financial matters of the Universities as such control only hinders the progress of work. This, however, should not be understood that the importance of keeping correct account and following budgetary laws is underestimated.*

5.22 Since Government has already announced its decision to start these two Universities from the next academic year, the Commission has examined the financial implications involved in the decision and submitted budget proposals (*vide* Appendix—III) for the establishment of the two universities referred to above. Before drawing up these proposals, the Commission met the UGC. The UGC will not render any assistance to new Universities. The UGC expects that the State Government will invest at least Rs. 2 crores on non-recurring items over period of five years. The Commission would like to add that the proposals are tentative and, in any case, the expenditure that will be incurred during the next financial year on the establishment of these two Universities will not exceed the amount indicated by the Commission in the Budget proposals.

It will be seen from the proposals that (See Appendix III): so far as the Mangalore University is concerned :

- (i) The recurring expenditure is Rs. 98,53,998. Against this at present Rs. 10,00,000 is spent on the Post-Graduate Centre. In addition, there will be receipts from examination and tuition fees which will be in the order of Rs. 15,00,000. Hence, the additional cost is Rs. 73,53,998.
- (ii) The non-recurring expenditure is Rs. 3,20,05,000. This entire expenditure will not be incurred in the first year

itself. This amount also includes a sum of Rs. 1,24,00,000 on construction of quarters. If the construction is spread out for a number of years, the cost will naturally go up in view of the increase in the cost of materials from year to year. The construction of quarters is absolutely necessary in view of the fact that the campus is away from the city.

so far as the Gulbarga University is concerned :

- (i) the recurring expenditure is Rs. 99,34,586. Against this at present Rs. 20,00,000 is spent on the Post-graduate Centre. In addition, there will be receipts from examination and tuition fees which will be in the order of Rs. 15,00,000. Hence, the additional cost is Rs. 64,34,586.
- (ii) The non-recurring expenditure is Rs. 3,20,05,000. This entire expenditure will not be incurred in the first year itself. This amount also includes a sum of Rs. 1,24,00,000 on construction of quarters. If the construction is spread out for a number of years, the cost will naturally go up in view of the increase in the cost of materials from year to year. The construction of quarters is absolutely necessary in view of the fact that the campus is away from the city.

5.23 It must be pointed out that there are no buildings at the two post-graduate centres to accommodate the Vice-Chancellor, Registrar, Controller of Examinations and Finance Officer. Therefore, some accommodation will have to be sought through the help of the local Deputy Commissioner for the immediate residential as well as official use of these officers.

5.24 Each university will have a minimum of 10 new departments spread over nine Faculties such as Social Science, Pure Science, Technical and Applied Science, Medicine, Law, Commerce, Education, Arts and Humanities and Applied Social Science. The new Departments will have a bias towards Applied Science, Rural Development and regional needs. These Departments will be suggested in consultation with experts and the UGC. A pattern of administrative staff for each of these universities is suggested—the recurring cost of which will be Rs. 23,57,900 per annum (See Page 23 ; Staffing Pattern)

5.25 Budget Proposal For Gulbarga University

<i>Recurring Expenditure</i>	<i>Non-recurring expenditure</i>	<i>(Rs. in lakhs)</i>	
		<i>Income</i>	<i>Total</i>
99,34,586	3,20,05,000	15,00,000	4,04,39,586

SALIENT FEATURES

I. Student Amelioration:

1. Medicine for Health Centre	75,000
2. Student Amelioration fund	2,00,000
3. Research Fellowships	2,26,000
4. Hostel and Canteen	20,00,000
5. Non-residential student Centre	5,00,000
6. Sports Facilities	20,00,000

II. Faculty Welfare Measures:

1. Organisation of Summer Institutes, Workshops, Seminars etc.	1,00,000
2. Staff Quarters	1,11,00,000
3. Faculty Club etc.	5,00,000

III. Campus:

1. University Campus - Administrative, Departmental Buildings and City Office Building.	30,00,000
2. Shopping Complex, Bank and Post Office, Book Store	15,00,000
3. Staff Quarters for the officers of the University	13,00,000
4. Construction of Quarters for Engineering staff	40,00,000
5. Water supply	5,00,000

IV. Library:

1. Books and Journals	10,00,000
2. Special provision for books and Journals	25,00,000

Note:- It is desirable to provide sufficient funds for Research and publication for the new University. It should be in the order of Rs. two lakhs per year - recurring grant.

5.26 Budget Proposals for Mangalore University

<i>Recurring Expenditure</i>	<i>Non-recurring Expenditure</i>	<i>(Rs. in lakhs)</i>	
		<i>Income</i>	<i>Total</i>
98,53,998	3,20,05,000	15,00,000	4,03,58,998

SALIENT FEATURES

I. Student Amelioration:

1. Medicines for Health Centre	75,000
2. Students Amelioration Fund	2,00,000
3. Research Fellowships	1,26,000
4. Hostel and Canteen	20,00,000
5. Non-Residential Students Centre	5,00,000
6. Sports Facilities	20,00,000

II. Faculty Welfare Measures:

1. Organisation of Summer Institutes, Workshops, Seminars etc.	1,00,000
2. Staff Quarters	1,11,00,000
3. Faculty Club etc.	5,00,000

III. Campus:

1. University campus - Administrative, Departmental buildings and City Office Building	30,00,000
2. Shopping Complex, Bank and Post Office, Book Store	15,00,000
3. Staff Quarters for the officers of the University	13,00,000
4. Construction of Quarters for Engineering staff	40,00,000
5. Water Supply	5,00,000

IV. Library:

1. Books and Journals	10,00,000
2. Special provision for Books and Journals	25,00,000

Note:- It is desirable to provide sufficient funds for Research and Publication for the new University. It should be in the order of Rs. Two lakhs per year - Recurring grant.

5i.27 Staffing Pattern—Mangalore and Gulbarga Universities

DETAILS OF EXPENDITURE ON SALARIES OF
UNIVERSITY STAFF

Administrative Branch:

	No.	Scale	Amount
Vice-Chancellor	1	3,000/- p.m.	36,000
Registrar	1	1,520-2,000	24,000
Deputy Registrar (Academic)	1	1,300-1,900	34,800
Deputy Registrar (Administration)	1	1,300-1,900	
Superintendents	5	750-1,525	45,000
(a) Syndicate Section	-2		
(b) Establishment	-1		
(c) Application	-1		
(d) Development	-1		
First Division Clerks	15	460-1,000	1,08,000
Second Division Clerks	4	300-700	27,480
Private Secretary to Vice-Chancellor	1	750-1,525	16,812
Stenographers to	6	460-1,000+50	61,200
Vice-Chancellor	-2		
Registrar	-1		
Reporting	-3		
Typists	4	300-700 + 30	24,440
Attender	2	280-500	10,560
Peons, Watchmen, Sweepers Cycle			
Orderly, Security, etc.	12	250-400	42,280
Drivers-3 (2 Cars and a Van)		250-500 + 30	14,880
			4,30,440

Financial Branch:

Finance Officer	1	1,520-2,000	24,000
Dy. Finance Officer	1	1,300-1,900	18,300
Superintendents	3	750-1,525	27,000
I Division Clerks	12	460-1,000	86,400
II Division Clerks	3	300-700	16,920
Stenographers	2	460-1,000-50	20,400

	<i>No.</i>	<i>Scale</i>	<i>Amount</i>
Typists	2	300-700 + 30	12,220
Attender	1	280-500	4,080
Peons, etc.	6	250-400	21,240
<i>Examination Section:</i>			
Controller of Examinations	1	1,520-2,000	24,000
Deputy Controllers	2	1,300-1,900	34,800
Superintendents	6	750-1,525	74,000
I Division Clerks	12	460-1,000	86,000
II Division Clerks	3	300-700	16,920
Attenders	2	280-500	10,560
Peons, etc.	6	250,400	21,240
Stenographers	3	460-1,000	30,000
Typists	6	300-700 + 30	38,160
<i>Student Welfare:</i>			
Dean	1	1,300-1,900	14,400
Clerk cum Typist	1	300-700 + 30	6,430
Peon	1	250-400	3,540
<i>Physical Education Department:</i>			
Director of Physical Education	1	700-50-1,250 (Subject to revision)	9,000
Physical Culture Instructors	4	250-15-400 (Subject to revision)	10,755
Coaches	3	275-550 (subject to revision)	13,300
Clerk cum Typist	1	300-700 + 30	7,258
Sports Assistants	5	250-400	23,265
<i>University Library:</i>			
Librarian	1	1,000-1,500 (Subject to revision)	18,000
Deputy Librarian	1	400-950 (subject to revision))	4,800
Documentation Officer	1	400-950 (subject to revision)	4,800
Assistant Librarians	4	400-950 (subject to revision)	19,200
Library Assistants	6	300-700	31,440
Superintendent	1	750-1,525	9,000

	No.	Scale Rs.	Amount Rs.
Typists cum clerks	8	300-700 + 30	40,880
Attender, Binder, etc.	4	280-500	16,320
<i>Health Centre:</i>			
Medical Officer	1	900-1,750	12,000
Compounder	1	340-800	5,760
Nurse	1	500-1,120	8,460
Ward Boys	2	250-400	6,120
<i>Engineering Division:</i>			
Executive Engineer	1	1,300-1,900	45,120
Assistant Engineers	2	660-1,300	20,544
Draftsmen	2	500-1,120	19,200
Accounts Superintendent	1	600-1,240	11,956
I Division Clerks	2	460-1,000	14,400
II Division Clerks	2	300-700	11,280
I Division Store Keeper	1	460-1,000	7,200
Typists	2	300-700	12,220
Electrical Junior Engineer	1	500-1,120	9,600
Peons	4	250-400	14,720
Watchmen	2	250-400	7,360
<i>Sub-Divisional Staff: (Two Sub divisions No—I & II)</i>			
Assistant Executive Engineer	1	750-1,525	18,541
Assistant Engineers	2	660-1,300	20,544
Junior Engineers	12	500-1,120	17,700
Electrical Supervisor	1	605-1,150	13,080
I Division Clerk	1	460-1,000	7,200
II Division Clerk	1	300-700	6,450
Draftsman	1	500-1,120	9,972
Assistant Store keeper	1	300-700	5,280
Peons	2	250-400	7,080
Watchman	1	250-400	3,540
Plumbing Assistant	1	300-700	4,110
Electrical Lineman	1	300-700	4,110
			2,63,207
			+ 89,607
			3,52,814

	No.	Scale Rs.	Amount Rs.
<i>Landscaping :</i>			
Assistant Superintendent of Gardens	1	660-1,300	13,440
Horticultural Assistant	1	340-800	5,593
Mali, Maintenance, security	10	250-400	35,400
<i>Abstract</i>			
1. Administrative Branch			5,49,799
2. Financial Branch			2,81,076
3. Examination Section			3,01,193
4. Student Welfare			42,311
5. Department of Physical Education			89,103
6. University Library			2,75,382
7. Health Centre			48,191
8. Department of Extra Moral Studies			46,964
9. Surrender Leave Allowance, Medical reimbursement, Travel Concession			3,00,000
10. Engineering Division			3,52,814
11. Landscaping			71,067
			23,57,900

5.28 *Construction of Buildings :*

The Commission during its visits to Gulbarga and Mangalore noticed that some of the buildings were incomplete and some more buildings necessary so that the Universities at both the places could function from June 1980. The Commission took up the matter at a meeting under the Chairmanship of the Chief Secretary to sanction necessary funds for completion/construction of buildings at both these places. Government accepted the recommendation and sanctioned Rs. 20 lakhs to the Karnatak University and Rs. 10 lakhs to the Mysore University to complete the uncomplete works and also to take up construction of administrative blocks. The Executive Engineers at both the places were made responsible to handle the works and claim the cost from the Universities (G.O. No. ED 133 UNI 79, dated 20th November 1979). The Commission understands that these amounts have not so far been utilised for the specific items. Hence, the Commission recommends that a sum of Rs 20

lakhs and Rs. 10 lakhs now with the Karnatak University and Mysore University be transferred to the Gulbarga and Mangalore University, respectively.

5.30 *Recommendations to the University Grants Commission in conformity with Rule 2 of the UGC (Fitness of Certain Universities for Grant) Rules, 1974.*

(Vide : Appendix V)

5.31 *Gulbarga :*

The post-graduate Centre at Gulbarga will be upgraded into a University at an approximate cost of Rs. 3.05 crores development grant spread over a period of 5 years and necessary legislation appropriate for building a new University is also introduced. The commission would like to impress upon the University Grants Commission that this area which was a part of the old Hyderabad State was already proposed for a University along with the Kakathia University and Nagarjuna University. The State Re-organisation brought the old Hyderabad-Karnatak area into the new Mysore (now Karnataka) State and it has remained undeveloped ever since. In creating a new University there it will not only correct the regional imbalance but it will positively provide necessary leadership in education in that area. Education as an input for the development is a well known concept and the commission need not reiterate it here. There is a strong case for full grant to the Gulbarga University in regard to the following items :

1. Hostels-one for 250 boys and another for 100 girls
2. Library
3. Research
4. COSIP Programme
5. COHISP Programme
6. Fellowships, and
7. New Departments

The above grants should be on a hundred per cent basis in view of the fact that the State investment will be more than Rs. 3 crores.

5.32 *Mangalore :*

The post-graduate centre at Konaje has tried to serve the regional needs inadequately. It has one district i.e., Coorg which is a backward area. The development of under-graduate and post-graduate education in this area of South Kanara and Coorg justifies starting of a new university and the information contained in the enclosed proforma gives the details. New subjects like Marine Sciences, Languages of the region such as Kodava, Tulu, Malayalam, etc., Tribal Folklore studies, Petro-Chemicals, English Language, Home Science are being thought of in the proposed new University in Mangalore. These new departments require adequate UGC assistance.

5.33 Shimoga:

The State of Karnataka does not have any Central Universities. Now the object of the Government of Karnataka is to reorganise the structure and management of higher education in the State and a beginning has been made with the starting of these two new Universities. It is quite likely that Shimoga, which is another Post-graduate Centre, which lies in the heart of Malnad, will very shortly be converted into a university. (Vide: Appendix V). The University Grants Commission may kindly send a Commission early in August-September 1980, to new University Centres for recommending grants.

5.4 ADMINISTRATIVE :

5.41 Special Officers :

The Commission recommended to Government for creation of two posts of Special Officers to do the required spade work of the new Universities before they came into being. The Commission also enumerated the duties of these Special Officers in letter dated 1-3-80. Though the Government has decided that the headquarters of these Special Officers be at Bangalore, the Commission is of the view that their headquarters should be at Gulbarga and Mangalore respectively, though occasionally they may visit Bangalore to expediate matters. The Commission feels that fixing their headquarters away from the place where the Universities are to be established will only invite avoidable public criticism. A programme of work which these officers are required to take up vigorously during the next ten weeks has been communicated to Government and to the Special Officers concerned. These letters are attached as Appendix VI.

5.42 Locations of University Offices

(a) Gulbarga (b) Mangalore

Both the Special offices should be located on the respective campuses only where there is already adequate staff. However, in the town of Mangalore/Gulbarga there should be a single clerk-based office.

5.45 Appointment of Staff :

Until the draft Bill is passed and the Budget of the respective Universities is approved and the Vice-Chancellors are appointed, no appointment-either teaching or non-teaching, including transfers and promotion-should be made.

The local office of the new University should not be located in a Private College.

5.46 The Commission need not stress how important it is to select the right type of the men for the office of the Vice-Chancellor and Registrar in the new Universities. *The Commission has recommended that the first appointment to these posts shall be by the Chancellor in consultation with the State Government.* The Commission requests the Chancellor and the Government to kindly take note of the recommendations of the U. G. C.

for these appointments as contained in the Report of the Committee on Model Act for Universities.

5.47 *The Vice-Chancellor :*

“ The Vice-Chancellor is by far the most important functionary in a University, not only on the administrative side but also for securing the right atmosphere for the teachers and the students to do their work effectively and in the right spirit. His duties and responsibilities and the qualities needed for bearing them have been described in the Report by the Committee on Higher Education under the Chairmanship of Lord Robbins in the United Kingdom.¹

“ The responsibilities of a Vice-Chancellor are no less heavy in this country than in the United Kingdom or anywhere else. In certain respects the burden of a Vice-Chancellor in Indian universities is even greater. Among other things, he is the Chairman not only of the academic body which determines the courses of study but he is also the Chairman of the executive body. He also presides at the meetings of the *court*. One of the most important questions to be determined in the light of past experience is with regard to the mode of appointment of the Vice-Chancellor.”

¹This leads us in the position of the Vice-Chancellor or Principal. His is a role which, probably unfortunately, is seldom precisely spelt out in written constitutions. Yet it would be difficult to overstate its importance, particularly in a period of expansion and the increasingly complex relations between institutions of higher education, and Government will impose upon the heads of Universities a quite insupportable burden. There are certain duties of which the Vice-Chancellor cannot divest himself. He is at once a member of the governing body and the Chairman of the main academic councils. He must therefore be at the centre of all discussions involving broad questions of internal policy or relations with the outside world. He must represent his institution in all formal or informal relations with the University Grants Committee; he must be present at the meetings of the Committee of Vice-Chancellors and Principals; He must keep in touch with potential benefactors, and he must be aware, in general, of developments in the various branches of learning. No other enterprise would impose on its Chairman the variety and burden of work that the modern university requires of its Vice-Chancellor. The selection of a Vice-Chancellor or a Principal is perhaps the most important single decision that the governing body of a university be called upon to make; and arrangements for doing so are not made easier by the fact that such a decision may arise only once in ten to twenty years.”

5.48 *The Registrar*

The office of the Registrar is also an important one. In many cases, universities find it difficult to secure a person of the right type to fill this office.² Two areas from which Registrars can be recruited are :

- (1) **The University office :** The most competent among the Deputy Registrars.
- (2) **The teaching staff :** Occasionally special talent for administration and organisation is discovered in someone of the status of a reader, who could in course of time become a professor. But all things considered it would perhaps not be a loss to academic life if he is taken away from the Department and asked to become a Registrar.

5.49 *Surplus staff in the Karnatak University :*

The Commission visited Dharwad on February 15 and had discussions with the Vice-Chancellor, Registrar, Finance Officer and also with the President of the Non-Teaching Staff Association. The following compromise could be arrived at :

- (i) *all future recruitment to the non-teaching staff should be stopped immediately ;*
- (ii) *over a period of 5 years the extra staff could be absorbed by a further expansion i.e., a Post-graduate Centre in Belgaum could take part of the staff ;*

²“The Registrar represents the permanent part of the university executive. Vice-Chancellors hold office for a limited period in the best of circumstances, even if legislation does not impose a maximum limit to the tenure of a Vice-Chancellor. The Registrar is therefore the custodian of the traditions of the university, of its efficiency and integrity. It is also necessary that his entire loyalty should be to the university. Sometimes conflicts arise between the Registrar and one or other of the teachers or all of them together. The Registrar must therefore exercise his powers with discretion and understanding. His practices should always be responsive to the academic traditions of the university he serves. The Registrar should be appointed by the executive council. The terms and conditions of service should be clearly determined by statutes. It is not likely to do universities much good if officers are borrowed from outside the universities to serve for a limited period, as such an arrangement has all the disadvantages of an interim arrangement. In exceptional situations, however, in order to rectify serious errors or corruption into which a university office may have fallen, it will certainly be in order, as a temporary measure, to secure the services, on deputation, of an outstanding administrative officer.”

- (iii) *the Gulbarga University can absorb some staff on an optional basis ;*
- (iv) *the proposed Post-graduate Centre for Technology in Sandoor can absorb some of the staff ;*
- (v) *part of the staff are willing to get back to the State Government and other university centres if an option is given;*

This is the only humane approach that is possible to solve the present crisis about over staff.

NOTE : This requires immediate action on the part of the Government.

5.49 All the library books, equipments furniture Ambassador Mark-3 Car and other articles purchased by the Commission will eventually from a part of one of the new universities.

5.5 ACADEMIC

The Commission had the following workshops :

- (a) Social Sciences
- (b) Physical Education
- (c) Languages
- (d) Library

5.51 The deliberations of the above workshops have been incorporated in the recommendations. The Commission had scheduled a few more workshops including the one on University Administration. These could not be done.

5.52 *Introduction of New Departments :*

It is necessary to introduce new Departments of Social Sciences in the two Universities. For this purpose, the Commission called a meeting on 2nd March 1980 at which eminent academicians—Dr. M. N. Srinivas, Prof. Prakash Rao, Prof. Chelubaraj, Dr. Thimmappa and others participated. In order to get assistance from the U.G.C., *the Commission recommends institution of innovative departments in the two Universities which will meet the local requirements. For example, a Department of Marine Science could be introduced in Mangalore University.* For this purpose, the Commission is in correspondence with a similar institution in Goa and the Commission proposes to submit its recommendation some time next month after a visit to Goa.

The Commission also recommends introduction of compact Departments in languages which will not only cover particular languages ; but also several other languages under the same Department. For example, under the Department of English in the Gulbarga University, there could be Departments teaching French and German ; under the Department of Kannada, there could be Departments teaching Urdu, Persian and Marathi and Translation. Similar Departments covering other languages and Translation could be introduced in the Mangalore University. These smaller Departments need

not take up teaching at the post-graduate level ; but teach languages which make the students fit for taking assignment in other countries.

5.53 *Library Science :*

The Commission recommends that *since Library Science has been introduced in Karnatak, Mysore and Bangalore Universities, it is not necessary to introduce the same in Gulbarga and Mangalore Universities.*

The Karnatak University introduced this course at the Gulbarga P. G. Centre last year. This may continue for the present batch of students There should not be any admission to this course from 1980-81.

LIBRARIES AT THE NEW UNIVERSITIES

5.54 While agreeing broadly with the main trend of recommendations in the working paper produced by Sri. K. S. Deshapande (Vide: Appendix VII) the Commission desires to highlight the following points :

1. *The Central Library which is to evolve out of the Post-graduate Centres should have an adequate staff of Technicians to keep the items of sophisticated reprographic equipment in constant repair and in a viable state.*

2. *A preliminary survey must indicate the service potential of the existing College Libraries and the sort of services being rendered and their frequency. It should also ascertain whether any future development plans have been envisaged to develop new space, staff, etc.*

3. *Study facilities in the many of under-graduate reading rooms should be provided for. Wherever, discipline specialization already exists in Colleges these should be backed up by library facilities developed in the Institutes where the special disciplines are taught. The Engineering College Library should be developed with funds and qualified staff from the university and should form part of the Central Library System. The Haridasa Sahithya Centre in Udipi should be developed in similar fashion. The same holds good for the Jaina Study Centre at Mudabidre.*

Each of these specialised Centres should have a certain autonomy and self sufficiency and Central control should be confined to standardisation of processing (unit cards), provision of finance and qualified staff who are subject to the Central Library discipline. The Committee does not favour investment in mobile diesel transport as a daily feature because of inherent troubles of maintenance, repair and costs. They do not object to the Central Library having a van for book and stationery supply.

6. *All the libraries in the University MUST have telephone inter-connection.*

7. *The following reprographic facilities are a must :*

1. A Process Camera for preparing offset matters;
2. an offset printing machine ;
3. a microfilm camera ;

4. a photo enlarger ;
5. Dark room, facilities of cool water, exhaust fan and temperature and humidity control,
6. A photo copier,
This sequence of equipment enables the University to back up Seminars, Workshops, etc., with the printing of the working papers, etc. They will also produce the current available document, weekly news-letters, etc.
7. Electric typewriter.
8. Two sets of card duplicators are a must for each University Central Library. They cost a bare 300 dollars each and the stencils that go with them have to be provided for.
9. The services of electricians and plumbers are essential for maintenance and repair.
10. A basic requirement is a binding and repair unit to keep in good condition, books and material carelessly handled. The binding and repair staff should be trained at the National Archives in Delhi and National Library at Calcutta.

5.55 Naming of Universities :

The Commission is in general agreement with the reports of Dr. V.K. R.V. Rao and Dr. A. S. Adke as regards the jurisdiction of the two Universities. As regards the naming of the two Universities, the Commission has considered various representations received by it and has come to the conclusion that it would not be proper to name any University after an individual. The Universities at Bangalore and Mysore are named at places where they are situated ; though the University situated at Dharwar has been named as Karnatak University, it is so for historical reasons, in that the former State of Bombay of which the four Districts of Bijapur, Belgaum, Dharwar and North Kanara formed part were known as the Karnatak Region and hence Bombay Government named it as Karnatak University. The Commission, therefore, feels that it would be more appropriate if the two proposed Universities are named after the places where they are located viz., Gulbarga University and Mangalore University.

Summing Up :

In summing up the report, the Commission would like to point out that the task of these two regional universities is tremendous. Eighty per cent of the students in Post-graduate Studies still come from the top elite of the society. If this is to change, and indeed it should, the two new Universities will have to give special attention to the development of Under-graduate education and colleges. The new task and the responsibilities attached to it naturally call for a perspective, to take into account the relationship between students and teachers, teachers and the management, management and the students. The Commission has no doubt that these two new universities will be seized of the problem of academic freedom and auto-

nomy. The observations of the Carnegie Commission on Higher Education, *Governance of Higher Education—Six Priority Problems* may serve as a guideline in whatever way we try to foster the university Community:

“ Understandings may be reached between public authorities and higher education over campus independence.

The essential roles of the board of trustees and the president may be accepted, and that boards may be better constituted to carry out their roles.

The co-determination rights of faculty members in areas of academic decision making may be extended where they do not now prevail and may be preserved where they do.

The principle of tenure may be retained, although its practice should be subject to review.

The views of students, on a regularized basis, may be better incorporated into decision making processes.

Better rules may be developed setting forth the rights and responsibilities of members of the academic community, and better mechanisms may be developed to govern conflict and to adjudicate disputes.”

It may be appropriate to remark here that the campuses of the new Universities are the territorial area over which they have the jurisdiction. This means that the University should be responsive to the needs of the region. It does not mean that they are excluded from fulfilling the requirements of higher learning which in one sense can take them to supra-national areas.

It should be a constant endeavour on the part of the new Universities to strive towards developing techniques to achieve consensus on a country-wide basis.

Universities in India today appear to be little islands in an ocean of illiteracy and ignorance. New Universities can take adult education and rural development as themes worthy of consideration besides traditional academic work. It is only by tackling such concrete realities that we can achieve cohesion and national pride.

Further Reading Suggested:

1. *Education and National Development*—Report of the Education Commission 1964-65 headed by Dr. D. S. Kothari of National Council of Educational Research and Training.
2. Two U.G.C. publications. (Reports of the Committees on Governance of Universities and Colleges)-*Governance of Universities* under the Chairmanship of Dr. P. B. Gajendragadkar, and *Committee on Governance of Colleges* under the Chairmanship of Rev. P. T. Chandi.
3. *Development of Higher Education in India—A Policy Frame*
—U.G.C

6. TECHNOLOGICAL UNIVERSITY

The Commission had planned to hold a national workshop to outline an indigenous model of a Technological University. It is obvious that any institutions of higher learning, more so a Technological University, should have roots in its own culture. The Commission had preliminary discussions with Dr. Raja Ramanna, Advisor to Union Minister for Defence, New Delhi, Dr. Parpia, F.A.O., Rome, and Dr. Chandrakant, Bangkok, at the time of writing this report and also with the Engineering College Teacher's Association in Karnataka State.

7. IMPARTING EDUCATION THROUGH RADIO TRANSMISSION

Primary to Tertiary including Correspondence Education

7.01 The Commission initiated Correspondence with the National Council on Educational Research and Training, Delhi, to organise a Workshop of National importance in the field of using Radio for educational purposes. The workshop is scheduled to take place in May or July. For the time being it remains suspended.

7.02 It is realised that in the next five years the clients for primary education will double and its impact on Secondary and tertiary education is very clear. The State is ill-equipped both in terms of resources and also manpower to meet this contingency. Therefore, the Commission was asked to prepare a blue print for the use of Radio at all levels and establishment of a Transmitting Station at the State level, and examine the hardware to be produced within the State. The Commission also was in touch with the Ford Foundation and the Education Department, Government of Australia, where Radio is extensively used for distant education including the primary level. The Commission estimates that the above work will take anywhere between one to two years of hardwork and planning to introduce technology to service education. (Vide : Appendix VIII)

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110016
DOC. No... 2450
Date... 25/4/82

APPENDICES

I. STATE UNIVERSITY COMMISSION

The growth of research and Research Institutions, institutes of higher learning, universities, academies and the vast area of under-graduate education presents a challenging picture for any educational administrator or statesman. The Ministry of Education does not possess a research or planning cell on higher education. It is at best a servicing agency and even at that it is ill-equipped. The State of Karnataka is spending vast sums of money on education and it is ill-co-ordinated and full of problems. The Karnataka Universities Act, 1976, can be an illustration for the kind of lacuna it presents for aforesaid things. Therefore, the *Commission recommends that there should be a State University Commission, similar to the University Grants Commission at the Centre, catering to the needs of the institutions of higher learning, research academies and universities.* It should have a Chairman known for competence in the field of higher education with adequate administrative experience on a five year term supported by a ten-member committee representing lay people, industrialists, educators, SC/ST etc., It should have a permanent Secretariat and a Secretary, Finance Officer and Planning Division, Research and Documentation, supported by secretarial staff. It should also maintain a library of a very special nature. The Commission will also have the power to distribute research grants, fellowships and sponsor direct research and regulate block and development grants. It should also be entrusted with the task of bringing out Annual Year Book on Education in Karnataka. For this appropriate staff should be given. The State University Commission will be a liason not only with the universities and institutions of higher learning and the Government but also with the Central Government, University Grants Commission and similar agencies. Among other things, one of the prime task of this Commission would be to monitor and co-ordinate the growth and development of universities in terms of input and output and to help the State to get maximum work for the money invested in this area.

II. DRAFT BILL CREATING UNIVERSITIES AT GULBARGA AND MANGALORE

KARNATAKA STATE UNIVERSITIES (Amendment) BILL 1980— ESTABLISHMENT OF UNIVERSITIES AT GULBARGA AND MANGALORE

In letter No. OMC/BUD/79-80, dated 4th February 1980, the Commission undertook to submit a draft Bill enabling the creation of Universities at Gulbarga and Mangalore. Accordingly, a draft of the proposed Bill is attached for consideration of Government.

2. The Secretary to the Commission (Shri B. S. Muddapur) who was formerly working as Deputy Secretary to Government, Education and Youth Services Department, states that Government have already before them a Bill amending certain provisions of the Karnataka State Universities Act 1976, with a view to making it more workable. The Draft Bill attached contains provisions relating to the establishment of Universities at Gulbarga and Mangalore and the same with the amendments already under consideration of Government may be taken up together and the Bill introduced in the Legislature early so that the two Universities could start from the current academic year 1980-81.

3. The draft amendments contained in the attached Bill are necessary and the justification for each amendment is explained below :—

(1) Clause-2 of the Draft Bill pertains to the creation of the two Universities referred to above.

Creation of two more Universities is essential as the number of colleges under the Karnatak and Mysore University exceeds 110; according to the report of the University Grants Commission regarding Governance of Universities and Colleges, under the Chairmanship of Justice P. B. Gajendragadkar, the number of Colleges under a University shall be between 30 and 60.

2. Since all the educational institutions situated in the jurisdiction of the proposed two Universities will have to be taken outside the jurisdiction of the existing Karnatak and Mysore Universities, it is necessary to include the amendment as suggested in the Draft Bill.

3. Under Section 19 of the Karnataka State Universities Act, 1976, the Librarian is *ex-officio* the Head of the Department of Library Science. Under Section 28 (2) (d), each Department of Studies shall have a head who may be a Professor and if there is no Professor, a Reader whose duties and functions shall be such as may be prescribed by the ordinances. At present, there are permanent Librarians in the Universities of Mysore and Karnatak and the post of Librarian in the Bangalore University has not yet been filled up in accordance with the provisions of the Act. Under Section 10 of the Karnataka State Universities (Second Amendment) Act, 1977, amending-Section 72, persons holding the office of the Librarian of the Bangalore University, Karnatak University and Mysore University on the date of the commencement of the Act, viz., 25th September 1975 shall continue to hold the office till the date they would have held that office if the Act had not been passed. There are courses in Library Science in all the three existing Universities, and actually in the Karnatak University there is a Professor and in the Mysore University there is a Reader. According to the Section 28 (2) (d), these persons are the Heads of Department of Studies; also under Section 19, the Librarian is also the *ex-officio* Head of the Department of Library Science. Hence, provisions of Section 19 and Section 28 (2) (d) are conflicting. Secondly, since the existing three Universities are teaching courses in Library Science, it may not be necessary immediately to introduce such courses in the proposed two Universities. Having regard to this, it is proposed in the amending Bill that the words "he shall be the *ex-officio* Head of the Department of Library Science" occurring in Section 19 of the Act be deleted.

4. Under Section 11 of the Karnataka State Universities Act, 1976, the Vice-Chancellor shall be appointed by the Chancellor from out of a panel of not less than three persons recommended by the Committee consisting of four persons of whom one shall be nominated by the Chancellor, one by the State Government, one by the University Grants Commission and one by the Syndicate. Since the Syndicate and other authorities of the proposed two Universities will come into being only after legislation is passed to that effect, there can be no nominee of the Syndicate because there will not be any Syndicate till the legislation is passed creating the two Universities. It appears better that the first Vice-Chancellor is appointed by the Chancellor in consultation with the State Govern-

ment for a period not exceeding three years. A similar provision existed at the time when the Bangalore University was created.

5. For the immediate and efficient working of the proposed two Universities, it is essential that the first Registrar, Controller of Examinations, Finance Officer and the Librarian are appointed by the Chancellor in consultation with the State Government on such terms and conditions as the Chancellor deems fit. Their successors could be appointed in accordance with the provisions of the existing Act. Hence, the proposed amendment.

6. After the two proposed Universities are created and the Vice-Chancellor is appointed, he has to make arrangements for constituting various authorities of the University. It is proposed in the Draft Bill that he shall make arrangements for constituting the authorities within six months from the date of his appointment. In this connection, the Commission would like to point out that after the enactment of the Karnataka State Universities Act 1976, for a period of two years, on account of some difficulty or the other, the Senate, the Syndicate and the Academic Council could not be constituted. The Commission do not think it advisable that the proposed Universities should carry on their functions without the aid and advice of the authorities like the Senate, the Syndicate and the Academic Council. Before the Vice-Chancellor constitutes these authorities in accordance with the provisions of the Act, the Chancellor in consultation with the State Government may nominate for the interim period members of these authorities other than *ex-officio* members. With the *ex-officio* members already provided in the existing Act and persons whom the Chancellor in consultation with the State Government may nominate, the authorities will come into being and can exercise their functions until the authorities are created in accordance with the provisions of the Act. Hence, the proposed amendment.

7. There must be some Statutes, Ordinances, Regulations and Rules on which the proposed two Universities should work. Hence, it is provided in the draft Bill that the Statutes, Ordinances, Regulations and Rules of the Karnatak University shall be adopted by the Gulbarga University and those of the Mysore University by the Mangalore University until the Statutes, Ordinances, Regulations and Rules are made by the proposed two Universities independently.

8. It is essential that teachers and other employees now employed at the Post-Graduate Centres at Gulbarga and Mangalore continue to serve the respective new University. It is quite likely that an employee may not like to continue in his present station either at Gulbarga or at Mangalore. Hence, in the Draft Bill a provision has been made for an appeal for such an employee.

9. It is necessary to ensure that the two proposed Universities immediately after their establishment work vigorously and reach highest academic standard within the shortest possible time. For this purpose, it is necessary that the posts of Professors in the two Universities should be held by eminent scholars within and outside the State. They should be persons who could provide academic leadership and establish the Departments with a high standard of academic excellence. The appointment of Professors in accordance with the provisions of the existing Act will take long time and the very object of establishing these two Universities would not be achieved if persons of high calibre are not appointed to the posts of Professors. Keeping this in mind, the commission has suggested in the Draft Bill that notwithstanding anything contained in Section 49, appointment of Professors in the proposed Universities during the first five years after the commencement of the Act shall be on contract basis and these appointments are made by the Chancellor on the recommendation of the Vice-Chancellor.

10. During the course of the working of the existing Act, the Commission has come across certain difficulties in the working of the Act and similar difficulties may arise in giving effect to the provisions in the Bill creating the two Universities. To cross such hurdles, it is necessary to introduce a clause relating to residuary power so that if any difficulty arises in respect of any matter not specifically mentioned either in the existing Act or in the proposed Act, it should be open to the Chancellor to take necessary action to implement the provisions of the Act on a report by the Vice-Chancellor. Accordingly, a provision to this effect has been made in the Bill.

3. The Commission requests the State Government to take immediate steps to introduce the legislation creating two Universities taking into consideration the suggestions made above and as reflected in the Draft Bill.

D. V. URS

Commission for Estt. of New Universities.

KARNATAKA STATE UNIVERSITIES (AMENDMENT) BILL, 1980

A Bill to amend the Karnataka State Universities Act, 1976.

Whereas it is desirable to establish and incorporate two Universities at Gulbarga and Mangalore with a view to decentralise and re-organise University education in the State of Karnataka ;

And whereas for the said purpose, it is necessary and expedient to amend and consolidate the law relating to the Karnataka State Universities.

It is hereby enacted as follows :—

1. *Short Title* :—This Act may be called the Karnataka State Universities (Amendment) Act, 1980.

2. *Amendment of Section 3* :—For clause (b) of sub-section (1), the following clause shall be substituted, namely,

(b) the Karnatak University with headquarters at Dharwar and territorial jurisdiction over the area comprising the districts of Belgaum, Dharwar and Uttara Kannada.

For clause (c) of sub-section (1), the following clause shall be substituted, namely,

(c) the Mysore University with headquarters at Mysore and territorial jurisdiction over the area comprising the districts of Chickamagalore, Chitradurga, Hassan, Mandya, Mysore and Shimoga.

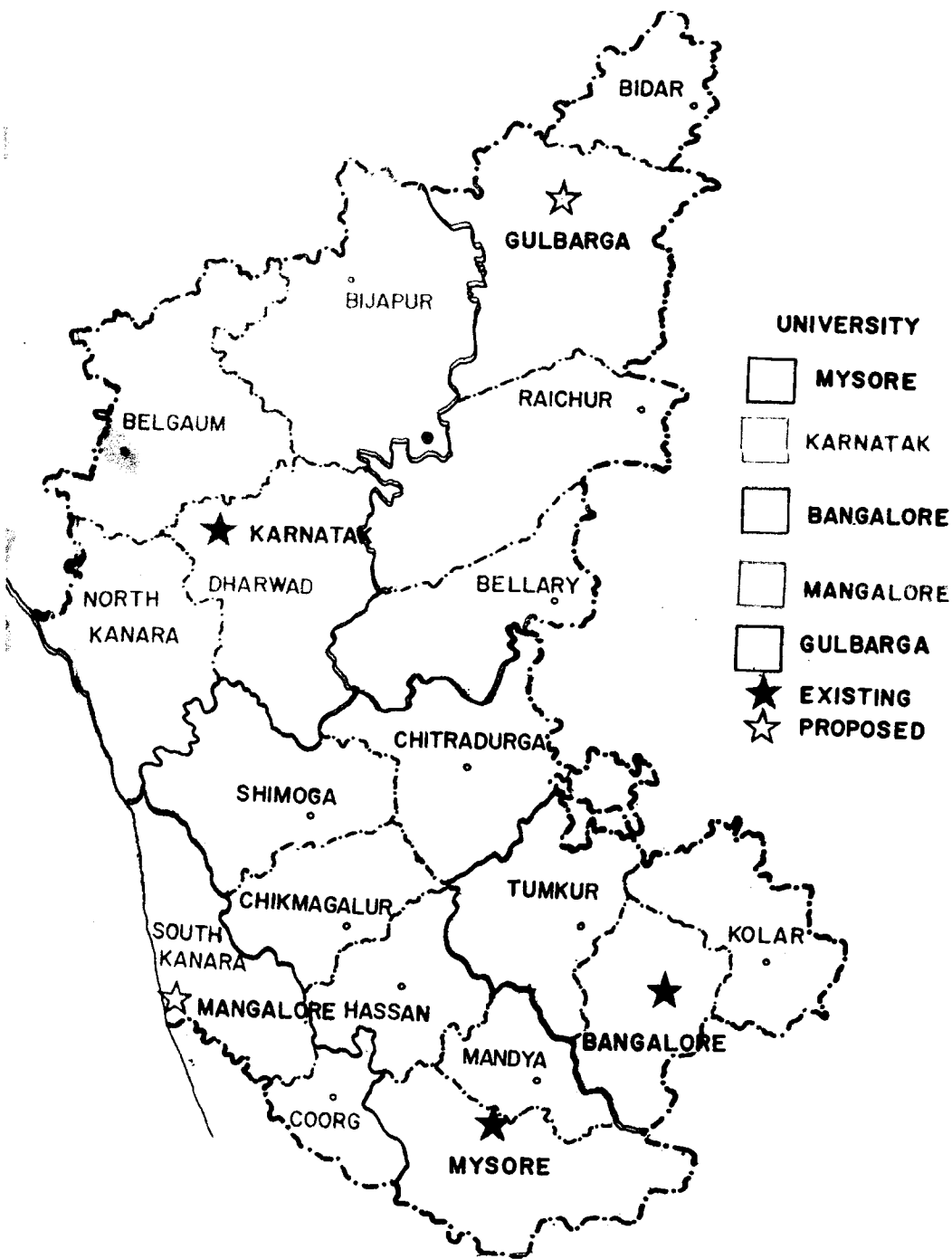
After clause (c) of sub-section (1), the following clauses shall be inserted, namely,

(d) the Gulbarga University with headquarters at Gulbarga and territorial jurisdiction over the area comprising the districts of Bellary, Bidar, Gulbarga and Raichur.

(e) The Mangalore University with headquarters at Konaje and territorial jurisdiction over the area comprising the districts of Dakshina Kannada and Kodagu.

3. *Amendment of Section 5* :—At the end of sub-section (3), after the words "affiliated to the Bangalore University" add the following :—

"and the educational institutions situated in Bellary, Bidar,



Gulbarga, Raichur and Dakshina Kannada and Kodagu Districts and admitted to the privileges of or affiliated to the Karnatak University or the Mysore University under the provisions of Chapter—IX shall be deemed to be institutions admitted to the privileges of or affiliated to the Gulbarga University or the Mangalore University as the case may be”;

“Provided that any recommendation for affiliation made in accordance with the Karnataka State Universities Act, 1976 pending with the State Government on the appointed date shall be deemed to be a recommendation made for affiliation to the appropriate new University established under this Act and shall be disposed of by the State Government on this basis”.

4. *After Section 5(4), insert the following :—*“ All buildings together with the articles of furniture, libraries, books, laboratories, stores, instruments, apparatus, appliances and equipment and all other property, moveable and immoveable, belonging to the Karnatak and Mysore Universities at the P. G. Centres at Gulbarga and Mangalore and all proceedings, including legal proceedings prior to the appointed date shall, with effect on and from that date, stand transferred to or continued by or against, as the case may be, the Gulbarga University, and the Mangalore University established under this Act.

5. *Amendment of Section 19 :—*The sentence “He shall ex-officio be the Head of the Department of Library Science” be deleted.

TRANSITORY PROVISIONS

6. *Add as Section-71, the following :—*

Appointment of Vice-Chancellor, Registrar, Controller of Examinations, Finance Officer and Librarian.

Notwithstanding anything contained in Sections 11, 14, 15, 16 and 19—

(a) The first Vice-Chancellor shall be appointed by the Chancellor in consultation with the State Government as soon as practicable for a period not exceeding three years.

(b) The first Registrar, Controller of Examinations, Finance Officer and Librarian shall also be appointed by the Chancellor in

consultation with the State Government on such terms and conditions as the Chancellor deems fit.

2 (a) The Vice-Chancellor so appointed shall make arrangements for constituting the Senate, the Syndicate, the Academic Council, the Finance Committee and other authorities of the University within six months from the date of his appointment.

(b) The authorities so constituted shall commence to exercise their functions on such date or dates as the State Government may, by Notification in the Official Gazette, direct :

Provided, however, the Chancellor, in consultation with the State Government, may nominate for the interim period members of these authorities other than *ex-officio* members.

(c) Till such time as the authorities are duly constituted, the financial estimates of these two Universities shall be prepared by the respective Vice-Chancellors and sent to the State Government in time for inclusion in the Budget Estimates of the State ;

Provided, however, the financial estimates for the first year shall be determined by the State Government.

(d) Until Statutes, Ordinances, Regulations and Rules are made by the Universities of Gulbarga and Mangalore, the Statutes, Ordinances, Regulations and Rules of the Karnatak University should be adopted by the Gulbarga University and those of the Mysore University adopted by the Mangalore University ;

Provided, however, whenever modifications are deemed necessary, the Vice-Chancellor may make such modifications during the interim period with the approval of the Chancellor.

7. *Add as Section 71B :—*

EMPLOYEES OF UNIVERSITY

(1) All teachers and other employees employed in connection with the Post-Graduate Centres at Gulbarga and Mangalore immediately before the date of commencement of this Act, shall be absorbed in the corresponding grade of service of the Gulbarga and Mangalore University, respectively.

(2) Any person feeling aggrieved may make his representation to the Chancellor through the Vice-Chancellor within 90 days of the said decision and the orders of the Chancellor shall be final.

8. *Add as Section 71C :—*

Notwithstanding anything contained in Sections 49, 50 and 51 of the principal Act—

(1) Appointment of Professors in the Universities at Gulbarga and Mangalore shall, during the first five years after commencement of this Act, be made from amongst eminent scholars by the Chancellor on the recommendation of the Vice-Chancellor on contract basis on such terms and conditions as the Chancellor deems fit.

(2) Appointment of Lecturers in the Universities at Gulbarga and Mangalore shall be made by the Chancellor on contract basis for a period not exceeding one academic year on the recommendation of the Vice-Chancellor.

(3) Appointment of other non-ministerial staff and ministerial staff shall be made by the Vice-Chancellor from persons borne on other Universities in the State and by deputation to the extent possible including re-employment till the posts are filled up in accordance with the relevant provisions of the principal Act.

9. *Add as Section 74A :—*

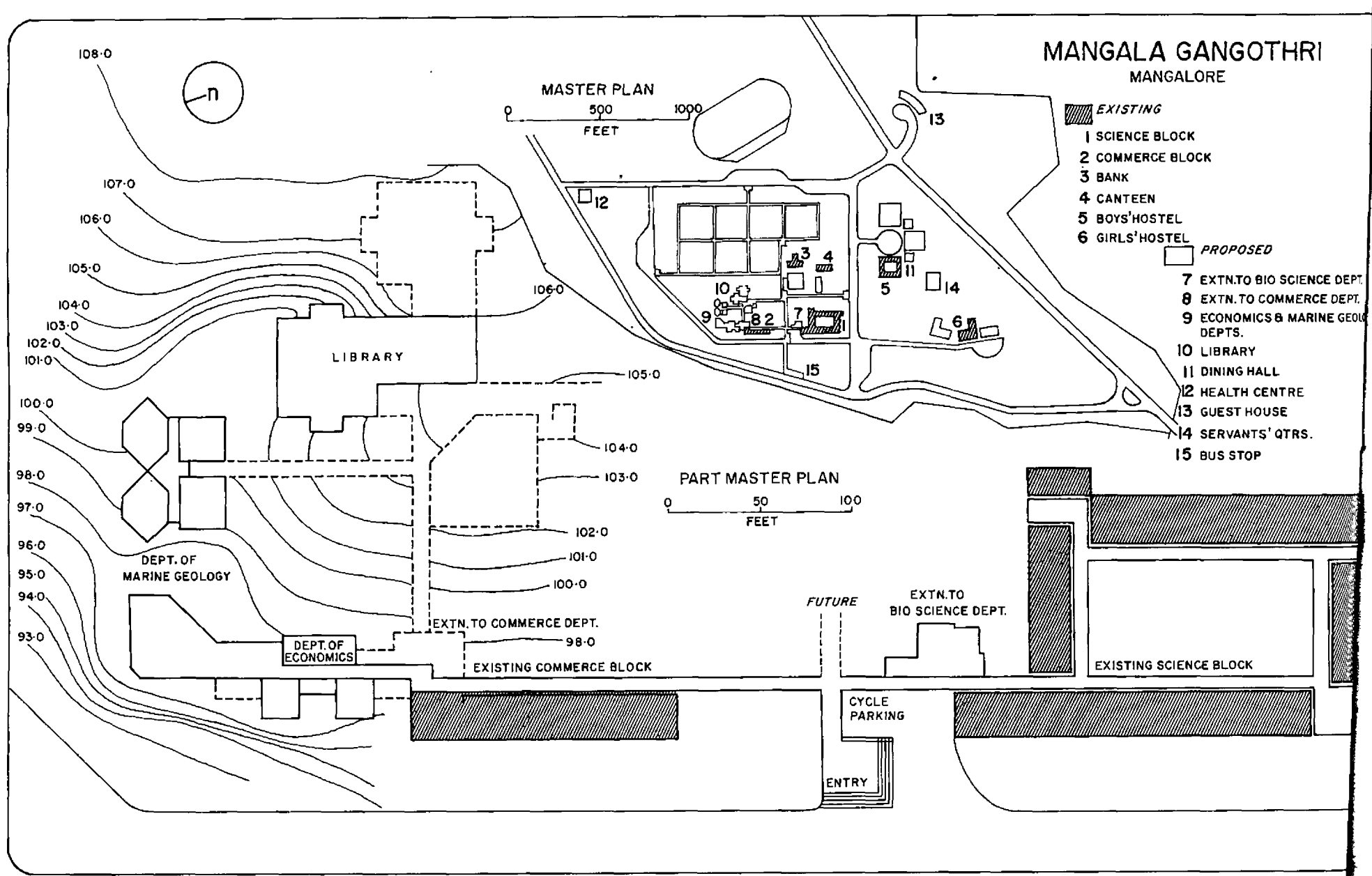
*Saving as to certain examination :—*Notwithstanding anything contained in the principal Act, the Statutes, Ordinances or the Regulations, any student who immediately prior to the commencement of this Act was studying for a degree of the Karnatak University or the Mysore University established under the principal Act in accordance with the Regulations in force under that Act, may, for one academic year from the establishment of the two Universities be admitted to the examinations of the Universities of Karnatak and Mysore and be conferred the degree of the corresponding new Universities.

10. *Removal of difficulties at the commencement of this Act :—* If any difficulty arises with respect to the establishment of the University or in connection with the first meeting of any Authority of the University or otherwise in first giving effect to the provisions of this Act or the Statutes, the Chancellor may, at any time before all Authorities of the University have been constituted by order, make any appointment or do anything consistent, so far as may be, within the provisions of this Act and the Statutes, which appear to him necessary or expedient for the purpose of removing the

difficulty and every such order shall have effect as if such appointment or action had been made or taken in the manner provided in this Act ;

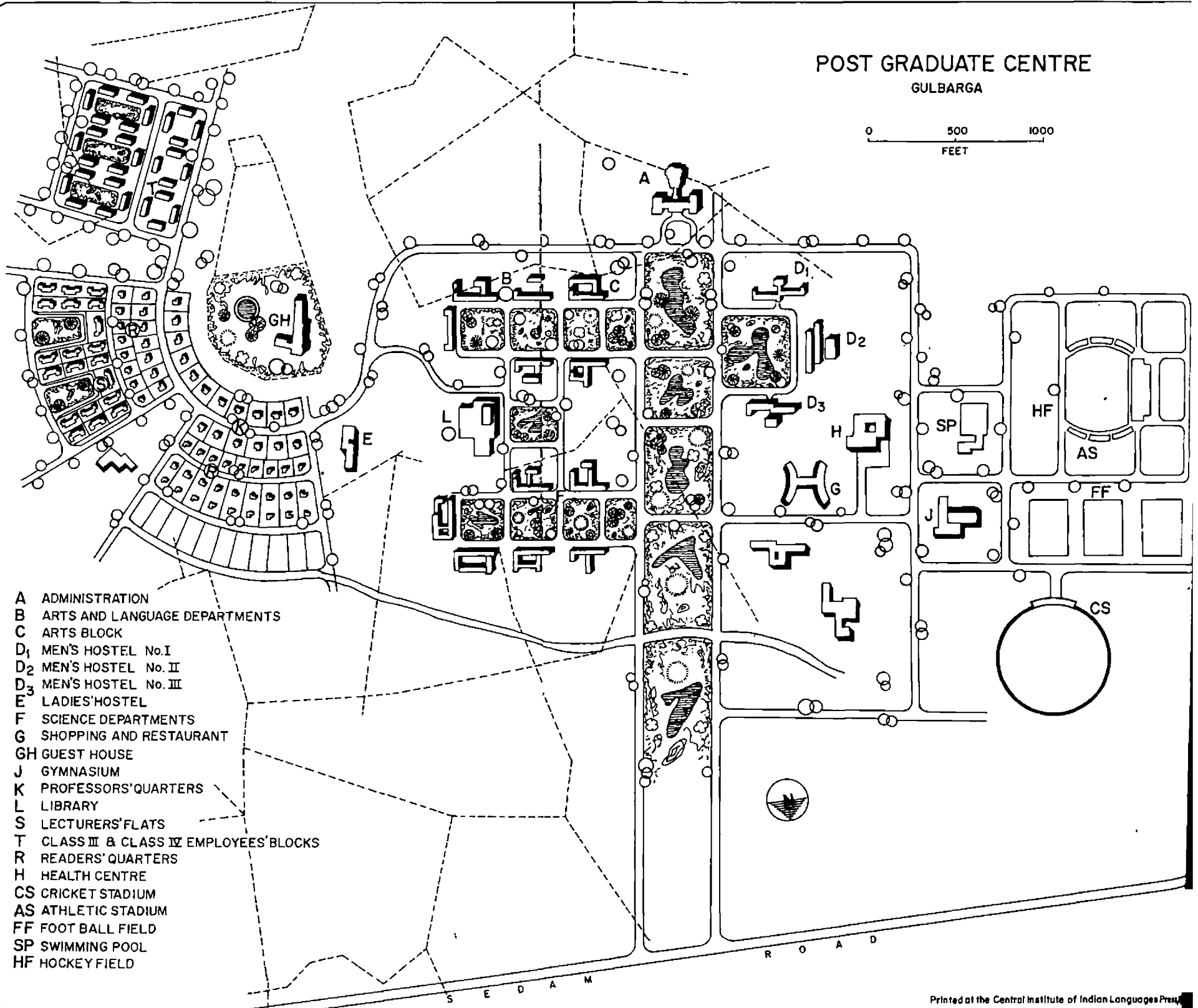
Provided that before making any such order the Chancellor shall ascertain and consider the opinion of the Vice-Chancellor and of such of the appropriate Authorities of the University as may have been constituted, on the proposed order.

11. *Residuary Powers* :—If any difficulty arises in respect of this Act, the Chancellor may, on the request of the Vice-Chancellor, pass such orders as appears to him necessary for the purpose of implementing the provisions of the Act.



POST GRADUATE CENTRE
GULBARGA

0 500 1000
FEET



- A ADMINISTRATION
- B ARTS AND LANGUAGE DEPARTMENTS
- C ARTS BLOCK
- D₁ MEN'S HOSTEL No. I
- D₂ MEN'S HOSTEL No. II
- D₃ MEN'S HOSTEL No. III
- E LADIES' HOSTEL
- F SCIENCE DEPARTMENTS
- G SHOPPING AND RESTAURANT
- GH GUEST HOUSE
- J GYMNASIUM
- K PROFESSORS' QUARTERS
- L LIBRARY
- S LECTURERS' FLATS
- T CLASS III & CLASS IV EMPLOYEES' BLOCKS
- R READERS' QUARTERS
- H HEALTH CENTRE
- CS CRICKET STADIUM
- AS ATHLETIC STADIUM
- FF FOOT BALL FIELD
- SP SWIMMING POOL
- HF HOCKEY FIELD

ESTABLISHMENT OF NEW UNIVERSITIES AT
MANGALORE AND GULBARGA—BUDGET PROPOSALS

In Government Order No. ED. 30 UNI 79 dated 27th July, 1979, the Commission has been constituted to take necessary action, amongst other things, towards the establishment of Universities at Gulbarga and Mangalore in all its aspects. Since Government have already announced its decision to start these two Universities from the next academic year, the Commission has examined the financial implications involved in the decision and submit budget proposals (attached) for the establishment of the two Universities referred to above. Before drawing up these proposals, the Commission met the U.G.C. The U.G.C. will not render any assistance to new Universities. The U.G.C. expects that the State Government will invest Rs. 2 crores on non-recurring items over a period of five years. The Commission would like to add that the proposals are tentative and, in any case, the expenditure that will be incurred during the next financial year on the establishment of these two Universities will not exceed the amount indicated by the Commission in the Budget proposals.

2. It will be seen from the proposals that :

(a) so far as the Mangalore University is concerned :

(i) the recurring expenditure is Rs. 98,53,998. Against this at present Rs. 10,00,000 is spent on the Post-Graduate Centre. In Addition, there will be receipts from examination and tuition fees which will be in the order of Rs. 15,00,000. Hence, the additional cost is Rs. 73,53,998.

(ii) The non-recurring expenditure is Rs. 3,20,05,000. This entire expenditure will not be incurred in the first year itself. This amount also includes a sum of Rs. 1,24,00,000 on construction of quarters. If the construction is spread out for a number of years, the cost will naturally go up in view of the increase in the cost of materials from year to year. The construction of quarters is absolutely necessary in view of the fact that the campus is away from the city.

(b) so far as the Gulbarga University is concerned :

(i) the recurring expenditure is Rs. 99,34,586. Against this

at present Rs. 20,00,000 is spent on the Post-Graduate Centre. In addition, there will be receipts from examination and tuition fees which will be in the order of Rs. 15,00,000. Hence, the additional cost is Rs. 64,34,586.

- (ii) The non-recurring expenditure is Rs. 3,20,05,000. This entire expenditure will not be incurred in the first year itself. This amount also includes a sum of Rs. 1,24,00,000 on construction of quarters. If the construction is spread out for a number of years, the cost will naturally go up in view of the increase in the cost of materials from year to year. The construction of quarters is absolutely necessary in view of the fact that the campus is away from the city.

3. It must be pointed out that there are no buildings at the two Post-Graduate Centres to accommodate the Vice-Chancellor, Registrar, Controller of Examinations and Finance Officer. Therefore, some accommodation will have to be sought through the help of the local Deputy Commissioner for the immediate residential as well as official use of these officers.

4. Each university will have a minimum of 10 new departments spread over nine Faculties such as Social Science, Pure Science, Technical and Applied Science, Medicine, Law, Commerce, Education, Arts and Humanities and Applied Social Science. The new Departments will have a bias towards Applied Science, Rural Development and Regional needs. These Departments will be suggested in consultation with experts and the U.G.C.

5. The Commission will be sending shortly a Draft Bill for the creation of the two new Universities.

6. I am to request you to make necessary provision in the State Budget for the establishment of these two Universities. Three copies of the Budget proposals are enclosed.

D. V. Urs
*Commission for Establishment
of New Universities*

BUDGET ESTIMATES AT A GALANCE

PROPOSAL FOR GULBARGA UNIVERSITY : (Rs. in lakhs)

<i>Recurring Expenditure</i>	<i>Non-recurring expenditure</i>	<i>Income</i>	<i>Total</i>
99,34,586	3,20,05,000	15,00,000	4,04,39,586

Salient Features

I. *Student Amelioration :—*

1. Medicine for Health Centre	...	75,000
2. Student Amelioration Fund	...	2,00,000
3. Research Fellowships	...	2,26,000
4. Hostel & Canteen	...	20,00,000
5. Non-residential Student Centre	...	5,00,000
6. Sports Facilities	...	20,00,000

II. *Faculty Welfare Measures :—*

1. Organisation of Summer Institutes, Workshops, Seminars etc.	...	1,00,000
2. Staff Quarters	...	1,11,00,000
3. Faculty Club etc.	...	5,00,000

III. *Campus :—*

1. University Campus—Administrative, Departmental Buildings & City Office Bulding	...	30,00,000
2. Shopping Complex, Bank & Post Office, Book Store	...	15,00,000
3. Staff Quarters for the officers of the University	...	13,00,000
4. Construction of Quarters for Engineering staff	...	40,00,000
5. Water supply	...	5,00,000

IV. *Library :—*

1. Books & Journals	...	10,00,000
2. Special provision for books & journals	...	25,00,000

*Note :—*It is desirable to provide sufficient funds for Research and publication for the new University. It should be in the order of Rs. two lakhs per year—recurring grant.

DETAILS OF EXPENDITURE INVOLVED IN ESTABLISHING
NEW UNIVERSITY AT GULBARGA

I. *Recurring Expenditure per annum* :—

1. Staff salaries	...	23,57,900
2. Books & Journals for Library	...	10,00,000
3. Medicines for the Health Centre	...	75,000
4. Extra Mural Studies/Adult Education/ Non-formal Education	...	5,00,000
5. Student Amelioration Funds	...	2,00,000
6. Maintenance & Repairs of buildings and minor works	...	1,00,000
7. Garden Maintenance	...	50,000
8. Petrol & Oil and maintenance of 3 vehicles...	...	1,00,000
9. Office contingencies (telephones, stationery, uniforms to staff, etc.)	...	3,00,000
10. Examinations (remuneration to teachers, printing of question papers, etc.)	...	20,00,000
11. T.A. to University staff and members of University authorities	...	3,00,000
12. Deputation to Conferences, Seminars, etc. (including contributions) both within and outside the country	...	1,00,000
13. Organisation of Summer Institutes, Workshops, Seminars, etc.	...	1,00,000
14. Grants to University Hostels, Canteen for students	...	1,00,000
15. Research Fellowship (20) with contingencies of Rs. 1,500 each.	...	1,26,000
16. Audit charges	...	1,00,000
17. Rent for University office—accommodation (till the building is completed)	...	1,50,000
	<hr/>	
Total	...	<hr/> 76,58,900 <hr/>
Expenditure on P. G. Departments	...	22,75,686
Total recurring expenditure	...	<hr/> 99,34,586 <hr/>

II.. *Non-recurring expenditure* :—

1. Initial provision for sports facilities	...	20,00,000
2. Initial special provision for books and journals (including stacks)	...	25,00,000
3. Landscaping in Gulbarga	...	5,00,000
4. Purchase of two cars and one Metador Minibus	...	1,50,000
5. Furniture for new offices	...	10,00,000
6. Augmentation of water supply in Gulbarga (Adhoc)	...	5,00,000
7. University Campus—Administrative, Departmental buildings and City Office building	...	30,00,000
8. Staff Quarters for the officers of the University; V. C. Quarters including furnishings (for details <i>vide</i> encl. B).	...	13,00,000
9. Construction of quarters for University employees (for teaching staff: 75 lakhs; for non-teaching staff: 36 lakhs; (for details <i>vide</i> encl. B).	...	1,11,00,000
10. Construction of Quarters for the Engineering & two sub-divisional staff (for details <i>vide</i> encl. B).	...	40,00,000
11. Construction of Students Hostel and Canteen	...	20,00,000
12. Shopping Complex including Post Office, Bank, Stationery and Bookshop	...	15,00,000
13. Building for Primary School	...	5,00,000
14. Building for Faculty Club	...	5,00,000
15. Non-resident Student Centre	...	5,00,000
Total Non-recurring Expenditure :	...	<u>3,20,05,000</u>

ABSTRACT OF EXPENDITURE OF GENERAL
ADMINISTRATION

Head of Expenditure		<i>Total Estimated Expenditure</i>
1. Administration Branch	...	5,49,799
2. Financial Branch	...	2,81,076

3. Examination Section	...	3,01,193
4. Dean of Student Welfare	...	42,311
5. Department of Physical Education	...	89,103
6. University Library	...	2,75,382
7. Health Centre	...	48,191
8. Department of Extra Mural Studies	...	46,964
9. Surrender Leave Allowance, Medical reimbursement, Leave Travel Concession	...	3,00,000
10. Engineering Division	...	3,52,814
11. Landscaping	...	71,067
		<hr/>
	Total...	23,57,900
		<hr/>

LUMPSUM PROVISION PROPOSED FOR PURCHASE OF BOOKS & JOURNALS

Non-recurring :

Initial grant for purchase of Books & Journals. ...	Rs. 25,00,000
Recurring	Rs. 5,00,000

ABSTRACT OF EXPENDITURE OF THE POST-GRADUATE DEPARTMENTS

Departments	<i>Recurring Expenditure</i>	<i>Non-recurring Expenditure</i>
1. Kannada	1,35,371	—
2. English	1,15,622	—
3. Mathematics	87,261	—
4. Chemistry	4,03,143	—
5. Political Science	70,815	—
6. Sociology	28,357	—
7. Commerce	18,562	—
8. Economics	2,000	—
9. Hindi	15,601	—
10. Microbiology	1,00,279	—
11. Applied Electronics	17,499	—
12. Urdu & Persian	71,016	—
13. Provision for Ten New Departments	7,10,160	18,27,000
14. Lumpsum provision for procurement of Books	5,00,000	25,00,000
	<hr/>	<hr/>
Total	22,75,686	43,27,000
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ANNEXURE—A

DETAILS OF EXPENDITURE ON SALARIES OF
UNIVERSITY STAFF

Administrative Branch :

	<i>No.</i>	<i>Scale</i>	<i>Amount</i>
Vice-Chancellor	1	3,000-p.m	36,000
Registrar	1	1,520-2,000	24,000
Deputy Registrar (Academic)	1	1,300-1,900	34,800
Deputy Registrar (Administration)	1	1,300-1,900	
Superintendents	5	750-1,525	45,000
(a) Syndicate Section-2			
(b) Establishment-1			
(c) Application-1			
(d) Development-1			
First Dvn. Clerks	15	460-1,000	1,08,000
Second Dvn. Clerks	4	300-700	27,480
Pvt. Secy. to Vice-Chancellor	1	750-1,525	16,812
Stenographers to :	6	460-1,000 + 50	61,200
Vice-Chancellor-2			
Registrar-1			
Reporting-3			
Typists	4	300-700 + 30	24,440
Attenders	2	280-500	10,560
Peons, Watchmen, Sweepers			
Cycle Orderly, Security, etc.	12	250-400	42,280
Drivers-3 (2 Cars & a Van)	3	250-500 + 30	14,880
			4,30,440

Financial Branch :

Finance Officer	1	1,520-2,000	24,000
Dy. Finance Officer	1	1,300-1,900	18,300
Superintendents	3	750-1,525	27,000
I Division Clerks	12	460-1,000	86,400
II Division Clerks	3	300-700	16,920
Stenographers	2	460-1,000 + 50	20,400
Typists	2	300-700 + 30	12,220
Attender	1	280-500	4,080
Peons. etc.	6	250 400	21,240

	<i>No.</i>	<i>Scale</i>	<i>Amount</i>
<i>Examination Section :</i>			
Controller of Exams.	1	1,520-2,000	24,000
Deputy Controller	2	1,300-1,900	34,800
Superintendents	6	950-1,525	74,000
I Division Clerks	12	460-1,000	86,000
II Division Clerks	3	300-700	16,920
Attenders	2	280-500	10,560
Peons, etc.	6	250-400	21,240
Stenographers	3	460-1,000	36,000
Typists	6	300-700+30	38,160
<i>Student Welfare :</i>			
Dean	1	1,200-1,900	14,400
Clerk cum Typist	1	300-700+30	6,430
Peon	1	250-400	3,540
<i>Physical Education Department :</i>			
Director of Phy. Edn.	1	700-50-1,250 (subject to revision)	9,000
Physical Culture Instructors	4	250-15-400 (subject to revision)	10,755
Coaches	3	275-550	13,300
Clerk cum Typist	1	300-700+30	7,258
Sports Assistants	5	250-400	23,265
<i>University Library :</i>			
Librarian	1	1,000-1,500 (subject to revision)	18,040
Deputy Librarian	1	400-950 (subject to revision)	4,800
Documentation Officer	1	400-950 (subject to revision)	4,800
Asst. Librarians	4	400-950 (subject to revision)	19,200
Library Assistants	6	300-700	31,440
Superintendent	1	750-1,525	9,000
Typists cum clerks	8	300-700+30	40,880
Attender, Binder, etc.	4	280-500	16,230
<i>Health Centre :</i>			
Medical Officer	1	900-1,750	12,000
Compounder	1	340-800	5,760
Nurse	1	500-1,120	8,460
Ward Boys	2	250-400	6,120
<i>Engineering Division :</i>			
Executive Engineer	1	1,300-1,900	45,120
Assistant Engineer	2	660-1,300	20,544

	No.	Scale	Amount
Draftsman	2	500-1,120	19,200
Accounts Superintendent	1	600-1,240	11,956
I Division Clerks	2	460-1,000	14,400
II Division Clerks	2	300-700	11,280
I Dvn. Store Keeper	1	460-1,000	7,200
Typists	2	300-700	12,220
Electrical Junior Engr.	1	500-1,120	9,600
Peons	4	250-400	14,720
Watchmen	2	250-400	7,360
<i>Sub-Divisional Staff : (Two Sub-divisions No. I & II)</i>			
Asst. Executive Engineer	1	750-1,525	18,541
Assistant Engineers	2	660-1,300	20,544
Junior Engineers	2	500-1,120	17,700
Electrical supervisors	1	605-1,150	13,080
I Division Clerk	1	460-1,000	7,200
II Division Clerk	1	300-700	6,450
Draftman	1	500-1,120	9,972
Asst. Store keeper	1	300-700	5,280
Peons	2	250-400	7,080
Watchmen	1	250-400	3,540
Plumbing Assistant	1	300-700	4,110
Electrical Lineman	1	300-700	4,110
			2,63,207
			+ 89,607
			3,52,814
<i>Landscaping :</i>			
Asst. Supt. of Gardens	1	660-1,300	13,440
Horticultural Assistants	1	340-800	5,393
Mali, Maintenance, security	10	250-400	35,400
<i>Abstract :</i>			
1. Administrative Branch			5,49,799
2. Financial Branch			2,81,076
3. Examination Section			3,01,193
4. Dean of Student Welfare			42,311
5. Dept. of Physical Education			89,103
6. University Library			2,75,382
7. Health Centre			48,191
8. Department of Extra Mural Studies			46,964
9. Surrender Leave Allowance, Medical Reimbursement, Leave Travel Concession			3,00,000
10. Engineering Division			3,52,814
10. Landscaping			71,067
			23,57,900

Details of expenditure towards construction of Staff Quarters
of Officers, Teaching and Non-Teaching.

(1) Staff Quarters for the office of the		
University—4		9,00,000
Officers Quarters—3		
V. C. Quarters —1		
Add 20% for service charges		1,80,000
		10,80,000
Add 20% for Fluctuation charges		2,14,000
		12,94,000
	or	13,00,000
(2) (a) Construction of Quarters for		
University Employees : for Teaching Staff—		
7 Professors		11,20,000
14 Readers		18,20,000
21 Lecturers		21,00,000
		50,40,000
Add 20% for service charges		10,08,000
		60,48,000
Add 20% for fluctuation charges		12,09,600
		72,57,600
	or	75,00,000
For non-teaching staff—		
(i) Ministerial		20,00,000
(ii) Menial staff		5,00,000
		25,00,000
Add 20% for service charges		5,00,000
		30,00,000
Add 20% for fluctuation charges		6,00,000
		36,00,000

Enclosure—B

Construction of Quarters for the Engineering Staff and Employees.

Details for item No. (under non-recurring)

Pllinth area required for the Divisional Offices :

Executive Engineer's Office Area—	40 sq. @ Rs. 7/-	2.80	} 5.80
Store Yard	60 sq. @ Rs. 4/-	3.00	} or s
			} 6.00
			} lak h
Asst. Engineer's Office	20 sq. @ Rs. 7/-	1.50	} 6.00
Store Yard	30 sq. @ Rs. 5/-	1.50	} lakhs
A.) Office accommodation for Executive Engineer and 2 Asst. Engineers with the staff			
		12.00	
Add 20% for service charges		2.40	
Add 20% for fluctuation		2.88	
		17.28	
B.) Executive Engineer's Quarters			
		1.30	
2 Asst./Executive Engineer's Quarters		2.00	
Quarters for Staff		12.00	
		15.30	
Add 20% for service charges		3.06	
		18.36	
Ad 20% for fluctuation		3.67	
		22.03	
		22.00	or
		22.00 lakhs	
Total — A + B = 17.28 + 22.00			
		39.28	
		40.00	or
		40.00 lakhs	

1980-81

BUDGET PROPOSALS FOR MANGALORE UNIVERSITY

Recurring Expenditure	Non-recurring Expenditure	(Rs. in lacs)	
		Income	Total
98,53,998	3,20,05,000	15,00,000	4,03,58,998

SALIENT FEATURES

I. Student Amelioration

(1) Medicines for Health Centre	75,000
(2) Students Amelioration Fund	2,00,000
(3) Research Fellowships	1,26,000
(4) Hostel and Canteen	20,00,000
(5) Non-Residential Students Centre	5,00,000
(6) Sports Facilities	20,00,000

II. Faculty Welfare Measures

(1) Organisation of Summer Institutes, Workshops, Seminars etc.	1,00,000
(2) Staff quarters	1,11,00,000
(3) Faculty club etc.	5,00,000

III. Campus

(1) University campus—Administrative, Departmental buildings and city office building	30,00,000
(2) Shopping complex, Bank and Post office, Book store	15,00,000
(3) Staff Quarters for the officers of the University	13,00,000
(4) Construction of Quarters for Engineering Staff	40,00,000
(5) Water Supply	5,00,000

IV. Library

(1) Books and Journals	10,00,000
(2) Special provision for Books and Journals	25,00,000

Note :—It is desirable to provide sufficient funds for Research and publication for the new University. It should be in the order of Rs. Two lakhs per year Recurring grant.

Details of Expenditure involved in Establishing a New University at Mangalore.

<i>I. Recurring Expenditure per annum</i>	<i>Rs.</i>
1. Staff salaries ..	23,57,900
2. Books and Journals for Library ..	10,00,000
3. Medicines for the Health Centre ..	75,000
4. Extra Mural Studies/Adult Education/ Non-formal Education ..	5,00,000
5. Student Amelioration Funds ..	2,00,000
6. Maintenance and Repairs of Buildings and Minor works ..	1,00,000
7. Garden Maintenance ..	50,000
8. Petrol and Oil and maintenance of three vehicles ..	1,00,000
9. Office contingencies (telephones, stationery, uniforms to staff, etc.) ..	,300,000
10. Examinations (remuneration to teachers, printing of question papers, etc.) ..	20,00,000
11. T.A. to University staff and members of University authorities ..	3,00,000
12. Expenditure on Conferences, Seminars, etc. (including contributions) both within and outside the country ..	1,00,000
13. Organisation of Summer Institutes, Workshops, Seminars, etc. ..	1,00,000
14. Grants to University Hostels, Canteen for Students ..	1,00,000
15. Research Fellowship (20) with con- tingencies of Rs. 1500/- each ..	1,26,000
16. Audit Charges ..	1,00,000
17. Rent for University office accommo- dation (till the building is completed) ..	1,50,000
Total ..	76,58,900
Expenditure on P.G. Departments ..	21,95,098
Total Recurring Expenditure ..	98,53,998
 <i>II. Non-recurring Expenditure</i>	
1. Initial Provision for Sports facilities ..	20,00,000
2. Initial special provision for books and Journals (including stacks) ..	25,00,000
3. Landscaping in Konaje ..	5,00,000
4. Purchase of two cars and one Matador minibus ..	1,50,000
5. Furniture for new offices ..	10,00,000

6. Augmentation of water supply in Konaje (ad hoc)	..	5,00,000
7. University Campus : Administrative Departmental Buildings and City Office Building	..	30,00,000
8. Staff Quarters for the officers of the University ; V.C. Quarters including furnishings (for details vide encl. B).	..	13,00,000
9. Construction of quarters for University employees (for teaching staff : 75 lakhs ; for non-teaching staff ; 36 lakhs : (for details vide encl. B)	..	1,11,00,000
10. Construction of Quarters for the Engineering and two sub-divisional staff (for details vide encl. B)	..	40,00,000
11. Construction of Students Hostel and Canteen	..	20,00,000
12. Shopping Complex including Post Office, Bank, Stationery and Bookshop	..	15,00,000
13. Building for Primary School	..	5,00,000
14. Building for Faculty Club	..	5,00,000
15. Non-resident Student Centre	..	5,00,000
Total Non-recurring Expenditure	..	3,20,05,000

ABSTRACT OF EXPENDITURE OF GENERAL ADMINISTRATION

<i>Head of Expenditure</i>	<i>Total Estimated Expenditure</i>
1. Administration Branch	.. 5,49,799
2. Financial Branch	.. 2,81,076
3. Examination Section	.. 3,01,193
4. Dean of Student Welfare	.. 42,311
5. Department of Physical Education	.. 89,103
6. University Library	.. 2,75,382
7. Health Centre	.. 48,191
8. Department of Extra Mural Studies	.. 46,964
9. Surrender Leave Allowance, Medical reimbursement, Leave Travel Concession	.. 3,00,000
10. Engineering Division	.. 3,52,814
11. Landscaping	.. 71,067
Total	.. 23,57,900

Lumpsum provision proposed for purchased of books and journals

Non-recurring :

Initial grant for purchase of books & Journals Rs. 23,00,000

Recurring : Rs. 5,00,000

ABSTRACT OF EXPENDITURE OF THE POST-GRADUATE DEPARTMENTS

<i>Department</i>	<i>Recurring Expenditure</i>	<i>Non-recurring Expenditure</i>
1. Physics	1,67,435	6,00,000
2. Chemistry	2,27,848	10,00,400
3. Bio-Science	1,32,258	3,00,000
4. Mathematics	86,600	..
5. Marine Geology	2,05,949	1,00,000
6. Kannada	59,832	..
7. Master of Business Administration	1,09,282	1,82,700
8. Commerce	88,560	..
9. English	71,016	..
10. Philosophy	71,016	1,82,700
11. History	71,016	1,82,700
12. Political Science (Public Administration)	71,016	..
13. Economics	49,200	..
14. Behavioural Sciences (Sociology & Anthropology)	71,016	1,82,700
15. Psychology	71,016	1,82,700
16. Master of Education	71,016	1,82,700
17. School of Fine Arts	71,016	5,00,000
Lumpsum provision for procurement of Books & Journals	5,00,000	(Bldg) 25,00,000
Total	21,95,098	68,96,600

ANNEXURE—A

**DETAILS OF EXPENDITURE ON SALARIES OF UNIVERSITY
STAFF**

<i>Administrative Branch</i>	<i>No.</i>	<i>Scale</i>	<i>Amount</i>
Vice-Chancellor	1	3,000/-p.m.	36,000
Registrar	1	1,520-2,000	24,000
Deputy Registrar (Academic)	1	1,300-1,900	34,800
Deputy Registrar (Administration)	1	1,300-1,900	
Superintendents :	5	750-1,525	45,000
(a) Syndicate Section—2			
(b) Establishment —1			
(c) Application —1			
(d) Development —1			
First Dvn. Clerks	15	460-1,000	1,08,000
Second Dvn. Clerks	4	300-700	27,480
Pvt. Secy. to Vice-Chancellor	1	750-1,525	16,812
Stenographers to :	6	460-1,000 + 50	61,200
Vice-Chancellor—2			
Registrar —1			
Reporting —3			
Typists	4	300-700 + 39	24,440
Attenders	2	280-500	10,560
Peons, Watchman, Sweepers			
Cycle Orderly, Security, etc.	12	250-400	42,280
Drivers-3 (2 Cars & a Van)	3	250-500 + 30	14,880
			<u>4,30,440</u>
<i>Financial Branch :</i>			
Finance Officer	1	1,520-2,000	24,000
Dy. Finance Officer	1	1,300-1,900	18,300
Superintendents	3	750-1,525	27,000
I Division Clerks	12	460-1,000	86,400
II Division Clerks	3	300-700	16,920
Stenographers	2	460-1,000 + 50	20,400
Typists	2	300-700 + 30	12,220
Attender	1	280-500	4,080
Peons, etc.	6	250-400	21,240
<i>Examination Section :</i>			
Controller of Examinations	1	1,520-2,000	24,000
Deputy Controller	2	1,300-1,900	34,800

	<i>No.</i>	<i>Scale</i>	<i>Amount</i>
Superintendents	6	750-1,525	74,000
I Division Clerks	12	460-1,000	86,000
II Division Clerks	3	300-700	16,920
Attenders	2	280-500	10,560
Peons, etc.	6	250-400	21,240
Stenographers	3	460-1,000	30,000
Typists	6	300-700+30	38,160
<i>Student Welfare :</i>			
Dean	1	1,300-1,900	14,400
Clerk-cum-Typist	1	300-700+30	6,430
Peon	1	250-400	3,540
<i>Physical Education Department :</i>			
Director of Physical Education	1	700-50-1,250 (subject to revision)	9,000
Physical Culture Instructors	4	250-15-400 (subject to revision)	10,755
Coaches	3	275-550 (subject to revision)	13,300
Clerk cum Typist	1	300-700+30	7,258
Sports Assistants	5	250-400	23,265
<i>University Library :</i>			
Librarian	1	1,000-1,500 (subject to revision)	18,000
Deputy Librarian	1	400-950 (subject to revision)	4,800
Documentation Officer	1	400-950 (subject to revision)	4,800
Asst. Librarians	4	400-950 (Subject to revision)	19,200
Library Assistants	6	300-700	31,440
Superintendent	1	750-1,525	9,000
Typists-cum-clerks	8	300-700+30	40,880
Attender, Binder, etc	4	280-500	16,320
<i>Health Centre :</i>			
Medical Officer	1	900-1,750	12,000
Compounder	1	340-800	5,760
Nurse	1	500-1,120	8,460
Ward Boys	2	250-400	6,120
<i>Engineering Division :</i>			
Executive Engineer	1	1,300-1,900	45,120
Assistant Engineers	2	660-1,300	23,544
Draftsman	2	500-1,120	19,200
Accounts Superintendent	1	600-1,240	11,956
I Division Clerks	2	460-1,000	14,400

	No.	Scale	Amount
II Division Clerks	2	300-700	11,280
I Division Store-Keeper	1	460-1,000	7,200
Typists	2	300-700	12,220
Electrical Junior Engineer	1	500-1,120	9,600
Peons	4	250-400	14,720
Watchmen	2	250-400	7,360
<i>Sub-Divisional Staff : (Two Sub-divisions No. I & II)</i>			
Assistant Executive Engineer	1	750-1,525	18,541
Assistant Engineer	2	660-1,300	20,544
Junior Engineer	2	500-1,120	17,700
Electrical Supervisors	1	605-1,150	13,080
I Division Clerk	1	460-1,000	7,200
II Division Clerk	1	300-700	6,450
Draftsman	1	500-1,120	9,972
Assistant Store-Keeper	1	300-700	5,280
Peons	2	250-400	7,080
Watchman	1	250-400	3,540
Plumbing Assistant	1	300-700	4,110
Electrical Lineman	1	300-700	4,110
			2,63,204
			+ 89,607
			3,52,814
<i>Landscaping</i>			
Asst. Supt. of Gardens	1	660-1,300	13,440
Horticultural Assistant	1	340-800	5,593
Mali, Maintenance, Security	10	250-400	35,400
<i>Abstract</i>			
1	Administrative Branch		5,39,799
2	Financial Branch		2,81,076
3	Examination Section		3,01,193
4	Dean of Student Welfare		42,311
5	Department of Physical Education		89,103
6	University Library		2,75,382
7	Health Centre		48,191
8	Department of Extra Mural Studies		46,964
9	Surrender Leave Allowance, Medical Reimbursement, Leave Travel Concession		3,00,000
10	Engineering Division		3,52,814
11	Landscaping		71,067
			23,57,900

Enclosure-B

*Details of expenditure towards construction of Staff Quarters
of officers, Teaching and Non-Teaching*

(1) Staff Quarters for the office of the University :	9,00,000
Officers Quarters-3	
V. C. Quarters-1	
Add 20% for service charges	1,80,000
	<hr/>
	10,80,000
Add for fluctuation charges 20%	2,14,000
	<hr/>
	12,94,000
	<hr/>
	13,00,000
	<hr/>
	or
	<hr/>
(2) Construction of Quarters for University Employees :	
(•) For teaching staff	
7 Professors	11,20,000
14 Readers	18,20,000
21 Lecturers	21,00,000
	<hr/>
	50,40,000
Add 20% for service charges	10,08,000
	<hr/>
	60,48,000
Add for fluctuation charges	12,09,600
	<hr/>
	72,57,600
	<hr/>
	75,00,000
	<hr/>
	or
	<hr/>
(b) For non-teaching staff	
(i) Ministerial	20,00,000
(ii) Menial staff	5,00,000
	<hr/>
	25,00,000
Add 20% for service charges	5,00,000
	<hr/>
	30,00,000
Add 20% for fluctuation charges	6,00,000
	<hr/>
	36,00,000
	<hr/>

Enclosure-B

Construction of Quarters for the Engineering Staff and Employees
Details for item No. (under non-recurring)

Plinth area required for the Divisional Offices :

Executive Engineer Office Area	40 sq. @ Rs. 7/-	2.80	}	5.80 or
Store Yard	60 sq. @ Rs. 5/-	3.00	}	6.00 lakhs
Asst. Engineer Office	20 sq. @ Rs. 7/-	1.50	}	6.00 lakhs
Store Yard	30 sq. @ Rs. 5/-	1.50	}	

(A) Office accommodation for Executive Engineer and 2 Asst. Engineers with the staff

	12.00
Add 20% for service charges	2.40
Add 20% for fluctuation	2.88

17.28

(B) Executive Engineers Quarters
 2 Asst. Executive Engineers Quarters
 Quarters for Staff

1.30

2.00

12.00

15.30

Add 20% for service charges

3.06

18.36

Add 20% for fluctuation

3.67

22.03

or 22.00 lakhs

Total—A + B = 17.28 + 22.00

39.28 lakhs

or 40.00 lakhs

IV. INFORMATION FURNISHED TO THE UNIVERSITY GRANTS COMMISSION ABOUT GULBARGA/MANGALORE UNIVERSITY

Dear Dr. Satish Chandra

You will kindly recall my meeting with you on January 10, 1980 in connection with the establishment of two new Universities in Karnataka and also our correspondence dated September 24, 1979.

I am enclosing the proforma regarding the two new Universities viz., Gulbarga and Mangalore which are scheduled to be started in 1980-81, and necessary legislation is being introduced. The enclosed proforma contains the full information about the two New Universities.

In conformity with Rule 2 of the UGC (Fitness of certain Universities for Grant) Rules 1974, I am forwarding necessary details about the two Universities on behalf of the Government of Karnataka.

Gulbarga :

The Post-Graduate Centre at Gulbarga will be upgraded into a University at an appropriate cost of Rs. 5.05 crores development grant over a period of 5 years and necessary legislation appropriate for building a new University is also introduced. I would like to impress the University Grants Commission that this area which was a part of the old Hyderabad State was already proposed for a University along with the Kakathiya University and Nagarjuna University. The State Re-organisation brought the old Hyderabad-Karnatak area into the New Karnataka State and it has remained undeveloped ever since. In creating a new University there it will not only correct the regional imbalance but it will positively provide necessary leadership in education in that area. Education as an input for the development is a well known concept and I need not reiterate it here. I would like to make a case for full grant to the Gulbarga University in regard to the following items :

1. Hostels—one for 250 boys and another for 100 girls ;
2. Library ;
3. Research ;
4. COSIP Programme ;
5. COHISP Programme ;
6. Fellowships ; and
7. New Departments

The above grants should be on a hundred per cent basis in view of the fact that the State investment will be more than Rs. 3 crores.

Mangalore :

The Post-Graduate Centre at Konaje has tried to serve the regional needs inadequately. It has one district ie., Coorg which is a backward

area. The development of Under-graduate and Post-graduate education in this area of South Kanara and Coorg justifies starting of a new University and the information contained in the enclosed proforma gives the details. New subjects like Marine Sciences, Languages of the region such as Kodava, Tulu, Malayalam, etc., Tribal Folklore Studies, Petro-Chemicals, English Language, Home Science are being thought of in the proposed new University in Mangalore. These new departments require adequate UGC assistance.

The State of Karnataka does not have any Central Universities. Now the object of the Government of Karnataka is to reorganise the structure and management of higher education in the State and a beginning has been made with the starting of these two new Universities. It is quite likely that Shimoga, which is another Post-graduate Centre which lies in the heart of Malnad, will very shortly be converted into a University. I request the University Grants Commission to send a Commission early in August-September, 1980, to new University Centres for recommending grants.

With regards,

Yours sincerely

Sd/-

D. V. URS

*Commission for Establishment
of New Universities*

Dr. SATISH CHANDRA
Chairman
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi-110 001

PROFORMA
GULBARGA UNIVERSITY

Q. 1. Type of University to be established indicating the Faculties/ Departments to be started.

ANSWER

Affiliating cum examining
Proposed to be started after the establishment of University in addition to the existing ones

NEW DEPARTMENTS

Departments already existing at P. G. Centre

1. Kannada
2. English
3. Mathematics
4. Chemistry
5. Political Science
6. Sociology
7. Commerce
8. Economics
9. Hindi
10. Micro-Biology
11. Applied Electronics
12. Urdu & Persian

1. Tribal & Folklore Studies.
The School for Tribal and Folklore Studies is proposed to have research, training and teaching wings. To begin with it will have a Post-graduate Diploma for one year and will try to map out the areas for research in the respective regions.

The structure of this school will be Professor in Anthropology and Reader in History, Reader in Rural Economics, Reader in Linguistic Anthropology; four Lecturers covering the disciplines of Anthropology, History, Rural Economics, Folklore and four Research Fellows.

2. Home Science.

3. Education.

4. Adult Education.

5. In addition to English, Kannada and Hindi, there will be at the P. G. Diploma level—School of Languages offering Diplomas in Japanese, Telugu, Urdu, Persian, Tamil and Translation. (One Lecturer for each Language).

FACULTIES

Arts, Commerce, Education,

Engineering, Medicine, Law, Science and Technology and such others as may be provided by Statutes from time to time.

- Q. 2. Jurisdiction of the University; Whether it will cover Backward areas in the State also? (Please attach a map of the State indicating the jurisdiction of the proposed University as well as those of the existing Universities.
- Gulbarga as the Divisional Head Quarters has jurisdiction over the four districts of Bellary, Bidar, Gulbarga and Raichur. Gulbarga region is backward educationally and economically; especially Bidar and Raichur.
(Necessary Maps enclosed.)
- Q. 3. Location of the University and area proposed to be provided for the new University Campus.
- At Gulbarga. The P. G. Centre started at Gulbarga has an area of 800 acres at present which will meet our requirements.
- Q. 4. Whether legislation for the new University would be based on current thinking?
- Yes. Government is shortly introducing necessary legislation.
- Q. 5. Special features of the new University and new programmes and activities to be taken up.
- Gulbarga region is backward educationally and economically. But at the same time it is a Centre where many cultures have met, survived and evolved new Culture. So the new University to be created is expected to have some special features reflecting these aspects and these special features should be worked out to alleviate backwardness in as short a time as possible and to inculcate in the population a sense of awareness and a sense of pride in the local History and Culture. With this end in view, the University may frame courses in Comparative Religion and Philosophy and the impact of various forces and the development of languages and Archaeology.
- A department in languages has to be established since the area has been a meeting place of many languages such as Hindi, Kannada,

Marathi, Urdu, Persian, Arabic, Telugu and Sanskrit.

The University can also undertake extension programmes to educate the people of this rural area in various fields and also in giving them information on topics of current interests.

- Q. 6. The year in which the new University would start functioning. 1980-81
- Q. 7. Number of colleges (if any) which would be affiliated to the new University. 47 colleges
- Q. 8. Whether a statutory recurring grant is proposed to be provided to the University? If so, the grant per annum may be indicated. The State Government will provide for necessary grant. Budget estimates for Gulbarga University-1980-81 is enclosed.
- Q. 9. Funds proposed to be provided for the development of the University (separately for Campus development and Academic activities) in the first five years may be indicated. Rs. 3,20,05,000 - See page 2 of the budget estimates 1980-81 (enclosed)
- Q. 10. Whether the new University would have any programmes for the up-lift of the Backward areas and removal of regional imbalances. If so, the details of these may be indicated. See Appendix - A
- Q. 11. The year by which the buildings in the University Campus are expected to be completed. 5 years
- Q. 12. Whether the State Govt. will be able to recruit academicians of high standing to man the senior positions in the departments of the Universities? Yes

- Q. 13. A comprehensive note giving full justification for the establishment of the new University duly supported by statistical data. (Population of the area to be served by the proposed University, No. of Institutions in the area, enrolment, staff needed for catering to the requirements of the Backward areas, etc., after taking into consideration existing facilities (Availability of staff, funds, etc.) may be sent.
- A note giving justification for the establishment of a University for Gulbarga region is enclosed which is self-explanatory, vide Appendix-A.

Primary Dist.- 1971 No. of wise population of Census Colleges

1. Bidar	8,24,059	9
2. Bellary	11,22,686	14
3. Gulbarga	17,39,220	15
4. Raichur	14,15,740	9

- Q. 14. Number of unemployed graduates and post-graduates including those in professional courses, on the live register of the State Employment Exchange.

As on 31-12-79.

1. *Graduates:*

(a) Arts	31079
(b) Science	16238
(c) Commerce	12830
(d) Engineering:	
(1) Civil	629
(2) Mechanical	760
(3) Electrical	550
(4) Electronics and Communication	331
(5) Architecture	30
(6) Metallurgy	16
(7) Aeronautics	—
(8) Chemical	15
(e) Medicine	1321
(f) Veterinary	9
(g) Agriculture	516
(h) Law	252
(i) Education	3426
(j) Other Graduates	396
Total Graduates	68398

2. *Post-Graduates:*

(a) Arts	3709
(b) Science	1902

(c) Commerce	330
(d) Engineering:	
(1) Civil	9
(2) Mechanical	8
(3) Electrical	5
(4) Chemical	—
(5) Electronics	1
(6) Metallurgy	1
(7) Architecture	—
(8) Agriculture Engineering	—
(e) Medicine	12
(f) Veterinary	—
(g) Agriculture	12
(h) Education	53
(i) Other Post-graduates	110
	—
Total Post graduates	6152
	—

Q. 15. Out-put of graduates from the colleges located within the proposed jurisdiction of the University Faculty-wise. Vide statement enclosed-Appendix-B.

Q. 16. Number of applications received and the number admitted to the different post-graduate courses at the post-graduate centre (if any) and the academic attainments of the last batch of students admitted. vide statement enclosed-Appendix-C.

APPENDIX—A

NEED FOR A UNIVERSITY FOR GULBARGA REGION

1. *Historical and Cultural background :*

The area considered for the jurisdiction of the proposed University has a rich historical and cultural heritage. All the four districts have witnessed the glories of great empires and kingdoms starting from the 3rd century B.C. Great saints of different faiths have blessed these places and spread their message of peace and brotherhood.

Gulbarga was the seat of the great Rashtrakutas, having their capital at Malkhed in the present Sedam Taluk. The Bahamani kingdom had its capital at Gulbarga and later on at Bidar. The great kingdom of Vijayanagar had its seat of governance at Hampi in Bellari district. The Chalukyas and the Kalachuries held reigns of power for some time at Basavakalyana in Bidar district.

Mahatma Basaveshwara, the great revolutionary and reformist, spread his lofty secular and spiritual ideals from Basavakalyan. His Anubhava Mantapa (Spiritual Parliament) and Vachanas are famous. His religious reforms and his views of an egalitarian society, saintliness, piety and charity have not only been a source of inspiration but also shaped considerably the lives of millions of people. A century ago came another devotee and true Sharana by name Sri Sharanabasaveshwara who practised Basava Philosophy in thoughts and deeds. His headquarters at Gulbarga has today become a renowned temple of learning. The efforts of Hazarat Bandenawaz Gesudaraj were directed to bring the people close to God and humanity. He too had his seat of preaching at Gulbarga. The past history and the present composition of the people who inhabit this region make it amply clear that different religions like Buddhism, Jainism, Shaivism, Veerashaivism, Vaishnavism and Islam lived together and benefitted from one another.

The great Rashtrakuta Emperor, Nrupathunga contributed richly to Kannada and Sanskrit literatures. His works like "Kaviraja Marga" and "Prashnottara Rathnamale" are being studied by scholars even now. The literatures in Dakhni and Hindi were greatly enriched by Hazarat Bandenawaz of Gulbarga and the Court Poet Nizami of Bidar. From the soils Raichur rose saint-scholars

like Manohar Vitthala of Buddinni, Vasudeva Vitthala, Jagannathadasa and Vijayadasa. Vijayadasa is reputed to have composed 25,000 songs in Kannada. Bidar stands well-known for its 'Madarasa Mahmood Gawan', a great seat of learning established by the Prime Minister of the Bahamani kingdom, Mahmood Gawan, known for his scholarship and administrative competence.

However, vicissitudes of history relegated this region and in particular, the three districts of Raichur, Bidar and Gulbarga of former Hyderabad State to a secondary position in modern history. Gulbarga was the divisional headquarters even in the old Hyderabad State and was considered one of the centres for the development of higher education on par with Aurangabad and Warangal, the other two divisional headquarters of the erstwhile Hyderabad State. Perhaps this was also based on linguistic units : Gulbarga representing the Kannada area ; Aurangabad, the Marathi area, and Warangal, the Telugu area. In spite of the good intentions of the then Government of the Hyderabad State, the Gulbarga Division remained undeveloped upto the eve of the reorganisation of States in 1956. It had only one intermediate college at the time these areas were transferred to the Karnataka State in 1956. Since then the colleges in these three districts have multiplied and have been affiliated to the Karnatak University. It is pertinent to mention here that the Committee appointed to report on the establishment of the Karnatak University in its report has observed as under : " We understand that, when the Osmania University was started, the Government of His Exalted Highness contemplated the establishment of Regional Universities for the three linguistic divisions of Andhra, Marathwada and Karnataka within its dominions. This excellent idea was unfortunately, for some reason, not followed up." This observation makes it abundantly clear that Gulbarga was considered a potential centre for higher learning.

Further it will not be out of place to mention that Aurangabad and Warangal, enjoying status similar to that of Gulbarga in the erstwhile Hyderabad State have secured separate Universities whereas the realisation of the Gulbarga University, unfortunately, has remained so far on paper.

2. *Economic and Social Conditions :*

The Gulbarga division has a population of about 51 lakhs which is about 17% of the population of Karnataka and its area is about

45,578 sq.kms. which is about 24% of the area of the State. The region is a part of the Northern Maidan of the State and hence presents an undulating topography with isolated hills and hill ranges. The region falls within the rainfall belt with rainfall ranging from 336 mms. to 908 mms. The rainfall is known for its high variability and less dependability. The climate being very hot and semi-dry, the agricultural base of the region is not strong. Since the region is drained by two important rivers of the State, viz the Krishna and Tungabhadra with their tributary systems, such as Bhima, there are good prospects of providing irrigational facilities. The low rainfall coupled with simple topography presents limited forest resources. However, the region has several rich mineral resources and it is specially known for the resources of iron, manganese and limestones. In spite of this rich resource base, the region is still economically backward as the level of resources utilization is significantly low.

One can measure the magnitude of the backwardness using the various socio-economic indicators like per-capita income, number of registered factories, percentage of literacy, density of population, number of hospitals, dispensaries and public health units, road length per sp.km. etc. However, it would mislead if a single indicator is used for the purposes of determining the overall backwardness of the region. Fortunately, the Planning Department of the Government of Karnataka has used 22 indicators which have been put into 6 categories like demographic factors, occupational pattern, land utilisation, agricultural productivity, industrial development, infrastructural facilities with weightage of 8, 12, 15, 12, 8, 45 to the categories respectively, to measure imbalances in the development of the districts. On the basis of this, the composite indices of development are arrived at and they are shown in Table—1. This table clearly shows that Gulbarga, Bidar and

TABLE-I

Sl. No.	District/ State	Composite index of devpt.			Rank	Overall position as indicated by the composite index (1976-77)
		1961-62	1971-72	1976-77		
1.	Bellary	89.23	83.90	100.9	10	Developed.
2.	Bidar	64.28	86.85	85.46	15	Backward.
3.	Gulbarga	60.10	63.19	66.83	19	Highly Backward
4.	Raichur	63.04	80.53	76.34	18	Backward
	State	100.00	100.00	100.00		

Raichur districts are backward and the region as a whole is also backward both in terms of its economic standing and development.

It is not really necessary to adduce all the evidence that is available to show that the area is backward. However, another factor, we feel relevant, is shown in Table—II which shows the literacy level in each of the districts in comparison with the State literacy.

TABLE-2

Sl. No.	District State	Percentage of literacy in districts/State 1971 census	Rank
1.	Bellary	25.12	15
2.	Bidar	20.02	18
3.	Gulbarga	18.74	19
4.	Raichur	20.20	17
	State	31.52	—

Here again, it can be seen that the literacy level in the region is much lower than the average literacy level of the State. So the region is educationally also backward.

There is a large potential for developing this area from the point of view of providing proper irrigation and constructing a number of small and big industries, as valuable minerals are available. There are the Hatti gold mines in the Raichur district which need to be further developed. There are rich iron ore deposits as well as Manganese deposits in Bellary. A Steel Factory has been proposed by the Government and the foundation stone has already been laid. It is possible to establish this factory within the next 3/4 years and a large number of people can be employed there. Copper deposits are available in Gulbarga district which can be utilised for getting valuable copper material. Gulbarga, with its inexhaustible lime deposits, is having three big cement factories and a cement machinery manufacturing unit. More factories can easily come up as abundant raw material is available.

Bidar has all the potentialities for development of horticulture, sericulture, sugarcane and animal husbandry.

Raichur is rich in cotton and sugarcane. With the establishment of the proposed thermal plant at Raichur, the industrial complexion of this region will be changed. It is possible to establish a number of sugar factories, textile industries, oil

industries, khandasaries and small-scale industries based on available minerals and agricultural produce in this region. Taking into consideration all these factors, we feel there is lot of scope for giving proper vocational and technical education to the younger generation to make the whole region prosperous. The proposed University will have a leading role to play in all these lines.

3. *Institutions of higher education :*

At present the Karnataka State consists of four administrative regions and three Universities. There is certainly a case for another University in the State designed specially to meet the needs of the backward areas and directed towards removal of regional imbalances. From this point of view, Gulbarga division is the most backward and claims the highest priority in the scheme of establishment of new Universities.

At present higher educational facilities in the division are being provided through 43 colleges and 2 P. G. Centres catering to the needs of about 14,500 students.

This shows that the number of colleges in the area is adequate to justify the establishment of new University. Such a separate University can improve the quality of education in the existing institutions and also promote the starting of new institutions in the more backward areas of the region. The new University can spread literacy and also can take higher education to the doors of the dis-advantaged and neglected areas of the region. By doing so, it can help people to be self-reliant and to improve their lot economically and socially. This would greatly help in reducing the regional imbalances within the region by giving special attention to the less developed areas. From all these points of view, it is more than evident that the area needs a University, the area can sustain a University and the University, in turn, as and when it comes into existence, can brighten the prospects of the people of this area.

Added to this, Gulbarga being the Headquarters of the Division comprising the four Districts viz., Bellary, Bidar, Gulbarga and Raichur has grown both in facilities and conveniences. Geographically also Gulbarga happens to be centrally situated in the Division. This Central location will facilitate expansion of educational activities for which Gulbarga would be a nucleus. Educationally it has got a post-graduate centre with vast area of 800 acres for the establishment of University and also to take care of its expansion in the foreseeable future.

With building and administrative facilities, at P. G. Centre and with many institutions of higher education, Gulbarga is the fittest place for creation of a new University.

KARNATAK UNIVERSITY, DHARWAD

Appendix-B

Statement showing Facultywise Out-put of Graduates from the Colleges located in the below mentioned Districts; for the year
April/May 1978

Districts	Faculty							
	Arts	Science	Commerce	Education	Law	Engineering	Medical	Ayurveda
1. Bellary	269	185	195	173	36	—	58	5
2. Bidar	144	47	58	—	12	—	—	—
3. Gulbarga	369	146	117	84	23	47	107	—
4. Raichur	126	47	92	—	22	—	—	—
Total	908	425	462	257	93	47	165	5

POST-GRADUATE CENTRE—GULBARGA

Appendix-C

Statement showing the No. of Students admitted during the year 1978-79 and 1979-80 and Academic attainment of the last batch
(1978-79)

Sl. No.	Name of the Department	No. of applications received during 1979-80	No. of students admitted during 1979-80		No. of students admitted during 1978-79		Academic attainments of last batch admitted						
			(Pre)	(Final)	(Pre)	(Final)	No. of student appeared (Pre)	Cleared the course (Pre)	Not cleared course	No. of students appeared	I Class	II Class Final	Pass Class
1.	Kannada	78	43	23	71	18	23	20	3	16	2	13	1
2.	English	67	32	21	35	7	28	17	11	16	—	2	6
3.	Political Science	145	75	61	82	37	61	57	4	37	5	4	4
4.	Sociology	124	72	28	37	20	36	29	7	20	1	12	4
5.	Economics	220	55	34	53	30	35	23	12	29	4	18	2
6.	Commerce	170	40	—	—	—	—	—	—	38	2	24	4
7.	Hindi	45	17	26	32	16	26	21	5	12	—	10	1
8.	Urdu and Persian	46	27	25	45	—	35	30	5	No student for final class since dept. started 1978-79			
9.	Mathematics	80	49	29	29	10	29	23	6	10	*6	22	—
10.	Chemistry	300	30	25	28	27	27	22	5	27	22	5	—
11.	Microbiology	123	16	12	14	10	13	8	5	10	6	2	—
12.	Applied Electronics	164	16	10	12	8	8	8	—	8	6	2	—
13.	Library Science	211	27	Since the Department started during 1979-80									

*Distinction

PROFORMA

MANGALORE UNIVERSITY

Q. 1. Type of University to be established indicating the Faculties/Departments to be started.

ANSWER

Affiliating cum Examining

<i>Departments already existing at the P.G. Centre</i>	<i>Proposed to be started after the establishment of University in addition to the existing ones.</i>
--	---

HUMANITIES

1. Kannada
2. Commerce
3. Economics
4. Physics
5. Mathematics
5. Marine Geology
7. Bio-Science

NEW DEPARTMENTS

1. Tribal and Folklore Studies: The School for Tribal and Folklore studies is proposed to have research, training and teaching wings. To begin with it will have a Post-graduate Diploma for one year and will try to map out the areas for research in the respective regions.

The Structure of this School will be Professor in Anthropology and Reader in History, Reader in Rural Economics Reader in Linguistic Anthropology; four lecturers covering the disciplines Anthropology, History, Rural Economics, Folklore and four Research Fellows.

2. Education
3. Adult Education
4. Marine Sciences
5. Petro Chemicals
6. In addition to Kannada, there will be, at the P. G. Diploma level- School of Languages offering Diplomas in- Konkani, Kodava, Tulu, Hindi, Malayalam, Arabic, Swahili and Translation. (One Lecturer for each Language).

FACULTIES

Arts, Commerce, Education Engineering, Medicine, Law, Science and Technology and such others as may be provided by Statutes from time to time.

Dakshina Kannada District and the neighbouring district of Kodagu of Karnataka State.

It covers a backward area; Sulia Taluk in Dakshina Kannada District.

(Necessary Maps enclosed)

Q.2. Jurisdiction of the University; Whether it will cover Backward areas in the State also? (Please attach a map of the State indicating the jurisdiction of the proposed University as well as those of the existing Universities).

Q.3. Location of the University and area proposed to be provided for the new University Campus.

At Konaje (suburb of Mangalore.) An area of 250 acres been made over to the University of Mysore for the development of the Post-graduate centre out of a total area of some 500 acres of readily available Government-owned lands. While the area of 250 acres is adequate for the development of the University Campus for the present, there is no doubt that the additional area of 250 acres would also be required eventually for the future development of the University. On the other hand area proposed to be provided is 500 acres in addition to the existing one.

Q 4. Whether Legislation for the new University would be based on current thinking.

Yes

Q 5. Special features of the new University and new programmes and activities to be taken up.

See enclosures; V. K. R. V. Rao's Report. (pages 5 to 21)

Q 6. The year in which the new University would start functioning.

1980-81.

Q 7. Number of colleges, if any, which would be affiliated to the new University.

37 colleges.

- Q 8. Whether a statutory recurring grant is proposed to be provided to the new University? If so, the grant per annum may be indicated.
- Yes. Necessary grant will be provided by the State Government. Budget estimates for Mangalore University-1980-81 is enclosed. Recurring grant proposed Rs. 19,53,998 per annum—See page 2.
- Q 9. Funds proposed to be provided for the development of the University (separately for campus development and academic activities) in the first five years may be indicated.
- See Appendix—D
- Q 10. Whether the new University would have any programmes for the uplift of the Backward areas and removal of regional imbalances? If so, the details of these may be indicated.
- Justification has been given in the Report submitted by Prof. V.K.R. V. Rao.
- Q 11. The year by which the buildings in the University Campus are expected to be completed.
- 5 years
- Q.12. Whether the State Govt. will be able to recruit academicians of high standing to man the senior positions in the departments of the University?
- Yes. Necessary provision is made in the Bill creating these Universities. (see page 5)
- Q.13. A comprehensive note giving full justification for the establishment of the new Universities duly supported by statistical data. (Population of the area to be served by the proposed University, number of Institutions in the area, enrolment, staff needed for catering to the requirements of the Backward areas, etc., after taking into consideration existing facilities (availability of staff, funds etc.,) may be sent.
- A brief note giving full justification for the establishment of new University of Mangalore is enclosed which is self-explanatory.—vide: Appendix—A
1971 Census
- | | |
|-----------------------|-----------|
| South Canara District | 19,39,315 |
| Coorg District | 3,78,291 |

Q.14. No. of unemployed graduates and post-graduates including those in professional courses, on the live register of the State Employment Exchange.

<i>1. Graduates :</i>	
(a) Arts	31079
(b) Science	16238
(c) Commerce	12830
(d) Engineering :	
1. Civil	629
2. Mechanical	760
3. Electrical	550
4. Electrical and Communication	331
5. Architecture	30
6. Metallurgy	16
7. Aeronautics	—
8. Chemical	15
(e) Medicine	1321
(f) Veterinary	9
(g) Agriculture	516
(h) Law	252
(i) Education	3426
(j) Other Graduates	396
	<hr/>
Total Graduate	68398
	<hr/>

<i>2. Post-Graduates :</i>	
(a) Arts	3709
(b) Science	1902
(c) Commerce	330
(d) Engineering :	
1. Civil	9
2. Mechanical	8
3. Electrical	5
4. Chemical	—
5. Electronics	1
6. Metallurgy	1
7. Architecture	—
8. Agriculture Engg.	—
(e) Medicine	12
(f) Veterinary	—
(g) Agriculture	12
(h) Education	53
(i) Other Post-graduates	110
	<hr/>
Total Post-graduates	6152
	<hr/>

- Q..15. Out-put of graduates from the colleges located within the proposed jurisdiction of the University Faculty-wise. Statement is enclosed : *vide* Appendix-B
- Q..16. No. of applications received and the number admitted to the different post-graduate courses at the post-graduate centre (if any) and the academic attainments of the last batch of students admitted. Statement is enclosed: *vide* Appendix-C

As far as Mangalore University is concerned, it is proposed to take Dakshina Kannada District and the neighbouring district of Kodagu of Karnataka State as a unit. This will bring about 37 colleges within its fold, which is quite a well defined number for a Modern University. The main reasons that weigh with us for this approach are briefly noted below :

(i) This arrangement will bring 37 colleges to the fold of Mangalore University which is the ideally recommended number for any University. These colleges are so far remote from the Headquarters of the Mysore University that there is hardly any impact from the point of view of academic influence and administration.

(ii) The burden will also be removed from the Mysore University.

(iii) The closer supervision on the affiliated colleges will be possible leading to the higher standards of education.

(iv) *Rural Bias* :—The entire district of Mangalore is very well connected by road and partly by rail transport. It is quite possible for any body to come from any part of Mangalore and attend the classes in the University and go back to his village. Thus this arrangement will not only increase the number of rural students but also link the villages and University and contribute to the removal of rural-urban imbalances and polarisation. This will also lead to better integration between rural and urban areas and provide more opportunities to rural students.

(v) The district of Dakshina Kannada has 33 colleges with a student population above 18,000 (excluding PUC students) and most of them are the product of private initiative. This number is largest in any district, which indicates amply that people are ready and waiting for welcoming the institutions of higher learning and ready to contribute their mite. If basic requirements of a University are provided the rest would be done by the people themselves.

(vi) The excellent specialised institutions of higher learning in the faculties of Engineering and Medicine—for example, the Kasturba Medical College, Manipal and Mangalore and the Manipal Institute of Technology—have blazed a new trail in the realm of higher education.

Added to this, post-graduate facilities in Medicine and Engineering are available in a number of specialities while research is also promoted under various schemes. The college of Pharmacy

t aches upto the post-graduate level (M. Pharma) while the college of Dental Science has facilities for teaching M.D.S. The Karnataka Regional Engineering College at Suratkal has earned a pride of place in the field of Engineering Education. Providing several post-graduate specialities, in Structures, Marine Engineering, Chemical Engineering, etc., Dakshina Kannada District has also got a college of Fisheries which offers post-graduate instruction in Fisheries. This is perhaps the only institution of its kind in India. On the side Humanities, a post-graduate course in Social Work (M.S.W.) is being run at the School of Social Work (Roshni Nilaya) in Mangalore. There are so many other centres in Dakshina Kannada district recognised for Ph.D. work and research, etc. Dakshina Kannada also possesses a literary heritage which is a part of the great Kannada Renaissance. Dakshina Kannada further possesses two little known and less studied distinctive features viz., the Tulu language, Konkani and the Bootha Culture. Public opinion in Dakshina Kannada is emphatic that with the establishment of a new University these three areas of study should receive due attention.

Apart from these three languages (Tulu, Konkani and Kodava) which need special attention for their development, the Dakshina Kannada region also has a distinctive folk culture of its own in Songs, Drama and Dance including the famous YAKSHAGANA. It would be expected of the new University that it will devote some attention to studies and development of the special cultural heritage of this area.

(viii) There is a post-graduate centre at Konaje, Mangalore, which was established in the year 1968-69. This centre has got all adequate facilities for being upgraded with a full-fledged University. This was sanctioned by the UGC in 1967 with an initial grant of Rs. 20.00 lakhs. At present this area covers 250 acres of land. Another 250 acres of Government land can be utilised with the sanction of Government for development and expansion scheme of the University.

In view of long established Academic traditions, a sound primary and secondary school base, with an undergraduate system, high motivation of the student population hailing from the rural areas, abundance of public support in private sector, there is need for creation of a new University in Konaje, Mangalore.

UNIVERSITY OF MYSORE, MYSORE

Appendix-B

The following Table gives the Number of Candidates Examined and Passed in Various Examinations Conducted by the University of Mysore During April/May 1978

Sl No.	Name of the Examination	No. of students appeared			No. of students passed						Total No of pass	Percentage of pass
		Boys	Girls	Total	Boys			Girls				
					I	II	III	I	II	III		
1.	B.A.	4541	2508	7049	48	471	1738	52	355	945	3609	51.20
2.	B.Sc.	2826	1006	3832	274	450	625	256	208	211	2024	52.83
3.	B.Com.	3166	511	3677	72	338	718	15	61	126	1330	36.17
4.	B.Ed.	768	571	1399	43	488	90	107	373	34	1135	84.76
5.	M.B.B.S.	674	138	812	—	111	222	—	50	36	419	51.72
6.	B.E.	721	3	724	169	166	—	1	—	—	336	46.40
7.	LAW	376	18	394	—	—	109	—	—	4	113	

Appendix-C

Statement Showing the Number of Students Admitted During the Year 1979-80 and the Academic Attainment of the Last Batch of Students Admitted

Sl. No.	Course	No. Applied (1979-80)	No. Admitted (1979-80)	No. Examined (April 1979)	No. Passed	
					I Class	II Class
1.	M.Sc. Physics	161	25	12	10	1
2.	M.Sc. Mathematics	68	25	14	11	—
3.	M.Sc. Bio-Science	—	17	13	10	3
4.	M.Sc. Marine Geology	43	8	7	4	3
5.	M.Com.	195	34	19	2	17
6.	M.A. Kannada	43	12	10	2	5
7.	M.A. Economics	140	31	19	5	14

DETAILS OF EXPENDITURE INVOLVED IN ESTABLISHING
A NEW UNIVERSITY AT MANGALORE

I. Recurring Expenditure per annum :

	Rs.
1. Staff salaries ..	23,57,900
2. Books & Journals for Library ..	10,00,000
3. Medicines for the Health Centre ..	75,000
4. Extra Mural Studies/Adult Education/ Non-formal Education ..	5,00,000
5. Student Amelioration Funds ..	2,00,000
6. Maintenance & Repairs of Buildings and Minor works ..	1,00,000
7. Garden Maintenance ..	50,000
8. Petrol & Oil and maintenance of three vehicles ..	1,00,000
9. Office contingencies (telephones, stationery, uniforms to staff, etc.,) ..	3,00,000
10. Examinations (remuneration to teachers, printing of question papers, etc.) ..	20,00,000
11. T.A. to University staff and members of University authorities ..	3,00,000
12. Deputation to Conferences, Seminars, etc, (including contributions) both within and outside the country ..	1,00,000
13. Organisation of Summer Institutes, Workshops, Seminars, etc, ..	1,00,000
14. Grants to University Hostels, Canteen for Students ..	1,00,000
15. Research Fellowship (20) with contingencies of Rs. 1500 each ..	1,26,000
16. Audit Charges ..	1,00,000
17. Rent for University Office accommodation (till the building is completed) ..	1,50,000
Total ..	76,58,900
Expenditure on P.G. Departments :	21,95,098
Total Recurring Expenditure :	98,53,998

II. Non-recurring Expenditure :

1. Initial Provision for Sports facilities ..	20,00,000
2. Initial special provision for books and journals (including stacks) ..	25,00,000

3. Landscaping in Konaje ..	5,00,000
4. Purchase of two cars and one Matador minibus ..	1,50,000
5. Furniture for new offices ..	10,00,000
6. Augmentation of water supply in Konaje (ad hoc) ..	5,00,000
7. University Campus: Administrative, Departmental Buildings and City Office Building ..	30,00,000
8. Staff Quarters for the officers of the University: V.C. Quarters including furnishings ..	13,00,000
9. Construction of quarters for University employees (for teaching staff: 75 lakhs: for non-teaching staff: 36 lakhs) ..	1,11,00,000
10. Construction of Quarters for the Engineering & two sub-divisional staff ..	40,00,000
11. Construction of Students Hostel and Canteen. ..	20,00,000
12. Shopping Complex including Post Office, Bank, Stationery and Bookshop ..	15,00,000
13. Building for Primary School ..	5,00,000
14. Building for Faculty Club ..	5,00,000
15. Non-resident Student Centre ..	5,00,000
Total Non-recurring Expenditure :	3,20,05,000

V. UNIVERSITY AT SHIMOGA

ESTABLISHMENT OF NEW UNIVERSITY IN KARNATAKA RE-ORGANISATION OF HIGHER EDUCATION

The existing three Universities in the State viz., Mysore, Karnatak, and Bangalore were established in 1916, 1949 and 1964 respectively. Actually, Karnatak University became a part of the State consequent to Re-organisation of States in 1956 when the new Mysore State was formed with territories from the erstwhile States of Mysore, Madras, Bombay, Hyderabad and Part C State Coorg.

2. The need for a University at Bangalore was felt and the same was established in 1964. Its present jurisdiction extends to the Districts of Bangalore, Tumkur and Kolar.

3. There has been persistent public demand for the establishment of separate Universities at Gulbarga and Mangalore, where the Karnatak and Mysore University, respectively, have established Post-graduate Centres to cater to the regional needs in the sphere of higher education. The State Government requested these Universities to submit a report indicating full implications about the establishment of Universities at Gulbarga and Mangalore and the Universities appointed a Committee each to go into the question. The State Government on receipt of these reports constituted a Commission under G.O. No. ED 39 UNI 79 dated 29-7-1979, among other things, to take necessary steps towards the creation of Universities at Gulbarga and Mangalore.

4. The Commission has already submitted Budget Estimates for the two Universities at Gulbarga and Mangalore and also draft of a Bill creating these Universities.

5. With the creation of these two Universities, the jurisdiction and the number of colleges under each University will be as under :

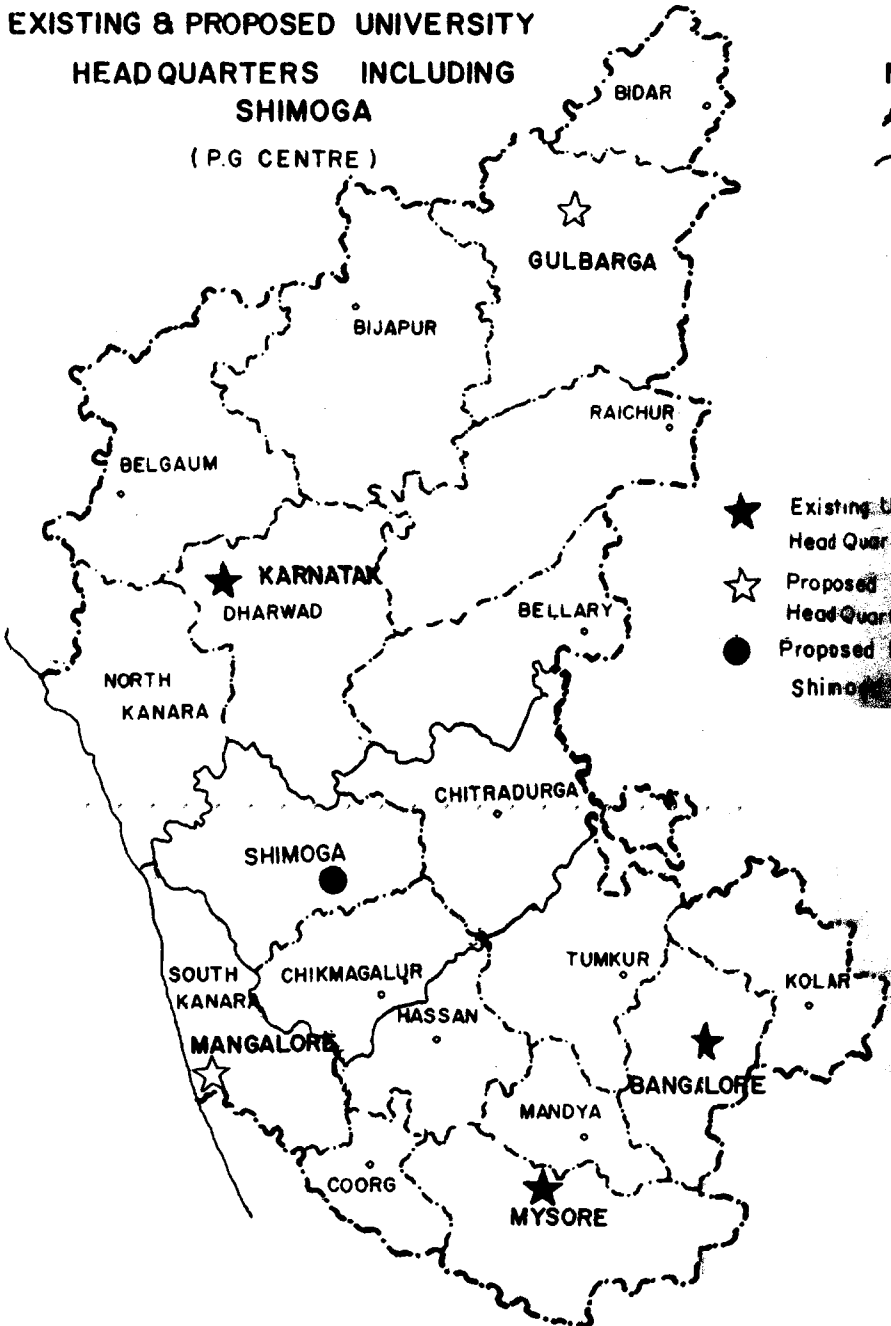
<i>Bangalore</i>	<i>Gulbarga</i>	<i>Mangalore</i>	<i>Karnatak</i>	<i>Mysore</i>
Bangalore	Bidar	Dakshina	Bijapur	Chikamagalore
Kolar	Bellary	Kannada	Belgaum	Chitradurga
Tumkur	Raichur	Kodagu	Dharwad	Hassan
	Gulbarga		U.K.	Mandya, Mysore Shimoga.

No. of Colleges :

86	39	37	75	80
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6. In addition to the P.G. Centre at Mangalore, the Mysore University has established in 1970, a P.G. Centre at Shimoga where Departments

KARNATAKA
EXISTING & PROPOSED UNIVERSITY
HEADQUARTERS INCLUDING
SHIMOGA
(P.G CENTRE)



- ★ Existing University Head Quarters
- ☆ Proposed University Head Quarters
- Proposed P.G Centre at Shimoga

in Industrial Chemistry, Environmental Science, Mathematics, Kannada and Economics are maintained. The recurring expenditure on this Centre for the year 1979-80 was approximately Rs. 6,94, 510.

7. With the creation of the University at Mangalore, the Mysore University under its jurisdiction has still over 80 colleges. According to the Report of the Committee on Governance of Universities and Colleges appointed by the U.G.C. under the Chairmanship of Justice Dr. P. B. Gajendragadkar, the number of colleges affiliated to a University shall not ordinarily exceeds about 30 and certainly not beyond 60. The Committee is emphatic that this recommendation would require setting of new Universities, but saw no other way of meeting the situation.

8. There has been public demand for a separate University at Shimoga. Actually, the State Government appointed a Committee in 1972 under the Chairmanship of the then Minister for Education Shri A. Badari Narayan to go into the question of establishment of Universities in the State and this Committee recommended Universities at Gulbarga, Mangalore and Shimoga. The proposal was dropped mainly due to financial restraints. Now, with the establishment of Universities at Gulbarga and Mangalore, the case for the only remaining University at Shimoga becomes stronger and sooner or later the same may have to be established. Establishment at a future date will only increase the cost with rising prices. It is, therefore, for consideration whether opportunity should not be taken now alone to establish a University at Shimoga simultaneously with the establishment of Universities at Gulbarga and Mangalore. The cost of establishment of a University at Shimoga covering districts of Chikkamagalore, Chitradurga and Shimoga will not be much as compared to the cost involved in the establishment of Universities at Mangalore and Gulbarga. There are lands to the extent of 400 acres at present available, and another 400 acres could be added. The number of colleges under the University will be 37 to start with.

9. There is no Central or Federal University in the South except in Hyderabad, and of the Universities in Karnataka the one at Shimoga will be ideal for such a University. The Government of India could be persuaded later for making it a Federal University.

10. A proposal to establish a University exclusively for Medicine is before Government. The Commission is submitting proposals for establishment of a University exclusively for Technology besides University by Radio. It is also essential that Government makes it clear that with the establishment of these Universities there cannot be any more Universities in the State as all the regional needs have been met. Hereafter, the concentration will be only on the strict implementation of the guide-lines of the University Grants Commission in the sphere of higher education such as autonomous colleges.

11. The Commission would be happy to go into the question in detail regarding infra-structure, budget estimates of the University at

Shimoga not withstanding the short time during which such details require to be worked out. If Government agrees in principle for the creation of a University at Shimoga, Section 3 of the Draft Bill creating Universities at Gulbarga and Mangalore submitted by the Commission may be amended to include Shimoga University with head quarters at Bhadra Project P. G. Centre and territorial jurisdiction comprising the districts of Chikkamaglore, Chitradurga and Shimoga and these districts deleted from the clause relating to Mysore University.

D. V. URS

*Commission for Establishment of
New Universities in Karnataka*

VI. CREATION OF POSTS OF SPECIAL OFFICERS, THEIR DUTIES, ETC.

- (1) Copy of letter No. OMC/Kg-EST/79-80, dated 19-1-1980 addressed to Shri C. B. D'Mello, Commissioner & Secretary to Government, Education & Y. S. Department, Bangalore

Since the proposed Universities at Gulbarga and Mangalore are to come into being from June 1980, the Commission considers it absolutely necessary to take steps now alone to see that these Universities get established and work without much difficulty. With this end in view, the Commission suggests that two Special Officers may be appointed—one to be stationed at Gulbarga and another at Mangalore. These Special Officers, under the guidance of the Commission, will ensure that the necessary infrastructure will be created well in time. These two Special Officers could later be appointed as Registrars of the proposed Universities. These two officers must have an academic background with flair for administration and should remain as Registrars for atleast three years. The practice of posting young IAS officers with hardly four or five years experience as Registrars and again to shift them in a year or so, which has so far been unfortunately adopted, will not, in view of the Commission be in the interest of the proposed Universities which will have to be started on solid academic and administrative background and this machinery should be capable of withstanding the teething troubles of the new Universities. Hence, these officers should be good administrators with forethought to ensure that the Universities work smoothly and should do more than the basic secretarial duties of keeping the minutes and helping to form an agenda. They should be expected to inform and advise in the course of the meetings they attend. As the senior University official and Head of the Secretariat, the Registrar has important duties. Working under and with the Vice-Chancellor, he is his confidential adviser ; in his capacity he can exercise initiative.

Government may immediately create two posts of Special Officers in the Commission for four months and select two officers with a view to appointing them as Registrars immediately the Universities are established. The Commission will also be on the look out for such officers.

- (2) Copy of letter No. OMC/126/79-80, dated 23-2-1980 addressed to the Chief Secretary to Government.

The Commission feels happy in informing that it has already submitted to Government draft Budget Estimates for the proposed Gulbarga and Mangalore Universities.

The works of some of the buildings both at Mangalore and Gulbarga are yet to take momentum. This matter was also discussed in your chambers recently in the presence of Divisional Commissioners and Deputy

Commissioners of the concerned areas. The Commission is sure that, given adequate fillip and more timely help from the Government, it would be completing its mission successfully and well on time.

The Commission has also submitted draft Amendments to the Karnataka State Universities Act, 1976 enabling creation of Universities at Gulbarga and Mangalore which could be placed before the Karnataka Legislature. A copy of the same is enclosed.

The Commission suggested appointment of two Special Officers, one at Gulbarga and the other at Mangalore to take effective steps to see that the new Universities get established and work without much difficulty. It is seen from the newspapers that two Special Officers have been appointed (Shri C. B. D'Mello for Mangalore and Shri Jayathirth Rajpurohit for Gulbarga). The Commission feels that the headquarters of these two officers shall be at Mangalore and Gulbarga respectively. At these two Post-Graduate Centres, there is already staff of the University which could assist them in drawing up an inventory of the assets and liabilities of the P.G. Centre which will later devolve on the new University. They should, among other things, supervise the construction work and arrange to complete them well in time. In consultation with the Deputy Commissioner, they should fix residential accommodation for the new Vice-Chancellor and others. The term of the Special Officer should cease with the establishment of the two Universities.

The Secretary to Commission would shortly submit a tentative report on the progress so far made.

(3) Copy of letter No. OMC/126/79-80, 29-2-1980 addressed Shri S. Dorai Raj, Commissioner & Secretary to Government, Education & Y. S. Dept., Vidhana Soudha, Bangalore.

In Government Order No. DPAR 51 SAS 80, dated 12th February 1980, Government have appointed two Officers on Special Duty for taking preparatory steps towards the establishment of Universities at Gulbarga and Mangalore and declaring therein their Headquarters at Bangalore.

In this connection, I would like to invite your attention to the following paragraph of my letter dated 23rd February 1980 addressed to the Chief Secretary, a copy of which was sent to you :—

“The Commission feels that the headquarters of these two officers shall be at Mangalore and Gulbarga respectively. At these two Post-graduate Centres, there is already staff of the University which could assist them in drawing up an inventory of the assets and liabilities of the P.G. Centre which will later devolve on the new University. They should, among other things, supervise the construction work and arrange to complete them well in time. In consultation with the Deputy Commissioner, they should fix residential accommodation for the new Vice-Chancellor and others. The term of the Special Officer should cease with the establishment of the two Universities.”

This morning when you telephoned to me, I made it clear to you that unless the Headquarters of these officers are in the respective Post-graduate Centres, nothing tangible to establish the Universities in June 1980 can be achieved. In fact, during the next three months, these officers should station themselves at Gulbarga/Mangalore and take all necessary action so that the Post-Graduate Centres concerned would be converted into a University without much difficulty in June 1980. The Commission would be happy to advise in respect of any difficulty they may come across.

4. Copy of letter D.O. No. OMC/126/79-80 dated 1st March 1980 addressed to Shri Dorai Raj, Commissioner & Secretary to Government, Education and Youth Services Department, Vidhana Soudha, Bangalore by Shri D. V. Urs, One-Man Commission for Establishment of New Universities, Mysore.

In continuation of my d.o. letter of even number dated 29th February 1980, I list below some of the important preliminary items of work which the Special Officers, with Headquarters at the Campus of the New University, will have to immediately initiate :—

- (1) Open an office at the P.G. Centre for the proposed new University.
- (2) Study statutes, ordinances, regulations and rules of the Mysore/Karnatak University which could be made applicable straightaway to the new University and think of such amendments which would be necessary.
- (3) Prepare admission forms, keeping ready syllabus, prospectus, etc., for the various courses which would be introduced by the new University.
- (4) Supervise existing construction works and keeping ready quarters for the staff of the new University.
- (5) Prepare receipt book, registers, etc. for the new University :
- (6) Set the date for opening of new University and making arrangements for laying its foundation stone :
- (7) Recruit staff on temporary basis in addition to the existing staff :
- (8) Request the Social Welfare Department to open hostels to the new University :
- (9) Establish public relations in connection with the opening of the new University ; and.
- (10) Suggest necessary arrangements under the Act especially under the proposed Transitory powers to be incorporated in the Amending Bill.

There are just twelve weeks left for the new University to come into being which makes it all the more necessary to take up the work in right earnest.

The Commission will be happy to suggest solution to any problem the Special Officers are likely to face in the implementation of the above. The Commission would also act as a liaison between the Special Officers and Government.

VII. PROPOSALS FOR UPGRADING THE POSTGRADUATE CENTRE
LIBRARIES AT KONAJE (MANGALORE), JNANA GANGA
(GULBARGA) INTO FULL-FLEDGED UNIVERSITY LIBRARIES :

A WORKING PAPER

BY

K. S. DESHPANDE

I. INTRODUCTION

Preliminaries:

It is gratifying to note that the Government of Karnataka has decided to convert the two Post-graduate Centres at Konjave near Mangalore and Jnana Ganga at Gulbarga into fullfledged Universities with effect from the academic year beginning in June 1980. Consequently the Libraries attached to these Post-graduate Centres at these two places will also have to be upgraded into fullfledged University Libraries.

The One-Man Commission, appointed by the Government of Karnataka to examine the proposals emanating from the Universities of Mysore and Karnataka in the matter of upgrading the Post-graduate Centres at Mangalore and Gulbarga into fullfledged Universities, has very sagaciously decided to constitute a Committee of Experts in Library Science for submitting to it detailed proposals for the conversion of the Post-graduate Centre Libraries into fullfledged University Libraries. This goes to prove how very keen they are in the proper development of the libraries which have been rightly described by the Radhakrishnan Commission as "the very hearts of the Universities". The Committee of Experts in Library Science therefore takes this opportunity to place on record its grateful appreciation of the wisdom shown in the matter by the One Man Commission.

MANGALORE AND GULBARGA POSTGRADUATE CENTRES:

The Postgraduate Centres at Mangalore and Gulbarga have been ripe for a long time for being upgraded into new Universities.

MANGALORE:

The Mangalore area has been the most literate area of the Karnataka State, the percentage of literacy being as high as 44. The Mangalore tract has very efficient institutions of higher education numbering about 35. Some of these were established as far back as in the 1880s. Some of them again have very well developed libraries. But even so the bright students coming from this part of the country find the existing library facilities quite inadequate. In order to satisfy their thirst for knowledge the Mangalore students have to cross the Ghats to have access to a richer and more varie-

gated collection of books. The nearest such centres to them are either in Bangalore or in Mysore. Bearing this in mind and bearing also in mind the fact that in the degree and postgraduate degree examinations of the Mysore university a majority of the top ranking students hailed from the Mangalore area, the then Librarian of the Mysore University had made a proposal to the then Vice-Chancellor as far back as in 1965 that the University should establish in Mangalore an Extension Library to which the more precocious students of the region would make a bee-line to further enrich their knowledge and improve their performance at the University examinations. It was also suggested to the then Vice-Chancellor that along with the Extension Library, a Branch of the Prasaraṅga as also a mini Registrar's Office to dispense stationery like examination application forms etc., to the students and the Colleges could be established. Later a report in the matter was submitted by the Librarian to the Vice-Chancellor after a tour of the region. The result was that, with the help of the UGC, the University established a full-fledged Post-graduate Centre at Konaje in 1967.

GULBARGA:

Gulbarga has been, comparatively speaking, the most backward tract of the State. But Gulbarga has, after the re-organisation of the States in 1956, developed very fast and is now dotted all over with Colleges in Arts, Science, Commerce, Engineering, Law and even Medicine. (The erstwhile Nizam's Government had, it appears, thought of establishing another University at Gulbarga. But that did not materialise at all). But since all these colleges are new they don't have adequate library facilities, excepting one or two institutions. The nearest rich library centres for the more advanced students and teachers are to be found in Hyderabad or in the far off Madras, both now in different States. The establishment of the Post-graduate Centre, with a library attached to it in 1970, was therefore welcomed as a boon by the teachers and students of the 43 colleges of the region.

THE DEVELOPMENT OF THE POST-GRADUATE CENTRE LIBRARIES:

Though the Post-graduate Centre Library in Mangalore was established 3 years earlier than the Post-graduate Centre Library at Gulbarga, the Post-graduate Centre Library at Gulbarga seems to have stolen a march over the Postgraduate Centre Library at Mangalore, in respect of its alround development. The foregoing chart shows how these two centres have developed since their establishment.

	Gulbarga	Mangalore
Date of Establishment	June 1970	4th Sept., 1968
Building 1st Phase	Construction of Independent building is in progress	Independent Building under construction:
	Planned carpet area 75,000 sq. ft.	Area 5161 sq. ft.
Books	45,000	33,000
Current periodicals	330	220
<i>Staff:</i>		
Professional	4	3
Secretarial	5	1
Ministerial	1	2
Total	10	6

Opening Hours of the Library 8-30 a.m. to 8-30 p.m.
(Week days)

Budget for 1978-79

	Rs.	Rs.
Books	4,00,000/-	1,42,000/-
Periodicals	3,00,000/-	1,75,000/-
Furniture	30,000/-	35,000/-

Library Building:

For the Postgraduate Centre Library at Gulbarga a centrally located spot has been chosen on the campus and plans for the construction of a fullfledged University Library building, to be built in phase have already been prepared and got approved. The first phase of this building covering a carpet area of about 20,000 sq.ft. is already under construction. The first phase consists of the (a) Entrance hall, (b) the Browsing hall, and (c) the Reading-cum-stack hall. These will accommodate for the time being the Librarian's Office and about 65,000 volumes and about 150 readers at a time. The cost of the first phase would come to about Rs 12 lakhs. As and when the other phases are taken up for construction, the Gulbarga Postgraduate Centre would be having a fullfledged University Library building covering a carpet area of 75,000 sq. ft. capable of providing accommodation for 5 lakhs of books, 500 readers at a time and about 100 staff members.

MANGALORE:

For the Mangalore Centre a small hall covering a carpet area of about 5,161 sq. ft. is under construction. More details about the building were not available.

CHAPTER—II

Special Features to be developed by these new Libraries

With this brief introduction we would now like to dwell at some length on the new features that the libraries attached to these two new Universities should develop so that they do not be more replicas of the existing University Libraries. We would like them to be more outgoing, dynamic and positive and even a little aggressive in their services. We would in particular like these libraries to lay stress on:

(a) *Audio-visual aids:*

Audio-visual aids have a very great role to play in the imparting of instruction to the students. In several subjects no amount of lecturing would produce the effect that the showing of a film or film strips, or slides, would produce. The use of audio-visual aids would lend depth and meaning and more clarity to the class room lectures. So it is suggested that these two new University libraries build up right from the very beginning an excellent audio-visual aids section. Educational films on a wide variety of topics like Electronics, Marine life, Catalysers, Parade of ancient life, Lasers and such other scientific subjects, films introducing the various lands and their people, films on the lives of great men like Mahatma Gandhi, Jawaharlal Nehru, are available in plenty and libraries need to go in for them. Similarly long-playing records, cassettes of the plays of Shakespeare, classical music—both oriental and accidental—etc., are available and libraries should liberally go in for these. For this purpose an additional grant approximating at least to about 10 per cent of the budget provision for books, should be made for the above purpose.

(b) *Extension Services:*

The Library services of the University should not be restricted to the University clientele itself. It should be possible for the literati in the University area to have access to the book resources of the University Library. It may be pertinent to recall here that at a Seminar held by the National Book Trust at Bangalore in 1976 one of the participants—a famous novelist residing at Mysore—loudly complained that he could not get easy access to any library in the city in order to gather material for one of his novels. The University libraries owe it to such writers and their ilk to fulfill their just needs. At Dharwad, apart from the local writers, the local advocates and even men of medicine have come to consult the resources of the University Library in complicated cases. And then what about the more precocious undergraduate students, those preparing for competitive examinations like the I.A.S., the State Public Service Commissions, etc? It therefore becomes imperative, even urgent, for the University Libraries to offer Extension services to cover all such types of readers.

Extension services should include the establishment of an Extension

Libraries in the cities proper which will act as links between the University on the one hand and the city communities on the other.

In the case of both Mangalore and Gulbarga the centres are far away from the cities. In the case of Mangalore particularly, the Konaje campus is further away as compared with the Gulbarga campus from the city. Not all students who enrol themselves for the Post-graduate courses can afford to reside on the campuses, nor is it possible for the University to provide hostel accommodation for all the students who seek the facility. In the absence of adequate transport facilities and also in view of the transportation costs it would be advisable for the new Universities to establish Extension Libraries in the cities proper so that these libraries would cater to the needs not only of the Post-graduate students residing in the cities but also of the undergraduates and the other scholars in the city who may not be directly connected with the Universities.

The establishment of the Extension Libraries also becomes very necessary in view of the fact that the public library movement in the State is still in its infancy, the college libraries also are not so well developed as to keep their doors open to the elite of the town and also of the fact that a large majority of our college and university students hail from the weaker sections of the society and cannot afford to have either study rooms in their houses or such basic reference works as ordinary dictionaries.

At Mysore and Dharwad when the University libraries were shifted to the Post-graduate Campuses from the hearts of the cities where they were located at the beginning, several citizens represented to the Universities that by shifting the libraries they would be depriving the ordinary citizens of library facilities. At Mysore therefore, the University Library left behind in the old building a collection of 10,000 volumes, selected to meet the needs of the citizens with adequate staff to look after the collection.

Fortunately the University Grants Commission has sanctioned Study Centres for both Gulbarga and Mangalore. These could be developed into Extension Libraries of the Universities. The library Vans could be, which are a must, used to replenish the stocks of these Extension Libraries as and when the occasion arises.

For the time being we suggest that these Extension Libraries be located in Centrally located buildings to be obtained on rental basis. Meanwhile however the new Universities should make attempts to secure open sites in the hearts of the two cities and construct independent buildings for housing these Extension Libraries.

Such Extension Libraries can also be started in the other important centres of the University area like Bellary in the Gulbarga University area and Udupi in the Mangalore University area etc., at a later date.

(c) Assistance to College Libraries:

The new University Libraries should go out to help the college libraries to develop in a more organised and more dynamic fashion. As matters stand

at present there does not exist any link between the University libraries and the College libraries as such. The development of the college libraries is not at all being supervised by the Universities. The Visiting Committees which go and inspect the colleges do not have qualified Librarians sitting on them, with the result that the development of the college libraries has been rather poor. There have however been examples where the Principals and the Managements have on their own invited Library Science experts to advise them on how to vitalise their libraries, on the construction of new library buildings etc.

The College libraries should be integrated into the University library system and the University Librarians and the University Library Committees should have responsibility for the proper development of the College libraries. While on the one hand the University Library Committees and the University Librarians should pay periodical visits to the College Libraries, on the other, the Principals and the Librarians of the Colleges should visit the University Libraries for exchange of ideas and solutions of problems, and measures to be taken on how further to vitalise the college libraries. It should be emphasised in this connection that without a properly organised, adequately stocked library on the campuses of college the instructional programmes in vogue would not be fruitful. There should also be an inter-library lending system in operation between the University Libraries and the College libraries so that the book requirements of the more advanced students and of the teachers engaged in research etc., are adequately taken care of.

(d) *Archival Cells:*

The new Universities should develop Archival Cells where the personal correspondence, diaries etc., of eminent sons of the soil can be garnered and governed. The Cells could also collect photocopies or microfilm editions of the records pertaining to these areas now available in the Secretariats of Tamil Nadu and Andhra Pradesh for the benefit of the scholars doing research on the recent past of these two territories.

Both these regions have a rich cultural and historical tradition. Mangalore has been hailed as the land of Parashuram. It has been the abode of the two important systems of Indian Philosophy viz., Dwaita and Jainism. It has been in the forefront of the Freedom Struggle. Again it has given a lead in the field of literature and folk arts.

Similarly Gulbarga has been hailed as the land of Basaveshwara and the Islamic saints. The Rashtra-kutas, Chalukyas, Kalachuris, Bahamanis, ruled over this territory. The stone inscriptions, palm leaf and other manuscripts pertaining to the above periods of history have to be preserved.

Many an eminent persons has emerged from these lands in recent times and the personal papers, diaries of such stalwarts like Sadasivarao Karnad, Kamaladevi Chattopadhyaya, Dr. Shivaram Karanta, Mahadevappa Rampure, *et al.*, need to be preserved for posterity.

(e) Autonomy for the Libraries:

The libraries attached to these two Universities should be made autonomous right from the beginning as otherwise their growth would be stunted and imbalanced. At least 10 per cent of the total budget of the University, excluding the UGC grants, should be ear-marked during the first 25 years of their growth, so that the library services can be developed on proper lines. The Librarians and their team of dedicated workers, with the guidance of the Vice-Chancellors and the Advisory Committees, should enjoy full freedom and powers to develop the libraries on proper lines. The Libraries should be regarded as the first and foremost departments of instruction in the Universities on par with Post-graduate Departments and not treated as mere sections of the University office. The funds set apart for their library should, on no account, be diverted for purposes other than the development of the libraries.

(f) Library Services to be considered as Essential Services:

The new libraries should aim at keeping their doors open for longer hours—as many as at least 14 hours per day during the week days—and at least for 7 hours on Sundays and public holidays. For this purpose library services should be deemed as essential services and on no account should the libraries be kept closed for more than 5 days in a year, these five days being the National holidays viz., the Republic day, the Independence day, Gandhi Jayanti and one or two days for Deepavali and other important festivals.

As has already been mentioned, elsewhere in this report, a large majority of our students hail from low-income groups and several of them have therefore to seek employment in order to continue their higher studies. And if the libraries are not kept open for longer hours they would be seriously handicapped. Moreover it has been our experience that a large number of students would not be having private rooms in their homes nor would they be in a position to buy such essential reference tools as dictionaries etc. It is therefore necessary that the libraries should be kept open during all waking hours. The library staff drafted for duties during odd hours and on Sundays and holidays should be given special allowances and quarters on the campus on a priority basis.

(g) The Staff:

Since the foundations of two new University Libraries have to be laid down well and truly it would be necessary to appoint at the outset, to head these libraries, men of outstanding abilities in attractive professorial grades. While recruiting the other professional staff persons having different subject backgrounds and aptitudes i.e., M.As and M.Sc.s in different disciplines with a flair for speaking, writing, guiding researchers and with the appropriate qualifications as laid down by the UGC need necessarily to be appointed so that the promotion of the use of books could be achieved in the maximum manner possible.

It should be stressed here that the professional staff in the Libraries should be given the faculty status. Librarians and the professional staff in the libraries have more to do with students and the teachers of the Universities rather than with the administrators. A number of jobs that the professional staff performs like selection of books, classification, cataloguing, offering reference service, readers' advisory service etc., are akin to the teaching functions of teachers. Moreover, the library staff has to conduct orientation classes at the beginning of every year for the fresh men. Such orientation classes will also have to be followed up by lectures in the different departments where the professional staff would be talking to the students about the reference sources in their respective subjects and how to make use of them etc. For all these reasons it is necessary to give the professional staff the faculty status.

By implementing the above suggestions these libraries will definitely be enabled to play a more positive role and perform their teaching functions efficiently.

CHAPTER III

Requirements of these libraries by way of staff, books, buildings, furniture etc.

With the foregoing as an elaborate preamble for the establishment of the new libraries we now propose to indicate in some detail the size of staff, space, funds etc., required to upgrade the existing libraries of the Post-graduate Centres into fullfledged University Libraries. At the outset we give below an abstract of the financial requirements under the various heads.

TABLE I

Abstracts of Financial requirements of a University Library to be started newly

	For One Year	For Five Years
I RECURRING		
(a) Staff	3,06,640	15,33,200
(b) Books	5,00,000	25,00,000
(c) Current Periodicals-Subscriptions	4,00,000	20,00,000
(d) Furniture	3,60,000	18,00,000
(e) Extension Library rent	15,000	75,000
(f) Audio-Visual Aids	20,000	1,00,000
(g) Stationery and Printing, Binding materials etc.	25,000	1,25,000
(h) Contingency: Disel, Postage etc.	10,000	50,000
Total	16,36,640	81,83,200

II NON-RECURRING

(i) Building	12,00,000	60,00,000
(j) Equipment	5,00,000	5,00,000
(k) Motor Van (Dieselised)	1,00,000	1,00,000
	18,00,000	66,00,000
Total	18,00,000	66,00,000
I and II-Grand Total	34,36,640	1,47,83,200

A Staff:

The success of a library system ultimately depends not on its buildings nor on its book collection but on its staff. Libraries should always be liberally staffed. We have however recommended the minimum staff in the various cadres required for the management of a newly started university library as per tables given below.

TABLE II

Designation	No. of posts	Scale of pay	Total salary per year
A. Professional			
(i) Librarian and Professor of Lib.Science	1	1500-2500	15,720
(ii) Dy. Librarian	1	1200-1900	15,000
(iii) Reader	1	1200-1900	15,000
(iv) Lecturers	2	700-1600	20,000
(v) Asstt. Librarians	10	700-1600	1,00,000
B. Technical :			
(vi) Artist-cum-Exhibition Assistant	1	700-1600	10,000
(vii) Archivist	1	700-1600	10,000
(viii) Binder	1	460-1000	6,000
(ix) Asstt. Binders	2	300-700	7,740
(x) Daftary/Xerox Operator	1	300-700	3,870
(xi) Motor Driver	1	300-700	3,870
C. Secretarial :			
(xii) Office Superintendent	1	700-1600	100,000
(xiii) Sr. Accounts Clerk	1	460-1000	6,600
(xiv) Stenographer	1	460-1000	6,600
		50/- p.m.	
(xv) Clerks-cum-Typists	9	300-700	38,070
		30/- p.m.	

D. *Janitorial:*

(xvi) Peons	10	250-500	32,520
(xvii) Night Watchman	1	250-500	3,250
			3,06,640
Total	45		3,06,640

(For Five Years: Rs. 15,33,200)

TABLE III

Section-wise requirements of Assistant Librarians, Clerks-cum-typists and Peons.

(a) *Assistant Librarians*

(i) Counter	1	In shifts
(ii) Ground Floor and Mezzanine	2	In shifts
(iii) Periodicals Section	1	
(iv) Technical Section	1	
(v) Book Ordering Section	1	
(vi) Documentation and Reference Section	1	
(vii) Extension Library	2	In shifts
		10
Total		10

(b) *Clerks-cum-Typists:*

(i) Office and Accounts Section	1	
(ii) Despatch Section	1	
(iii) Book Ordering Section	1	
(iv) Technical Section	2	
(v) Text-books Section	2	In shifts
(vi) Extension Library	1	
(vii) Archival Cell	1	
		9
Total		9

C. *Peons:*

(i) Office	1	
(ii) Librarian	1	
(iii) Technical Section	1	
(iv) Property Counter	2	In shifts
(v) Circulation and Maintenance Section	2	In shifts
(vi) Extension Library	2	
(vii) Periodicals Section	2	In shifts
		10
Total		10

We note that already 10 people in different cadres are working in the Post-graduate Centre Library at Gulbarga and 6 people in the Post-graduate Centre Library at Mangalore. The additional staff as per the table given above may be appointed immediately.

Provision to improve Academic Qualifications:

It is possible that there may be among the professional staff certain individuals who do not possess qualifications as prescribed by the UGC. *It is recommended that in all such cases they may be given opportunities to improve their qualifications.*

Department of Library Science:

As from the current academic year the Postgraduate Centre at Gulbarga has started a new Department of Library Science. Taking this factor into consideration we recommend that a Department of Library Science, giving training in Library Science upto the Ph.D. programme, be also created in the future Mangalore University as otherwise the young men and women from this area who would want to enter the library profession may be at disadvantage, as they would not get admission into the other University Departments. The Senior Staff Members of the St. Aloysius College, Mangalore and the Association of Principals have recommended the starting of Library Science Courses. (*Report of the Mangalore University Committee, pp 51 and 68*).

We further recommend that the posts of Readers and Lecturers and Dy. Librarians and Assistant Librarians in the University Libraries shall be mutually exchangeable from the Department of Library Science to the Library and vice-versa. Library Science is a practice-oriented discipline and the dichotomy that has been introduced of late needs necessarily to be done away with. And the teachers of Library Science should always have their feet firmly planted in the Library which is their laboratory. They must practice librarianship and carry on their laboratory work in the library along with their students.

B. Books

A provision of Rs. 5 lakhs per year for the purchase of books required for the various departments already existing and the new departments to be started has been recommended. This may be used for purchasing the basic text-books, books recommended and the basic reference books.

UGC Grants

The UGC might also sanction funds for the purchase of books etc. The UGC funds could be used for purchasing back volumes of periodicals which a research library needs necessarily to go in for.

C. Current Periodicals

A provision of Rs. 4 lakhs for subscribing to current periodicals has been made. At the Postgraduate Centre Library at Gulbarga the actual

total subscription amount for the 300 and odd periodicals now being received comes to about Rs. 2,50,000/-. An additional provision of Rs. 1,50,000/- has been recommended to cover the cost of the new periodicals as also the rise in the current subscriptions.

D. Furniture

The new library buildings may be provided with standard Godrej Steel racks, Catalogue Cabinets etc. For the reading chairs and tables however it is suggested that the wooden furniture may be preferred. The approximate cost of the furniture required would be about Rs. 18 lakhs at Rs. 3,60,000/- per year.

E. Building

Libraries need independent and functionally planned buildings. Fortunately for Gulbarga, a building capable of housing the new University Library has already been planned and the first phase is now under construction. The first phase will cost about Rs. 12 lakhs at Rs. 60/- per sq. ft. of carpet area. But the cost of construction has gone up because of the rise in the price of steel, cement and bricks etc. So the cost of construction of the other phases would have to be fixed at Rs 80/- per sq. ft. at least. So, for completing the building an additional sum of Rs 48 lakhs would be required. The building, when completed would accommodate 5 lakhs of volumes and 400 readers at a time.

The front elevation and the floor plans of the ground floor of the library building under construction at Gulbarga are appended at the end.

For Managalore a new building of the same dimensions costing about Rs. 60 lakhs would have to be constructed, in a centrally situated spacious site on the Konaje Campus.

F. Equipment

Bindery:

Library binding is actually re-binding work and calls for special, technical skill. Library binding also involves the care and repair of rare books. It involves again book preservation work. Entrusting library binding work to commercial binders would result in not only great inconvenience to the readers but more importantly in unsatisfactory workmanship. It is therefore very necessary to establish Binderies in libraries. The cost of establishing a modern fullfledged bindery would come to about Rs. 1,50,000.

Equipment :

The library similarly would require the following items of equipment:

Details of Equipment

	in Rs.
(i) Binding Equipment	1,50,000
(ii) Xerox Machine (1)	1,00,000

(iii) Microfilm Reader (1)	20,000
(iv) Micro Card Reader (1)	20,000
(v) Projector (Cinema) (1)	25,000
(vi) Duplicating Machine (1)	25,000
(vii) Typewriters (4)	20,000
(viii) Slide Projector (1)	10,000
(ix) Special Exhibition Equipment with focussing lights etc.	50,000
(x) Inter-com-Telephones	25,000
(xi) Linoleum Carpets	25,000
(xii) Electric Heaters (20)	10,000
(xiii) Fire Extinguishers (10)	10,000
(xiv) Tape Recorder (1)	5,000
(xv) Record Player with Radio (1)	5,000
	Total 5,00,000

All these are the basic requirements of a dynamic centre of learning and resources that a modern library really is. They are never a luxury, and their provision would certainly be welcomed by the patrons of the libraries.

Conclusion

Some of the ideas and currents of thought punctuating this working paper sound new though they have been repeatedly and loudly aired and boldly stated by eminent educationists like Dr. Radhakrishnan and Dr. Deshmukh and experts in Library Science like Dr. Ranganathan in their books, reports and recommendations. But since several of them have not been implemented by a number of Universities in the country, it is our earnest hope and prayer that the powers that be in the new Universities will appreciate these ideas and translate them into realities and thus blaze a new trail.

K. S. DESHPANDE
University Librarian
Karnataka University Library
DHARWAD-3

VIII USE OF RADIO FOR EDUCATION

A meeting was held on January 9th, 1980 in the room of the Principal, CET in connection with the holding of a seminar on the use of Radio in Distant Learning Systems for schools. It is expected that the seminar would lead to developing a blueprint on the use of radio in distant learning systems for schools. The following members were present :

1. Prof. (Smt.) Vijaya Mulay
2. Mr. D. V. Urs, One-Man Commission, Government of Karnataka
3. Shri B. S. Muddapur, Secretary, One-man Commission
4. Shri B. A. Krishnamurthy, Consultant (AT)
5. Shri Jagmohan, Consultant (Writing)
6. Shri R. R. Sharma, Reader (ETV)
7. Dr. L. G. Sumitra, Reader (Radio)

Mr. Urs explained that the Government of Karnataka was planning to introduce Radio in Correspondence Education at school level. He wanted the input of radio planned and designed carefully. He also said that a proper model for this purpose needed to be developed so that anybody interested could use it later. He suggested that an institution like NCERT could take the lead in working out a blueprint for this which his state could adopt. He further suggested that a seminar on the use of radio in distant learning systems for schools may be organised by the NCERT at New Delhi, during March, 1980. The funding for this could be made available by the Govt. of Karnataka.

Mrs. Mulay explained how the CET had already worked out a paper in respect of educational technology and also undertaken several studies in the use of radio. It was agreed that in view of the changing conditions for the futuristic school, different patterns of education will have to be explored. The existing system is already proving to be inadequate. Considering the future paucity of resources like paper, buildings, teachers etc., there would be a case for better utilisation of the electronic media. This would therefore be the right time for discussing and evolving patterns of what should be the new components to be ushered into Education. Director agreed that the CET could hold such a seminar which could be funded by the Govt. of Karnataka and that papers for the seminar should be carefully prepared.

It was agreed :

- (i) A seminar lasting for five days may be held in Delhi.
- (ii) It could start on the morning of March 30, which is a Sunday and would be held from Monday March 31, through to Friday April 4, 1980.

Adequate publicity would be given to this at National Forum. The Sunday would be for inauguration and registration of participants, etc. The other days would be fully utilised for discussions on the following topics :

- (a) The school room of the future.
- (b) Who are the drop outs and how could they be served
- (c) The new school room which will services for the age-group 10-20.
- (d) What technology would be appropriate?

This would be followed by production of a blueprint for distant learning systems at school level.

The venue will be NCERT, Delhi or NIEPA, Delhi.

Participants : It was felt that in addition to people who have given some thought to the problem or who are operating distant learning systems, using radio, Akashvani and International Organisations like UNICEF, UNDP might also be invited. Some names considered were those of Dr. Rais Ahmed, V.C., Kashmir University, Shri S. K. Dani, Chairman, Board of Secondary Education, MP, Shri Satish Chandra, Chairman, UGC, Smt. Razia Ismail, UNICEF, Mr. Krishan Sondhi, Planning Commission, Mr. Makkar or Mr. Frismark of UNESCO, UNDP, Academicians who have been working in this area from Regional Colleges can also be invited.

A discussion on ET was also proposed.

Tentatively the following papers were planned to be presented :

1. Background paper—one or two pages. What is the seminar about ? What is the purpose ? What is the expected outcome ?
By Mr. Urs
2. ET in the Distant Learning Systems paper by Mrs. Mulay.
3. Open school; possible suggestions Prof. Snehlata Shukla.
4. A paper on open school from Mr. Cullings (British Council).
5. On open learning : Dr. O. S. Dewal
6. The role of broadcasting in distant learning—A paper from Akashvani.
7. Effective programming for use of radio in distant learning for school : Dr. W. H. Khan.
8. Preparation of the right kind of programme structures for operating Radio for this propose and training : CET.

It was then decided that recording of the proceedings and writing the Report would be the responsibility of Shri Jagmohan, Shri B. A. Krishnamurthy, and Dr. L. G. Sumitra.

A Sub-Committee may be appointed to prepare a blueprint.

The report and the blueprint would be first in typed form and would later be printed in Karnataka.

IX. DEVELOPMENT OF HIGHER EDUCATION IN INDIA—A POLICY FRAME

UNIVERSITY GRANTS COMMISSION

Objective :

1.0 The main objective of this paper is to suggest a policy frame for the development of higher education in India over the next ten to fifteen years. As education at all stages forms an integrated whole, and as the university has a significant role to play in school and adult education, this task has been attempted against the background of a perspective for the development of education as a whole during the same period.

DEVELOPMENT OF EDUCATION IN INDIA

Section II :

2.01 *Achievements and Failures :* The history of Indian education is a picture of light and shade, of some out-standing achievements as well as of many equally (or even more) outstanding failures. During the last 150 years, we have created a system of education which has now more than 120 universities (or similar institutions), 4,500 affiliated colleges, 40,000 secondary schools and 6,00,000 elementary schools, 3.5 million teachers, 100 million students and an annual expenditure of Rs. 25,000 million which is next only to that on defence. It has given us a high level trained man-power whose size is the second largest in the world and the top levels of which are comparable to those of leading countries in the world. It is this man-power which now provides the key-personnel in all walks of our national life and also enables us to help several other developing countries.

2.02 Unfortunately, the system has also developed three major weaknesses.

(1) It still continues to be dominated by models and value-systems adopted during the colonial regime. For instance, it lays greater emphasis on narrow individualism, unhealthy competition to the neglect of social good, verbal fluency (especially in English), and mere acquisition of information while it neglects social objectives, co-operation, manual work, training in skills and building up of character. It places an almost exclusive emphasis on the formal school (with its single-point entry, annual sequential promotions, insistence on full-time attendance, and almost exclusive use of full-time teachers) and neglects both non-formal and recurrent education. The Educational institutions function in isolation from the community as well as from one another. The system is a gigantic monolith, very difficult to move or change; and in spite of its achievements which are by no means inconsiderable, it has proved itself to be inadequate to meet our national needs and aspirations.

(2) The system maintains a set of double standards. A small minority of educational institutions at all levels is of good quality and compares favourably with those in developed countries. But access to them is 'selective' and is mostly availed of by the top social groups, either because they can afford the costs involved or because they show 'Merit' which, on the basis of the existing methods of selection, shows a high correlation with social status. But this core of good institutions is surrounded by a large penumbra of institutions where standards are poor but an 'Open-door' access is provided. It is these institutions that are mostly availed of by the large majority of the people including the weaker sections. This dualism leads to undesirable social segregation and to a perpetuation and strengthening of inequalitarian trends in our society.

(3) Even in quantitative terms, it is the upper and middle classes that are the beneficiaries of the system which does not reach the people at all. Sixty per cent of the population (age 10 and over) who are illiterate have obviously received none of its benefits; of every 100 children of six years of age, 20 never go to schools and 55 others drop out, sooner rather than later, so that only about 25 complete VIII; and 70 per cent of the seats in class in secondary schools and 80 percent of the seats in higher education are taken by top 30 per cent of the income groups.

2.03 What the system needs, therefore, is a drastic overhaul: a transformation of its character, through the introduction of a modern scientific outlook and other essential measures, to suit our national needs and aspirations; a substantial improvement of standards; an extension of its coverage so that the education of the people becomes, not a peripheral pursuit, but a central objective. It is in these three main directions that educational reconstruction in India will have to be vigorously pursued in the years ahead.

2.04 *Transformation of the Educational System:* 'Perhaps the most urgent and significant reform needed is to transform the value system, and the basic structure and processes of the educational system, to make it flexible and dynamic, and move in the ultimate direction of providing opportunities for life-long learning to every individual. This transformation will emphasize ethical values and human welfare enriched by science and technology. It will also imply the shifting of emphasis from teaching to learning, from individual to social objectives, and from mere acquisition of information to the development of skills and character formation based on knowledge. There would be multiple points of entry, flexible and student-oriented curricula, an equal emphasis on all the three channels of study (full-time, part-time or own-time) use of all the teaching resources of the community (both human and institutional) rather than depending only on the school or professional teachers, and every facility for recurrent education so that an individual can join or step off the formal system as and when necessary, adopt any channel of study that suits him, and learn at his own best pace and from whomsoever he

chooses, work and education (which will be closely linked to productivity) would run concurrently throughout the life of an individual ; and education and development would be linked together—education assisting socio-economic transformation and participation in programme of such transformation becoming a medium of education itself.

2.05 *Improvement of Standards* : The standards of education need to be defined in the wider sense of the all sided development of the personality of the individual and his commitment to social objectives ; and these would have to be substantially improved and continually raised to suit the changing needs of the country. The system of double standards in educational institutions—one for the rich and the well-to-do and the other for the large majority of the people—should be done away with. All children should rub shoulders in a system of common schools at the elementary stage ; and in all post-elementary education, access to the pace setting institutions should be available to all: talented children irrespective of their social or economic status. Methods of identifying talent by tests which do not discriminate against children from disadvantaged background should be devised ; and a premium should be given to those from disadvantaged backgrounds even if their ' talent-rating ' is lower. For such children, special remedial coaching and training will have to be provided, and the appropriate methodology evolved with care. It is true that the maintenance and improvement of standards needs physical inputs like good teachers and better learning tools and facilities. But they depend more basically on discovery and cultivation of talent and the creation of a climate of dedicated hard work in all educational institutions. It is these programmes that need to be developed on the basis of a high priority.

2.06 *Expansion* : If the coverage of the educational system is to be improved and if the large majority who now remain outside it is to become its principal concern, high priority will have to be given to the following three programmes.

(1) *Adult Education* : The Education of adults has received very low priority so far. But in view of the fact that it yields rich and early dividends, it should be accorded the highest priority in the years ahead ; and even among adults, the education of the large number of poor and illiterate persons should receive utmost attention. The main objectives of this programme should be to educate and mobilize the masses and to involve them meaningfully in national development. It should also strive to make all adults (particularly in the age group 21–35) functionally literate and lay the greatest emphasis on the non-formal education of youth (age-group 15–21). A massive programme of motivating adults and enthusing and training voluntary workers and institutions will have to be developed for the purpose.

(2) *Universal Elementary Education* : The objective of this programme should be to provide free and compulsory education for all children (age-group 6–14.) The task is very difficult because the non-attending children

now consist mostly of girls and children of scheduled castes, scheduled tribes, landless agricultural labourers and other weaker sections of the society. An early solution of the problem, which is closely related to that of adult education, needs a deep political commitment, a mass movement, and a large investment of resources. It will also be necessary to bring about a radical transformation of the existing educational system by the introduction of a multiple-entry system, part-time education and use of non-professional teachers. In addition to the existing channel of full-time formal education in the age group 6-14, which will have to be strengthened and expanded, part-time classes should be run for children in the age group 9-14 who are required to work and do not therefore go to school, or drop out of it at an early stage. The principle to be followed will be that every child shall continue to learn, from the age of 6 to the age of 14, on a full-time basis, if possible and on a part-time basis, if unavoidable for economic reasons. The standards of elementary schools should be improved, school timings and vacations suitably altered, and the programme of free mid-day meals expanded so that their attracting and holding power is substantially increased. The content of elementary education should be radically altered by the introduction of socially useful productive work and social service as integral parts of education and by relating the curriculum to the local environment; and the common school system of education should be adopted to promote social cohesion and national integration. Side by side, low-cost programmes of pre-school education should be developed, especially for the children of the poor in rural areas and urban slums, with the use of local personnel and materials.

(3) *Special Facilities for Post-elementary Education*: The access of a large majority of people, and especially the poor, to secondary and higher education should be increased. From this point of view, the special facilities which are now given to scheduled castes and scheduled tribes should continue and should generally be extended to all people below a prescribed income level, irrespective of caste, region or sex. Special effects should be made, at all stages of education, to discover talented children from the economically handicapped families; and as this talent is our best national asset, they should be treated as wards of the State and assisted, through scholarships and bursaries, placement, individual tuition and guidance, to receive the highest education they are capable of.

2.07 *Secondary Education*: The significance of standards in secondary education is obvious; it supplies the teachers for elementary education and the students for higher education and thereby controls the standards in both the stages. Yet, in Indian education, secondary education has always remained the weakest link. This situation calls for immediate and vigorous remedial action.

2.08 The following measures are suggested for improving the standard of secondary education.

(1) As in the new pattern, elementary and secondary education should

cover twelve years so that secondary education can prepare for entry into work at a large variety of skilled levels and also send up more mature and better prepared students to the university.

(2) At present, there has been a very haphazard growth of secondary schools, many of which are of such small size that they can be neither economic nor efficient. It is necessary to plan the location of new secondary schools with great care and to rationalise that of the existing ones to the extent possible. Effort should also be made to see that all secondary schools reach an optimum size which makes them economically and academically viable.

(3) The curriculum of secondary schools should be drastically revised. Work and social service should become its integral parts. It is necessary to distinguish between the work-load on students and standards of attainment. Today, the work-load is heavy and the standards low. Good planning, good teachers and good methods of teaching and evaluation can reduce work-load and yet improve standards and this is the direction in which we should work. Till class X, there is need to adjust the curricular load in order to find more time, not only for work and social service, but also for physical education, games and sports and cultural activities so as to develop a complete personality. In class XI-XIII, the higher secondary level, adequate steps towards differentiation and diversification should be taken and the programme should be intensive enough to prepare students either for the university or for entry into the world of work, as the case may be. It is also necessary to emphasize that every thing included in the curriculum need not be a subject for examination. In fact, all curricula should have some elements which exist for their own sake and are not related to examination.

(4) Great emphasis should be laid on teacher improvement, provision of adequate facilities (including improved teaching and learning materials) adoption of progressive and dynamic methods of teaching and evaluation and creation of a climate of dedicated hard work.

(5) Every effort should be made to identify talented children at the elementary stage and they should be assisted in all ways possible and necessary, including the provision of bursaries, to continue their education at the secondary stage.

2.09 The present system of public (and similar) schools run by private bodies and charging high fees which restrict them to the children of the affluent is inconsistent with an egalitarian society. There is a need for Govt. to establish many more quality schools so that the poor talented children may be placed there, and also require that every existing institution of this kind admit at least half of its students from among the talented but economically handicapped students, and give freeships to them.

2.10 Another major programme at the secondary stage which needs attention on a priority basis is *vocationalization* which will give us middle

level semi-skilled and skilled manpower in all walks of life. The programme will link education closely with productivity and what is even more important, it will reduce pressures on the universities. In the present educational system, each stage is treated as a preparation for the next higher stage of education. Instead, the curriculum at each stage must be designed keeping in view the fact that the stage may be terminal for a large fraction of students. Vocationalization will, therefore, have to be attempted at three levels : (1) at the end of the elementary stage ; (2) at the end of class X ; and (3) at the end of class XII. It should be clearly related to the employment opportunities available (including programmes of self employment) and should be school-based, industry/agriculture-based, or of a sandwich type, depending upon the circumstances. The ultimate objective should be to divert about half the young persons in appropriate vocational courses ; and a successful implementation of the programme will need the cooperation of industry and agriculture, and active participation of all agencies of Govt. It must also be emphasized that the extent to which students will opt for these courses will depend upon the development of the economy and the availability of jobs, the narrowing down of the wage-structure between different levels of workers and especially as between the blue and white collar categories, the extent to which the admission to the academic course preparatory to the university become more selected or the students who opt for vocational courses are assured of opportunities for further education and vertical mobility, and the discontinuance of the present practice of prescribing higher qualifications than actually required for performing the duties of middle level jobs.

2.11 These significant reforms will convert the existing system of education into a new system suited to our needs and aspirations and will also involve a major socio-economic transformation. Obviously, the development of higher education and research over the next ten or fifteen years will have to conform to the directions of this educational and social transformation. What is even more important, the university system itself will have to play a leading role in bringing about this transformation. The details of this programme will be discussed in the next sections. But before leaving the subject, we would like to emphasize one issue; no educational transformation can be brought about in a vacuum because education is a sub-system of the society as a whole and because the social and educational structure support and strengthen one another. Ours is a dual society in which economic and political power is mainly concentrated in the hands of a small class at the top and this reflects itself in a dual educational system in which the access to the best educational institutions at all stages is mostly limited to the same top class. On the other hand, it is our dual educational system that strengthens and perpetuates our dual society. If this vicious circle is to be broken, action on the educational front alone will not be enough and will not succeed. What we need is a radical, simultaneous and complementary action, for educational as well as for social transformation.

2.12 While implementing the above educational reforms, therefore, we must also mount up a big programme of social, economic, political and moral action to reduce poverty and inequality. This will include the minimization of all forms of exploitation, imposition of limits and curbs on the consumption of the rich and well-to-do and provision of a basic minimum standard of living to all the people through an emphasis on the increased production of goods and service needed by the common men, a guarantee of gainful employment to all able-bodied persons willing to work, and the organisation of nation-wide and efficient public distribution system of food-stuffs and other essential commodities. It is also obvious that this attempt at a simultaneous educational and social transformation will not succeed unless we also develop a mass movement in support of these objectives and involve the people themselves in these programmes. The backdrop of a nation-wide and comprehensive mass movement and mass involvement thus becomes indispensable for the educational advance of the people as well for national development.

SECTION—III

DEVELOPMENT OF HIGHER EDUCATION AND RESEARCH

3.1 *The role of the University System* : The university system has important responsibilities to the society as a whole as well as to the education system itself. The significance of the traditional functions of acquisition, preservation, dissemination and extension of the frontiers of knowledge, the balanced education of individuals, and the training of high level personnel for all walks of life is obvious. But a modern university, especially in a developing country like ours, has to undertake several other functions as well. It must, for instance,

- inculcate and promote basic human values and the capacity to choose between alternate value systems ;
- preserve and foster our great cultural traditions and blend them with essential elements from other cultures and peoples ;
- promote a rational outlook and scientific temper ;
- enrich the Indian language and promote their use as important means of communication and for national development and unity ;
- promote the development of the total personality of students and inculcate a commitment to society through involvement in national service programmes ;
- act as an objective critic of society and assist in the formulation of national objectives and programmes for their realization.
- promote commitment to the pursuit of excellence ;

- promote the development of science and technology and of an indigenous capability to apply it effectively with special emphasis on national problems ; and above all
- contribute to the improvement of the entire educational system so as to subserve the community.

3.02 *Access to Higher Education* : Admission to post-elementary education should be linked to talent and aptitude. We should not also deny the right of an individual to life-long learning or to study to the highest extent he is capable of, although the state has every right to decide how its subsidy for such education is to be regulated on the basis of talent and social justice. Our policy in relation to further expansion of all post-elementary (and especially higher) education has therefore to be based on several conflicting considerations. On the one hand, we cannot ignore the increasing demand for higher education from all sections of the people and especially from the weaker sections who consider it an almost exclusive channel of vertical mobility. On the other hand, we cannot also ignore or under-emphasize some aspects of the situation such as the inability of the economy to absorb its products, the growing spectre of educated unemployment, lack of resources in men, materials and money which often make expansion lead to dilution of standards, and the unacademic considerations that drive thousands of young persons to the universities.

3.03 The policy to be adopted in this regard should therefore consist of the following : (1) adoption of measures which will reduce pressures on the university system such as effective vocationalization at the secondary stage, delinking most of the jobs from degrees, and changing the present recruitment policies which virtually make a degree a minimum qualification for any good job ; (2) exercising great restraint in the establishment of new institutions which should not be set up at all (except in backward areas) unless their need is clearly established on sound academic considerations and unless adequate resources in terms of men, materials and money are available ; (3) planning the location of new institutions very carefully and rationalising that of the existing ones to the extent possible ; (4) by adopting selective admissions to full-time institutions of higher education at first degree and post graduate levels on the basis of merit with reservation of atleast half the seats for all weaker sections ; (5) by enabling talented but economically weaker students to pursue their studies on a whole-time basis by ensuring to them the full cost of their education through appropriate bursaris, for which funds may be raised from public and private bodies ; (6) by providing facilities for expansion of higher education through channels of non-formal education like correspondence course ; and (7) by opening Board and university examinations to private candidates to encourage self-study,

The policy outlined above will create the essential basic conditions for the proper development of higher education. It will also ensure that expansion of facilities in post elementary education will not be at the cost

of quality (which is what often happens at present); that non-formal-post elementary education, where unit cost of education is appreciably lower, shall be available to all who desire it and qualify for it; and that the access of the weaker sections to secondary and higher education will increase rather than decrease and that it would be adequately subsidised from state funds. The programme outlined above will largely depend for its success on the quality of leadership provided by University and college teachers. The terms and conditions of service should be attractive enough for some of the best minds in the country to join the profession. At the same time, the facilities for acquisition of further knowledge and adding to it should be provided. Also, it will succeed better if there are adequate job opportunities for those who have not been selected, if the formal and non-formal channels of education are treated as equal in status for purposes of employment, and if due concessions (including age relaxations) are allowed to ensure that those who adopt a method of recurrent education (i.e transferring themselves from school to work and *vice-versa* according to needs) are at least not at a disadvantage in comparison with those who complete their education at one stretch.

3.03 *The Undergraduate Stage*: A major programme of reform of higher education is the restructuring of courses at the undergraduate stage to make them more relevant and significant, not only to the students, but also to the nation as a whole by assisting social transformation and national development. It is absolutely essential that every undergraduate student should be given a grounding in four important areas : (1) a set of *foundation courses* which are designed to create an awareness of areas such as Indian History and Culture, history of freedom struggle in India and other parts of the world; social and economic life in India including concepts and processes of development; scientific method including the role of science and technology in development; alternative value systems and societies based thereon; Cultures of Asia and Africa (selected countries) and Gandhian thought; (2) a set of *core courses* which will give the student an opportunity of acquiring a broad familiarity with some chosen disciplines, including a study of one or more of them in depth; (3) *some applied studies* projects/field activity which will form an integral activity of the course and will be carried out in the final year; and (4) involvement in a programme of *national or social service* for the first two years. This will provide a more rounded and richer education. To get the full advantage of this reform, several important measures will have to be adopted. For instance, the courses should be diversified, espically to cover newly emergent and inter-disciplinary areas; a greater freedom should be allowed to the student, through the adoption of the semester system, and to choose the courses best suited to his interests and capability; unit courses and modern and dynamic methods of learning and study should be adopted; and examination reform should be carried out with vigour and determination.

3.04 It is also necessary to provide liberal and well planned assistance for the improvement of affiliated colleges which do most of the undergraduate teaching. From this point of view, the central programmes of assistance to affiliated colleges should be diversified and expanded. An effective machinery should be created at State level for grants-in-aid to affiliated colleges, and the State grant-in-aid codes should be modernised and improved for use as tools of improving standards. Side by side, adequate and firm measures should be taken to improve the management of colleges.

3.05 *Postgraduate Education and Research*: The postgraduate stage assumes the highest significance for maintaining educational standards and for programmes of development. As its objective is to take a student to the threshold of new knowledge, it is essential that the teachers and students at this stage are themselves actively involved in the creation of new knowledge and its techniques i.e. in research. Every institution providing postgraduate instruction must therefore have competent staff actively engaged in research and adequate research facilities in terms of laboratory equipment and research journals. It therefore follows that the responsibility for postgraduate education must, by and large, be directly assumed by the universities themselves.

At present about 50 per cent of postgraduate students and about 11 per cent of research students are studying in colleges. While a few colleges have outstanding research and teaching departments, most of them are poorly equipped for post-graduate instruction. Their situation should be reviewed in terms of the norms established by the University Grants Commission, and those having the potentiality of coming up to the norms within a few years should be assisted to do so as soon as possible, while the others should discontinue post-graduate instruction in the interest of standards. Collaborative efforts by colleges, which may not individually be viable units of post-graduate instruction, but may be able to form viable units collectively, should also be encouraged. The University Grants Commission, Universities and State Governments will have to take concerted steps in this regard.

3.06 Other measures required for the development of higher education include the following:

(1) With the rapid increase in the number of universities, there is a need to ensure that all the University Departments themselves satisfy the norms as viable units of teaching and research.

(2) While inter-disciplinary courses should be introduced at the undergraduate level also, special efforts must be made in this regard at the post-graduate and research level.

(3) Individuals, groups and departments in universities and colleges should be supported, on merits, in carrying out high quality research. Special encouragement should be given to collaborative research efforts by a group, drawn from one or more departments, on the basis of pooled resources.

(4) High quality experimental research demands the development of indigenous instrumentation capability and culture. Efforts in this direction should be encouraged through support of research schemes and the creation of university instrumentation and service centres and regional instrumentation centres.

(5) While universities will continue to be involved in fundamental research, application oriented research—especially in collaboration with national laboratories and industries—needs to be specially encouraged in universities. Both fundamental and applied research require the highest intellectual qualities.

Fundamental discoveries in science lead to technological advances, while progress in technology provides the scientist with sophisticated tools and instruments and enables to make fundamental discoveries. As such, both in teaching and research, it is necessary to see that the best talent in the country is harnessed for development science and technology. Nor should we neglect most modern and sophisticated technology which is very essential in certain areas like heavy industries, defence, communications, transport, energy etc.

(6) In order that universities may be able to contribute to the social development and change, they have to go outside the four walls of the class room and get involved in a participatory understanding of some of the societal problems. Such research programmes as contribute to social development, especially to rural development, should be encouraged.

(7) While fostering knowledge of science and technology at the highest theoretical level and spreading it in the rural areas, there is a growing need to develop technology relevant to emergent national needs. Such a development would also demand an appropriate interaction between the institutions of higher learning and productive processes and organs of society.

3.07 Diversification : As enrolments increase and the student community gets larger, it is essential to diversify the courses and models of higher education, and to create new processes and models to suit the emerging needs. In fact we should move in a direction where institutions of higher education represent a very wide spectrum of which the classical type is only one, although an important illustration.

3.08 Decentralisation : It is equally essential to move away from the existing system of the affiliating university or centralization of academic authority and external examinations. The system as it works creates very dilatory procedures. The rigidity of the affiliating system also deprives the good teachers of the opportunity to take initiative for creative, imaginative and more fruitful action. It is, therefore absolutely essential to decentralise authority and confer autonomy, from the university administration to the university departments and from the universities to colleges. The existing bureaucratic and centralised structures of the universities have

to be radically altered to avoid delays, to evade attempt at rigid uniformities, to create an elastic and dynamic system and to promote innovative initiatives and reforms.

3.09 *Autonomous colleges* : The concept of autonomous colleges is of special significance in this context. Autonomy for a college implies that the college and its teachers assume full responsibility and accountability for the academic programmes they provide, for the content and quality of their teaching, and for the admission and assessment of their students. Unless this basic condition is first met, it will not be possible to tackle the problem of 'relevance' satisfactorily or to diversify and relate curricula to local needs and conditions, and what is even more important to give a greater individual attention to the students on the basis of their needs and aptitudes. This alone will make it possible for institutions of higher education to become communities of teachers and students engaged in an agreed and mutually satisfactory joint pursuit of truth and excellence. However, it would be necessary to ensure that the terms and conditions of service for teachers prescribed by the Government and the University Grants Commission continue to apply to these institutions, and that the institutions continue to subserve the needs of national integration and developments. The concept of autonomous college does not imply permanent categorisation of an institution under a separate label for a higher formal status but it requires an institution to be continuously subjected to justify its recognition as an autonomous college with periodic review and should be liable to lose the recognition if the conditions of higher academic excellence as well as its contribution to society are not maintained at the expected level. In short such a privilege will have to be continuously earned and sustained through performances. Over the years, we should move in a direction where autonomy becomes, not a reward for excellence, but the minimum condition for the very existence of the college. It must also be emphasized that in the interest of good education and in the larger interest of society itself, each institution has to seek its identity in its own unique fashion, consistent with its local situation and the academic perspectives of the local community.

3.10 As a step towards the development of this programme it is necessary to survey carefully all the colleges in every district and to identify one or two colleges per district which can become academically viable through guidance for planning and financial assistance. These colleges should be assisted to realize their potential and given autonomy to develop new courses in relation to the needs of the local region and its development. The programme can, over the years, be extended to other colleges as they show a desire and potential to develop on these lines.

3.11 *Academic Freedom* : To be an objective critic of society is an important responsibility of the university system. This can be discharged satisfactorily only if the academic freedom of the teachers and students to

express their views freely and fearlessly is adequately protected. This freedom also deserves to be exercised more widely and ably.

3.12 *Extension* : If the University system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority. As can be easily imagined, the extension programme of the university system will fall into two broad categories.

1. *Extension Services to schools and colleges* :

The universities should work with the colleges which, in turn, should work with the secondary and elementary schools in their neighbourhood and help them to improve standards by in-service education of teachers, sharing of facilities, provision of enrichment programme to students and discovery and cultivation of talent. The development of a proper Research and Development (R & D) programme for the education system is also a special responsibility of the universities.

2. *Extension Service to the Community* :

The university system also has a great responsibility to the society as a whole. All universities and colleges should develop close relationships of mutual services and support with their local communities and all students and teachers must be involved in such programmes as an integral part of their education. The National Service Scheme (N.S.S.) programme should be expanded and improved, ultimately to cover all students. The fundamental purpose of these and other student programmes should be to implant a spirit of cooperation and social commitment interrelated to moral development. It should be the obligation of the teaching community to give extension lectures to interpret recent trends in their fields to the community, to create scientific awareness, to participate in adult education and workers education programmes, etc. Universities can also help in the preparation of developmental projects for the community around them including the rural community. Such involvements will also help in bringing greater relevance into the courses at the under-graduate and the post-graduate levels and into the research programmes.

3.13 *Standards* : It will not be proper to continue to judge standards, as in the past, on the basis of academic performance only. In view of the new concept of the roles and functions of the universities and the acceptance of research, teaching and extension as equally important responsibilities of the universities, standards of higher education will have to be judged, not only on the basis of the academic achievements of its alumni and teachers, but also in relation to their social commitment and their contribution to social and national development. Moreover, attempts will have to be made, on the basis of the highest priority, to improve standards. The programmes to be developed for the purpose will include

faculty development, provision of essential equipment, buildings and other facilities and organisation of an adequate programme of students services. These will need considerable investment in men, materials and money. But even more importantly, they need commitment and competence on the part of the teachers, good motivation in students who should be selected for their capacity, and a climate of sustained and dedicated hard work. A selective approach, proper planning and concentration of resources are also equally essential to achieve good results.

3.14 The problem of the medium of instruction is of special significance in this context. At the under-graduate stage, the process of transition from English to regional languages is already well under way. It must be expedited and assisted through the production of the necessary text books and other learning and teaching materials. At the post graduate and research stage, where the process is mostly of self-learning, a medium of instruction is of less significance and what really matters is the capacity of the student to directly acquire the growing knowledge in the world in the field of his specialisation. It should be emphasized however that the growing use of the Indian languages increases, rather than decreases, the need to study English which will continue to have a significant place in our education. Obligatory passing in English should not be required at the under-graduate stage. Adequate arrangements should, however, be made for specialised intensive courses in English in every college on an optional basis.

Learning of English language should be promoted not by way of creating an impediment to any student for this or by further studies but should be available as a positive help in the form of reading service at every stage of education including post-graduate level or even after that. English should be used for building knowledge and not for building status. If this role of English language as a positive instrument of knowledge is accepted, then facilities for its learning in various forms and content should be made available to each group of students according to their own needs. This type of an approach will be an approach of service rather than subjecting everyone under a uniform pattern, irrespective of its need.

At the post-graduate stage, the student needs to have a good working knowledge of an international language so that he may have direct access to the specialised and growing knowledge in the world in his own or other fields. Passing a competence test in English may be required of a student seeking admission at the Master's level, depending on the needs of the fields he wishes to study. Full encouragement should also be given to the study of foreign languages other than English.

Special groups may be appointed to examine the problem of switch-over to regional languages in the field of professional education.

3.15 *The Role of the U.G.C.* The co-ordination and maintenance of standards in institutions of higher education and research is a central responsibility. The UGC has been created by an Act of Parliament to look

after this responsibility and empowered to take, "in consultation with the universities and other bodies concerned, all such steps as it may think fit for the promotion and coordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities (Section 12 of the UGC Act.)". To discharge this responsibility adequately, the UGC has to assume several roles and functions. For instance, it has a major role of providing leadership and impetus for reform and development. Towards this purpose, the Commission must continuously review the emerging problems of education, the status of teaching and research in different disciplines and the standards of teaching and research in the universities. It should through its committees and panels and other means evolve a consensus within the academic community regarding desirable changes in higher education.

3.16 It is the responsibility of the U.G.C. to strive to provide leadership to the entire educational system and assist it to bring about the needed transformation. This can be done by encouraging the universities to play an increasingly active role in improving the quality of education in colleges and schools, by intensifying the R&D effort in education and by promoting the philosophy of extension whereby teaching, research, service of the community and the building of character become an integrated activity.

3.17 U.G.C. has to play an increasing role in promotion of high quality research in universities because of the symbiotic relationship between teaching and research. At the same time it must promote applied research which has an immediate impact on the social and economic conditions of the people.

3.18 The U.G.C. should strive to remove regional imbalances in the development of higher education in different parts of the country and to relate such development to the programmes of socio-economic advance and cultural growth of the people in the regions.

3.19 The U.G.C. should actively promote through the creation of an appropriate pattern of recognition and appreciation, the maintenance of values in the academic community so that its commitment to the pursuit of truth and excellence is enhanced and it is enabled better to discharge its responsibilities to society.

3.20 The leadership and catalytic role of the U.G.C. has to be supported by the creation of appropriate organization at the university and State levels. These would include a mechanism for the surveys of undergraduate colleges in relation to well-defined norms and guidelines so as to ensure that further proliferation of sub-viable colleges is arrested, and for similar surveys of post-graduate colleges so as to ensure that they satisfy the U.G.C. norms and maintain certain minimum standards. It would also be necessary for the U.G.C. to persuade the universities to establish academic planning, evaluation and implementation boards to look after the post-graduate and research programmes in a long-term perspective, and College

Development Councils to advise and guide the colleges to improve their academic standards with the help of various U.G.C. schemes.

3.21 *Conditions Essential for Success* : The system of higher education is now in a crisis, due to uncontrolled and unplanned expansion, inadequate inputs in terms of money, materials and talent, falling standards over a large proportion of institutions, weakening of student motivation, increase of educated unemployment, weakening of discipline and disfunctionalities created by the adverse effect of socio-economic problems, a lack of relevance, and significance, and undue political interference by subjecting universities to political and partisan pressures and back of national policy of consensus in dealing with such situations. It is obvious that universities cannot function smoothly without adequate support from the Government. This crisis continues to deepen with the passage of time and spreads, not only to the entire educational system, but back again into the society itself. If this crisis is to be resolved quickly and successfully, three basic conditions will have to be fulfilled :

1. The Government should take hard decisions on delinking most of jobs from degrees, provision of large additional investment needed to discover and develop talent and to provide satisfactory conditions of work, revision of recruitment policies, etc. It should also support the universities in taking hard decisions in selective admissions, regulation of opening of new colleges, provision of satisfactory conditions of work and protection of university autonomy.
2. The teachers and students should carry out their part of the responsibility through intensive efforts to improve standards and the whole academic community should strive to serve society, through sustained, dedicated work, and commitment to the pursuit of knowledge, excellence, and national development; and
3. A nation-wide effort should be organised to achieve a simultaneous break-through on the social as well as educational fronts.

The tasks of educational reconstruction thus require an intensive coordinated and collaborative effort on the part of all the agencies involved viz., the Centre, States, public, teachers, students and administrators. Instead of trying to blame each other (and each one of these has its own share of achievements as well as failures), all these agencies work together for bringing about an educational and social transformation on a scale commensurate with the size and complexity of our problems. If this can be done, there is no doubt that we shall soon be able to create a new educational systems and a new society.

X. COMMISSION'S STAFF

Posts sanctioned, Date of Reporting, etc.

1. Constitution of the Commission	29th July 1979
2. Sanction of supporting staff	26th Oct. 1979 and 31st Oct. 1979
3. Secretary to the Commission reported on	22-11-1979
4. Personal Secretary to the Commission	10-8-1979
5. Project Superintendents—	
(a) Administration	3-12-1979
(b) Accounts	15-2-1980
6. Stenographer	1-2-1980
7. Typist-cum-Clerk	23-1-1980
8. Driver	23-11-1979
9. Peons-3	One on 15-12-1979 and Two on 23-1-1980

Posts Vacant

- 2 Project Directors
- 1 Stenographer
- 2 First Division Clerks
- 1 Typist-cum-Clerk
- 1 Attender
- 2 Peons

Note :—The Chancellor's order posting Shri Patel, Finance Officer, Mysore University to the Commission as Project Director has been held in abeyance.

XI. FUNCTIONING OF THE COMMISSION (Important meetings)

Appointment of Commission	— 29-8-1979
Appointment of Supporting Staff	— 31-10-1979

September 26, 1979—The Commission visited Gulbarga to have preliminary meetings with the Vice-Chancellor and with important people of Gulbarga. Returned to Bangalore on 28th via Hyderabad.

October 3, 1979—Meeting with the Chief Secretary to Government of Karnataka about completion of buildings both at Gulbarga and Mangalore and allotment of necessary funds for the same and also to expedite the staff proposals.

October 27, 1979—Visited Madras for knowing the materials available with the Open Education Corporation, Madras, about University by Radio.

November 12, 1979—Meeting with the Chief Secretary to Government of Karnataka regarding completion of incomplete buildings. Allotment of necessary funds for the same. To freeze the filling up of the posts of non-teaching staff till the Commission's report is available.

The meeting was also attended by the Vice-Chancellor of Karnatak University, Dharwad.

November 28, 1979—Discussed with Dr. Raja Ramanna and others regarding Technological University.

January 6-10, 1980—Discussions with U. G. C., British Council, Australian Embassy regarding establishment of new Universities, Radio University and Technological University at Delhi.

January 11, 1980—Meeting with President, All Karnataka Engineering College Teachers Association, Prof. Dhananjaya, Prof. G. Parmeswarappa and others about Technological University.

February 4, 1980—Presentation of Budget Proposals to Government.

February 6, 1980—Meeting with Chief Secretary-Construction matters, creation of posts of Special Officers, etc.,

February 7th & 8th, 1980—Visited Madras. Discussions with Vice-Chancellors and Secretary to Government of Tamil Nadu about the Technological University.

February 10, 1980—Met the Governor and explained the work of the Commission.

February 15th, 16th & 17th, 1980—Visited Dharwad—Discussions with Vice-Chancellor, Registrar and Finance Officer about allocation of staff to Gulbarga University. Met the President, Karnatak University Non-Teaching staff.

March 2, 1980—Meeting of Social Sciences Committee at Bangalore.

March 7, 1980—Meeting of Language Committee at Mysore.

March 10th to 16th, 1980—Visit to Burdwan to attend Vice-Chancellors meeting and to Jaipur, and Delhi to discuss with the Government of Rajasthan, the U.G.C. and NCERT about education through Radio—Cancelled.

March 19, 1980—Met the Chief Minister at Bangalore. Explained the work so far done by the Commission.

March 27, 1980—Meeting under the Chairmanship of the Chief Secretary to resolve certain administrative difficulties posed by the Special Officers.

XII. WORKING OF THE COMMISSION & FINANCIAL STATEMENT

The Commission was constituted by a Government Order dated 29th July 1979. The Commission assumed office on 2nd August 1979. The supporting staff for the Commission was sanctioned rather late by two Government Order dated 26th October and 31st October 1979. The Commission experienced great difficulty in manning the various posts; some of the posts are still vacant. A statement showing sanction of staff, date of reporting of the staff and posts still vacant is appended (Appendix—V).

The Commission was allotted Rs. 8.24 lakhs for its expenditure on various items (vide G.O. No. ED 30 UNI 79 dated 31-10-1979). This was reduced to Rs. 5 lakhs (vide G.O. No. FD 74 BSF 79, dated 10-1-1979.) The Commission has incurred an expenditure (approximately) of Rs. 2,80,000/- so far. The salary and T.A. of the Secretary to the Commission has not been drawn for want of authorisation from the Accountant General.

The break-up of expenditure on various items is as follows:

	Rs.
1. Pay	37,980.00
2. T.A.	5,710.00
3. Office Rent	12,500.00
4. Office Equipment, Typewriter, Furnitures, etc.	1,25,500.00
5. Vehicle and Maintenance	60,000.00
6. Other items	38,310.00
Total	<u>2,80,000.00</u>

XIII. COMMISSION'S OFFICE LIBRARY

1. David Jenkins and Peter Raggat; *Alternatives for Urban Schools*. The Open University Press, Walton Hall, Milton Keynes, 1977.
2. Jane Wolfson; *Cultural Influences on Cognition and Attainment*. The Open University Press, Walton Hall, Milton Keynes, 1977.
3. Asher Cashdan: Chairman; *Culture, Class and the Curriculum: The Politics of Curriculum Reform*. The Open University Press, Walton Hall, Milton Keynes, 1977.
4. Edward Wragg, John Oates and Paul Gump; *Classroom Interaction*. The Open University Press, Walton Hall, Milton Keynes, 1976.
5. Adam Westby; *Costs in Education: University Examples*. The Open University Press, Walton Hall, Milton Keynes, 1976.
6. David Moseley; *Children with Special Problems*. The Open University Press, Walton Hall, Milton Keynes, 1973.
7. Asher Cashdan: Chairman; *Curriculum Change and Organisation I*. The Open University Press, Walton Hall, Milton Keynes, 1976.
8. Asher Cashdan: Chairman; *Curriculum Change and Organisation II*. The Open University Press, Walton Hall, Milton Keynes, 1976.
9. Asher Cashdan: Chairman; *Curriculum Change and Organisation III*. The Open University Press, Walton Hall, Milton Keynes, 1975.
10. Asher Cashdan: Chairman; *Diagnosis and Testing Section and Opportunity*. The Open University Press, Walton Hall, Milton Keynes, 1977.
11. Asher Cashdan: Chairman; *Deprivation, Disadvantage and Compensation*. The Open University Press, Walton Hall, Milton Keynes, 1977.
12. Michael Golby, Jack Cross, Ruth West and David Jenkins; *Design Issues*. The Open University Press, Walton Hall, Milton Keynes, 1976.
13. Gerald Fowler and Vincent Houghton; *Decision Making in Post School Education*. The Open University Press, Walton Hall, Milton Keynes, 1974.
14. Margaret H. Moss; *Deprivation and Disadvantages*. The Open University Press, 1973.
15. Sir Toby Weaver; *Department of Education and Science: Central Control of Education*. The Open University Press, Walton Hall, Milton Keynes, 1979.
16. John Chapman and Mary Hoffman in collaboration with J. E. Merritt; *Developing Fluent Reading*. The Open University Press, Walton Hall Milton Keynes, 1977.

17. John Merritt, Derek Prior, Elizabeth Grugeon and David Grugeon; *Developing Independence in Reading*. The Open University Press, Walton Hall, Milton Keynes, 1977.
18. Sheils Augstein and Laurie Thomas; *Developing Your Own Reading*. The Open University Press, 1975.
19. Judith Calder; *Education*. The Open University Press, Walton Hall, Milton Keynes, 1975.
20. Andrew McPherson, Donald Swift and Basil Bernstein; *Eighteen-Plus: The Final Section*. The Open University Press, Walton Hall, Milton Keynes, 1975.
21. Vera Morris and Donald Verry; *Education, Equity and Income Distribution*. The Open University Press, Walton Hall, Milton Keynes, 1977.
22. Ray Flude and Allen Parrot; *Education and the Challenge of Change*. The Open University Press. Walton Hall, Milton Keynes, 1979.
23. Tony Bates and John Robinson. (Ed.); *Evaluating Educational Television and Radio*. The Open University Press, Walton Hall, Milton Keynes, 1977.
24. Asher Cashdon: Chairman; *Fundamental Concepts in Technology I*. The Open University Press, Walton Hall, Milton Keynes, 1975.
25. Asher Cashdon: Chairman; *Fundamental Concepts in Technology II*. The Open University Press, Walton Hall, Milton Keynes, 1975.
26. John Ferguson and Arthur Marwick; *Humanities and the Study of Civilization*. The Open University Press, Walton Hall, Milton Keynes, 1970.
27. David Moseley; *Helping with Learning Difficulties*. The Open University Press, Walton Hall, Milton Keynes, 1976.
28. Donald Swift and Skellington; *Inequalities Within Nations*. The Open University Press, Walton Hall, Milton Keynes, 1976.
29. Elizabeth Hunter in collaboration with John Merritt; *Individual Progressing in Reading*. The Open University Press, Walton Hall, Milton Keynes, 1973.
30. John Raynor; *Issues in Urban Education*. The Open University Press, Walton Hall, Milton Keynes, 1974.
31. Chris Hamnett and Peter Braham; *Inequality in the City*. The Open University Press, Walton Hall, Milton Keynes, 1978.
32. Geoff Esland; *Legitimacy and Control*. The Open University Press, Walton Hall, Milton Keynes, 1977.
33. Donald Mackinnon; *Language and Social Class*. The Open University Press, Walton Hall, Milton Keynes, 1977.
34. Asher Cashdon: Chairman; *Liberal and Radical Alternatives*. The Open University Press, Walton Hall, Milton Keynes, 1977.

35. Geoffery Esland; *Language and Social Reality*. The Open University Press, Walton Hall, Milton Keynes, 1975.
36. Douglas Barnes; *Langauage in the Classroom*. The Open University Press, Walton Hall, Milton Keynes, 1975.
37. Elizabeth and David Grugeon; *Language and Literature*. The Open University Press, Walton Hall, Milton Keynes, 1975.
38. David Stringer, David Bruce and John Oates; *Language Acquisition: Language and Cognition*. The Open University Press, Walton Hall, Keynes, 1975.
39. Allan Harris; *Language and Values: Some Philosophical Questions*. The Open University Press; Walton Hall, Milton Keynes, 1975.
40. Allan Davies; *Literature for Children*. The Open University Press. Walton Hall, Milton Keynes, 1975.
41. Asher Cashdon: Chairman; *Mass Schooling*. The Open University Press. Walton Hall, Milton Keynes, 1977.
42. Colin Morgan and David Parkes; *Management and the Academic Board In further Education Colleges*. The Open Univesity Press, Walton Hall, Milton Keynes, 1977.
43. Digby Davies; *Management: Some Cultural Perspectives*. The Open University Press, Walton Hall, Milton Keynes, 1976.
44. Colin Morgan in collaboration with Gwaynn Pritchard; *Organization Development (OD):The Case of Sheldon High School*. The Open University Press, Walton Hall, Milton Keynes, 1976.
45. Asher Cashdon: Chairman; *Oragnizing the Development of Reading*. The Open University Press, Walton Hall, Milton Keynes, 1977.
46. Walter Perry; *Open University*. The Open University Press, Walton Hall, Milton Keynes, 1976.
47. Asher Cashdon: Chairman; *Problems of Adjustment and Learning*. The Open University Press, Walton Hall, Milton Keynes, 1976.
48. Ann Floyd; *Personality and Learning Methodology*. The Open University Press, Walton Hall, Milton Keynes, 1977.
49. Asher Cashdon: Chairman; *Portrait of a National Project*. The Open University Press, Walton Hall, Milton Keynes, 1977.
50. John Merritt; *Printed Media and the Reader*. The Open University Press, Walton Hall, Milton Keynes, 1975.
51. John Merritt; *Perspectives on Reading*. The Open University Press, Walton Hall, Milton Keynes, 1975.
52. George Smith, John Gray and Jack Barnes; *Policy and Priority*. The Open Univesity Press, Walton Hall, Milton Keynes, 1978.
53. Gerald Fowler and Peter Raggat; *Participation and Accountability*. The Open University Press, Walton Hall, Milton Keynes, 1978.
54. Stuart Hall; *Review of the Course*. The Open University Press, Walton Hall, Milton Keynes, 1977.

55. Ronald Johnson; *Resources for Reading*. The Open University Press, Walton Hall, Milton Keynes, 1975.
56. David Wheeler; *R is for Real*. The Open University Press, Walton Hall, Milton Keynes, 1974.
57. Peter Woods; *Revision*. The Open University Press, Walton Hall, Milton Keynes, 1973.
58. Rosalind Street Porter; *Race, Children and Cities*. The Open University Press, Walton Hall, Milton Keynes, 1978.
59. Ray Woolfe, Tony J. Watson and David Hargreaves; *Schooling and Society*. The Open University Press, Walton Hall, Milton Keynes, 1979.
60. Geoffrey Esland; *Schooling and Pedagogy*. The Open University Press, Walton Hall, Milton Keynes, 1977.
61. Asher Cashdon: Chairman; *School Knowledge and School Control*. The Open University Press, Walton Hall, Milton Keynes, 1977.
62. Victor Lee; *Social Relationships and Language*. The Open University Press, Walton Hall, Milton Keynes, 1975.
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