Dr. Pavate's views on education provide a framework to understand the state of education at present. During his long career in the educational field, he worked in various capacities, viz., as an Educational Inspector of Schools, Deputy Director of Public Instructions, Director of Public Instructions in Bombay Province and as Vice-Chancellor of Karnataka University, Dharwad. He made notable contributions to reforms in education. His educational philosophy has still a bearing in the today's context of India in the changing scenario of the world.

Dr. Pavate wrote a number of articles on education with the sole intention of opening the eyes of the public in general and the politicians in particular. As an educationist, he did his best for the spread of education among the rural masses to maintain educational standard.

"Dr. Pavate drilled into our ears that the great aim of education is not so much knowledge as action, not so much the process of learning as the ability to meet life situations and not merely the effort to acquire, generate, preserve, impart and examine knowledge but also to promote scientific
temper and rational outlook, to develop work ethics and train for living together, to cultivate the arts and imbibe the skills and thus enrich the quality of life.”

Dr. Pavate regarded education as a panacea for social and political ills. Politicians and educationists used to approach him to seek his expert opinion on various problems of education. Though an educationist he never intended to produce an educational theory. According to him the ultimate aim of education is to produce the best kind of human beings. It stands for character formation. He had said that education be planned to sharpen the curiosity of the students.

Dr. Pavate defines education as “a process of training of human mind with the object of cultivating a habit of scientific inquiry, objective assessment and balanced judgement.”

He wanted to make education a powerful instrument of social change. He wished to bring a system of education which should guide the youth in the proper direction. Education should inculcate in the youth a sense of social responsibility and a sense of hope, faith and pride in the future of the country. Education should bring creative and rational thinking among the youth. They should value the cultural heritage of the past as well as technology of the present.

Dr. Pavate viewed, “Education is a life-long process. The
hard realities of life are the greatest teachers. They will test your character and courage even more than your intellectual caliber and attainments."\(^3\)

According to Dr. Pavate, education should enable people to develop capabilities to perform functions efficiently in order to promote the well-being of the society. He emphasised liberal education. He felt that education cannot be a privilege of one class of society. The entire society is entitled to get education. According to him, primary education is significant for the all round development of the society.

**Liberal Education**

Dr. Pavate was a staunch advocate of liberal education that is been meant for all. He says that a free man must have the aim of more than a breadwinner. Besides, he should acquire more knowledge than necessary to earn his living. He must be a complete human being and for that purpose he must have the education.

Through liberal education, human beings can achieve excellence. He, during the course of delivering a convocation address at Annamalai University, Tamil Nadu, said about the objectives of liberal education, "Human beings have bodies, minds and characters. The excellence of body is health and fitness; the excellence of mind is to think for oneself and to
have some idea of what the world is and of what man has
done and what he can do; the excellence of character lies in
the great virtues like truth, honesty, sympathy for and
kindness towards others. The aim of all men and women is to
make the most of all these, to have as good a mind, body and
character as possible. The purpose of liberal education is to
achieve these objectives.”

However, the achievements of these objectives will not
always lead to success or happiness in life; we have to
achieve these objectives as they are worth cultivating. Thus,
while subjects like history, sociology, languages fall under
liberal education, law, engineering, medicine and business
administration do not. While technical education aims at
earning a living or making money, liberal education aims at
producing complete human beings. This does not mean that
we do not require technical education. Both are equally
important and necessary.

Dr. Pavate has advocated that liberal education
presupposes to produce informed and disciplined mind,
which ultimately determines the behaviour of people in
society. He upheld the time-honoured principle of equality of
educational opportunity. This is the case with most
universities in advanced countries including socialist
countries. He has said that “as a result of liberal education
students are expected to become more open-minded in thought and charitable in dealing with others."5

**Universal Literacy**

Dr. Pavate as an educationist emphasised Universal Literacy. As a result, there will be more students at the primary and secondary levels. Thus, he advocated quantitative expansion and qualitative enhancement. He says that education at every level has to be purposeful in terms of using public funds in a meaningful way.

According to Dr. Pavate, "Education is not the responsibility of the teacher alone, but one of the basic functions of civilized society as a whole."6 He did not believe that education is the responsibility of the teachers alone. Parents, students, management and society are the stakeholders. Moreover, they share the responsibility of imparting education. Students at all levels have to work hard to enrich their knowledge. Devotion to study is quite essential among the students. Parents have to look after their children to fulfill their needs. The government is responsible for formulating a sound education policy and allotting more fund. The management of private educational institutions should also contribute substantially for imparting education at all levels. They should not exploit the teaching faculty by giving meager salaries. However, it is highly regrettable to
note that during these days of globalization also the private unaided educational institutions have been exploiting teachers by giving them inadequate salary. Society has to respect the teaching fraternity. It is important to note in this regard that the teachers should have concern for society as well as students. This enables them to command respect. Dr. Pavate held the view that cooperation and coordination among all the stakeholders is necessary for making education meaningful and fruitful.

According to him, education is the development of healthy mental habits, leading to a good life. Looking at his views on education, it is clear that education is a bipolar process including the teacher and the taught. Because of this, there will be transmission of knowledge. It is both a purposeful influence on one's character and personality and a preparation for life. It aims at creating a sound mind in a sound body. He considers education as an instrument of social and political revitalisation. It is a vehicle for social transformation. Hence, Dr. Pavate was pragmatist based on principles in many respects like Aristotle. It should help in solving life's problems. It should be scientific. Accordingly, it should also be vocational. He believed that curiosity in the child should not be suppressed. He says that the first lesson begins at home. Therefore, it is been popularly said and
accepted, “Home is the first school and Mother is the first teacher.”

Referring to Dr. Pavate’s educational contributions, the late B. D. Jatti, former Chief Minister of Karnataka and former Vice-President of India said, “Among his [Dr. Pavate’s] many achievements, two vividly come to my mind. They are the successful introduction of compulsory primary education in the old Bombay State and the building up of the Karnataka University on sound lines. He rightly deserves full credit for these achievements.”

Dr. Pavate’s Views on Primary Education

Primary Education in Bombay Presidency

The Government of Bombay gave serious thought to the introduction of free and compulsory education in Bombay Presidency in the 1920’s. The public opinion was in favour of compulsory education. Accordingly, the Government of Bombay appointed a committee to look into the question of compulsory education under the chairmanship of Sir Narayan Chandavarkar, President, Legislative Council.

The main terms of reference were as follows:

1) To consider and report on the desirability and practicability of introducing free and compulsory education in the municipal and rural areas of the presidency

2) To suggest new sources of taxation to meet cost of such
measure

3) To submit a definite programme showing various steps this should be successively taken so that a complete system of free and compulsory education may be introduced within a definite period."

The committee studied this issue and strongly recommended introduction of free and compulsory primary education. "We strongly recommend that universal compulsory education for both boys and girls should be the goal to be aimed at." Besides, the committee recommended that the interests of the teachers safeguarded. It laid stress on infrastructural development of the schools.

The committee held the view that freedom of municipalities and salaries of teachers are important. "We are of the opinion that a somewhat greater degree of freedom should be given to municipalities in this respect, and the existing teachers are given reasonable pay and security of tenure." The recommendations made by this committee subsequently became main bases for policy and programmes during the tenure of Dr. Pavate. He was largely responsible for establishing School Boards as recommended by this committee and they contributed towards implementing policy of free and compulsory primary education in Bombay Presidency.
He is one of the main promoters of primary education in erstwhile Bombay Presidency. Throughout his career, he faced the challenges of education tactfully and skillfully. He was successful in introducing remedial measures to almost all problems. He had a progressive outlook on educational issues, namely prescribing textbooks, designing and redesigning of syllabus and any problems about examination. Therefore, he is been regarded as a prominent educational policy maker during pre independence period.

Dr. Pavate gave top priority to primary education. He said, "I took the keenest possible interest in primary education and was responsible, to a great extent, for the broad policies of the Congress Government under B. G. Kher."11

The Bombay presidency was lucky in having Dr. R. P. Paranjpe as the first minister of education under diarchy for three years from 1921 to 1923. He was an experienced educationist and a prominent liberal leader. He thought of spreading of education among the masses particularly in rural area. Dr. Pavate, as Educational administrator, implemented policy measures for maintaining the quality of primary education.

Dr. Pavate toured extensively and obtained first hand information about men and affairs of the Department of
Education. He even visited different types of educational institutions in Great Britain and understood about education and management of educational institutions. On his return, Mr. Grieve, the then Director of Public Instructions said, “Well, my boy, you have done very good work in the office. You have got all experience of my office and now I want you to go back as Educational Inspector, Poona Division. With your knowledge and experience of inspection work done in Britain, you should be able to bring about many improvements in the educational work.”

Education was stagnant throughout the period of diarchy. There was no sufficient money for any improvement. The percentage of literacy being about eight percent in the country. The provincial autonomy was introduced under the Government of India Act of 1935. In this regard, Dr. Pavate had high expectation about the role of provincial autonomy in improving the education. His contribution to the field of primary education is enormous. In 1930, he became a member of the Senate of the University of Bombay and in that capacity also he contributed towards the growth of primary and higher education.

Dr. Pavate’s Views on the Role of Teachers

Dr. Pavate emphasised on the vital role of teachers in providing quality education. “The teacher is the backbone of
educational system, the maker of mankind and the architect of the society. The teachers are the principal agency for implementing educational programmes at various levels. They are to play pivotal role in our effort to relate education to national development and social changes."13 Dr. Pavate regarded teachers as the cream of society. He emphasized that teachers should have responsibility of serving the interests of the society. As an educationist, he fought for the betterment of their service conditions. However, primary school teachers during the pre-independence era commanded great respect although the post carried only a meager salary. According to Dr. Pavate, teachers should be paid handsome salaries; he tried to increase the salary in the then Bombay jurisdiction. Then only there will be quality education from the primary to the university level. He knew that teachers could teach well and thereby enhance and strengthen quality in education only when their economic conditions are better. His observation was that inadequately paid teachers command very little respect. With such state of affairs, we cannot expect improving education. Due to this teaching profession is not attractive.

Dr. Pavate emphasised on great responsibility of the teachers. They have to play a crucial role in shaping the character of individuals and the reconstruction of society. He
believed that the teachers could solve many problems of education if they play expected role. Teachers must be men and women of character, integrity and discipline so that these virtues can be inculcated by students.

He considered teachers as the custodians of civilization and culture. "Good teachers are those who not only possess the necessary academic, professional and moral qualifications, but are also contended and happy and know their obligation to the society."14 The same spirit is been reflected in the expectation of National Assessment and Accreditation Council (NAAC) in recent times. He viewed that teachers should have the courage to express their opinions despite strong opposition. They should have an inner urge for scientific discovery and should be the seekers of truth. According to him, teachers play vital role in the development and inculcation of skills among the students. Teachers are expected to be impartial. He was a great Master in the art of teaching. He loved it. Teachers should get pleasure in teaching. His ideas on education attracted the elites of the country and he created lasting impression on them. As Deputy Educational Inspector, he used to visit schools every now and then to get first hand information about the working of schools. He commanded respect from the teachers.

Throughout his career, Dr. Pavate fought for enhancing
and strengthening the quality of primary education. In fact, he was largely responsible for bringing excellence in the field. According to him, government alone cannot enhance the quality of education. The sincere efforts of central and state governments, teachers, people, students and all segments of society are necessary for enhancement and sustenance of a standard in education.

He held the view that the teachers should be given proper training in all respects so that they can shape the future of the students in best possible manner. It enables them to do their work of teaching more efficiently. "There is an urgent to train teachers in humane, emotionally mature ways of correcting misbehaviour of the students." Teachers should be trained in developing humanism and ways and means of correcting the misbehaviour of the students.

Dr. Pavate also is of the opinion that the teachers should properly teach about the moral values for students. He strongly opposed giving punishment to students. "What kids need is guidance, not correction through physical abuse. Giving punishment belongs to the dark ages." In others words, the teachers should give up giving physical punishment. Corporal punishment is inhuman and it should be stopped forthwith. The same ideas were upheld and cherished by Dr. Pavate as he was a humanist and believed
in persuasion as a means of correcting mistakes committed by the students.

Problems of Primary Education

B. G. Kher asked Dr. Pavate to state what exactly the urgent problems were. He replied, "Dr. Paranjpe had the Primary Education Act passed in his time with good motives; but finance was a reserved subject and the Government would not sanction any additional funds. We have been dragging on without any aim or objective and at this rate; we shall not achieve literacy even after one hundred and fifty years. I do not know when we shall have sufficient funds for educating our people." This statement of Dr. Pavate vividly shows his commitment and concern for teachers.

Even during the pre-independence period, finance was the main problem for introducing compulsory primary education. A simple calculation indicated that, if by spending two crores of rupees in the Bombay province on education, we could make only about ten percent of the people literate. Naturally, there was a need of twenty crores of rupees. However, the actual position was the whole revenue of the province was only about sixteen crore rupees. Dr. Pavate and other rational thinking leaders were frightened by the magnitude of the problem.
Recruitment and Promotion of Teachers

Dr. Pavate thought that the appointment and promotion of teachers should be made purely on merit. It matters very little whether teachers are Brahmins or non-Brahmins, provided they are well-qualified and serious in their work. This is vital for bringing excellence. He was against interference of politicians and other external agencies in any form. So, merit should be the sole criterion. He was not happy with the way which basic education was imparted to the masses. Lack of sympathy in Education Department, inexperienced officers in the School Boards and the financial stringency prevailing at the time was and were obstacles in spreading education.

What, after all, was the purpose of education? The British Government wanted only clerks and lower grade officers. Keeping this in mind basic education was introduced in India. But Dr. Pavate held the view that the need of the hour was we needed leaders in industry, agriculture and public service and technology. According to Dr. Pavate, rural people need education for better livelihood and development of rural areas. These were some of the burning issues, which haunted the mind of Dr. Pavate. Besides, there were problems of communal harmony and a weak rural economy, which had to be tackled to make India strong and united.
Under such odd situation, he did his best to improve the quality of education.

The Problem of Textbooks

The production of textbooks is of crucial significance for bringing quality in education. Periodical review of textbooks is an important part of any system. For this, Dr. Pavate suggested constitution of a body for scrutinizing the existing textbooks. Further, he suggested incorporating the latest necessary changes in the textbooks. He fought for minimizing the administrative evil of corruption, which was deeply rooted. He had concern for swaraj. According to Dr. Pavate if we cannot manage the problems of corruption and make mess of it, then he considered that, we are not able to manage our own affairs, which means postponement of swaraj for us. This shows that he advocated transparency in administration and had deep concern for swaraj. He noticed corruption in the selection of textbooks. In his autobiography he mentions, "Communalism and corruption played an important part in the book trade and we had to devise methods of curbing them. The most suitable books were often left out and inferior ones were prescribed. To put an end to this state of affairs, the Government should prescribe one set of textbooks which was the best of the lot." One of the greatest defects found in the selection of books was the method of
reviewing the books. No remuneration was paid for reviewing books. Consequently, there was the possibility of corruption and partiality. Many booksellers and teachers began to take undue advantage. It made to appoint an expert committee for reviewing books. His plea was "we had to devise ways and means by which the best text books could be prepared and published at a reasonably low cost."\textsuperscript{19}

As an educationist, Dr. Pavate seriously thought about the problem of textbooks, and it is even today a serious problem. The Congress Government in Bombay Presidency wanted to tackle the problem satisfactorily. Hence, "the Government of Bombay appointed in June 1939 a committee in connection with the selection and preparation of Text Books consisting of 7 official members and 11 non-official members with Dr. D.C. Pavate as its Chairman and Mr. L. R. Desai as its Secretary."\textsuperscript{20} Leeladevi Munshi was an important non-official member. She practically controlled the majority of the non-official members. The committee was required to consider the following important issues and to make recommendations to the Government:

(1) "To analyse the quality of text-books available in the market with a view to seeing whether they were written systematically.

(2) To invite prospective suitable writers and give them a
rough outline of requirements to enable them to prepare suitable books, in case no suitable books were available.

(3) To consider the question of payment of honoraria to the writers as the copyright of the books to be approved by the committee would vest in the Government.

(4) To consider and advise the Government on whether any embargo should be put in future on the text-books published by a non-governmental agency, which are used in private schools, although they may be in the approved lists published by the Director of Public Instructions.

(5) To consider the present policy of not favouring too frequent changes of text books in schools, since this practice entails much expense on parents.

(6) To advise the Government about the arrangements to be made for publication of approved text-books and to suggest other matters connected with the foregoing terms or those germane thereto."21

The quality of textbooks is one of the determinants of effective learning. "The question of text-books is of vital importance not only to schools but also to parents of school going children and thus to the entire general public. The committee, therefore, decided at the first meeting held on 7th August 1939, to sound public opinion by issuing a questionnaire."22 Dr. Pavate viewed that preparation and
selection of textbooks are important. In view of this consideration report of the Text-book Review Committee on Selection and Preparation of text-books emphasized on the bases for writing and judging text books. He in consultation with other members of the committee decided to seek the opinion of stakeholders of primary and secondary education on preparation and selection of textbooks. Accordingly, questionnaire was formulated and administered to stakeholders. "The questionnaire included inter alia, the following two questions with regard to:

1) Uniformity of Text-books

2) Diversity of Text-books"²³

The stakeholder's response was significant. "The response of the questionnaire was encouraging and showed that the teachers and the public in general were interested in the question of school text-books. 1662 individuals, 13 publishers, 2 book sellers, 28 teachers associations, and 7 other associations replied to the questionnaire."²⁴ The response to the questionnaire was very good. The response was for and against uniformity and diversity of textbooks. The response given by the respondents was carefully studied by the Textbook Review Committee. On the whole, it was found that, "of the 28 teachers associations, 21 were for diversity and 7 for uniformity. Thus, there was a definite
majority in favour of diversity. 830 individuals also favoured diversity of text-books and 533 in favour of uniformity."25 Even majority of Administrative officers, Deputy Educational Inspectors, principals of colleges and Head Masters of Primary and Secondary Schools indicated preference for diversity of textbooks at the primary and secondary stage. In view of these considerations, the Textbook Review Committee headed by Dr. Pavate concluded, "A single set of books cannot suit the needs of all districts, areas, or types of schools. On educational grounds, a variety of textbooks should be encouraged. We believe that the recommendations made by us will substantially achieve this object." This committee under the chairmanship of Dr. Pavate was significant from the perspective of improving the quality of education.

**Recommendations of Textbooks Review Committee**

Here it is quite pertinent to note that Dr. Pavate's experience as an educational administrator contributed to give useful suggestions in the form of recommendations to government in the selection and preparation of Textbooks at the primary and secondary level. The following are the major recommendations of Textbook Review Committee headed by Dr. Pavate.

"1) All Text-books should be scrutinized at the end of every
three years.

2) New books submitted for sanction should necessarily be improvements on old ones sanctioned as textbooks.

3) The Administrative officer should be required to read the books carefully before recommending them to the School Board.

4) If no publisher is coming forward to bring out any suitable book or books in any particular subject, government should arrange to do the same for the benefit of school world.

5) Well illustrated books for reference need to be produced and supplied to all primary schools, particularly full grade primary schools."

The committee emphasised that only good textbooks should be brought in to the market, so that the quality of education can be ensured to a large extent. "The committee agreed that the efforts must be made to prescribe only the best text-books in schools. All that is necessary is wise selection" Thus Dr. Pavate played a significant role in making valuable recommendations to the Government of Bombay in connection with selecting and prescribing good quality text books for primary and secondary schools. Dr. Pavate was of the firm view that "Useful ideas for good text-books will develop if more and more people apply their minds to the problem of producing them." He thought that
intellectuals should be involved in producing them. Through them the future of the coming generations could be shaped.

**Role of Private Educational Institutions**

Dr. Pavate had dreamt of a civil enlightened society, which had no consideration for caste or creed. The energy and vitality he evinced in tackling the problems of education from pre-primary to university stage were extraordinary. He was more concerned with the quality and expansion of primary education. He suggested to Kher to make provision of a fund to start with such voluntary schools and he provided five lakhs of rupees for the same purpose. It is quite clear that Dr. Pavate advocated self-supporting education, which can be implemented only through devoted and trained teachers. He predicted that this type of self-supporting education would not be a success in a poor country like India. In America, this method is called the "Project Method" and in Russia the "Complex Method." Mahatma Gandhi advocated that education should be imparted to children through "takali" and charaka or some other suitable handicrafts.

Dr. Pavate knew that a successful implementation of basic education in Bombay province on Gandhian principles was a difficult task. Even then, he did his best. A training college for basic teachers was the first requirement.
Interested teachers were to be selected and adequate equipment provided. This involved hard work. L. R. Desai was selected by the Government as a Special Officer for Basic Education. Desai was a specialist teacher of science and had a practical bent of mind. Moreover, he had a reputation as a serious-minded officer. Dr. Pavate knew about the big responsibility, hence expressed his sympathy to Desai for being in a difficult situation, and wished him success in the Herculean task.

Dr. Pavate as an educational administrator took interest in introducing Gandhian concept of basic education. He asked Desai to purchase a couple of Khaddar suits for himself and learn all the mechanics of about the Khaddar process from raw cotton to weaving khaddar on a handloom. He took initiative in implementing this scheme of education. For this purpose a few schools were selected for basic education in each district. Teachers were the driving force in the new scheme. In a short period of one year, he noticed remarkable progress. Each teacher in a basic school got special allowance of Rs. 5 per month in addition to his salary. This extra allowance changed their attitude towards their work. According to the policy of basic education, children were made to wash themselves. For this purpose, a bucket of water, a towel and a soapbox were kept ready in the
classroom. Children were also taught how to keep their clothes neat and tidy. They were made to practice spinning on their “takali” for three hours in the morning. New charts were prepared showing the evolution of man, the development of man’s needs from time to time. Patriotic songs were composed and taught to the children. He was happy about schools imparting basic education. According to him, it becomes successful and effective only at the hands of insightful teachers.

Dr. Pavate was aware of the significance of primary and secondary education. The spread of education in the Bombay Province during pre- and post-independence period was a significant contribution of Dr. Pavate. Even as a Vice-Chancellor of Karnataka University, he established a primary school in 1963 for the benefit of children of the staff living on the campus at Dharwad. This was followed by the taking over of the Government Girls’ High School in 1964 which was transformed into the University Public School for boys and girls. Thus, he laid the foundation of primary education by establishing model schools.

**Dr. Pavate’s Views on Secondary Education**

Dr. Pavate had clear vision about secondary education. He was a democrat. In the course of his Inaugural Address at the thirty-second session of the Indian Public Schools
Conference held at Nabha in Punjab on 23rd January, 1971, he said, “It is true that in a free democratic society the right of parents to send their boys to any public school cannot be questioned, as long as they are willing to pay for it. On the other hand, the State has to provide for a universal education with a view to giving equal opportunity to all citizens to rise to the highest of their abilities.” He stood for mixing of students from different sections of society. This created healthy atmosphere of mutual understanding and harmony. According to him, education should be broad-based. It should be made available to every section of the society.

Dr. Pavate emphasized on progressive content of the syllabus. The expectation of the people changes from time to time and in the light of this curriculum needs to be designed. From the perspective of good citizenship course in history, civics, economics, political science and ethics are significant. Besides, the citizens of the country should know how to use natural resources in a rational way.

Dr. Pavate always stood for sustaining and strengthening standard of education. This can be maintained only through co-ordination among the stakeholders of education, viz., the parents, the teachers, the Government, and the management. Our students should be prepared to the standard of Cambridge schools.
Public School System

According to Dr. Pavate, "The general criticism against the public school system has been that their students try to secure only cushy jobs with handsome salaries and conveniences, merely because of a certain degree of smartness they acquire during the formative years of their life. Another criticism has been that the public school students are not in tune with the culture of our own country. Sometimes it has also been found that the students of public schools do not have a positive attitude towards the rich historical and cultural traditions of our country."30 In our education, we should not give less importance to history, traditions, and customs of our society. Such education may not enable to lead material rewards.

In this context Dr. Pavate said, "I am not saying that the criticism of public schools on this score is fully substantiated or wholly well-founded. I do, however, maintain that the criticism is not frivolous as to be totally ignored by the headmasters and others."31 According to him public school education is costly and it is beyond the reach of common person. He says, "The average expenditure on a student in a residential public school is around Rs. 4,000/- a year. In a country where even in the richest state the per capita annual income is not more than Rs.1000/-, such a
heavy cost of education is staggering. Such an education cannot be within the reach of even the upper middle classes."\textsuperscript{32}

Dr. Pavate suggested that admission to public schools should be based on a merit test rather than based on the paying capacity of the parents. This suggestion implies that the poor deserving students would be admitted to the public schools on the merit basis. In other words, he stood for liberal and comprehensive education. The critics of public school education have rightly pointed out that the students of these schools secure an advantage since personal attention is paid.

The quality of public school system can be enhanced and strengthened through good teaching. Good teaching requires competent teachers. Hence teachers should be appointed purely on the basis of their academic qualifications and merit and they should be given attractive salaries. "The Public Schools can assume leadership in secondary education, if they keep their eyes wide open as to what is happening in advanced countries in Europe and America. He wanted that our students studying in public schools should be up to the University of Cambridge Examination Board. All our public schools should do pioneering work in raising the standard of secondary education."\textsuperscript{33}
Dr. Pavate thought that the young men from public schools should develop a sense of involvement in terms of understanding the problems and aspirations of the common people. Both the students and the staff of public schools should interact in this respect. He expected the public schools to function in such a way to promote the sense of universal goodwill. A school is, after all, known by the quality of human material it produces.

**Dr. Pavate's Views on Higher Education**

“Higher Education in India means education beyond the secondary school. The medium term macro-objective of higher education would be to increase the gross enrolment ratio to 20%. The system needs to be expanded without diluting quality and by raising the standard of education imparted and making higher education more relevant to the needs and opportunities of a knowledge society.” Dr. Pavate made sincere attempts to enhance the standard of Higher Education and it should be easily accessible to the society. The need of the hour was to make it more accessible to all sections of the society. Here we must note that some of the views of Dr. Pavate are close to those of the National Knowledge Commission. According to Dr. Pavate, education is a lifelong process. During the course of his Convocation address at Jodhpur University, Rajasthan, on 31st January,
1969, he advised the students: "Do not give up your studies which is the modern equivalent of the theory that education is a lifelong process. This is, therefore, an occasion when it is usual to review the traditional values of education that the universities impart and the changes required to be met." Here he appears to be a Platonist, who also advocated the same thought in his famous *Republic*, which is even today considered a classic study on education.

"Higher education is powerful too for social, political and economic change." In this respect Dr. Pavate's contribution to bring about socio-economic changes through education is important. He believed that after having had higher education the students get employment as well as contribute to create wealth for the society. Every now and then, he used to say, "Hard work and capacity to think for ourselves is the key to our prosperity."

Higher education presupposes how to generate innovative ideas and knowledge provided by colleges and universities. "A University is an association of persons, locally situated, engaged in caring for and attending to the whole intellectual capital which composes a civilization. It is concerned not merely to keep an intellectual inheritance intact, but to be continuously recording what has been lost, restoring what has been neglected, collecting together what
has been dissipated, repairing what has been corrupted, reconsidering, reshaping, reorganizing, making more intelligible with the interest it earns is all invested."\(^{38}\)

According to Yashpal Committee, “A University is a place where new ideas germinate, strike roots, and grow tall and sturdy. It is a unique place, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge.”\(^{39}\)

Knowledge always grows. Teachers and research students have to update their knowledge in the light of recent developments, if not they become outdated. Dr. Pavate was particular about consideration of the changes by our universities in the curriculum. In other words, the curriculum should incorporate the recent developments.

Dr. Pavate always insisted on making new experiments in education. He used to point out lacuna in higher education and identified ways and means of overcoming them. During the course of a convocation address, he said, “one of the defects in the university education in India is that personal contacts between students and teachers are few and far between. Inadequate staff in many colleges does not permit individual attention being paid.”\(^{40}\) He had earned the

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reputation as an efficient educational administrator. He rendered yeoman's service to the field of education. The speeches he delivered from time to time on important occasions were thought provoking and highly inspiring. They served as beacon light to the students, teachers and the civil society.

"Dr. Pavate had a towering personality and he played a notable role in the field of education initially in his capacity as Director of Public Instructions in the trilingual State of Bombay and later in his capacity as Vice Chancellor of Karnataka University in North Karnataka. He and my father, Prof. V.K. Gokak were class friends and worked together especially after the formation of the Karnataka University in Dharwad."\textsuperscript{41}

**Research**

"University serves the high needs of society, primarily through its teaching and its research."\textsuperscript{42} Dr. Pavate, research also regards as an integral part of higher education through which needs of the society are fulfilled. The teacher and the taught should continuously involve themselves in doing research in their fields. Higher education bereft of research is barren. "It is estimated that knowledge in the field of science and technology is advancing at the rate of about six percent every year and this means that during a period of about ten
years the available knowledge will be doubled. So rapid is the rate of progress in science and technology that a good research paper is out-of-date on the day of its publication. The topics regarded important now may be obsolete in about five years time for purposes of even teaching." 43 Thus, he firmly believed that efforts are necessary to keep the teachers and research students should be updated with recent developments.

Dr. Pavate observed, "A year or two spent on research after taking the master's degree, by every science student, is an educational training of great value. Such training will make a student realize the ocean of knowledge, which lies before him for exploration." 44 He gave top priority to research in higher education. It is significant to note that some ideas of Dr. Pavate are implicitly expressed in the National Knowledge Commission Report, 2006: "Research is essential in the pursuit of academic excellence. It is time to reverse what happened in the past and make universities the hub of research once again. This would need changes in research allocation, reward systems and mindsets. Substantial grants should be allocated for research." 45 In recent times, the UGC and other funding agencies are liberal in giving funds for research in all faculties. "We must look at different kinds of research, and not only fundamental
research. There is development oriented research, applied research and directed research. This is the right time for India to focus on computer science and nurture more PhDs in the subject. In this knowledge society the horizon of research has enormously widened. Research in computer science is getting more prominence in recent times. This may improve the quality and quantum of research output. It obviously contributes to create knowledge, which has become very important in a globalizing world.

Delivering the convocation address at the Sri Venkateshwara University, Tirupati, he said, "The students who have had the benefit of university education have great responsibilities to shoulder; as individuals, they must use their powers to the best advantage and as citizens, and they must exercise an influence for good on the community at large." University education should produce socially efficient individuals. He strongly argued that the students' process of acquiring knowledge should be across the disciplines. He is of the opinion that even science students should have some knowledge of world history and literature, and some elementary knowledge of economics is desirable for engineering students. In this regard, he was critical about mechanical way of understanding the subject. Apart from lecture, methods for teaching various disciplines interactive
method will make the learning process meaningful. Similarly, arts students should have some basic idea about science. This interdisciplinary approach is significant to understand reality of the problem. Cardinal John Newman has said, “University training should ‘aim at raising the intellectual tone of society, at cultivating the public mind, at purifying the national task.’ The quality of university education should not deteriorate, as it is happening now as a result of the increasing numbers.” He understood the decline of quality of higher education. He struggled for enhancing the quality of higher education. He held that higher education was not merely memory training but we should regard it as culture or enlargement of mind.

Dr. Pavate viewed that one of the basic objectives of higher education is to ensure intellectual strength of students thereby it amounts to socio-economic development of the society as a whole.

**Education and National Integration**

“Those in charge of our universities can do a great deal both by precept and by example in instilling in their graduates a sense of Indian identity, cultural unity, and national integration.” Today’s priority is on the fact that research done in various disciplines should ultimately help in solving the socio-economic problems of common man. He
held the view that promoting national integration has been the basic objective of education.

He appealed for "the steady and sincere implementation of the three language formula which was best for the country." To serve this purpose the three-language formula is being evolved. Emphatically he argued that three-language formula should be implemented by all state governments. During the course of his convocation address at Jodhpur University in Rajasthan, he said, "It would be a positive step towards national integration, if North Indian schools and colleges encourage the teaching of one of the South Indian languages, and the South Indian schools and colleges teach Hindi. In his speech he had mentioned the example of Russia which was following three language formulas, and was giving more stress on English language because of the advanced books available in English." Universities are expected to produce such leaders who will contribute to the national integration. This shows that Dr. Pavate was seriously thinking about the issues and problems of national integration and remedial measures.

Dr. Pavate's view was that the objective of higher education should be to promote cross-cultural education. He said, "Advanced countries encourage their students to go to some other countries as a part of their education. They
consider it necessary, as it provides them an opportunity to see at least one other culture different from their own. It may not be possible for many of our students to go abroad, but it would be a healthy trend if some of the students in north Indian universities are encouraged to take their post-graduate courses in South-Indian universities and vice-versa."52 Such arrangements should be made by the University Grants Commission. This gives an opportunity to the students to know the culture, tradition and language of the places visited. This develops cultural integration of the country. For achieving this knowledge of Hindi and English is vital for all Indians.

His belief was that the ultimate aim of higher education is to develop equality in the society. This will strengthen democracy. In his convocation address at Annamalai University, on 31st March, 1969, he said: "we are trying to create an egalitarian society in which there will be no concentration of wealth. We are interested in the welfare of the masses and raising their status. We should at least make a beginning. Universities can make the necessary changes more easily."53

**Higher Education to Commonman**

Dr. Pavate said, "The common man has to be given opportunities for higher education so that he may have
adequate knowledge of his duties and responsibilities as a citizen of a democratic republic. He has to be trained and equipped with the knowledge of not only how to modernize his profession such as agriculture but has also to know how to discharge his responsibilities as a free citizen in a democratic set-up."54 Higher education helps common people to develop the true spirit of democracy.

To him educating millions of illiterate people tends to put an end to superstition. His vision was "Education is the fundamental mechanism for social inclusion through the creation of more opportunities. It is therefore essential to ensure that no student is denied the opportunity to participate in higher education due to financial constraints."55

**Socio-Economic Development of Society**

The universities have to play an important role in improving the quality of life. Higher education presupposes to improve the quality of life. "No country possesses all the natural resources it needs. Switzerland has no natural resources except its high hills, the lakes and intelligent, sturdy, industrious and ingenious people. With the cheap hydro-electric power generated from the waters over the hills and with all raw material imported, Switzerland is one of the most prosperous nations in the world and has about the
highest standard of living."\textsuperscript{56} He quotes the example of Japan to explain how it emerged as a prosperous country despite its limited natural resources. In Japan, agriculture has been modernized. Higher education presupposes to contribute to socio-economic development of the country. It is pertinent to note that in recent times the emphasis is on development of human resource. There can be no doubt that higher education has made a significant contribution to economic development through human resource development. It ultimately contributes to improve the quality of life of people in society.

**Education and Democratic Values**

He was a democrat in the real sense of the term and hence he was of the opinion that "Character building, inculcation of national solidarity and commitment to secularism and democratic values are the essential ideals to be pursued by the universities."\textsuperscript{57} In higher education, the teachers significantly influence character building of the students. It enables them to become democrats and thereby strengthen the values of democracy. It also develops such a political culture, which makes the people committed to democratic values. Perhaps it contributes to minimize the gap between rural and urban people since educated people become broad minded.
Functions of University

According to Dr. Pavate, “Two of the most important duties of a modern university are the dissemination of knowledge and extension of the bounds of the existing knowledge. These two requirements have to be kept in mind all the time; otherwise, no university will make any impression today on the intellectual world. Apart from this, we shall not be able to survive as an independent, self-respecting and self-supporting nation, unless we make substantial contribution to the world’s stock of knowledge and apply the available knowledge to our practical problems.”

He held the view that life in the university was like sharpening tools. In this regard, university plays an important role in developing work culture. Here work culture means hard work by every individual in the society. This is more significant in the development of the country.

“Universities must in this complex and challenging situation train men and women who have character, vision and knowledge. One of the major tasks of universities all over the world is to train the future leaders of society.” In view of this, the main function of the university is to strengthen and protect the traditions of hardworking nature of the students, who are the future guardians of the society.

We are a part of knowledge society. Universities have to
train the youth in such a way that they not only acquire knowledge but also contribute to existing knowledge. These views are relevant today in the age of globalization. Even today in the university education, teaching and research are crucial.

"The function of universities is not merely to send out technically skilled and professionally competent men, but it is their duty to produce in them the quality of compassion, the quality which enables the individuals to treat one another in a truly democratic spirit." Dr. Pavate also of the same opinion that the universities not merely prepare technically skilled persons but also inculcate in them all good qualities.

Tests, tutorials and seminars form an integral part of higher education. Periodical tests could be conducted by the teacher without any previous notice so that the teacher would come to know the progress made by the students. As a result, the standard of education can be enhanced to a considerable extent. Dr. Pavate advocated that continuous evaluation of the performance of the students by provisions of tests and seminars is essential. Teachers have to assess the progress of every student and make suggestions for further progress. This is more authentic way of indicating the ability of the students. He emphasized on significant role of teachers in ensuring development of students' thinking
Dr. Pavate held the view that no country is satisfied with its examination system. Therefore making continuous efforts for the improvement of the system of examination are essential. He observed that job-oriented education was the panacea to all our problems. “Agriculture is going to assume more and more importance in our country hereafter and well-trained persons at various levels are likely to be attracted to practical farming, if Punjab’s example is to be any guide. A special course at the end of the primary stage and another at the secondary will enable young men to adopt farming as a career.”61 He was of the view that the quality of education in India has declined to a considerable extent as compared with quality of education in developed countries. Some countries, according to him, have gone ahead by changing the content of the courses according to the requirements to make them useful for the society.

**Discipline**

“Discipline is nothing but the rules or codes of conduct which have to be followed if given objectives are to be fulfilled.”62 Dr. Pavate held that it has to be inculcated not only by the students but also by the teachers and employees of educational institutions imparting higher education.

According to Gauhati University Enquiry Commission under
the chairmanship of Dr. Pavate, "Discipline is one of the main functions of university education." The education should be devised in such a way to inculcate a sense of discipline among the students. At the same time, the teachers as well as the employees must be also disciplined. Then only there will be congenial atmosphere in the campus of universities and colleges. "One of the most important aspects of university education, namely, the need for inculcating discipline with a view to preparing men and women for leadership in Government, the professions, industry and commerce." Gauhati University Enquiry commission, Pavate observed that discipline largely contributes for preparing leaders in various fields like politics, industry, commerce, and so on. This commission recommended that, "an autonomous body like the university is expected to follow a strict code of conduct in its dealings with employees and the public. The university is supposed to uphold the highest ideals in society and thus create the requisite atmosphere of self control and discipline among the students and staff."

According to the Gauhati University Enquiry Commission, there are three types of discipline and they are as follows:

"1) Mental Discipline
2) Physical Discipline
3) Moral Discipline"

(1) Mental Discipline

Mental discipline is very crucial. "One of the most important functions of university education is to help an individual grow into a fully developed personality mainly through strenuous mental discipline and constant utilization of all his potential faculties." Inculcating mental discipline among the students is the main function of institutions of higher education. In fact, all aspects of university life should aim at making mental discipline a primary concern. The system of examinations should be in such way that it should encourage mental discipline among the students. The concerned authorities of the universities have to conduct examinations regularly so that students pay more attention to their studies. In short, development of mental discipline is a part of students' life. Taking attendance of the students regularly also helps them in inculcating mental discipline. The university authority should pay adequate attention for providing teachers. If not provided it adversely affect the development of mental discipline among the students, thereby causing general state of indiscipline in the campus.

Library facilities provided to students and staff, help in fostering mental discipline among them. In addition to the
university library, there should be departmental libraries and research facilities. This also contributes largely for the development of mental discipline among students and members of faculty.

(2) **Physical Discipline**

There should be physical discipline among the students and in the university campus. The students should maintain discipline in the university campus, classroom and in the hostel. At the same time, the university should strive for orderliness in the environment in which students live. There should be master plan for each university. Adequate provision should be made for main building, library, sports and games, recreation and corporate life. Moreover, facilities are to be provided for the transportation of men and material from the town to the university campus.

For achieving mental discipline, they have to study more and for the attainment of physical discipline, they should play more. That is why curricular as well as extra curricular activities are equally important. The students should not neglect the extra curricular activities. The Physical Director has to play decisive role in bringing much needed physical discipline among the students community.

There should be medical check up of students every year. Because a healthy minds always, pre supposes a
healthy body. Accordingly, there must be a well-equipped hospital with medical officer as its head. "For the sake of good health, students should also have good food, properly served at meal times only." This clearly demonstrates the concern of the commission under the chairmanship of Dr. Pavate for the all round development of the students.

(3) Moral Discipline

Moral discipline on the students and staff, both teaching and non-teaching is equally significant. "Moral discipline primarily means that the persons should not act according to their inclinations at any particular moment, but according to principles of right and wrong which had been cultivated in them." In this context, the argument is that one should follow the moral values. Strict adherence to moral values on the part of students, teachers and employees is very significant. Right from his student life, he cherished them. For bringing this kind of healthy atmosphere, the teachers and the administrative officials are required to live in the campus.

So that untoward incidents can be to a large extent prevented. "During February, 1958, Pavate was invited by Veerashaiva Vidya Vardhak Sangh's Veerashaiva Arts and Commerce College, Bellary, as Chief Guest for its Annual Social Gathering. Y. Mahabaleshwarappa, the then President..."
of Veerashaiva Vidya Vardhak Sangh, presided over the function. Everything was going on very smoothly. During the course of the prize distribution function, the daughter of Mahabaleshwarappa, Parvati was receiving a prize. In the meanwhile, an undisciplined student shouted loudly against her. Dr. Pavate, who was known for his discipline, at once stood up and ordered to bring that mischievous boy to the Dias. That was done, Pavate loudly asked that student to choose one of the two alternatives, viz., either to seek her apology or dismissal from the college. The student instantly asked apology and the prize distribution programme went on as usual within two minutes.  

This instance clearly indicates that he never tolerated indiscipline in any form. He was not hesitating to take action against those who violated the code of conduct and behaved in an indiscipline way.

Students should be taught moral values. He advocated inculcation of human values like honesty, integrity and service orientation among the students. These moral and spiritual values help in removing the social evils of Indian society. Therefore, higher education through some components of curriculum can inculcate such values among the students.

"The Vice-Chancellor, Deans and the top administrative
officers should be able to exert a healthy influence on the students and inspire them with these ideals and beliefs which made for discipline and harmony in a university."70 In view of these considerations, it is observed that the officials of the university play a vital role in bringing much needed discipline and harmony in the campus. It is the collective responsibility of all stakeholders of higher education.

**Problems of Higher Education**

"Loss of primacy of universities, erosion of their autonomy, undermining of undergraduate education, the growing distance between knowledge areas and isolation of universities from the real world outside and cross commercialization are some of the problems that characterize the growth of the Indian higher education system."71 All burning problems of higher education are clearly stated and they need to be tackled very seriously, and it is the right time to overhaul the higher education. "There is no doubt that the Indian higher education system, given the enormity of challenges; it is facing needs a drastic overhaul."72 Here it is pertinent to note that the Yashpal Committee report seeks to throw light on problems of higher education in recent times.

Dr. Pavate had deep concern for dealing with problems of higher education. In his convocation address at the Kurukshetra University on 12th February 1972, he said, "The
Universities in our country are passing through difficult times. On the one hand, their responsibilities have multiplied in response, firstly due to the recent explosion of knowledge and secondly to the rapid social change, which throws up pressing demands in every human activity. On the other hand, the difficulties, which our universities encounter hamper fulfillment of their mission.”73 He believed that without the total involvement of the teaching community, no improvement could be brought about in the functioning of universities.

“Sometimes the picture, as it emerges, seems dismal and depressing, but I am optimistic enough to believe that the present is a passing phase and the clouds of unrest, indifference and lawlessness will disappear and the universities will once again devote themselves to the pursuit of learning and research in a climate of idealism and serenity.”74

Based on Dr. Pavate's views, the problems of higher education are as follows:

1. Number of Students
2. Examinations
3. Student Unrest
4. Outdated Syllabus and Outmoded Text-books
5. Medium of Instruction
6. Inadequate Funding

1) Number of Students

During the time of Dr. Pavate, one of the major problems of universities was number of students. In this regard, he said, "The present student unrest may be partly due to the continuance of the same system of university education as was introduced by the British more than a century ago. The assessment of students' capacity based on external examination alone, without taking into consideration the opinion of his teacher, may not be fully correct or even reliable." According to him the solution can be found in appointing more teachers and admission of fewer students, and both these suggestions are difficult to implement.

In the developed countries admit students based on merit. This is done based on performance of the common entrance tests. The intake of colleges is fixed according to the available facilities like hostel, infrastructure, and human resource.

He opposed indiscriminate admissions based on any criteria. He held the view that screening the performance of the pupils at various stages is quite essential for improving the standard of education. To this problem, Dr. Pavate suggests that the number of students should be limited and manageable. Besides, the selection of students is done
carefully with at least ten percent of them coming from other states.

2) Examinations

Dr. Pavate was fully aware of the magnitude of the problems of examinations. According to him, the then prevailing system of examinations was not able to identify the students' capacity for hard work or for independent thinking. He observed that it is not rational to evaluate the performance of students based on final examination. He suggested a system of continuous evaluation at every stage.

In his convocation address at Sri Venkateshwara University, Dr. Pavate said, "One of the most interesting recommendations made at the meet (mentioned above) was that an open-book examination should be introduced. In fact, nobody was happy with the then system of teaching as well as evaluation. There are two main reasons for this dissatisfaction with examinations. One is that it puts a great strain on memory, and, the other, the element of 'expected' by them." He suggested continuous evaluation of the performance of the students. Therefore, Dr. Pavate was in favour of the semester system. In the American semester system, under which the students are tested periodically and calculate the average is obtained for the final. "This system is working well, as far as I know, in some of the universities in
our country, which have adopted it with some modifications to suit our conditions. The great advantage of this system is that the students have to work seriously throughout the year."\textsuperscript{77} Today semester system has been accepted as the best system as it keeps the students busy and active throughout the year. "The process of modernization and basic improvements in methodology of teaching and learning process along with much needed reforms in subject content go a long way in making our higher education conform to the requirements of a rapidly industrializing society. It is in this context the semester system of higher education is being considered as a suitable means to achieve futuristic goals of Indian Society."\textsuperscript{78} Looking to its advantages the semester system in higher education is accepted in a large number of universities.

3) Student Unrest

Dr. Pavate regarded the students' unrest as one of the challenges in higher education. It is common problem all over the world. As a realist, he studied conditions prevailing in the system during the pre- and post-independence period. Students all over the country have many problems. A large number of students are not confident of shaping their future well.

In fact, frustration prevails among the large number of
students, primarily due to their perception that whatever they learn in the university may not be so much useful in their life. According to Dr. Pavate this trend caused to the development of the tendency on the part of the students not to concentrate on their studies. In this regard, he advised to work sincerely and honestly to overcome the problem of frustration. He said, "whatever work you find, do it with sincerity and honesty wherever your work may take you. Always remember that you are the inheritors of great culture and great history."79 Here Pavate observed that doing one's own duty with all sincerity is crucial not expecting anything. Moreover, this has been the cultural heritage of India.

4) Outdated Syllabus and Outmoded Textbooks

"It is no secret that curricula have almost remained unchanged for decades, and have-not kept pace with the times"80 The same view has been expressed by Dr. Pavate, when he said that top priority should to be given for changing the curricula according to the changing conditions. Therefore, any educational system for retaining its worth should periodically review and improve the syllabus. "Outmoded ideas of dead uniformity in the vast field of education and psychology of mass production have to be revised."81

Similarly, Dr. Pavate also felt that the syllabus must
have kept changing as per the needs and requirements of the society. He pointed out that in most of the universities the syllabus and textbooks are outdated. During the course of his convocation address at the Mysore University, on 12th December 1970, Dr. Pavate said, “Unfortunately our teachers and students are inclined to remain satisfied with an outmoded curriculum and text books. If we want to keep pace with modern developments, our syllabi have to be radically overhauled but, in actual practice, we have not been able to effect such changes, although the UGC has been trying its best in that direction."82 The syllabi of courses in the universities need to revise periodically in the light of recent developments. “Universities should be required to revise or restructure curricula at least once in three years.”83 Thus the spirit of same idea of him is mentioned in the report of National knowledge Commission and NAAC is insisting on this. “For a number of reasons, the undergraduate and post graduate courses have remained unchanged for a long time matched by the archaic teaching methods. All this calls for urgency in terms of flexibility, innovation and modern techniques of education.”84

Further, Dr. Pavate viewed, “In our country, in most of the universities, the syllabus remains static and the text-books remain in use for years, although knowledge in the
subject has advanced in the meantime. This is one of the major problems in our higher education. On the other hand, the numbers go on increasing so that the university itself will lose all initiative in improving the teaching and the learning process."

For improvement of the learning process updating syllabus the syllabi from time to time is necessary. Teachers play an important role from the perspective of teaching the subject in the true spirit of updated syllabus. They also play an important role in recommending the standard books according to the updated syllabus.

5) **Medium of Instruction**

A major problem of university education is the medium of instruction i.e. the medium of teaching in colleges and universities. "One's mother tongue is the most desirable and convenient medium for acquisition of knowledge." Dr. Pavate also observed that the regional language should be the medium of instruction, so that the students understand the subjects better.

According to Pavate the problems is partly educational and partly political. He considered that teaching any subject in English medium curbs waste of talent. He said, "Regional languages should be the medium of instruction. English should continue to be taught as it was an international link"
The large percentage of failures in university examinations is mainly due to this. Students' knowledge of English is not satisfactory. One of the objectives of education is to develop thinking ability among the students. This cannot be achieved successfully by English medium. In view of this consideration, He stood for the regional language as a medium of instruction. He gave the example of how quickly Japan gets new books translated into Japanese language and kept on bringing her own books up to date. As president of the Inter-University Board, he suggested a time limit of ten years for adopting the regional language as a medium of instruction in the Arts subjects. The production of textbooks in regional language is not difficult. The teachers can understand the subject clearly in their mother tongue and teach the subject fluently.

"Turning to the political aspect of this problem, all thinking men in this country desires our country to be strong and united. We have, therefore, to adopt or develop a common national language, a link language as some call it, which should unite our people. It was felt that, this purpose is served only by Hindi." In Dr. Pavate's opinion, "Hindi is spoken by a large majority of people, in one form or the other, and is therefore, the only language which can serve as a link language without much difficulty. Many educationists are of
the view that English should remain as the link-language. Where ninety-eight percent of the people do not know English, it is difficult to make English a link language. English, must remain, a language to serve us as a window on the rest of the world."89 Therefore, Dr. Pavate observed, "the present policy of teaching through English in colleges and universities has to be given up, and the sooner the process starts the better for education in this country."90 This clearly shows that he advocated regional language as medium of instruction in colleges and universities.

Looking at his views on the medium of instruction, it is obvious that the regional language should be the medium of education even at the university level. The success of regional language as a medium of instruction in higher education is mainly determined by its use by the people of the state concerned. At the same time, English will remain as an important subject to be studied at all levels.

6) Inadequate Funding

Dr. Pavate insists that the universities should be given adequate funds to enable them to impart quality education and thereby to achieve academic excellence. He observed that very poor attention is paid to state universities and calls for more funds on par with central universities. "The state universities must be treated on par with their central
counterparts." He held that discrimination should not be made in between state and central universities in respect of advancing the grants. Only when both the state and central universities are given adequate funds they perform the function imparting quality higher education in a better way.

**Role of Universities**

In the words of Asutosh Mukejee, "To my mind the university is a great storehouse of learning a great bureau of standards, a great workshop of knowledge, a great laboratory for the training of men of thought as well as men of action. The university is thus the instrument of the state for the conservation of knowledge for the discovery, of knowledge, for the distribution of knowledge and above all for the creation of knowledge-makers." 

Universities play a crucial role in imparting quality higher education. While delivering the convocation address at Annamalai University, Dr. Pavate said, "Universities have an important role to play in our country, not only in achieving a high standard of education, but also in producing great leaders capable of moulding the destiny of our motherland." Dr. Pavate's firm conviction was that the common person should get an education without financial burden. His plea was not to undermine the significance of English as medium of instruction or the updating of syllabi to make higher
education relevant to face the challenges of the day.

As a member of the University Grants Commission, he had a good number of opportunities of visiting various universities to assess their financial needs. Hence he had rich experience regarding the way in which the universities function. According to him, universities have to give equal importance to infrastructural and academic development.

He believed, "The business a university transacts, according to tradition, is the diffusion and expansion of the bounds of knowledge in all branches, without regard for practical use. Very often the knowledge we disseminate may be considered useless; but civilization is a process of making useless knowledge useful for the welfare and prosperity of the people."\(^94\)

"The university provides an opportunity to acquire knowledge in a specialized area. As a result of this study and laboratory work, he should understand the world around him better, think for himself objectively and find solutions to difficult and complicated problems and generally be able to lead a decent and honorable life."\(^95\) University education makes people broad minded forgetting their affiliation with caste, language and religion. Because of this harmony in the society is strengthened.
Issues of Higher Education

Dr. Pavate had his own concept of universities. According to him, the following are the major issues of higher education.

1. Autonomy
2. Selection of Staff
3. Academic Excellence
4. Special Coaching

(1) Autonomy

Universities should be autonomous for giving quality higher education. "Academic Freedom brings out the best in students and faculty." He also observed that excellence in higher education could only be brought about in an atmosphere of academic freedom. In other words he stood for giving autonomy to institutions of higher education. "Without autonomy to colleges it may not be possible for universities to concentrate on their fundamental functions. Nor would it be possible for colleges to make any academic advance without autonomy." He also remarks that only when affiliated colleges are given autonomy, the universities can perform all their functions well.

"The greater the dependence of the universities, on Government for their maintenance, the less will be their autonomy." This implies that they should be free from
political and governmental interference in their day today administration. Financial support to the universities by the government should not in no way affect their autonomy. The report of the National Knowledge Commission considers this issue of autonomy of the university for maintaining standard in higher education. It states, "The autonomy of universities is eroded by interventions from Government and intrusions from political processes. This problem needs to be recognized and addressed to in a systematic manner within universities but also outside, particularly in governments, legislatures and political parties." Entrusting the responsibility of university administration to teachers is equally important, since they are familiar with issues and problems of university education.

(2) Selection of Staff

Both teaching and non-teaching staff play crucial role in running the university administration. While delivering the inaugural address at the first convention of the administrative functionaries of the agricultural universities in India at the Agricultural University, Ludhiana on 23rd February, 1970, Dr. Pavate said, "This requires competent men and women who are devoted to their duties and responsibilities by keeping themselves abreast of modern developments in their subjects and also by carrying out
ceaseless research producing new knowledge which could benefit the students and farmers. Narrow provincialism, regionalism or communalism should not be the consideration in making appointments at the higher levels, particularly in research and instruction.”

(3) Academic Excellence

"Academic excellence means sustaining an environment in which student learning is fostered inside and out of the classroom through a pervasive atmosphere of high expectations leading to student mastery of a significant body of general and specialized knowledge; the ability to find, analyse and effectively use relevant information; and the development and employment of fundamental academic skills (reading, writing, critical thinking problem-solving) in all areas of college life, so that the joy of learning permeates every aspect of campus culture.” Dr. Pavate tried his level best to create healthy atmosphere in the university campus. He encouraged the students to undertake research in their own field of specialization. He used to identify outstanding students and thereby gave them guidance to become employable in the market. His encouragement and support to a number of students enabled them to shape their academic career.

Universities must function in such a way as to
enhance and strengthen academic excellence. They are expected to produce able administrators, eminent scientists, philosophers, men of letters, economists, and statesmen.

(4) **Special Coaching**

He advocates that the universities should make provision for special coaching and training for gifted students. He says that the university authorities should make provisions for selecting the gifted students. He stood for development of creativity among the students. This enables them to become good researchers, teachers and administrators.

**Relevance of Dr. Pavate**

Dr. Pavate's views are relevant today in the age of globalization. During his life Dr. Pavate's main concern was to provide basic education to the people and to improve the quality of education by reforming the educational system. He struggled for achieving these objectives. We are a part of knowledge society. Higher education should train our youth in such a way that they should not merely acquire knowledge but also contribute to it. In a globalised world higher education faces challenges which need immediate attention. For this reason the Government of India has appointed various committees and commissions to suggest and recommend necessary reforms. In recent times, the National
Knowledge Commission (NKC) and the Yash Pal Committee on Higher Education are important. It is pertinent to examine views in the light these reports.

NKC was a high-level advisory body to the Prime Minister. The latter appointed the National Knowledge Commission in June 2005. The Planning Commission is the nodal agency for the NKC for planning and budgeting purposes as well as for handling parliamentary submissions or responses. The National Steering Group for NKC is headed by the Prime Minister and includes the Ministers of Agriculture, Human Resources Development, Science and Technology, Commerce and Information Technology.”

The deliberations of Knowledge Commission focused on the following five key areas of the knowledge paradigm:

1) “Access to knowledge,
2) Knowledge concepts,
3) Knowledge creation
4) Knowledge applications and
5) Development of better knowledge services.”

The views of Dr. Pavate on education include providing of compulsory education, language, reforms in educational system, stressing the need for knowledge of science and technology, knowledge of our great cultural heritage for enhancing quality of life, stress on traditional occupation -all
these can be found implicit in the reports of Knowledge Commission and Yash Pal Committee. This is a tribute to Dr. Pavate's vision on education. In his opinion, knowledge should enable a person lead a worthy life. It should provide wisdom and strength to a person so he should be able to face the challenges of life. Similar views are expressed in the report of the Knowledge Commission. Back in the 1960s, he had realized the importance of the knowledge of Science and Technology. He was of the opinion that education should develop creativity, which leads to innovation. When he talked about improving the quality of education, he stressed regular review of syllabus and desired change in the examination system. He expressed his concern about reviewing the syllabus way back in the 1970s.

With regard to the examination system he supported the American semester system. According to him, "The questions are designed, to test the comprehension and the application of the subjects done to practical problems. Unless the student has a thorough mastery over the subjects, he will not be able to choose the correct one, even if he has the books by his side." This view is pertinent because though we have adopted the semester system of the West, it has failed to create a critical evaluation and an understanding of the practical problems of the society.
Application of theoretical knowledge to practical problems still needs more emphasis especially in social sciences.

It has been mentioned in the NKC’s report that, "in a multilingual country like India language is relevant not only as a means of communication or a medium of instruction but also as a determinant of access." It stressed introduction of English.

Dr. Pavate was aware about these facts. Though he supported regional language as the medium of instruction so that students can understand the subject thoroughly, he emphasized that the knowledge of English is essential to keep oneself up-to-date in the subject.

The next step towards improving the quality of education is retaining talented faculty members. NKC suggested, "Universities make efforts to attract and retain talented faculty members through better working conditions and performance incentives and take steps to improve the quality of research and teaching." Dr. Pavate had the strong belief that good teaching requires good and competent teachers, appointed purely based on their academic qualifications and merit. When universities demand good teachers it is also the responsibility of the university to provide them good pay scales and better working conditions. He struggled to increase the salaries of the teachers.
With regard to administrative reforms in education, Dr. Pavate's views are discussed in detail in this chapter. To sum up his reforms we can say that his focus was on the problems of political interference and corruption. Even today these two problems persist in our educational system. It has been stated in the Yash Pal Committee report: "interference, from various political or commercial vested interests, in the functioning and priorities of the universities comes in many different forms and interests."\textsuperscript{107} It becomes clear that most of Dr. Pavate's views are relevant even today. These views need extensive and intensive debate.
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