Chapter – VI

CONCLUSIONS

Wrangler Dr. D.C. Pavate was a brilliant and outstanding student, an inspiring teacher, remarkable administrator, illustrious Vice-Chancellor, a non-partisan governor with academic background and an educationist par-excellence. Though he was born and brought up in a poor family, he emerged successfully and his achievements are commendable. As a student, he visualized to serve the people by educating them. He did it throughout his life, as he occupied the highest posts in the education field. He had strong will power, a clear vision and mission. His life itself is proof to show and to prove that poverty will not be a hurdle in making substantial contribution to any field as intended by an individual. Sincerity, integrity, transparency, pragmatism, self-confidence, far-sightedness and iron will were the values of his life. He followed them in letter and spirit in his administration. His eyes were bright and active and reflected his aspirations. He belongs to that category of human beings, who like a little candle melt themselves but throw a beam of light on others. In fact, Dr. Pavate was like a big banyan tree standing in the hot sun giving shelter and shade to others. He made substantial contribution to the
generation of knowledge and it is implicitly or explicitly a contribution to knowledge society. This shows his multifaceted personality. The more carefully his life and personality is studied the more do its unique features appear?

Dr. Pavate played a decisive role in moulding of Indian educational pattern. It is pertinent to note that he immensely contributed to the educational development. He created a record in the educational history as DPI of Bombay Presidency, Vice-Chancellor of Karnataka University, Chairman of Inter University Board of India, Member of UGC, Chairman of Gauhati University Enquiry Commission (1962) and as a world famous mathematician and a clear-sighted educationist. His views on education provide a framework for solving issues and problems of education, both primary and higher. Credit goes to him for having enhanced and strengthened academic excellence. In the context of the National Knowledge Commission Report and Yashalpal Committee Report on Higher Education, his ideas seem to be relevant today. It is worthy to note that his view on education proved to be a panacea to issues and problems of education. Wherever he worked, he has left a great legacy behind. The innumerable educational institutions, which he sponsored or nurtured, are an evidence of his constructive
ability. He was known for his quick disposal of cases and prompt policy decisions. His style of functioning as an educational administrator was liked and admired even by the British officials during pre-independence period.

One great quality found in Dr. Pavate was that he used to keep away from politics. Obviously, he was non-partisan in his administration and naturally, he was impartial. In other words, he remained politically neutral throughout his career right from the position of Educational Inspector down to the position of Vice-Chancellor and Governor. Generally, people desire things without deserving them. On the contrary, Pavate never expected any power and position. In turn, power and position went to him, as he deserved them. He would never allow himself to be swayed in his judgment by any consideration other than merit. He received support from all sides for the decisions taken by him pertaining to educational administration because everyone knew that he was just and impartial and was always in the interest of the public.

Dr. Pavate possessed rare humanitarian feelings in a remarkable measure. His sanity, serenity, worldly wisdom and idealism gave him a place of pride amidst educationalists, administrators and patriotic sons of the country. He is a role model to those who want to contribute
substantially to the nation and nation building. Able and efficient, tolerant and broadminded, having all the qualities of a determined leader and above all charged with a high sense of patriotism and devotion to work. Dr. Pavate has established unfailling claims to public recognition and honour. He created a record in the educational history of pre- and post- independence India.

Dr. Pavate worked as a unique Governor of Punjab for a full term (1967 - 1972). He was unique in the sense he was just, impartial and non-partisan. He did his best to maintain peace, order and tranquility in the state of Punjab in which governments were quite unstable due to coalition politics. He was successful in restoring the confidence of the people in the administration of Punjab. He streamlined the police and revenue departments. The President's Rule twice imposed in Punjab helped him to do commendable constructive work. During his term of governorship, there was considerable increase in land revenue. He was largely responsible for combating the Naxalites' activities. He sincerely attempted to solve the problem of rehabilitation of war-affected people after the Indo-Pak war. He properly guided the Government of Punjab in establishing in the Guru Nanak University at Amritsar. He brought transparency in the administration by eliminating the evils of corruption, favouritism, redtapism,
and so on.

**Findings**

The assumptions of this study have been confirmed. The findings of this study are as follows:

1. It is found that Dr. D.C. Pavate's personality was unique in many respects and it reflected in his administration. He was a man of rare academic distinction, honesty and integrity with firm conviction and commitment. His style of functioning considerably contributed to promote academic excellence.

2. The study indicates that he made a substantial contribution to educational administration right from the primary to university education by taking initiative to introduce reforms. His ideas on education can provide a broad framework to understand challenges of education in the twenty-first century and guide us in facing them effectively. Therefore, his ideas on education continue to be relevant in a globalizing world.

3. In this study, it is found that he was a democrat. He was an elected Vice-Chancellor representing the aspirations of the people. He firmly believed that education should contribute to democratise society. In this connection, his plea was for liberal education, which ultimately promotes political awareness among the common people.

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4. He believed in value of equality. His style of functioning and practices in running the administration reveal that he attempted to practice the value of equality.

5. As an educational administrator, he believed that improving the service conditions of teachers is a prerequisite for enhancing the quality of education. In this respect, he made a significant contribution.

6. The study reveals that his convictions and ideas significantly influenced the process of the formulation of education policy at various levels. These became an important input for education policy decisions.

7. As an educational administrator, he made a mark in promoting academic excellence.

8. His thinking about issues of the public concern used to be based on the spirit of secularism. He made a distinction between secular state and secular society. This study finds that Pavate as an educational administrator and governor gave priority to uphold the principles of secularism. That is why he was successful.

9. In this study it is found that Dr. Pavate contributed to ensure transparency in educational administration.

10. As Governor of Punjab, he demonstrated non-partisan ways of dealing with the crises of coalition politics in Punjab. This was mainly due to his scholarly background.
Largely, his way of dealing with problems of coalition politics can provide guidelines even today. The study underlines that he had deep concern for the interests of the common people and it was reflected in his role as an educational administrator as well as governor.

11. This study reveals that Dr. Pavate as decision maker had his firm convictions and clear perception of the problems of education as well as politics in general. He knew long term and short-term objectives. He used to evaluate the situation objectively. His thinking was clear and consistent about the possible policy alternatives and selection of the best alternative. He gave top most priority in implementing policy decisions in letter and spirit. He was impartial, firm and had deep concern for the well-being of common people in taking policy decisions. This was demonstrated by him as an educational administrator as well as governor.

This study is not exhaustive but it points to the needs for a more extensive and intensive study of Wrangler Dr. D. C. Pavate's as a governor.