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VOLUME II

PART II

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QUESTION VIII.

ABDUL HUQ, DR.

Oral Evidence.

As regards medium of instruction, I would prefer English for collegiate education. Once we give up English, all doors of knowledge will be closed to us. We will not be able to take advantage of the large number of books in English on Science and other subjects and widen our knowledge. We must be very cautious in changing the medium for collegiate education. The Osmania University tried the medium of Urdu. I know that by the time the books were translated in Urdu, they became out of date. Educationally I do not consider it a success.

ADDY, K. C.

1. English should certainly be displaced in the Universities of India as the medium of instruction and the provincial or regional languages employed instead.

2. Linguistic provincialism in University education could be countered by making a workable knowledge of 3 languages compulsory in Indian Universities viz., the national language (when that is decided upon), the provincial or regional language and English. In modern European Universities most students have a working knowledge of English, and another modern European Language in addition to their own mother-tongue.

3. English is our only source at present for Western culture, knowledge and research; and advancement of higher studies and research in Indian Universities could only be co-ordinated and helped by the retention of English.

AHMAD, M. G. ZUBAID.

1. I am totally against this development.

2. Certainly.

3. The question does not arise, if English continues to be the medium of instruction, especially in Universities.

4. At the Osmania University the standard of scholarship has naturally fallen down because of a lack of books of high standard in Urdu on modern subjects.

6. If English cannot be allowed to be a medium of instruction in Universities, then I would recommend that Hindustani (in both scripts) should be the medium.

7. I am strongly in favour of the Roman Script for Hindustani only but not for all Indian Languages.

8. Yes, I am in favour of a uniform system of Scientific terminology.

9. (i) The present position of English should continue for some years.

(ii) In the long run its place may be taken by Hindustani.

(iii) It should always remain as a serious subject of study.

(iv) As already said, it should remain the medium of instruction at Universities.

AIYA, S. V. CHANDRASHEKHAR.

Instruction in all Indian Universities must be in ONE language, if India is to be one and if India is to progress.

If English, despite its being an international language, has to be replaced by a national language, out of sentimental reasons, I feel Hindi in Devnagri Script is ideal. I keep an open mind.

AIYAR, ALLADI KRISHNASWAMI.

While I have no objection to vernacular being the medium of instruction in the secondary and the high school courses or Hindi or Hindusthani being cultivated as the national language of India, the importance of the study of English cannot be lost sight of. Modern science is essentially the product of the West and without a knowledge of the European languages, a student of Science cannot make headway either in research or in scholarship. I doubt whether the foremost scientists of India of the present day can impart scientific knowledge to the youth of our country in the vernaculars or in Hindi. In addition to indigenous scientists and scholars, we have for some years at least to indent upon scholars and scientists from the West to train up our youth. For over a hundred and fifty years, Western knowledge has been imparted to the youth of this country through the medium of English. English, today, is the language understood and spoken in a great part of the civilised world and is one of the two official languages of the U.N.O. It is therefore necessary that in our zeal for vernaculars and for a *lingua franca* for the whole of India for the political solidarity of our people, we do not ignore the claims of English. The danger of too much insistence upon the language question is that by the time we settle our proper terminology in regard to scientific terms, the advancement of science would be proceeding at a giddy pace in the West and we would be left far behind.

AIYAR, K. DURAISWAMI.

1. This question of medium of instruction presents great difficulties. English cannot be the medium of instruction for ever. So the question is whether Hindi or the regional language is to be the

medium of higher instruction. Pride in the regional language along with a natural desire for making the regional language the vehicle of expression of thought at all levels inclines one to the view that the regional language will have to be the medium of instruction. In any case both Hindi and English will have to be compulsorily studied by those who pursue higher studies, English to be compulsory only for the most advanced courses.

2. I do not apprehend that solidarity or cultural standards are likely to be adversely affected by making the regional language the medium of instruction.

8. I am in favour of the adoption of a uniform system of scientific and technological terminology for all Indian languages.

9. (i) In the immediate future English will have to be accorded some special recognition though we should prepare the ground for its gradual and steady elimination.

(ii) In the long run its place will be the same as that of, say, French or German.

(iii) As a subject of study its place will be that of say French or German.

(iv) As a medium of instruction in the long run it will have no place.

AIYAR, K. BALASUBRAMANIA.

1. The tendency referred to in the question is not very pronounced. The Madras University gave the option to the affiliated colleges to adopt the regional language as medium of instruction But uptil now except one or two colleges, the rest have not come forward to do so. I do not favour this development. It is necessary, for a long time to come, that English should be the medium of instruction especially for scientific subjects. The regional languages have not now a sufficient vocubulary for scientific subjects to serve efficiently as media of instruction. Further as English is an international language and as advanced studies in Science are not confined to any particular country, it is better that the student studies them through the medium of the English language and thus keeps his contact with the thought of the world on scientific subjects. It should also be remembered that it was through English that we in our country mainly derived our inspiration for our great national movement.

2. I also feel that the solidarity or cultural standards are likely to be affected by linguistic provincialism in University education.

8. I am in favour of the adoption of a uniform system of Scientific and technological terminology for all the Indian languages. This can best be done by the wholesale adaptation of English words into the Indian languages.

9. English ought to occupy for a long time to come an important place as a subject of study and also as a medium of instruction.

AKSHAIBAR LAL.

1. Yes, there is no harm provided a common terminology is accepted all over India.

6. Hindi.

9. (i) Medium of instruction in post-graduate studies.

(ii) Compulsory subject.

(iii) Should be retained as subject of study.

(iv) No.

ALI AKBAR, S.

1. Yes.

2. No, provided linguistic provincialism is not carried too far and English is retained as a compulsory subject.

3. English should continue to be employed as the medium of instruction in advanced study and research.

4. The experiment made by the Osmania University has been successful only partially. The number of suitable books in Urdu in non-language subjects is limited; but whatever books the students read in Urdu, they assimilate better than students of other Indian Universities can assimilate the English originals of these books. For students whose mother-tongue is Urdu, the processes of thought and expression are naturally facilitated, so that they are able to grasp the subject-matter better than those who have to study through a foreign medium. In the Osmania University, though English is a compulsory subject, its standard is poor. Nor is the expectation that the students shall study such recommended books in English as have not been translated into Urdu, usually realised. If steps are taken to ensure this, the University can be a greater success.

5. By setting up Bureaus of Translation and Compilations and also encouraging eminent Professors to write original books in Indian languages.

6. I do not favour a common medium of instruction for all Indian Universities.

7. Yes.

8. Yes.

ALIGARH COLLEGES, AFFILIATED TO THE AGRA UNIVERSITY, (PRINCIPALS).

Oral Evidence.

At present the medium of instruction in our University is English. The University has just passed a resolution in the Senate that they would like to make Hindi the medium of instruction as early as possible. (One Principal).

It is really difficult to teach Science through Hindi at present. We must fix 5 years as the period for the transition. 5 years should be the maximum. (Another Principal.).

For Commerce Hindi should be optional and not compulsory. Option should be given to teach in English. (Another Principal).

Within two years we have had enough books so far as Intermediate classes are concerned. (Another Principal).

English should be a compulsory subject for science. For Arts it may be made optional. (Another Principal).

English should be compulsory for all. The medium of instruction should be Hindi but the students must read English. In commerce when I begin to teach the Intermediate boys, there are certain problems which are international in character. Unless they knew English, they cannot do business in foreign countries. (Another Principal).

AMRIT KAUR, HON'BLE RAJKUMARI.

Oral Evidence.

Mother tongue should be the medium of instruction. Though we have not good text books in the national language and though there would be some kind of dislocation when, ten years or a generation later, the national language is adopted, yet we have got to work towards that end. It would be no doubt difficult to have the national language today.

We have got to make the federal language compulsory from the school stage. Hereafter people will have to learn one regional language and the national language. In regard to national language, it is for consideration whether the study of that language should not be made sufficiently easy and the standard should be put at a limit which will enable people to understand each other and carry on normal business.

ANDHRA TEACHERS' FEDERATION, MASULIPATAM.

1. Provincial or regional languages must be made the media of instruction in the Universities within a space of five years.

5. Universities have to take up the work of publishing suitable Reference books and Text-books for all subjects of study. They may get books written afresh by competent experts or get translations of Standard books made into the provincial language.

9. English has to be made a compulsory subject of study. Hindi in Devanagiri script may also be made a compulsory subject for securing national unity and as an inter provincial language.

ARTHUR, MORE.

1. No. If English is displaced another *lingua franca* (Hindustani) should replace it.

2. Yes.

3. Despair !

4. I don't know.

6. I think Hindustani must be tried, but I doubt whether it can displace English.

7. Yes.

8. Yes.

9. I don't think 'views' matter. English has taken too firm a root to be displaced, but there is no harm in trying.

ASRANI, U. A.

(1 to 9). Upto the end of the higher secondary classes, the provincial language should be the medium of instruction, and the national language (Hindustani) as well as English should be compulsory second languages for three years at the end. While working for the Bachelor's degree, a further three years course in English as a second language should be provided on an optional basis and the medium of instructions should be the provincial language or Hindustani at the choice of the student as far as the college authorities can accommodate. In Technical institutions and for the classes for the Master's degree, Hindustani alone should be the medium of instruction. English would be useful for consulting literature written in foreign countries.

I am not in favour of the Roman script.

There should be a uniform scientific, technological, political, economic and legal terminology in all Indian languages.

The experiment of the Osmania University has not been conducted on sound lines. It has had a communal bias. The replacing of Urdu by Hindustani, as recently announced, is a move in the right direction.

For the next five years English should take the place of Hindustani in the scheme suggested by me above. But the change over should begin from July 1949 in the lowest degree class and every year the change over should proceed to the next higher class. Text-Books will be available if there is a demand for them. A committee should within one year provide a common vocabulary of technical terms.

ASAF ALI, HIS EXCELLENCY.

1. I do not for one moment favour the idea of displacing English as a medium of instruction in the Universities by regional languages for the next fifteen to twenty years; for a variety of compelling reasons.

2. I do apprehend that national solidarity and cultural standards are bound to be adversely affected as a consequence of linguistic 'provincialism' in University education. It will cripple the very infancy of the national growth.

3. For the next 25 to 30 years I would continue to use English as a means of co-ordination in advanced study and research, and later consider the desirability of adopting Hindi or Hindustani which is still in the process of being standardised.

4. I am not competent enough to judge the result of the Osmania University's experiment with Urdu as the medium of instruction. But from what little I have been able to see of the various books produced by the University, I have a feeling that their experiment has not been futile, though it still leaves a good deal to be desired as far as the standardisation of technical terminology is concerned. Some of the technical terms which they have adopted will find it difficult to become current coin. In the matter of scientific subjects it would be very odd indeed for any region to be content with any local or regional terminology which might be incomprehensible to both the common man and the scholars of other provinces and regions. They have, however, made a very heroic effort which is creditable. But it has taken them more than 20 years to evolve even the present standard.

5. Today the supply of standard or any text-books on various subjects of study in the Indian languages is in a deplorable condition and sometimes mere trash is being availed of in the name of parochialism or patriotism. In order to make a serious effort to produce a sufficient supply of standard text books, the Central Government in consultation with Provincial Governments should appoint a Central Text-Book Committee, and standard books in different languages should be produced under the supervision of men of recognised merit. The editorial staff should consist of men of the highest academic qualifications whose general grasp of the subject concerned should be beyond question. So long as the work of producing text-books is left to individual effort and the judgment of local Text Book Committees, which are not too sensitive about the performance of their duty or are amenable to extraneous influences, no good results can ever be achieved. Once the manuscripts of standardised books are available, their publication should not be a matter of any very great difficulty although publishing houses are not too abundant at present.

6. As I have already said, after the lapse of 20 years I would be prepared to consider the introduction of a common medium of instruction for all Indian Universities. That medium, in my opinion, should be Hindustani or Hindi. The name does not matter; it may be one or the other. But it should be a language fundamentally based on Sanskrit derivatives common to the different languages now prevalent in the majority of the provinces in India, The Dravidian

languages may contribute a few words to such a language, just as a fairly large number of Arabic and Persian words are bound to find their way into it either in their original or some sort of a converted form. Even now thousands of words are common between Northern India, Bengal, Orissa, Central India, Bombay, Gujerat and Rajasthan, and amazingly enough, a very high proportion of Persian and Arabic words is also to be found in all these languages in different guises. Even Telugu, Tamil, Canarese and Malayalam are supposed to have a fair proportion of Sanskrit words. Out of all these has lately been arising some kind of a basic vocabulary which is generally understood almost all over India. I can easily imagine this tender plant eventually maturing into a sturdy tree when it will derive its sap from Sanskrit and yield its own flowers and fruits. It will have to absorb a good deal of vocabulary from other languages at least in so far as scientific subjects are concerned. In short this is my conception of the Hindi which will grow to its fullest stature in the next 15 to 20 years. I would certainly prescribe such a language as the common medium of instruction for all Indian Universities which may replace English.

7. It would be a very great advantage indeed if all the Indian languages were written in the Roman script which, barring China, Japan and the Middle East, is the basic script of almost all the civilised nations of the world. Even Turkey has adopted it. I am, however, conscious of the fact that the adoption of the Roman Script for all the Indian languages appears to be a very remote dream which may not materialise for years.

I am, however, inclined to suggest a compromise which may meet the provincial and national sentiment and the international needs for wider contacts and understanding. I would suggest the continuance of the existing provincial or regional scripts for the various languages, but prescribe the Roman script for the inter-provincial or the national language of India to make it easier both for those who are familiar with the Roman script in connection with English today in India, and for all other nations of the world who may find it easier to pick up our national language in the script with which they are familiar.

Failing this compromise, I would be prepared to accept Nagri with a few modifications as the script for the national language of India. The few modifications to which I am referring will be in the interest of economising certain phonetical letters which have become superfluous and compressing certain vowels into diacritical marks.

8. Definitely yes. Scientific and techonogical terminology must be uniform throughout India and should not be radically different from the international terminology.

9. English should continue to be the medium of instruction in the Indian Universities at least for another 15 to 20 years. In the long run it should be replaced by the national language of India. As a subject of study it should naturally be one of the voluntary subjects like any other foreign language.

ASTHANA, N. P.

1. Yes.

2. Yes.

3. I would keep the national language or English as a compulsory subject.

4. No.

5. By encouraging translations of standard works on literature and science.

6. *Hindustani.*

7. No.

8. I am in favour of keeping English scientific terms, which have become international.

9. (i) It would be a compulsory subject.

(ii) It would be a compulsory subject.

(iii) Yes.

(iv) No, in the long run. At present, it should remain as medium of instruction till the federal language is sufficiently developed.

ATREYA, B. L.

1. Yes.

2. Yes if the technical terms are different in different languages of India, and if in each province emphasis is laid on differences in Indian languages instead of similarities.

3. By creating a common national language which is not difficult to create in India.

4. I think not, because highly Persianized and Arabicised Urdu written in a very imperfect and unscientific script was the medium of instruction in a part of India where this language was not understood, but was forced upon people by the State. The text-books prepared by the Osmania University are not intelligible even to those who know Urdu language fairly well.

5. The demand will create supply in course of time. The State should give printing facilities and should honour good authors.

6. Hindi enriched by words from all Indian languages and from Sanskrit on which most of them depend for words and terms.

7. No. Roman script is very defective for expressing Indian languages. Devanagri script is far superior phonetically to the Roman script, and why should a better Indian script be given up in preference to a worse foreign script ?

8. Yes, there should be a uniform system all over India.

9. (i) In the immediate future, English should continue to be the medium of instruction for higher studies, (ii) not so in the long run. (iii) It should continue as compulsory subject of study for University students and as alternative medium of instruction in some subjects.

AYYAR, A. KRISHNASWAMI.

Oral Evidence.

There is no use starting with Hindustani when we are not ready. I want Hindustani to be enriched. In the High School classes, instruction in Geography, History etc., may be imparted in the vernacular. At the same time, give a compulsory course in English also. After some time when there is sufficient literature in Hindustani, we can dispense with English except to the extent necessary for international purposes. A language like Sanskrit or Tamil is richer than Hindi or Hindustani.

AYYAR, C. P. RAMASWAMI.

Oral Evidence.

Taking the next 10 to 15 years as the time limit, I am definitely of opinion that none of the languages, least of all Hindi or Hindustani, is fit to be the medium of instruction for higher education. I am distinctly of opinion that it will be a retrograde step to give up the medium of English, which is well-nigh a universal language, in the University Course. It is perfectly correct to say that any system of education which neglects the mother-tongue does an injustice to the students who are handicapped in many ways. I take it that in every system of University education, at a particular stage, provision will have to be made for an intensive study of the mother-tongue. So far as what is called the *lingua franca* is concerned—Hindi or Hindustani—I would leave it to the definite necessities of life.

Until a language has developed a literature, a conscience, an atmosphere, a personality of its own, and is able to cope with the needs of higher learning, there is no point in enforcing it as the medium of instruction.

We have the mother-tongue, English, basic Hindustani, and Sanskrit. I go further. If you want to be up-to-date in Science, a certain knowledge of French is inevitable, and also a certain amount of knowledge of Russian in the next ten years.

A Madrasee will have to be taught through Tamil, Telugu, Kanarese or Malayalam. To him Hindi is as foreign as English, French or Russian. I can definitely tell you that you can never make Madras learn Hindi. This aspect of the question is not borne in mind by many who write on this subject.

The evidence that I am giving before the Commission relates only to the next 10 or 15 years. If each Indian language evolve a literature of its own, then there will be time enough to review the conditions.

I went to the Osmania University some years ago for delivering the Convocation address. There were two opinions in Hyderabad about the Osmania University. One was that the literature became out-of-date by the time the translations got under way. Other was that it was more difficult to make the students understand through the somewhat involved and artificial nature of the language. Sir Akbar Hydari was under the impression that the experiment was an undoubted success.

AYYAR, G. R. NARAYANA.

1. In Humanities, English may be replaced by the regional language after a period of 10 years by which time extensive literature in the language may be got written.

But in Sciences, English has to continue for a much longer period as the medium of instruction.

8. Yes.

BAHUGUNA, S. D.

1. No.
2. Yes.
4. No.
6. Hindi.
7. No.
8. Yes.

9. (i) It should continue as at present with gradual elimination from below.

(ii) It should be one of the subjects in the Secondary higher stage and above.

(iii) In lower stages below University it should be studied as a language.

(iv) It should be allowed for sometime only in the University stage.

BALAKRISHNA, DR. R.

I am not in favour of displacing English as the medium of instruction by any other language. Linguistic provincialism will certainly affect solidarity and cultural standards. If regional languages become the media of instruction attempts at co-ordination by the Inter-University Board would be futile. The experiment of the Osmania University has not been a success. It will take at least a generation to produce the text-books in Indian languages; and they will soon be out-of-date. There can be no language common for the whole of India, to serve as the medium of instruction. If an Indian

language should be accepted in spite of all the above objections there should be a uniform system of Scientific and Techonological terminology. English should be retained as the medium of instruction for a fairly long time.

Oral Evidence.

Medium is after all a secondary thing. Acquisition of knowledge is the primary thing. For the present, English serves that purpose effectively.

BALAKRISHNAIYA, JUSTICE, N.

1. I am in favour of accepting vernacular as a long term proposal, but English should continue as the medium of instruction for the next 10 years during which attempt should be made to get text-books in vernaculars written up.

BAJPEYI, NAND DULARE.

The tendency of employing provincial or regional languages as media of University education is in itself the outcome of retrograde 'Provincialism'. Lack of direction from the Centre and delay on the part of the Constituent Assembly to nominate a common National language are also responsible for this haphazard attitude. I will recommend that English should remain an optional subject from the lower secondary classes right upto the highest University degree. Care may be taken to ensure an adequate number of English-knowing University graduates in the Country. Russian and Chinese languages and if possible German, Japanese and French ought also to be in the University Curriculum.

So far as the medium of instruction is concerned I will recommend well-defined provincial languages to be the medium at the Primary and Secondary stages (including Intermediate Education also). The common language of India will at these stages be the second language of all students in the country.

At the University stage (i.e., in B.A., & M.A., etc.,) the process may be reversed and the common language made the medium of instruction. This will solve the problem of common 'terminology, common culture and the Political requirements of the country. This simple process should need no advocacy.

BANERJEE, DEBENDRANATH.

Oral Evidence.

I consider that English should continue to be the medium of instruction and examination for at least 15 or 20 years to come. Thereafter it might be replaced by the accepted national language of India, otherwise our outlook will become narrow. We cannot have inter-provincial communication of ideas and there will be great diffi-

culties in regard to the conduct of the examinations. The process of displacement of English should be gradual and not sudden.

English should be the medium of instruction at least in scientific subjects, in subjects like Social Science for a fairly long time to come. We cannot think of displacement of English for at least 15 years to come.

BANERJEE, P. N.

Oral Evidence.

Bengali to be the medium of instruction.

The first thing that we want is that instruction and examination should be through the medium of Bengali language. We must also retain English at any rate during the transition period as compulsory second language.

Study of a classical language.

The Syndicate is insisting on the study of Sanskrit or Arabic or Persian. We are not prepared to admit a candidate to a degree unless he has passed at some stage in a classical language. We are obliged to receive students from other provinces who do not have classical language. We have allowed them to take up University courses both in the Intermediate and B.A. But they are not admitted to the degree unless they have passed in Sanskrit, Arabic or Persian in the Matriculation stage. That system has been in operation for the last two years. That has been operating very well.

Position of the State Language.

In case we have a State language, what will be its position? I know, on the one hand, compulsory use of a State language is being advocated, on the other hand we are receiving advice that no language can be forced down the throat of the people. My solution is this : if Hindi or Hindustani is made a federal language I would not say national language—this University will make provision for those students who take up Hindi as a language. We have ample provision in this University for the study of Hindi language and literature in different courses of studies. There is no difficulty so far as this University is concerned.

A new Experiment.

Option has been given to certain candidates to submit answers in Bengali. The privilege was conceded only last year and the system has not been fully followed in our colleges. Last year, so far as I can remember about 20 per cent took advantage of this privilege. I am hoping that a very large section of our students will utilise their mother-tongue for this particular purpose. The Syndicate ordered that any candidate was entitled to answer his question either in Bengali or in English and the technical terms might be given either in translation or as they were.

This particular option was also granted to Intermediate students and all students proceeding to B.A., B.Sc., and B.Com. Examinations, pass candidates only. We do not extend this privilege to Honours students nor to post-graduate students nor to students for professional examinations like Law and Medicine as we propose to watch its experiment first.

Theses in Bengali.

We allow theses to be presented through the medium of Bengali language up the highest stage and we have had Doctors in Arts and Letters presenting their thesis in the Bengali language. Last year the Syndicate permitted one candidate to present his thesis in the Hindi language.

BASU, A. N.

1. Yes.

2. No. English language may be made a compulsory subject of study in the first degree course.

3. Abstracts in English for the present and later in Hindusthani will be published periodically by the universities.

4. It has at least proved that an Indian language can be used as a medium of instruction and examination even up to highest stage.

5. (Encouragement will be given to authors and publishers by the Government and the universities for publication of text-books.)

6. I do not favour a common medium.

7. Yes, definitely.

8. Yes.

9. English should cease to be the medium in course of the next three or four years. It should however be retained as a compulsory second subject in the high schools and colleges and the emphasis should be on the language and not literature except for those in the collegiate stage who want to specialise in that language.

BHAGWAN DAS.

1. No, English ought to be taught as a secondary language.

5. In the way Japan has done.

6. Hindi.

7. No. Nagari should be the all-Indian script.

8. Yes.

BHARGAVA, DR.

Oral Evidence.

If the state language happens to be the mother-tongue I would advocate compulsory study of Sanskrit or another provincial language.

BHANDARKAR, S. S.

1. No. I feel that at the University stage there should be no haste in displacing English until a Federal language like Hindustani is developed to take its place. If we prefer a regional language out of a false sense of provincial patriotism to a language which will strengthen the bond of intellectual fellowship between Indians all over the country we shall be hitting at the very roots of our nationalism.

2. Yes. Linguistic 'provincialism' is a potent danger to Indian solidarity.

6. Hindustani.

7. No.

8. Yes.

9. (i) English should start at the high school stage and continue as a compulsory subject right up to the first degree.

(ii) In its study as a compulsory subject the emphasis should be on the practical rather than the literary side of the language i.e., modern authors like Aldous Huxley, J. B. Priestly, Bertrand Russell, C.E.M. Joad should be studied rather than Shakespeare and Milton.

(iii) As a subject of study, it should figure up to our highest degrees (M.A., Ph.D., D.Litt.,).

(iv) As a medium of instruction it should continue for a few years more and then gradually be displaced by Hindustani, as the latter develops into an adequate medium. If we discard English in favour of different languages we shall be hampering not only the smooth running of our administrative machinery (both Central and Provincial) but encouraging the dormant disruptive forces which might do incalculable harm to the integrity of the Indian Union.

BHASYAM, K.

If the development of teaching in Regional Languages should be undertaken at all, there should be sufficient text books produced in that language.

BHAT, M. R.

1. Yes, this is long overdue and unduly delayed.

2. No. Neither solidarity nor cultural standards will be affected by this. On the other hand the suppressed Mother Tongue will find its rightful place of utility. A common National language studied compulsorily upto a certain college stage, will suffice to disprove any such apprehension.

3. A national medium of instruction and intercourse, teaching thereof compulsorily upto the college standards, and a common terminology will solve the problem.

4. Osmania University experiement with Urdu as the medium depending for its vocabulary on outside sources, has no direct bearing on our problem. But Hindi has been tried as the medium in certain non-Statutory National Institutions and it was years ago, that even in the infancy of the experiment, Rt. Hon. Shrinivas Shastri, impressed by it, had to confess his doubt as to higher—University education being given through the medium of our own language, had been dispelled. Unlike Urdu our regional or national language can coin any terminology. If Urdu has not been successful it does not affect us. If it has been successful it is all the more encouraging to us.

5. Our Indian languages are akin to one another in many respects, and books available in one can very easily be translated into the other. Already, there are many books now in our languages. If we begin the stupendous work of production of standard text books, in right earnest, now with adequate help from the state and a target date, within five years, we can have as many books as necessary, besides a common terminology.

6. Hindi—Hindustani written in a well developed, most scientific and perfect Devanagri sccript, and covering a useful and wide vocabulary found in the authoritative standard dictionary—'Sankshipta Hindi Shabda—Sagar'.

7. No.

8. Yes.

9. (i) In the immediate future, English should cease to be studied as the first and foremost subject, claiming the students' time and devotion over the study of unnecessary literature and grammar and advanced composition. But it can be retained as one of the second languages. It will continue as the medium of instruction for a maximum number of five years, during which period, its gradual replacement should be aimed at little by little.

(ii) In the long run, it will continue to be one of the second or optional languages of study, and shall cease to be the medium of instruction.

Its place vacated as at (i) above will be taken by our common national language, which as a subject of compulsory study should be given its rightful place and importance, without marking further time.

BHATIA, H. R.

1. I do not favour this haste in displacing English.

2. Yes.

3. English should be displaced very gradually, stage by stage, and the position should be consolidated at one stage before English is displaced at the next higher stage. I am strongly in favour of restaining English for inter-university co-ordination in advanced study and research.

5. Universities should get text-books written by eminent teachers in the federal language which has yet to be decided upon.

6. Hindi.

7. No, the Nagri script.

8. Yes. I want English terms to be adopted.

9. (i) In the immediate future English should remain as medium of instruction and examination for the B.A., and M.A., classes, and should be a compulsory subject for the High School and the Intermediate. A paper in general English should be compulsory for B.A. and B.Com. classes. (ii) In the long run English should have an honoured place among foreign languages recommended for study. For several years to come English ought to be retained for post-graduate study till the federal language is fully developed to take its place.

BHATTACHARYA, D. R.

1. Yes, gradually and with a minimum time limit of five years.

2. Yes.

3. English should remain a language of co-ordination till a *Lingua Franca* is adopted, and is universally used in India.

4. No, not quite.

5. It will take several years before standard text-books for post-graduates can be published in Indian languages. Every Province will have to set up a bureau wherein specialists knowing the provincial language and experts in the various subjects are represented. Government will be required to supply adequate funds for the purpose.

6. For the present, the common medium of instruction in the Universities can only be English till it is replaced by the regional lan-stages.

7. No.

8. Yes.

9. (i) In the inmediate future English should remain the medium of instruction. English should continue till it is replaced and gradually taken up by the regional languages.

(ii) English should remain a compulsory language.

(iii) It should be an optional subject.

(iv) Should remain a medium of instruction in the transitory stages.

Oral Evidence.

The question of medium of instruction is a very thorny question. I think we are going too fast. Hindi will be the medium of instruction and examination as it has been recognised as the State language in U.P. Hindi is spoken by the majority. But we have no text-books and dictionary. Teaching will have to be done in English or

whatever be the *lingua franca* of India. A period of five years has been given to learn Hindi.

BHATTACHARYA, K. K.

1. I am in favour of teaching through medium of Provincial or regional language in the Universities as soon as such a scheme is practicable. Till then English should not be displaced. I am strongly, however, of opinion that at the University stage for the next ten years English cannot be displaced.

9. (i) In the immediate future English cannot be displaced. (ii) In the long run, it should be displaced. (iii) It must be studied in the immediate future as a compulsory subject, at the University stage.

(iv) English must remain the medium of instruction for at least 10 years, i.e., so long as very good text books and dictionaries in respective subjects are not available.

BHATTACHARYA, SUKUMAR.

1. Yes.

2 & 3. While the provincial language will be the medium of instruction in the Universities, the cultural unity will be maintained as English will be a compulsory subject in the Intermediate stage and Hindi or State Language will be compulsory at the Senior basic stage.

5. State help will ensure success through translation, etc.

6. We are in favour of regional development.

7. Though the majority are against Roman Script, there is a strong section which favours the adoption of Roman Script.

8. As far as possible essential technical terms should have common terminology.

BHAWALKAR, D. R.

1. I agree to this as the ultimate aim, but undue haste should not be made in this direction as certain universities are doing.

6. Hindi, strenthened by Sanskrit words.

9. (i) As it is.

(ii) A compulsory subject upto degree course.

(iv) Should continue at least upto 1954 and then first be removed in Intermediate, and gradually in Degree Classes.

BOSE, B. C.

1 & 2. We should not be in a hurry in such matters. English must continue. We should rather stimulate study of German, French and Russian instead of displacing English. If we want to introduce our languages for Technical Scientific studies we will make confusion worse confounded and efficiency and standard will go. We should not suffer from any inferiority complex in this respect. We will have

our mother languages for this after 10—15 years but at present let the *status quo* continue and let us go hurriedly to produce something instead of diffusing our energy on such petty squabbles.

4. An utter failure. The graduates of science and medicine that I have met do not know either their subjects, nor Urdu, nor English. It is nothing but a chapter of negativism. The same applies to Aligarh in science at least.

5. That is a big problem. I wish the matter is not left with opportunist individuals. It should be done by competent committees.

6, 7 & 8. No comments to offer at present.

9. (i) At present just what the place of English was before independence.

(ii)—(iv) After ten years, depending on the progress we make in our own languages, it may cease to be important as a medium of instruction but will be studied as an important subject and science and technical students should be able to read, write and talk fluently for the next 25—30 years. After that if we are able to develop our country industrially as a fairly self-sufficient one, English will lose its place more and more and hold a position slightly better than it does in Germany, France etc.

BRAHMAN, DR. N. K.

(1) Yes.

(2) No.

(3) Through translations in English.

(4) No, perhaps because of the fact that 'Urdu' is not the mother-tongue of the majority of the population of Hyderabad.

(5) By appointing a Committee of translators for the present.

(6) I do not favour a common medium of instruction for all universities.

(7) No.

(8) Yes, on Sanskritic basis.

(9) (i) English ought to occupy its present position for the next 5 years.

(ii) It should cease to occupy any prominent place as a subject of study.

(iii) As a subject of study, English should retain the first place among the foreign languages to be studied.

(iv) It should not be the medium of instruction at all after 10 years. In the meanwhile, it should immediately cease to be the medium up to the Intermediate stage.

BROCKWAY, MISS. K. N.

1. It seems inevitable that the mother-tongue will be the medium of instruction, now that the study of English is to begin in Form II.

Perhaps in Madras University some courses may be given in English.

2. The Universities must be aware of the danger and do everything to promote solidarity between different linguistic areas etc., in other ways.

3. English may be the medium of instruction of certain courses of study. It will have to be learnt by students just as students for different courses learn English for advanced work in Universities abroad.

5. In teaching English, reading ability should be stressed (see M. West's Bilingualiam) so that students may be able to use English reference books. In each language area scholars must look ahead and prepare necessary books.

6. No.

8. Yes.

9. The study of English, especially reading ability, should be compulsory in all Indian Universities in the future.

BURMAN, U. R.

1. The tendency of gradually replacing English by the provincial or regional language as the medium of instruction is indeed a progressive one but there should be no undue haste in doing away with English as the medium of instruction, at least in the colleges and Universities.

3. Advanced study and research in scientific subjects and possibly in some other non-scientific subjects as well, as also inter-University co-ordination in these matters must have to be carried on in English for some years to come.

CALCUTTA, UNIVERSITY OF.

1. This University agrees with the decisions passed at the Vice-Chancellors' Conference summoned at Delhi last year. The immediate displacement of English as the medium of instruction in Universities will be a difficult if not a dangerous proposition.

This University has allowed all candidates for examinations up to the pass stage of Bachelor's degrees in Arts & Science the option to answer all questions, excepting questions on languages, either in English or in Bengali. This experiment will be watched with interest by this University.

2. The answer is in the affirmative.

3. The co-ordination in advanced study and research in the event regional languages are accepted as the media of instruction will be an almost insoluble problem. Most of the provinces are multilingual. This province is fortunate in having one major language. But Calcutta being the most cosmopolitan city in India has to recognise a number of Indian languages. In fact, option has to be given to students to take up these languages in their courses of studies.

Adoption of Bengali as the medium of instruction in this province exclusively will lead to intellectual stagnation and the loss of contact with the outside world.

The regional languages grouped by the Education Ministry of the Government of India, so far as this particular University is concerned are Bengali, Oriya and Assamese. Each of these languages is developing fast. As time goes on, only the common paternity of these languages will recognised and the children will acquire the status of adults.

4. This University is unable to answer this question. It merely states that the problems of the Osmania University are less complex and conflicting than the problems of this University.

5. For the adequate supply of standard text-books on various subjects of study in the Indian languages, first of all the Paribhasha Committees or Equivalence Committees will have to be set up in every single University. This requires patience, composite scholarship and finance. When the medium of instruction and examination except in English for the Matriculation Examination was adopted by the University twelve years ago this University solved the problem of the adequate supply of standard text-books up to that stage. To import this object into higher spheres of study and research is not a problem capable of solution in a day.

6. The common medium of instruction for all Indian Universities should be as hitherto, in English.

7. The answer is in the negative. If Hindi is adopted as the federal language of India this University will agree with the decisions of the Vice-Chancellors at Delhi last year that the script should be Devnagri script and not a roman script.

8. The answer is in the affirmative.

CENTRAL ELECTRICITY COMMISSION, MINISTRY OF WORKS, MINES & POWER.

1. The present system of using English as the medium of instruction will have to continue for some time more, but it is possible to visualise that time when the medium of instruction may have to be either a regional language or an all-India language; but even in such a case, it is very essential that English should still continue to be a second language.

2. If the above suggestion is accepted, linguistic provincialism will not affect University Education.

8. Yes.

9. (iii) In any case even as a long-range programme, English must continue as a second language, at least as far as the studies in Engineering and Technology are concerned.

(iv) If a regional or all-India language is adopted for technological studies, English need not be employed as medium of instruction. But even then, it is still desirable that it is retained as a second language, as by so doing, the Engineers and Technologists of the local Universities may be able to keep abreast of recent developments by following the various technical publications in U. K. and U.S.A.

CHAKKO, DR. K. C.

Oral Evidence.

I am strongly of the view that English should be the medium of instruction in the Engineering College.

CHAKRAVARTY, C. C.

1. Arrangements should be made for instruction through the regional language, but facilities for instruction through English also should exist simultaneously.

2. Yes.

4. I doubt.

5. It would be a very difficult problem. I think the students will continue to read books imported from outside, specially in the Technological branches, even when the medium of instruction may be the regional language.

6. Hindi and English.

7. Yes, for office work and extra provincial correspondence.

8. Yes.

CHAKRAVARTI, D. AND CHATTERJI, H. S.

1. No.

2. Yes.

3. In the event of regional languages being the media of instruction in the Universities, there will be a cleavage of a wide and unbridgeable kind, between the activities and standards of one University and another. It would be an insuperable bar to that beneficial process of give-and-take which now prevails as between one Indian University and another. The problem of inter-University co-ordination in advanced study and research would be of a baffling character, and the energy and time that the efforts towards this co-ordination would require could be more fruitfully spent on constructive lines along the present path, with English as the medium of inter-provincial, cultural and academic association.

5. It is not possible to ensure it. It would require very many years and a vast number of exceptionally competent persons who

would have to be scholars fully posted in the foreign literature on the subject and masters of their mother-tongue at the same time. And however sound such works may be, they could not provide adequate food for the better type of students, especially in the advanced courses, and their full intellectual equipment would be curtailed if they had no access to standard books in English.

6. A common medium of instruction for all Indian Universities should be English.

7. No.

9. (i) In the immediate future English should continue both in Secondary and University education. But it should be divested of the primacy and eminence it has hitherto enjoyed. It should be read more as language than as literature. It should be a compulsory second language in schools, and in the University it should be made an obligatory auxiliary to the different courses as a gateway to a foreign literature and world—thought.

(ii) Even in the long run it would be harmful to culture and learning if English be discarded altogether from our courses of study.

(iii) As a subject of study—for its contents—it should continue to receive due recognition of its importance and value in all stages and branches of study. Study of English as literature should, of course, be confined to advanced students of literature but English, as a medium of culture, being the language of authoritative standard texts in all branches of learning, should continue to be learnt and cultivated for informative and educative purposes.

(iv) English may be done away with for purposes of instruction in the class-room, but a working knowledge of English will continue to be a necessity as a medium of higher studies. The advanced students could never do without an access to works in English in original.

CHAND, LT. COL. A.

1—8. It will take a long time before the medium of instruction can be changed in the Medical education. It is necessary that the medium of instruction should be the Federal language but the students of Medicine will have to learn English keep themselves informed of the latest developments in medicine abroad. It will also take a very long time before the text books on Medical education can be translated into Federal language and even if they are translated they will not be of sufficiently high standard to be introduced unless a central agency is established by Government for translating Medical books. The individual efforts will not bear any significant fruit. Another difficulty of changing the medium of instruction will be the present teaching staff. It is difficult to see how the present staff can learn sufficiently of regional or Federal language to teach efficiently through it. Unless wholly new staff of teachers are trained and engaged, it would be difficult to introduce any change in the medium of instruction. I have seen an experiment being conducted in the

Osmania University where teaching of Medicine was done in Urdu. The students mostly read English books but were required to answer in Urdu. The standard of teaching and acquiring knowledge by the students was exceedingly low. Most of the terms used by the students were in English and they failed to understand the meanings.

9. English should remain medium of instruction in the immediate future. It should be replaced by federal language in the long run but as a special study it should remain as an essential subject for Medical students. Students should be required to know English sufficiently well to understand and express themselves with facility.

CHANDAVARKAR, VITHAL.

Oral Evidence.

Many people call me a pre-Victorian. I have been brought up in an atmosphere of liberalism. Hitherto we may have had a sort of cultural unity and I won't say that the country was divided in that respect. But political unity is entirely due to the English language, and now by trying to evolve another additional language, you are going to keep the development of the country in a fluid stage. It may or may not succeed, but as English has taken the place of French as an international language, and we are living in an international world, I would not reduce the importance of English in our scheme of education.

But there are so many difficulties. If the federal language comes we may have to drop English. But I am not in favour of the regional languages taking the place of English.

CHATTERJI, B. N.

1. I do not favour this development but there is such a strong popular sentiment behind this proposal that the majority of the Universities may find it difficult to ignore it.

2. Yes.

3. Inter-University co-ordination would be practically impossible in the event of regional languages being the medium of instruction unless a common terminology for scientific and technical terms is evolved and is adopted by all Universities.

6. Hindi.

7. No.

8. Yes.

9. (i) For the next five years the teachers should be given the option of teaching through the medium of English, or Hindi but in the long run English will have to be replaced as a medium of instruction by the All-India Languages.

(iv) General English however should continue to be a compulsory subject of study so long as the inter-provincial language that might be decided upon, is not universally adopted.

Oral Evidence.

Faculty of Commerce recommended that for the examination of 1948-49 and 1949-50 and for 5 years thereafter, the question papers should be set either in English or in Hindi and the language to be used by candidates should be either Hindi or English, but this recommendation has been sent back to the Academic council by the Executive Council. Some of the members of the Academic Council who were in the Executive Council opposed it there. I am afraid it is going to be thrown overboard. The Executive Council wants to adopt Hindi compulsorily.

CHATTERJEE, DR. N. R.

1. The provincial language should be the medium of instruction and examination in the provincial Universities upto the highest examination.

2. No. Linguisitic provincialism will be counteracted by the study of Hindi as a compulsory subject in the non-Hindi speaking provinces and the study of a non-Hindi Indian modern language e.g. Bengali, Gujrati, Marhati etc.) in the Hindi speaking provinces in the degree courses.

3. Classical works and research should be translated into Hindi at the cost of the Central Government which can be read by all post graduate and research students.

5. Standard text books for B.A., B.Sc., B.Com., examinations in the provincial languages will be published by publishers. Classical works should be translated in the Provincial languages by experts and published by the Provincial Governments. The remuneration for translation should be borne by the Provincial Governments.

6. No common medium of instruction for all Indian University. If at all one has to be adopted, Hindi should be preferred.

7. No. But for a few years the Roman script may be adopted.

8. Yes. Terminology should be Sanskritic origin. But for a few year English technical terms should be retained.

9. (iv) English should continue as a medium of instruction for five years.

CHATTERJEE, DR. SATISCHANDRA.

Oral Evidence.

Displacement of English as the medium of examination and instruction is not desirable unless and until there are text books in different subjects in Bengali. The preparation of good text books in Bengali should not be left to individual adventure but should be taken up either by the Government or by the University and a Committee of experts appointed for the purpose.

CHATTERJI, DR. U. N.

1. Regional languages to be favoured.

2. No. The State language should be co-ordinating link between the different Universities.

4. No.

5. Different Universities should make arrangements to bring out standard text books in regional languages.

7. No.

8. Yes.

9. (i) English should be retained as medium of instruction.

(ii) To be gradually replaced by regional languages.

(iii) Should be retained as a subject of study.

CHATTOPADHYAY, K. P.

First of all, technical terms on a uniform basis for all languages and keeping as far as possible to international usage should be prepared. Next text-books should be drawn up for the Higher School Leaving or present Intermediate Course. Thereafter text-books for the Degree course should be compiled. The Indian languages are now used in schools. After text-books are ready for each step, Indian languages should replace English at that step. Provinces should be formed on linguistic boundary basis. With uniform scientific and technical terms, there should not be teaching difficulties in one provincial language. But for University students for the Degree course one foreign language—English for historical reasons must be known fairly well. Hence it should be compulsory as a language in the Higher School Leaving Certificate. For the Degree course facility of use of this language should be increased.

CHETTIAR, DR. A. C.

I am of the view that if English is to be replaced, it should be by the mother tongue or the regional language.

Oral Evidence.

We must wait for 10 years before we could think of a regional language or our mother tongue or the national language as the medium of instruction in the College classes. We should continue with English for this period. After 10 years we should find out how things are and think of altering it. How long it would take for the languages to be proper media of instruction, it is practically impossible to say now. It is just like asking whether a child, one or two years old, would be able to carry a big load on its back. It depends on the progress of the child. At the age of 25 he would be able to carry the load on his back.

Though there cannot be two opinions as regards the introduction of the mother tongue as the medium of instruction in all stages of education, we are not ripe to introduce it as the medium of instruction now. But eventually the mother tongue should take the place of English. The opposition to English is based on reasons other than educational. It is a matter of choice that we are taking to English as the medium of instruction. If English is to be replaced it should be by our own mother tongue. I should think Hindi cannot replace the mother tongue because it is as much foreign to South India as English. Hindi is as much foreign to Tamil speakers as English is. The genesis of Tamil is different from the genesis of Hindi. If you are going to replace English at any stage whatsoever, it must not be by Hindi. It must be by the mother tongue of the pupil. It is my inmost conviction.

We can delay the introduction of Tamil or the regional language as the medium of instruction especially in Science subjects. We have not got the scientific terminology. My own feeling is that the genesis of the Tamil language cannot be so exact as that of the English language. Precision and exactitude cannot be obtained in the same manner as in English.

CHOLKAR, DR. M. R.

Oral Evidence.

Case for National language.

The medium of instruction for the Degree course should be the national language.

I believe, and strongly, that national language is the only commenting factor to bring all the federating units into one. All higher education—research, Medicine, Engineering etc., should be given through the national language.

The boy begins his education at the age of 6. Now at the age of 10 he takes English. In future he will take national language as one of the subjects in place of English. He will go on up to the Matriculation stage with Marathi and the national language side by side. So far as Hindi and Marathi are concerned, there is not much difference at all. Boys can pick them up in no time.

So far as Maharashtra is concerned, there is no difficulty for a boy to learn Hindi.

English has gone.

English has gone. In Siam the whole University education, even medical education, is given in their own language. I met a professor of physiology in China in 1938. He told me that books are being translated in Chinese. They make half the portion in Chinese and the other half in English. I asked him whether the students in China were as good as the students of foreign Universities. He said, " yes ". The Japanese did the same. They had German portion lower down

and at the top Japanese portion. I saw books on medical literature written like this.

When I was in Vienna I myself saw publications by Japanese which were half in Japanese and half in German.

I am not in favour of Roman script at all.

The German books in Sanskrit literature are in Roman script and when we read them we find it difficult to pronounce.

COYNE, REV, A. M. S. I.

1. There are subjects which could very well be taught in the regional languages.

There are other subjects which would require a universal Indian language. For the time being neither professors nor students are prepared for having these subjects taught in this universal Indian language, nor is there a sufficient amount of really University standard books in practically all subjects. Therefore English is a necessary medium of University education for at least 10 years to come.

Moreover it might be advisable even after the transitional period from English to a universal Indian language, to have one or two or three Universities, like Bombay and Calcutta and Madras in which there would be a complete parallel system of teaching in English for those who would desire to know and use English so well that they could proceed to English-speaking Universities and be on a par with the students in America or British Universities. We mention these three Universities because of the cosmopolitan character of their student population.

2. Of course they will be affected.

3. There is only one solution either a common Indian language or English.

5. At first by translating first class books from English and other languages. Later on by Indian scholars writing their own original books.

6. In the North, Hindi seems to be the only language to recommend. In the South, one language should be chosen, say Tamil.

7. Yes.

8. Yes, but this uniform system should be as close to the international scientific terminology as possible and should not aim at a terminology based on say Sanskrit roots. For most modern European or American students words like psychology, synthesis, analysis are words that are purely technical, the composition of the words from Greek roots is entirely unknown to most of them.

DANDEKAR, S. V.

1. For some years English may continue as a medium of instruction in the University. It should be gradually replaced by Hindi.

2. Regional languages should be media of instruction in the University. There should be only one national language and that should be Hindi.

3. Yes.

4. A failure.

5. A body of men who have already worked for about twenty years in the subject be asked to frame a tentative terminology and write works in Hindi. After the use of such works for three or four years a committee should be appointed to finalise the scheme.

6. Hindi.

7. No.

8. Yes.

9. (i) It should continue in the university and even in higher classes in the secondary schools which are preparing for university entrance examination. It may not be made compulsory in other classes.

(ii), (iii) and (iv) It might be dispensed with in the long run as a medium, but it should continue as a subject of study.

DAS, U.

1. We do not favour the development.

2. We do apprehend.

3. The difficult problem would become more difficult and for this reason such development is not to be encouraged.

4. To some extent only so far as teaching upto the Intermediate or Pass degree course is concerned.

5. The best way should be to request competent men to write original books in the different languages

6. A common medium would be desirable. English has served this purpose uptil now. If English has got to go, as majority think it ought to, in course of time, then probably Hindustani might serve the purpose. It should be clearly understood here that adoption of this medium should not be made immediately as suitable books will take time to be produced.

7. Sentiment would unfortunately not permit such a thing. It would greatly simplify matters if people took a rational view of the subject and adopted the Roman script.

8. Yes. and this should be the International terminology.

9. English should have the same place in future as other foreign languages. Its teaching should not be stopped. Its study as a language of culture and literature should continue like any other foreign language.

DASTOOR, DR. P. N.

Oral Evidence.

If Hindi is the federal language, we may take it that even those who belong to non-Hindi speaking provinces would have a working knowledge of Hindi. If we are looking upon Hindi as the provincial language, then the question first of all is whether we should have the provincial languages as the medium in each province or the federal language. I think we must settle that.

If the training is in the mother tongue, the trouble will be that you still have no inter-universities contact. If they teach in Bengali or Telegu how will people of this province understand them ? We shall not be able to import a professor from Bengal or send a man from here outside.

Even if you have these provincial languages, I wonder if it would be possible somewhere in India to have a university which would continue to teach in English for the next 50 years.

DATTA, DR. G. L.

1. No.

2. Yes.

3. (i) In the event of regional language becoming the medium of instruction, I suggest the following :—

(a) The scientific and other technical terms should be common in the whole of India. This will make it easier for the students coming from various Provinces to understand the research work that is done in various Universities.

(b) The research papers should be published in the federal language just as the scholarly works were published in Latin in the whole of Europe till days of Newton.

4. No.

5. Various firms should be invited to submit books on different subject printed in Indian Languages for prescription as University courses. Even when their books are not prescribed, they should be recommended to be kept in the libraries in various institutions if they come up to the mark.

The last suggestion would reduce the margin of loss of the publishers.

6. Hindi.

7. No.

8. Yes.

9. (i) Should be compulsory for the University stage for about ten years and should be one of the elective subjects after that period. All students who go up for their M.Sc. should be required to pass a

test in English language with their B.Sc. examination. This will enable the M.Sc. students to read first class scientific literature before they get this degree.

DATTA, DR. S.

1. Till such time as the Indian national language is sufficiently enriched in scientific vocabulary, the provincial and regional languages cannot be usefully employed as medium of instructions in the Universities.

8. There should be a uniform system of scientific and technological terminology for all Indian languages, but international terminology should be retained.

DEODHAR, D. B.

1. The medium of instruction should be Hindi or Hindustani in all the Universities.

The language of the province should be the medium of instruction up to the pre-University stage.

4. It is not a success.

The Osmania University has coined scientific words in Urdu and the words so prepared are generally too difficult to understand.

5. Text-books can be written in Hindustani on various subjects by Indian scholars and teachers.

6. Hindustani.

7. Devanagari script will be better than Roman because the former has got the power to write exactly what is spoken.

8. Yes, English terminology should be uniformly used in all the Indian languages.

9. English ought to remain as second language in the University, and post-graduate and research workers must be able to read scientific literature in English.

DEPARTMENT OF SCIENTIFIC RESEARCH.

For teaching technical subjects English has become the medium of instruction in Indian Universities. Until such time as the national language of India is established and suitable equivalents of scientific terms have been evolved, it is considered desirable that scientific and technical education be conducted in English. Facilities should also be available for learning foreign languages like German, French and Russian. This would enable Science and Engineering students to study the development in foreingn countries.

DESAI, DHINABHAI.

VIDYAVIHAR, C. N.

JOSHI, UMASHANKAR.

1. Yes.

2. No.

3. The national language will be a compulsory subject for all students from the secondary stage onwards so that the migration of students and professors will be as unhindered and free as ever and inter-university co-ordination facilitated.

4. Not quite satisfactory.

5. The Central Board may get standard text-books prepared in the national language, which may be utilized in the initial stage. But no undue expenditure should be incurred on such ventures. Text-books cannot be got written. They come into existence as the natural result of the actual teaching activity.

A suggestion :

Till the text-books get written in the natural course, the various faculties may issue detailed syllabus leaflets, thereby giving a map of the work they intend to cover during the following term.

6. There need not be a common medium. The national language should form a compulsory subject. The mother tongue alone can be the proper medium of instruction.

7. No.

8. Yes.

9. (iii) As a subject it should have an important place in all universities. It should be compulsory for students of Commerce and candidates for the Department of External Affairs.

DELHI UNIVERSITY TEACHERS' ASSOCIATION.

1. Yes.

2. No, if the national language is made a compulsory and important subject of study and examination at the University stage.

3. By providing for a compulsory study of the national language at the University stage as well.

4. We have no idea.

5. By setting up translators' and writers' Boards.

6. Does not arise.

7. No. We favour a common script and that script should be Devnagri.

8. Yes.

9. (i) It should continue as medium of instruction for some time, but should be gradually and steadily replaced.

(ii) It will remain an important subject of study.

DESHMUKH, R. M.

1. We have ourselves to thank for the popular anxiety to displace English as the medium of Instruction. People have learnt to

oppose it for political reasons and the tendency cannot now be reversed. If this is the case the tendency to displace it by major Languages in Indian Universities according to the area within which they are situated is inevitable and should be faced as a reality. Mother tongue has been acknowledged to have high educational value as the medium of Instruction. It would therefore be foolish and futile to try to attempt any novelty now. One defect of English Education was that it divided the Educated from the Mass of the people. The same result can be expected if University men are to adopt another artificial medium now. Such artificial medium also amounts to a denial of opportunity to some people, who may not have an aptitude to learn Languages. There is little question of choice or favour. The development must be accepted as inevitable. Any other development would be undesirable because it will work as a handicap to those whose mother tongue does not get selected as a medium to replace English. It will amount to giving some an undue advantage and other an undue handicap, if any Indian Language is so chosen.

2. I do not think so. We boast of cultural unity of India extending over centuries despite the existence of these languages, and despite a long period of English Education intervening. This unity will be there, and will be promoted all the more under the pressure of National and International consciousness despite the Language through which anyone gets his education and culture.

3. May be by adoption of a common official language for the Country ; or translations in the official Language may be by learning more languages than one as Science Students often do in Europe or South Africa. In any case it is imprudent to lose a big advantage of people's Education as a whole for the small advantage of co-ordination amongst intellectuals, who will in any case be equipped to understand each other.

6. I do not favour such an unnatural course. If a common language has to be preferred I would much rather advocate English for its national and International value. Now that the British domination is gone there should be no prejudice against the language. If, however, an Indian Language is to be preferred I should select a fairly developed language of a small Group e.g., Malayalum, so that a large number of people in India do not get an undue start over others and others do not have undue handicap.

7. I am not in favour of any unnatural and heroic remedies and I am not therefore in favour of adoption of Roman Script for Indian Languages.

8. Yes. And preferably the terminology isolated by Advocates of Basic English for world adoption. Well known and well understood words may be used in different languages in earlier stages to help understanding of the students. I am definitely opposed to the creation of a brand new terminology which some purists are busy inventing for us and which is equally divorced from either international or current words.

DESHMUKH, DR. PUNJABRAO.

1. I think many persons are in undue haste to displace English from the position it occupies. The Nagpur University has tried to obtain the first place without waiting to see the harm they are actually doing to knowledge and to students' careers. It is due to over-enthusiasm, if not, biggotry of certain people, who had undue influence in University bodies. There are also many persons who have not, in my opinion, weighed the consequences as patiently as they should have. Proficiency in English does not mean nor entails non-proficiency in the national language or the provincial language. But this is how the matter, I believe, is being looked at. The result is already apparent that study of English is being neglected and consequently the products of the Nagpur University are quite rightly considered far less competent, if not entirely third rate as compared with the products of other Universities such as Bombay and Madras. The students are being misled to believe that they would obtain their Degrees very cheaply if the media are altered and English abandoned. But they do not stop to consider how this will limit their prospects of higher studies and acquisition of knowledge. English is gradually becoming the *lingua franca* of the world. We are now in an international age but in India we will pursue ideals which other nations have abandoned and sponsor lost causes. Such is the modernity of our people in many things. I would very much wish the Commission to persuade the Universities to hasten slowly in regard to medium of instruction and to persuade the Nagpur University to undo the harm they are causing. University students after all are a mere infinitesimal section of the people and if impediments are created in their obtaining wider knowledge by lack of proficiency in at least one foreign language it is bound to harm India as a nation very substantially. Knowledge of English was a commercial proposition under British rule with the result that very little attention was paid to any other foreign language. But the place English achieved even as a result of adventitious circumstances inclines me to look at this as a blessing in disguise. I would be sorry if this blessing is thrown away under the influence of false pride and shallow nationalism.

2. I do not think there will be any "Linguistic Provincialism" while retaining English as a medium for some years to come in the Colleges and University education, every encouragement should be afforded to the development of various Indian languages and it is the developed stage of these languages which will automatically in fullness of time, drive out English. But I am against English being forced out.

3. This is another reason why English should be maintained as a medium of instruction at the College and University stages as the one real common and practical language for inter-Provincial dealings and intercourse.

4. Upon their own saying, the Osmania University has failed in making Urdu as a fit medium of instruction. Those who want to go ahead precipitiously in having provincial languages as media at University level also ought to examine the results obtained by the Osmania University. There is no language in India which is, or is likely to, for many years to come, get bestowed upon it such concentrated and well organized attention on its development as the Osmania University was able to do with Urdu. If all that was done to develop the Urdu Language has not as yet made it a proper medium for University education—what of the other languages which have been progressively and often deliberately neglected by both the enlightened and the ruling classes.

5. We will have to put in serious and long sustained effort to produce adequate text-books in Indian languages. Approval by educational bodies of text-books is very often obtained and given on grounds other than those of merit. Profit, and not knowledge or benefit, is the guiding principal even in such matters. Everything should be done to improve the situation.

6. If at any time a common Indian medium of instruction is evolved, it could, I believe, be Hindi only.

7. I am strongly in favour of adoption of the Roman Script for all Indian languages. I hope a Dictator will be born in India who will bring about this much highly desirable reform. This one thing will banish illiteracy from India much more quickly than any other single measures and lead to saving of crores and crores on typewriters, printing machines, translations, creation of new stenographers etc.

8. This will follow the adoption of one Indian language as a common medium of instruction.

9. In the immediate future English should continue as a medium of instruction. In the long run it should be replaced by Hindi but continuing English to be studied as an important subject. The high standard of proficiency in English, should be insisted upon even when English would be taught as a second language only.

DEY, DR. B. B.

Oral Evidence.

I should say English is the most important second language in the country. I do not see why we should call English a foreign language. It is really an Indian language in a more real sense than many of the Indian languages. To-day the world has shrunk. If we want to maintain international contact, we can never get rid of English. The Osmania University tried the medium of Urdu and I don't think it was a success.

DHAR, DR. N. R.

Oral Evidence.

In our autonomous Universities we have bungled much less than in many other walks of life. Most of our Universities are real Universities. People come from all provinces. We have had an all-India outlook. Teachers and students also come from outside U.P. English for the last 30 years has not been compulsory for some of our B.Sc. students. Although English is optional in B.Sc. the majority of the boys take it actually. So whatever we may say, automatically the majority of the boys in the university will take English. If you make it optional they will all take it.

DIKSHITAR, V. R. RAMACHANDRA.

1. No. English should be the medium of instruction for University courses.

2. Cultural standards will suffer by linguistic "provincialism".

7. English.

9. English should be a compulsory medium of instruction in the immediate future and secondary in the long run. Even here English should be made compulsory in advanced studies not only in Science but also in Humanities.

DONGERKERRY, S. R.

1. No.

2. Yes.

3. I would retain English as the medium of instruction and also as the language to be used for the publication of the results of research, until the federal language is sufficiently advanced to replace it.

4. No.

5. In addition to the setting up of a translation bureau, I would invite experts to write books on individual subjects, either singly or jointly, offering them sufficient inducement by way of initial grant and royalties on their publications.

6. I would retain English, until it is replaced by the federal language by slow stages, both continuing side by side for some time.

7. I would adopt it as an alternative script for the federal language only for the benefit of those who find the original script a stumbling block in the beginning. I would not, however, have the Roman script as a permanent measure, as I am afraid it will not suit the genius of the language.

8. I would retain the present English terminology rather than invent fantastic words.

9. (i), (ii) and (iii) I would retain English as a compulsory subfect of study so long as it is the language used by the greater portion of the civilized world.

(iv) As a medium of instruction, English should continue for some time side by side with the federal language, and later on should give place to the federal language.

Oral Evidence.

I am not in favour of the regional language being adopted at all at the University stage. English may be continued until we have a national language. We should not be in a hurry to displace English. For post-graduate work we must have English.

On the question of one national language, I am afraid we cannot cut ourselves away from what is happening in the country, and we shall have to adopt the language laid down by our constitution.

DUBE, A. P.

Sanscritised Hindi is a glorious language. Sanskrit is nothing short of Deva Bhasha. It is not sentiment, it is a fact. Replace English gradually. Do not worry it will get replaced. Go slow ! Do not force Urdu on the majority. It will not succeed. As a good language it will survive. Democracy means to let majority have its way. Let Hindi be the common medium. The matter is discussed every day every where.

DUBEY, PT. K. L.

1. No.

2. Yes.

3. In any case one Common Indian language of research, if not of higher education, will have to be recognised. Until the English may be continued.

4. It does not seem to have been an impressive success.

5. (i) By coining standard technical terms and encouraging senior teachers to write text-books. The Government of India should liberally finance such schemes.

6. Hindi. While making use of Sanskrit words both for new technical words, wherever necessary, use of words in English, Urdu or any other Indian language, which have become current coin in Hindi should be allowed. In fact all Indian languages should contribute to the growth of Hindi as the national language and as the language of higher education in Free India. But for the present use of both Hindi and the Provincial Languages as media should be permitted, the former to be supported mainly by the Central Government.

7. No.

8. Yes. But in the beginning, a certain amount of freedom should be allowed so that standard terms may win recognition by actual use.

9. (i) It may remain a medium of instruction for 5 years.

(ii) and (iii). Ultimately it should remain a compulsory subject of study in Indian Universities. A working knowledge of English should be compulsory upto at least the Intermediate stage and preferably upto the degree stage.

DUTTA, DR. R. N.

1. Yes, I do think that the medium of instruction should be the provincial language displacing English.

2. Yes, there is every apprehension that solidarity or cultural standards are likely to be adversely affected, as a consequence of linguistic arrangements in University education.

3. English should be retained for the present in order to deal with the problems of inter-University co-ordination in advanced study and research, but as soon as Hindi (Devnagri) takes the full advanced course and books are published in all branches of education, it should replace English.

4. I am not fully aware of the affairs of the Osmania University.

5. A committee should be formed to enquire into the details, as to what steps should be taken for supply of standard text-books in various Indian languages, by coming in contact with the educationists of the provincial Universities.

6. I recommend Hindi (Devnagri) to be the common language for medium of instruction in Indian Universities.

7. No. I am not in favour of adoption of the Roman Script for Indian languages.

8. Yes.

9. (i) It should continue in immediate future.
(ii) In the long run it should be replaced by state language.
(iii) It should remain as one of the subjects for study.
(iv) It should not be allowed to continue as medium of instruction.

DWIVEDI, M. M.

1. English should not be displaced at least for the next five years

2. Yes.

3. The language accepted by the Constituent Assembly may be made compulsory as a common language.

6. Hindi.

7. No.

8. Yes.

9. (i) It should retain its present position.

(ii) It may be an optional Second language.

(iv) It should discontinue.

EAST PUNJAB UNIVERSITY, VICE-CHANCELLOR AND MEMBERS OF SYNDICATE.

Oral Evidence.

Language Controversy.

I am for the regional language (one member).

I am for the Federal language (Another Member).

If India is going to have a national language that language should be the language of the Universities every where. (Datar Singh).

I am personally in favour of the Federal language being adopted at the University stage. Below that stage we may do in the regional language. At the University stage we must have the federal language. If every Province is going to develop its own language and adopt it at the University stage, it will become very difficult. (Dr. Khanna).

If it is possible to secure one universal Federal language as the medium of instruction in the University stage, it would be a very big achievement. (Vice-Chancellor).

Every University should realise its duty to the regional language. Unless proper attention is paid to the regional language, we will be doing injustice to the masses. (A Member).

With the exception of Principal Odh Singh all were for the Federal language as the medium of instruction at the University stage on condition that it was adopted throughout India. (General Opinion).

Language of East Punjab.

We are bi-lingual in the East Punjab, mixed Hindi and Punjabi and pure Punjabi but it is Hindustani in the Himachal Pradesh. Some people in our country have some prejudice in their mind and they decide about it. Pahadi was said to be a dialect of Punjabi. Jullundur people say that our language is Hindi. If you want to know what is the language of this Province you have to pick up the linguistic return of 1931 or 1941. But there is an element of propaganda and bias in these reports. (Mr. Datar Singh).

FAIRBAIRN, F. R. P. S.

1. Not for the present.

2. Yes.

3. Does not arise.

4. We do not know.

6. Hindi.

7. Yes.

8. The present international scientific nomenclature should be retained.

9. (i) To be retained in all higher stages of education.

(ii) To be retained as a subject of study.

(iii) To be retained.

(iv) To be gradually replaced.

UNIVERSITY OF GAUHATI.

1. Care should be taken not to displace English quickly.

2. Yes.

5. This will take a very long time as in addition to Text-Books, there should be an adequate amount of subsidiary literature on the various subjects of study in the Indian languages.

6. Yes, English for the present.

7. No.

8. Yes.

9. (i) No change should be made.

(ii—iv) Please see above.

GHOSH, M. K.

Oral Evidence.

We should have the medium of instruction in our own language. The student will undoubtedly understand much better if he is taught through his mother tongue. Many of our boys cannot express themselves well in English. In their own language they do better. The only question is about the inter-communication with other parts, about the competitive examinations. That is vexed question and it will take time. Until that is solved, English will have to be learnt side by side with the mother tongue. About common terminology, we have got a lot of Latin terms and they could be retained. Dr. Raghu Vira has done a lot of translation work which becomes more difficult than the Latin terms. For the time being, I would suggest that we have our lectures through the medium of the mother tongue and keep the terminology either in English or in Latin. Then we can make headway.

GHOSH, P. K.

Regional division of India for the purpose of University education and the medium of instruction is naturally tied up with the possible future re-adjustment of boundaries of Provinces and States and State Unions. Whatever may be the future set-up in this respect and it is pretty sure that no decision can be taken in a hurry on this important question it will be safer to accept each of the present administrative divisions of India as a regional unit for the purpose of this investigation. Similarly the question of the medium of instruction for the Universities of India should steer clear of the controversy that is raging at present in this respect and allow English to continue as the medium for University education.

For the unitary and solidarity of the Indian nation as a whole it is essential that higher education is imparted throughout the country through the medium of one language only, which is English at present and will require to be replaced by the National language of India when it is developed. Regional languages have of course to be employed for pre-University education as a policy to facilitate the fullest intellectual development of people in their respective linguistic zones.

Great caution, however, has to be exercised in the matter of selecting and developing the language which is finally to be accepted as the national language of India and as such the only medium of instruction for education in the Universities of India. The lessons to be drawn from the use of Urdu as the medium of instruction in the Osmania University should save us from pitfalls and blind alloys. Urdu in the Osmania University has been responsible for much of the bigotry that burst out into an extreme form of communalism in recent times in Hyderabad, the ill-effects of which it will be long to obliterate.

The national language of the Sovereign Democratic Republic of India should be the language of all peoples inhabiting this land and incorporate both ancient and modern cultures of its various communities and linguistic divisions. In the face of it, it looks impossible to conceive of such a 'universal' language. The national language of India will at least have to be a compromise. The search for the greatest common measure among the many languages of India and the various cultures and traditions of the majority of its people naturally points to the choice of a language of Sanskritic origin as the one that can have the representative character of all Indian languages. Of languages of Sanskritic origin Hindi and its modified version Hindustani are most widely spoken. Acceptance of Over-Sanskritized Hindi will not satisfy the requirements of a truly national language of India nor will it be willingly acceptable to the people of South India and finally and this is a very vital point to take note of—Sanskrit will not supply either directly or through inspiration many thousands of words not only of a technical, mathematical and scientific nature but also those whose use in the English language enable us to give unfettered expression to many modern thoughts in politics, economics, art and literature. While Hindi of course may form the basis of the language its supperstructure will have variegated facades incorporating words of the same hearing from languages of the Sanskrit Group, Arabic, Persian, English, French and German—the European languages being drawn for mostly the technical terms. This process will enrich the vocabulary and will give the language a flexibility and precision of expression which is at present lacking in Hindi or Hindustani. The question of the script will have to be decided along with the development of the national language. The widest course would be to adopt all the three scripts, Sanskritic, Arabic and Roman for a period of ten years from the time the National language is introduced

in the Universities and Government administrations. At the expiry of ten years the question can be reviewed in the light of tendencies then prevailing among the various peoples of India.

GNANAMUTHU, C. P.

1. The tendency to emphasise Provincial languages is strong because of our new found freedom. I am sure the allergic aversion to English may weaken when we forget that it is the language of our late rulers and when we realise that so many other nations equally great, use the same language without loss of self respect.

9. English must be given a place as a subject and as a medium of instruction in Universities.

GOKAK, V. K.

With the acceptance and implementation of the principle of regional universities and with the introduction of regional languages as mediums in secondary schools, the very foundation has been knocked out of the system (of instruction in English). The sooner the edifice is pulled down, the better for the country.

Regional universities will quicken the spread of literacy, help the integration of linguistic units and enrich the regional languages which are now generally tender like hot house plants, capable of expressing sentiment in all its delicate shades but lacking a tough intellectual fibre. The University teachers will mostly be local men since the regional language will be the medium of instruction in these universities; and their contacts with the local population will prove to be a stimulating cultural force.

But regional Universities have their limitations. Cultural unity of India will be imperilled, no exchange of talent will be possible, students will be brought up in a highly insular atmosphere, and the academic standard will be lowered. Graduates of these universities will find it difficult to get employed as time goes on, for the saturation point will, no doubt, be reached in course of time in their own region.

The recognition of an inevitable stage of transition in actual practice and the establishment of a few, national residential Universities at key cities such as Bombay, Madras, Calcutta, etc., would help to remove these limitations. The existing Universities may be taken over by the Central Government for the purpose and over-hauled so as to conform to new requirements. Only the Honours and Post-Graduate courses should be conducted in these universities. The medium should be Hindustani with English as an optional medium, so that the universities will have the benefit of the loaned services of professors from abroad. Students from other countries should also be enabled to attend certain courses if they choose to do so. The best tradition and the best talent in India should go to the making of these representative centres of Indian culture and learning.

In order to assure ourselves that regionalism does not result in isolation, it should be made obligatory on every aspiring student to spend at least two years in one of these residential universities after taking his degree in his own university. He may study either for his Honours degree all over again or for a Post-Graduate course. There is nothing wrong in beginning all over again as an undergraduate with senior status. Hundreds of graduates from America, Canada, Australia and even 'home' universities in Scotland and Wales flock to Oxford and Cambridge for Honours courses. Such a degree should be made compulsory for qualifying oneself for all the higher professions. This will ensure that every ambitious student stays at least for two years in an interprovincial atmosphere and breathes the larger air. This will enable us to retain the present exchange of talents among provinces.

Such a balanced combination of the regional and national aspects in the life of the country will make for a real cultural and academic life in our universities.

The process of transition will have to reckon with the following factors (i) Hindustani should be retained as an optional medium along with the regional language. (2) English may have to be retained as an optional medium till a generation trained in the regional language and in Hindustani is able to take over the responsibilities of the present generation of professors, chiefly for the Honours Courses. (3) The School curricula should be immediately revised, readjusting the place of the regional language, Hindustani and English in our scheme of education. For instance, in case of English, a matriculate should be expected to know the English language (not literature) as it is spoken and written today. During his first two years in College he should study modern English masterpieces in order to improve his hold over the language. It is only the student who wishes to take up the Honours course in English that should be made to study English literary history and English literature in its earlier stages. For students studying for other Honours subjects, a few English text-books in their own subjects might be prescribed and they may be expected to be familiar with them. They may even be expected to answer a paper on these text-books in English.

GOPALASWAMI, K. V.

Oral Evidence.

I would like to have in all Pass courses, preferably in three year Degree course, instruction to be given through the mother tongue. The Honours and post-graduate courses should be taught through English. I do not imagine for a hundred years to come, any body here would be able to teach Honours and post-graduate classes either in the regional language or in the Rashtra Bhasha.

The Roman Script will simplify things.

GUJARAT VIDYAPITH, AHMEDABAD.

1. Yes, it is the natural medium.

2. Rightly done, mere medium should not and cannot be 'provincialism'. I envisage here that there will be an All-India common language Hindustani for our inter-provincial and all-India purposes.

3. Please see answer to 2 above. I also envisage and desire that people will be knowing Provincial Languages also. Just as students going to Germany, for example, had no linguistic difficulties, there will not be here as well. And we shall have a common language Hindustani all over.

4. I am ignorant of it personally. But I may observe that I do not like it, as Urdu is not the language of the region.

5. It is to be a process going on along with the teaching through Provincial Languages. In the interim period, English books will be there for use and reference. I may speak for my language Gujerati, the Gujarat Vidyapith has done some pioneer work. It may be intensified now that we are free.

6. I do not favour it. I may note that professors may use Hindustani if they do not know well enough the language of the province where they work.

7. No. I believe principal provincial scripts have come to stay. Nagari may well be a co-ordinating script. Roman is unscientific and unsuited phonetically.

8. To an extent; not wholly.

9. (i) (ii) It continues as an optional subject (as modern languages which will include provincial languages also).

(iii) Yes; see answer above.

(iv) No, it should cease as soon as possible.

GUNDAPPA, D. V.

Oral Evidence.

The regional language might be the medium of instruction and Hindi may be made an optional language in the Intermediate courses if the same is not the regional language. But English in the higher courses is very necessary. For some time at least, English has to continue.

GUPTA, G. S.

1. Yes, I favour the displacement of English as the medium of instruction by Provincial or Regional Languages. English cannot and must not for all time remain our medium of instruction. It has to be replaced. And the only way in which its replacement can begin is through the Provincial Languages. This can pave the way for its final replacement by the national or union Language Hindi.

2. By the above replacement, the solidarity or cultural standards are not likely to be adversely affected as our terms of any technical value will have to be common to all (or at any rate to most) the Languages of India, based as they must be on Sanskrit. This does not boycot the adoption of any universally accepted term of foreign origin. If we take care that our technical vocabulary is common to all there would be no room for any such apprehension as mentioned in the Question.

3. The answer to this is partly given in No. 2 above. And I would add that it should be compulsory for every research student to know at least one European language. In this, English would undoubtedly have the first preference.

4. I think the Osmania University claims that the Urdu medium has been a success and I have no data to controvert it. But if it has not been a success the reason can well be that Urdu was not the Language of the vast majority of the people (of the territory) who sent their boys for study.

5. Adequate supply of standard text-books can best be ensured by creating a demand for them. And this demand can only be created by making the Indian Languages as media of instruction. Standard books will follow and not precede the introduction of the medium. Technical text-books are not novels which can be sold in the Bazar. Their customers can only be the College students who will purchase them only if they have to read the subject in that Language. So long as the medium is English, they will all naturally go in for English Books.

6. Not just at present but ultimately, there should be a common medium of instruction for all Indian Universities. We are all looking forward for that event. With the growth of common terms (i.e. common technical vocabulary) the question of Language will really reduce itself to grammatical construction and script. In the University Education it is really the terms that matter much. Their number will be very much more as compared to words of ordinary use and of Grammatical constructions. The script should undoubtedly be Devanagri which is not only the single biggest script but covers 50 per cent. of the population of India. The Language also can be no other than Hindi which again is the Language of about 33 per cent. of the population.

7. I am not only not in favour of adoption of the Roman script but am totally against it. There is absolutely nothing in common between the Roman script and any of the Indian scripts. The *varnamala* of all the Indian scripts (except Arabic) are almost, exactly the same. The forms of the upper India scripts (e.g., Bengalee, Gujrati, Punjabee) are very similar. The students of Sanskrit almost throughout India know Devanagri script.

There is no case for Roman script. Roman script will be foreign to all the Languages of India, while Devanagri (herself covering about 50 per cent. of the population) will be sister to many other and foreign to a few.

8. Yes. Not only the Scientific and Technical terminology of the University requirements but also all the others required in elementary and high school courses e.g., in Geography, Arithmatic, Algebra, Geometry etc. That terminology has already grown and is also growing.

9. (i) In the immediate future say for a period of five years or so English should be in the process of displacement as medium of instruction.

(ii) In the long run it ought to go as medium of instruction, except for research scholars who may take English or any other suitable European Language.

(iii) As a subject of compulsory study it should remain in the immediate future and as a subject of optional study it should remain for long.

(iv) As medium of instruction it has to go.

GUPTA, J. C.

1. English should be replaced gradually by Sanskrit except in the elementary stages in school. In the elementary stages, vernacular may be the medium of instruction.

2. Yes.

3. No satisfactory means will be available in that case.

Sanskrit is the only solid way out, because though Bengali is the richest of the modern Indian languages very few people in India will be able to pick it up. Sanskrit has an old tradition and a rigid grammar and can be learnt easily. It is also, a potentially better language than the modern ones from the point of view of coining new words.

6. Sanskrit finally, now English may continue.

7. No. Sanskrit script.

8. Yes.

9. English to be replaced gradually by Sanskrit as a medium of instruction and as a common national language. English should be the compulsory foreign language to be learnt by everybody. Administrators should master English, Sanskrit as well as another foreign language, either Russian or German or French.

GUPTA, S. K.

1. No. It will retard the growth of sound Indian nationalism. strike at the root of uniform all-India standards and would arrest the

growth of certain branches of study. Certain provincial languages like Punjabi will not be able to keep pace with others. Literature will not be available especially in subjects like Mathematics and Geography which are studied by a very few students as no authors and book publishers would undertake unprofitable publications. Suitable examiners would not be available.

2. Yes.

3. This is possible only through the Federal Language. The Government should appeal to the public and their leaders to cast of their linguistic separatism and adopt the Federal Language as the medium of instruction at the university stage. The task is not insurmountable only if the Government are willing to overcome the difficulty.

5. The universities should encourage their professors to write such books and either publish them or have them published through publishers.

6. Hindi full of Sanskrit words common to all the Indian languages. drawing fully upon other modern languages where a suitable word is not available in our modern vernaculars and Sanskrit. The script should be Devanagri.

7. No, that would mean the transcription of the entire ancient and modern literature written in Devanagri and other Indian scripts into Roman characters—an impossible and absurd task. Fluency in reading of Roman script is not attained even after years of practice.

8 Yes.

9. (i) English language and not literature should be made an additional compulsory subject for the undergraduate and the Degree students.

(ii) Should have the same position as in 9(i) above.

(iii) In line with other foreign languages.

(iv) No place at any stage.

GWYER, DR. MAURICE.

Oral Evidence.

I abstain from expressing any opinion about medium of instruction, because it is a delicate thing for a foreigner to express any opinion on this question. My personal view, however, is that any hasty or unwise decision taken might put Indian education back for a generation or possibly for two generations.

Secondly, we may have to consider whether a Central University like Delhi situated in the Capital city of India, which has got cosmopolitan population, should not have special principles applicable to it.

Thirdly, we may have to consider whether Pass and Honours and post-graduate teaching could be treated on the same footing; and

Lastly, it may have to be considered whether there should not be in Delhi, Banaras and Aligarh, parallel courses in Hind and English with the option to the students to take whichever medium they like.

It could not possibly be said that any of these issues or all the issues would be everlasting. We may be able to judge from the number of students who opt for the one course or the other. However, I do not express any positive opinion.

HABEEB, PROFESSOR.

Oral Evidence.

So far as the medium of instruction is concerned, I would like that in this University Urdu or Hindi should be made the medium of instruction up to the Intermediate, and beyond the Intermediate, for B.A., M.A. etc., the English language should be the medium of instruction as the special feature of the Muslim University.

HAMIED, DR. K. A.

Case for Roman Script.

The question of language is being tackled more from sentimental point of view than from the utilitarian stand-point. I have made a study of this problem and I find that all countries where the script of the country is difficult—for instance the South Indian script is a very difficult script, so also Arabic script—the majority of the people are illiterate. For this reason, Turkey up to the time of Kamal Pasha was not more than 5 per cent. literate. Then they adopted the Roman Script and the result is that illiteracy has almost been wiped out. So I suggest that we should also have the Roman Script for whatever national language we may decide upon for the whole of India.

Mother tongue for Schools.

As regards the schools, the language should be the mother tongue of the boy, and English should be a compulsory language in the High School for the Matriculation Examination. The English language can be made compulsory in some Schools. Supposing some American wanted to start a School here. We cannot ask him to have the medium of instruction in the mother tongue, Arabic or Persian. Let him teach in English, but the examination will be optional. A European boy who wants to pass his matriculation can answer his papers in English or in the local language.

English to remain in the University.

Urdu or Hindi must be made a compulsory subject. In the University I do not think we can do away with English now on sentimental grounds. We forget the fact that Japan, Germany and England are just equal to a Province of India. There is no language as

a European language. Therefore there is no Indian language because it is a sub-continent. So long as we are a sub-continent, we cannot have one language. To create a language is very difficult. I would suggest that English be retained in the University as the medium of instruction.

HEADMASTERS' REPRESENTING.

1. Robert Money School.
2. Ismail Baigmohamed.
3. Modern School.
4. The New Era High School.

Oral Evidence.

We are divided on this question. Some of us feel that mother tongue should be the medium of instruction but practical commonsense suggests that if India is to remain one, we must have one federal language as a compulsory subject at all stages in the University examinations. It need not be the medium of instruction, but must be compulsorily taught. Some of us are keen to see that there should be free exchange of students and teachers between the Universities.

HENDERSON, DR. H. A.

Oral Evidence.

I think India must have a language of her own and one language for the whole of India. Hindi holds the stage. To force down a language, which is being done, is however, an unfortunate thing.

We are likely to become a provincial institution if Hindi is adopted as the language. We take students from Hyderabad, and further South and from Bengal. It has been a good thing for our people in the North to mix up with people from other parts of India. Already we have been getting reactions from parents of various parts of the country saying that if Hindi is going to be the compulsory language, they do not want to send their students here. I am trying to persuade them that Hindi is going to prevail in India and it is best to send them to a place like Lucknow where teaching in good Hindi is available.

HINDIQUI, K. K.

Oral Evidence.

I would emphasize the necessity of continuing English as the medium of instruction at the University stage. It would take a very long time to produce scientific literature in sufficient quantity in the regional languages. The publication of a few text-books, original or translated, would not serve the purpose.

IMAM, J. N.

Oral Evidence.

Case for English.

Three to 4 per cent. of the whole population of the country know English. English is here from a very long time and now it is difficult to uproot it. All our scientific and industrial advancement has to seek the help of English. Supposing, we switch on to our own language all of a sudden, I am afraid, we will suffer very much. Unfortunately, no Indian language can supplement the English textbooks. I think, in the interest of the development of our country, we will have to retain English till such a time that our literature comes to the level of foreign literature.

I think the transitional period shall be of 3 decades or even more. My own opinion is that English is bound to continue. Inspite of all patriotism, it will not go, now.

IVOR, S. JEHU.

1. It seems to one that an All-India language should be used as the medium of instruction at the University stage.

2. Yes.

5. To ensure immediate supply, the standard text-books should be translated and for the future new ones may be written by well known teachers or professors.

6. Hindi.

7. Yes or if not, Devnagri.

8. Yes.

9. (i) As an alternative at present, if necessary.

(ii) A language subject in future, with special preference in view of the fact that it has had a good start, and that it is useful internationally.

(iv) It should not be used as a medium of instruction at all eventually, except in the study of English Language and Literature as subjects.

IYENGAR, G. V. KRISHNASWAMY.

1. Not at the present moment.

2. I do.

3. By making the study of English compulsory or possible for students engaged in advanced study and research just as we deal with French or German now.

4. I am told that it has failed.

5. In the Humanities by writing books from the Indian point of view and in the Sciences by translating recognised and well-established text-books.

6. English or Hindi.

7. Yes.

8. Yes.

9. (i) It should continue to be the medium of instruction.

(ii) It should be slowly replaced by the national language which should be the medium of instruction.

(iii) it may take the same place as French or German, being taken up as a Second or a Third language at the option of the candidate.

(iv) For some years it may have to be the medium of instruction in the transition period.

IYENGAR, M. O. AND SADASIVAM, T. S.

1. We are not in favour of English being displaced as a medium of instruction in Universities in various linguistic areas for at least 25 years for the present.

2. Yes.

IYENGAR, T. S. R.

Oral Evidence.

I am of the opinion that the regional language must be in the University with Hindi and English as compulsory second languages.

English was a foreign language and perhaps it is due to that reason that the change from Persian to English with the advent of English took such a long time. Change over from English to Indian languages will not take so long. All the minorities should adjust themselves with the majority language.

IYER, T. P. S.

I had formerly thought that the medium of instruction in Universities should be the National Language of India as soon as it is fixed by the Constituent Assembly and the displacement of English should be a process of evolution. But now I begin to wonder if we cannot adopt English as our *Lingua Franca.* In a vast country like India, I do not think any language has so far been a language of the whole of India and even Hindi is only some centuries old. If at all, any language has been spoken and understood in all parts of India if only by a small proportion, it is English. If we leave out sentiment and think of the question objectively and from the practical point of view, I feel that it would be better to leave this question to settle itself on the long run. After all, the purpose of a language is only to serve as a

medium of speech and exchange of thoughts and ideas; and since English which has all the advantages of a good language and has already acquired its place not only as an All-India, but also world language, I think it would be wrong if we cast away this advantage gained after decades of work. No Indian language has yet developed to the extent required for modern times. It will be positively harmful to the country and wasteful of energies of our best men, if they turn their time and attention to fit the Indian *Lingua Franca* to their needs. In order to help the Indian languages to grow, there could be in each linguistic region one University where the regional language is the medium of instruction and another where English is the medium, so that those who wished to confine themselves to provincial spheres of activity could study in those universities and those who wished to work in central spheres and have inter-provincial relations could study in Universities where English is the medium.

JASWANT SINGH, LT.-COL.

1. No.

2. Yes.

3. The advanced study and research should be carried out in an international language and as English is used in international meetings, it is considered advisable that co-ordination should be done in that language.

6. English.

7. Yes.

8. Yes.

9. For higher technical research studies English may remain as a medium of instruction.

JAYALAKSHAMMANI, SM. M.

Oral Evidence.

We do not want any language to replace English medium within the next few years, at least for 5 years. Afterwards, if English is to be replaced, it should be by the federal language and not by the regional language.

JHA, DR. AMARANATHA.

Oral Evidence.

In provincial Universities the provincial or the regional language should be the medium of instruction. But English must continue to be a compulsory subject of study. If English is still a compulsory subject in the post-graduate classes the students will have the advantage of the senior people from whichever Province they come.

In all-India institutions, until such time as there is an agreed national language, English should be the language. In Banaras Hindu University it was decided that for students whose domicile was U.P., the Central Provinces and Bihar, Hindi will be the medium of instruction, and for the rest, English. We have simultaneously an English section and a Hindi section. Actually the experience last year was that a large number of students even from these Provinces preferred to join the English section.

I think it is absolutely necessary that the regional language must be there for obvious reasons. The students will be able to express themselves better in their own language. But I see no objection whatever to making a qualifying test in the National language obligatory at the University stage, if and when there is a State language for all-India. English Language should be retained as a compulsory language of study throughout the University stage, and not English Literature.

JHA, J. S.

2. Yes.

6. Hindi.

7. No.

8. Yes.

9. (i) English may continue for the time being.

(ii) It should remain only as an optional along with other subjects.

(iii) As an optional.

(iv) May continue for sometime.

JHAVERI, K. M.

1. Yes.

2. No, provided higher education is imparted in a National language which takes the place of English.

5. By the bodies concerned taking adequate steps to provide them.

6. Hindi.

8. Yes.

9. (i) English must not go in the immediate future.

(ii) & (iii) It should remain as a subject of compulsory study.

(iv) No.

Oral Evidence.

National language should be the medium of instruction. Higher education must be imparted in the national language. We must not give up English in the immediate future and give time for the national language to grow.

Up to a certain stage mother tongue or the provincial language has to do that work, and I would give the discretion to the Senate itself as to when to introduce the national language and give up English, because our province has got its own difficulties.

JOAG, V. K.

The question of the medium of instruction has not the same importance in Universities as it has in the primary and secondary schools. Universities are institutes for the advancement of learning. There, knowledge counts and not the language through which it is expressed and conveyed. The Universities and their teachers should be allowed completest freedom in the choice of the language to be used as medium of instruction. Subject to this general observation, I would say that for several years to come, English will have to be widely used in our Universities as a medium of study and research and, therefore, also of instruction. The regional languages and any language that may be made the federal language are not developed enough for this purpose. The first thing which the Universities will have to do and should do in this respect is to encourage the development of these languages. Competent professors should be asked to write books to convey the knowledge gained by them from all available sources in regional languages and also in the federal language. Publication Departments should be opened for this purpose. Even standard works of great authors of the past are not available now in many regional languages. The Publication Departments should have them edited and published. A great deal of work, therefore, can be done by the Universities in this direction.

It is only in this way that Universities can help the regional languages to become suitable media of study, research and instruction. Till that time comes, English cannot be and should not be displaced. English is one of those language through which knowledge would flow in to our land for many years to come and nothing should be done to block this channel. With English, we should also encourage the study of French, German and Russian.

1. The problem may also be viewed in another way. About 88 per cent. of our population is, to-day, illiterate. For their education we must use the mother tongue. Of the 12 per cent. that can read and write, about 2 per cent. study English and a fraction of this number is in the University. This number cannot increase very rapidly considering our resources. Why not then, leave the Universities free ? The State can devote all its attention to the education of the masses where the problem of the medium of instruction does not exist. The State can ask the Universities to acquire knowledge from whatever sources open to them through media found to be most suitable and place that knowledge at the disposal of the State for the service of the masses. Professors and students should be encouraged to write and publish books in various branches of learning in Indian Languages for this purpose.

8. There should be a uniform system of scientific and technical terminology in all Indian languages.

9. English should be a compulsory subject of study at all stages and should continue as one of the media of instruction for the next ten years and thereafter a medium of instruction according to the needs of the subjects.

Oral Evidence.

I should like to say that so far as the medium of instruction is concerned, it will have to continue to be English for another 10 years at least and even thereafter English must find a place as a compulsory subject of study at all stages almost. We must look upon English as an international language. After the regional division, it will have to be the regional language.

I do not know what language is going to take the place of English. I will put it like this. Eighty eight per cent. of our population is not able to read or write. They must be taught in their own mother tongue. Of the balance of 12 per cent, hardly 2 per cent. can read and write. Of that 2 per cent. only very few go to the Universities. So, why not leave the Universities free to have their choice in this matter ? University professors should be given complete freedom for teaching in any language they like. In Poona, I find Marathi is far more easily understood than any other language.

Universities must also try and help these regional languages. Today, if I may say so, the best Marathi books are not available in the market. Let the University of Poona come forward and take it up. I am entirely in favour of Universities helping these languages to grow.

JOSHI, PRADYUMNA C.

1. The tendency towards replacing English by provincial languages is quite wholesome. It must be done for our secondary education immediately and in the Universities in the long run. We owe it to our self-respect, but even more to infiltrate educationally among the masses and reduce the wide gulf that separates the intelligentia from the infinitely larger population of the country.

The mother tongue must take its rightful place in the instruction of the children of the land. The foreign language creates an artificiality of atmosphere and a superficiality of approach which is greatly deleterious. There is no dignity and no peculiar gain in continuing an artificial medium. English, therefore, must progressively go into disuse. It must entirely be replaced by a regional language in the schools. The secondary system should be entirely vernacularized.

The Conference of English Teachers at Allahabad endorsed the conclusion that regional language must be the medium of University

instruction. There is nothing incongruous even in teaching English literature through our own languages, a procedure which will not merely help the development of varied forms of literature in our vernaculars but also infinitely improve the standards of appreciation and understanding.

2, 3, 6 & 8. The problem of inter-University co-ordination, of maintaining uniform standards of higher training and research, the integration of the work done in the several provinces, demand a common medium of expression, I feel Hindi is destined to take that place but I would be in no hurry about it. It is not by legislation or executive decree that it can be achieved. Let us foster Sanskrit as the most honoured language and the process will gradually, slowly but surely, bring its natural consummation in ONE language acceptable to the whole country. While I do not wish Hindi to be imposed as a national language, I do not see now it can be avoided also.

The evolution of one language will be the means for the evolution of a common and uniform scientific and technical terminology based on Sanskrit, though I would not favour too great a rigidity in the matter in view of the desirability of continuing an international terminology in more modern sciences. Examining the attempts at the translations of the Draft Constitution, I felt that despite some queerness of phraseology at times, the Hindi version is nearer the genius of the people than the attempt at Hindustani.

4. The famous experiment made in Osmania University has done much work in Urduizing knowledge, but it suffered from two very serious defects. It was imposed and it was not a language of the people. One foreign language was substituted for another. While English had the merit of opening a rich store of democratic and living cultural influences, Urdu in Hyderabad only could appeal to old feudal ideals and a decadent and even dead culture entirely foreign to the genius of the people. The medium of instruction must willingly be accepted by the people and hence the plea for patience in the furtherance of the evangel of Hindi.

5. As the demand arises, and the country settles down to a definite policy, the intellectual ferment noticeable in India will find channels for solid constructive work and literature on all subjects will growingly be available.

7. I cannot relish the Roman Script as it is not phonetic—a thing which is of great importance in the matter of Indian Languages. I am, therefore, in favour of the Devnagari script as the common script that might be popularized all over the country.

9. English teaching, in my view, should be retained as an optional and for those desirous of entering the higher centres of learning it should be considered obligatory.

JUNANKAR, DR. N. S.

1. The persent tendency towards adopting the provincial or regional languages is in some ways desirable. Since it is recognised that our primary purpose at all stages of education is to reach out to as many people as possible education will have to be imparted in the language of the people in any particular region or area.

2. If there is less of politics in matters educational, linguistic provincialism need not be destructive of solidarity or cultural standards. In fact the concept of Indian unity has to be sufficiently broad based to recognise that India is a land of many languages and culture patterns. It is the supreme task of our educationists to remove power-politics from educational problems and thus have the way for an effective unity and fraternity based on democratic consent and participation.

3. There should be an all-India Universities legislation, which will prescribe fundamental principles and activities of Universities of this country. It has also been suggested that there should be an all-India Statutory Body for all academic and allied purposes. In this respect the difficulty of language will not arise.

(i) The common language that is adopted by the Indian nation should be introduced as a compulsory language in the Universities. Those who are concerned with advanced study and research should be required to have proficiency in that language as a necessary condition for their degrees or qualifications.

(ii) There should be at each University a Translation Bureau. This Translation Bureau should be entrusted with the task of supplying information about research that is being conducted in the University concerned and get them translated into every other regional language.

5. Honorarium, prizes, social recognition and even certain concessions for degree purposes can be utilised as an incentive.

9. Regarding the place of English in the Indian Universities, this problem can now be viewed in its proper perspective. While English is one of the most important languages and its study will be necessary, it would be desirable to include it in the department of languages as one of the subjects. In course of time Chinese, Russian, French, German may command as much importance in Indian educational life as English has to-day. English cannot be the medium of instruction in the long run at any stage of our education.

JUNG, YARAWAR.

English is not the language of any *one* people (so that it is not the language of the British people alone) and is, in its truest sense, an international language. It is now gradually replacing French as the language of diplomacy. It is the only international language used in

India and the only language in India, in the present state of development of the Indian languages, which is ready and at hand for the study and teaching of advanced thought, scientific and otherwise. There is sentiment, however, (or Emotion) underlying the demand that this alien language, with such intimate associations with our British conquerors, should be replaced by a national language, while there is a parallel sentiment in certain parts for returning to the regional languages so far as those parts are concerned. There is thus both national and provincial feeling in favour of replacing English. Universities must necessarily consider whether the language to be adopted is suitable or ready as the medium of teaching and study for different subjects. There is the further consideration that, in the national interests, the Universities cannot and should not impair national solidarity.

The following propositions appear, however, to be clear, namely, that—

(i) English is *not* an Indian Language and is not known to large masses in India;

(ii) Notwithstanding (i) English is to-day the medium of instruction of all the Universities in India with one single exception;

(iii) India will and must have a national language of its own not only because of national pride and sentiment but because the national genius will naturally find expression better in a national language than in a language which, after all is said for it, will remain a foreign language;

(iv) The national language of India will require encouragement and development through different agencies, including Universities, and people must, as soon as practicable, be educated in it;

(v) The urge for developing the regional languages cannot be ignored altogether. It will have to be partly satisfied if it is not to gather momentum in opposition and go into extreme channels;

(vi) Neither the national language (whether Hindustani or Hindi) nor any of the regional languages is developed enough to be the medium of instruction for *all* subjects, far less for advanced studies in Science or for technology or professional courses like Engineering and Medicine;

(vii) Development of the Indian languages for the purposes mentioned under (vi) involves time, effort, organization and money, and only the Centre will be able to afford these and only for the national language;

(viii) For the purposes of study and teaching, international scientific and technological terminology and nomenclature will have to be accepted;

(ix) In any case, teachers and text-books must be available first in the language which it is intended to adopt.

It would appear from the above that, if English is to be replaced at all, the movement will have to be very gradual and in favour of the national rather than the regional languages, subject to the provisos that—

(a) the Centre must take in hand the spade-work connected with (vii) above;

(b) the older Universities, possessing as they do a longer tradition of English, should be the last to be converted into any other medium, and should preferably retain English;

(c) where a beginning is to be made in the direction of conversion, only Arts subjects should be selected and Science subjects later, professional and technological subjects to be the last and only when the language selected develops richness and capacity enough to be an effective medium for the teaching and study of such subjects;

(d) where, in any Province, a University already exists and is retained with the English medium or a University is converted into the national medium and there are other Universities so situated as to cater for the needs of a particular region, the language of the region may be adopted for such Universities subject to (c) above;

(e) English must in any case be retained as the compulsory second language.

The experiment of the Osmania University succeeded owing to three factors, namely, the financial and official support of the State which sank roughly 75 lakhs in translation work, the comparative case with which Arabic—a language which is easily adoptable, is rich in its own way in scientific literature, and also a living language—could be used for purposes of translation and adoptation and the fact that Urdu was at the same time the official language, the only common language in a multi-lingual State and the language of the courts. The experiment succeeded even better when and as soon as the University discarded its earlier fondness for translated terminology and adopted international fondness for technological terminology. Even in the Osmania University, however, with all the organization and money behind it, the experiment with regard to such professional subjects as Medicine and Engineering was not very successful because of

the time taken in translating and publishing the latest books into Urdu. Unless and until Indian authorities in such subjects produce their own original compilations and books in the Indian languages the need to translate books on such subjects will prove to be a real obstacle. One important fact must, however, be mentioned, namely, that whatever the number of international terminology and nomenclature retained, teaching through the medium of the mother tongue or of an Indian language with which the student is familiar goes down deeper and is, according to our own experience, more assimilible than teaching through any other language, specially if that language has not been the medium of instruction in the secondary stage. The adoption of the mother tongue medium for the secondary stage is bound to have influenced the standards of University education in India with the Indian Universities teaching through the medium of English; in Hyderabad the higher secondary and the University stages were correlated in this respect with Urdu as the medium and English as the compulsory second language. That also partly accounts for the success of the Osmania experiment in Science as well as Arts subjects.

I prefer Hindustani to Hindi among the two extremes of Urdu and Hindi. By whatever name it is called, it is Hindustani that is likely to grow up as the national language with words and terms borrowed from all sources, Western as well as Eastern. My own belief is that the Devanagari script will become the national script and will oust the Persian script. If no natural sentiment (or Emotionalism) existed, I would have preferred the Roman script. In fact, the Universities Commission will be giving a great lead by recommending it at least as optional. It is an international script and will bind the country together. The same in fact applies to the continuance of English—if there was no sentiment involved.

Oral Evidence.

This language question is a difficult one. We have adopted Hindustani as the medium of instruction and the regional languages upto the Intermediate stage. The three languages spoken by the people in the State are Marathi, Telugu and Kannada. Urdu was the medium of instruction in the Osmania University and English was subsidiary subject compulsorily studied by all the students in the University. Now it is said that Hindustani in Devanagari script and in Urdu script will be the medium of instruction. The mother tongue will be employed as the medium of instruction in the Intermediate stage in the affiliated colleges. When those people come up to B.A., for those people unfamiliar with Hindustani, English will be the medium of instruction. For those who follow Hindustani, Hindustani will be the medium of instruction. English is the medium of instruction in one College, viz., the Nizam's College. In the District Colleges we are starting parallel classes in the Intermediate. We want to

make a beginning in Arts subjects with the mother tongues as the media of instruction and if they succeed, they will be worked, otherwise, those who have studied with their mother tongues as media will have to choose English as the medium.

Once we come to the decision that the mother tongues should be media of instruction, we will have to develop the languages up to the Degree stage. I doubt whether it would be possible to do so in a short time. For scientific and technological education, I would prefer English medium. With regard to Medical and Engineering also, I would prefer English medium. Our own experiment with regard to the translations was partly successful though not an easy one. In some Departments there were found to be very good translations. In Medicine for example, they took years to translate terms.

KANE, MAHAMAHOPADHYAYA, DR. P. V.

Oral Evidence.

I do not favour a common medium of instruction. Twenty years hence this may be possible. But I would like a common terminology for scientific terms for all the languages. I would rather continue English, say for 5 or 10 years. Gradually we may introduce the federal language.

Medium of instruction should be the regional language and the federal language must be made compulsory, and particularly for Arts students.

KANUNGO, HON'BLE NITYANANDA.

Oral Evidence.

Language for Courts.

I am personally of opinion that in law courts and High Court they must deliver judgment in national language. It should be the national language which should replace English in courts, but for the purpose of service alone knowledge of Oriya is a requisite but not as the language of High Court. Recently a communique was issued that for Government jobs residence of 12 years and passing in Oriya will be necessary requisites in the case of people who are other than Oriyas.

KAR, K. K.

Oral Evidence.

Importance of mother tongue.

I can speak from my experience here. The problem of medium of instruction has a great bearing on education of the University standard. There is a move to make Hindi the exclusive medium of instruction and in examination all along the pre-University stage for students irrespective of their mother tongue. Linguistic minorities will be faced with serious difficulties. Their mother tongue will be

neglected and it is rightly apprehended that the protection given in Fundamental Right 23(1) of the Draft Constitution will be nominal and ineffective. In education it is very unsound to relegate mother tongue to the background. Mother tongues of so many minorities will then be neglected. For University education English is still the medium and I believe for some time to come shall continue to be so. This change-over from English to Hindi will cause serious complications.

KARIAPPA, S.

Oral Evidence.

In the University stage, the national language should be the language in which the instruction should be given. Down below, the regional language should be used.

In the High School stage, national language must be made compulsory language. English may be made a special subject for study in the University for those who take up advanced or research studies.

KARVE, DR. D. D.

1. Yes.

2. No.

3. On the same lines as the Universities in the European Countries, teaching through different languages keep in touch with academic work at different centres.

4. Certainly not because Urdu is NOT the regional language of the people of the Hyderabad State. Over 80 per cent of the people of the State speak non-Urdu languages (Marathi, Telegu or Kannada).

8. Yes on the lines of Dr. RAGHUVIRA's work.

9. It should continue as a compulsory subject in the high schools and Intermediate Colleges. The emphasis should however be on writing and speaking correct English and not on literature or style.

KARVE, D. G.

The only significant consideration is what will make for an easier and more advanced acquisition and diffusion of knowledge. Solidarity and cultural standards do not depend only on language and in any case these must take a subsidiary place in an argument about the medium of instruction in a university. Thus approached the presumption is in favour of the regional language. To the extent to which purposes of education are likely to be frustrated by adoption of the regional language a suitable alternative should be considered. Speaking for the Poona region Marathi can and should be immediately introduced as a medium upto the intermediate stage. Given a three to five years time suitable text-books for all subjects can be prepared in this language. The difficulty is not with regard to text-books but with regard to keeping abreast of the progress of knowledge in each subject.

The attempts made hitherto for introducing local languages as instruments to higher education, either in the Osmania University or in the Indian Women's University failed on this score. It is, therefore, desirable as a preliminary step to the extension of regional language medium to classes higher than the intermediate that university journals in the several faculties should be started in the regional languages. For some time these journals should devote a large part of their space to reproduce the results of latest progress of thought in their respective subjects. A common vocabulary of scientific terms will be effectively established through this medium, and very soon a generation of scholars accustomed to think and express their thoughts in the regional language will come into being. At the outset in ten years' time regional language can be used in degree and higher work also. With a view, however, not to impair the standards of work in the university and with a view to make inter-university co-operation possible English should be continued as a compulsory ancilory language Hindi should not be foisted as an additional medium, though a study of Hindi upto the school leaving stage should be insisted on. Hindi as a compulsory medium has neither the advantage of easy familiarity which the regional language possesses nor the advantage of being the medium of contact with universal progress of knowledge. Wherever Hindi happens to be the regional language the position will be different. As medium of instruction regional language must be supported by English which has support to give and not be Hindi which is a lame duck by comparison with several regional languages. The issue of Hindi as a national language is extraneous to the purposes of a university.

KATARE, S. L.

2. It will be a grave mistake to entertain or in any way encourage this tendency of linguistic provincialism in education.

4. Osmania University experiment is a colossal failure.

5. Proper organization of efforts, adequate finances and facilities to the authors are necessary. Mere sentiment, pure idealism and haste would be harmful as in case of Osmania University.

6. Hindi.

9. English should be allowed to continue as medium of instruction till it can be replaced by Hindi, when it should be made one of the foreign languages for compulsory study. Such a change over may take 10 to 15 years.

KAUL, R. N.

1. I strongly support the tendency to displace English in favour of various Provincial languages as media of instruction in the Universities. For original thinking, this is absolutely essential. Our students can really do no serious and creative work in the medium of

English. Much time, labour and energy is lost and nothing gained. The situation has become much worse during recent years, because English has disappeared as medium at the Secondary stage.

2. There is some danger of the lowering of standard and quality in the beginning, but in the long run, we shall have much to gain. We must have an interim period of 5 years, in which we should prepare text-books and terminology etc. There should be Translation Bureaus at each University centre. A lot of careful planning is necessary during this period of transition and English must be kept up side by side, with the new languages.

6. Hindi should be the common or inter-university medium ultimately, but at present English would remain for 10 years.

9. English should remain as an important subject of study for all time. In the immediate future also, it shall retain its importance, as we have to translate so many standard works from English in to our Indian languages. In the long run, it will have a much reduced importance, though it will always retain a privileged position, as compared to French, Russian or German languages.

KEDAR, DR. T. J.

Oral Evidence.

At least I cannot see my way how the knowledge which is stored in standard works in English is going to be replaced. How are you going to supply that? It is all right so far as the Secondary schools are concerned. But when you come to a subject like Philosophy I do not know how you are going to put the works of Descartes, Kant, Hegel and Barkeley in your own language and make them available to the future student.

That will take time. I belong to the old generation and I am not full of that patriotic ferver to think that I must dispense with all English literature.

KELLOCK, REV. JAMES.

It seems to me inevitable that a premature and sudden substitution of English by regional languages will cause such a lowering of the standards of study and research as will constitute a serious danger to the maintenance and progress of knowledge in India. I would therefore suggest a transition period whose duration would be determined by the attainment by writers and thinkers in the regional language of the ability to maintain and advance the body of knowledge in a measure that would be approximately equal to that of the outside world. Such a transition period for the use of English in the Universities would not hinder the use of the regional language for the general life of the people. Indeed as regards the Post Office, the Law Courts and the general Administration the main ways in which Government impinges on the general public the regional language is already in full use. Why, by a too hasty abandonment of the English medium,

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should we incur the inevitable loss in knowledge and stimulus to intellectual progress that it makes possible? Especially may we ask this question when it is remembered that the Universities concern only about 2 per cent. or less of the population.

KHADYE, K. M.

1. This is bound to happen, but I believe we must be cautious in this respect and must not be in a hurry.

2. Yes, these fears are real.

3. For advanced study the medium must continue to be English, until the national language of India (whatever it be) is fixed and studied seriously by a very large number of people.

4. No.

5. By getting people to write them.

6. English for the next twenty or twenty five years.

7. No. I would have an entirely new script formed on a Scientific basis with Devanagari as its basis.

8. That is a comsumation devoutly to be wished.

9. (i) The 1st place in the studies and medium of instruction for all advanced studies.

(ii) A very important place in the studies—a compulsory subject.

(iii) Always a subject of study.

(iv) As a medium of instruction for the next twenty five years for all advanced studies.

Oral Evidence.

I believe the time has not come for English to disappear as the medium of instruction. It must continue until a new language comes into existence. I am not in favour of Hindi, Hindustani or Urdu. English must continue until we are able to develop a language which can replace it for the whole of India and not for a province. For the present, perhaps, you go on up to the Intermediate stage in regional languages and after that they must not.

Hindi or Hindustani as they are at present will not serve as the national language. I mean a new language should be developed more or less based on the present Hindi or Hindustani.

KHAN, HAMEED.

Oral Evidence.

With regard to the medium of instruction, my view is that English has come to stay and will stay, at any rate, so far as sciences are concerned. As for humanities, after a certain period, we may consider the desirability of a change. The Provincial Universities may have the mother-tongue and Central Universities the all-India language.

In the provinces, Hindustani or the national language will be taught in the schools as a language and not as a medium of instruction. The teaching must be started sufficiently early so that the students may pick up such knowledge as will enable them to follow the lectures in the University course. I believe this knowledge should suffice to help the students of Central Universities to receive higher education.

KHAN, DR. K. A.

1. Yes.

2. No.

3. In post-graduate and research courses the regional language need not be insisted on as the medium.

4. No. (the fault was more in the method adopted and not in the principle).

5. By constituting a permanent Bureau of Translation consisting of experts in the several subjects and in the languages concerned; the chief function of theBureau being to translate seminal and classical works. Experts in each subject should be invited to prepare original text-books suited to Indian conditions.

6. Impossible at this stage to think of a common medium for all India.

7. No.

8. Yes. (As far as possible Sanskritic).

9. (i) Gradual replacement of English as the medium of instruction to commence immediately at the stage where it now forms the medium.

(ii) English to be studied as a compulsory second language.

(iii) To be included in the optional group.

(iv) Nowhere (but not being completely excluded in the advanced technical and post-graduate courses).

KHAN, MAJOR HABEEB.

Oral Evidence.

We have been using English mostly. It will take half a century for English to be replaced.

In spite of the fact that our college was started years after Urdu had been adopted as the medium of instruction, we have been giving instructions in Englis. We were afraid that the standard would otherwise go down.

KHAN, MOHD. ABDUR RAHMAN.

1. There should not be too much of it.

2. There is such a danger.

3. English must be the first language.

4. Yes, by all means. They may learn from the good and bad experience of the Osmania University.

5. Compilation of text books (rather than translations) by competent scholars much preferable.

6. Urdu terms are ready and in operation. Cognate languages may adopt this by mutual consultation of professors concerned.

9. Its position must be maintained.

KHAN, RAHMAN.

Oral Evidence.

Seventyfive per cent. of the technical terms of the Osmania University were coined during my period. I presided over the Technical Terms Committee of Physics, Chemistry and Biology, and some times in Engineering subjects also, but not in Medical subjects. A boy who studies through his mother tongue gets a better grasp of the new subjects than he who studies through the medium of English. Half the technical terms in Medicine are in Arabic. They understand the meaning of the words as well as the history of the words.

I would suggest the use of international terms. I am in favour of retaining English.

I am not in favour of adoption of the Roman Script. It is very difficult. Turks adopted this script but now there is a movement backward in Turkey.

KINI, DR. K. N.

1. Yes.

2. As long as we shall have a national language which will be learnt by all students, there is no danger of this.

5. If adequate remuneration is provided by the Central and Provincial governments, competent authors will come forth in numbers. In the case of books for classes where there are plenty of students, authors will write of their own accord.

7. I am totally against Roman script. The work of ages in India cannot be brushed aside. I would advocate Devanagri for all Indian languages where it is not today.

8. Yes, as far as possible. Terms already in use should not be given up. They are already in the parlance of the masses. I shall borrow freely from other languages instead of coining new terms.

9. (i) In the immediate future, start teaching in regional languages beginning with the junior intermediate class in July, 1949. Step up class by class and year by year, so that in July, 1952, the senior B.A. students will be taught in these languages. Failures will be minimised. Knowledge will be ingrained in the pupils.

(ii) In the long run, English will occupy in India the same position as French or German does in England today.

(iii) As a subject of study, English may be an optional subject for Arts students.

(iv) As a medium of instruction, it should not have any place in India after five years' time.

KRISHNA MURTI, K.

1. Although ultimately, English has to be replaced by an Indian language or several languages, the change has to be effected slowly—in not less than ten years—particularly at the advanced stages, for otherwise we will lose contact with all the very valuable literature available in the English language.

2. Yes. Linguistic " provincialism " should be avoided as far as possible. A common language—*Basic Sanskrit*. Could *not* Hindi or Hindustani—has to be slowly brought into use to replace English. This will have the effect of unifying the people of this country and promoting greater solidarity and also Inter-University co-ordination and research.

4. From what I know it has been a failure.

5. Only by retaining English in the University stage for some years.

6. Basic Sanskrit to replace English slowly in 10 years.

7. No. The Devanagari Script.

8. Yes definitely. I have been struggling hard in this province to convince the authorities about the necessity of having a uniform Scientific Terminology all over India so as to prevent intellectual insolation.

9. English should remain as a medium of instruction in Universities for about ten years to come and later replaced by Basic Sanskrit as an All-India language.

KUMRIA, R. R.

The language question is a part of national re-construction. We should be very careful lest we should take a false step. When bidding good-bye to English as the medium of instruction at the university stage we should keep before ourselves two things : the benefit that we derived from English and the way the teaching of English was organised for the purpose of deriving that benefit. We can learn even from our enemies. Whatever unity of India was achieved under the British rule was in a great measure due to the use of English as the one language for all official and commercial purposes in the whole of India. The substitute of English should be able to do the same for us.

We can live united by developing uniform habits all over the country. Uniform national habits are achieved through a common law, a common flag, a common anthem, common national slogans and a common language in one script. There is no other way to achieve national unity.

English did impart unity to India. And it was able to do what it did because of the proficiency that an average educated Indian acquired in it. The high degree of proficiency achieved was due to the fact that English was the medium of instruction and examination in the High School and the University. Dominion language should do what English did for India and much more besides. This will be possible if the Dominion language is treated in the same manner in which English was treated by the British in India. That is, it should be the medium of instruction in the High School and University. It is the University graduate that can bring about the real social and political unity of India. His chief instrument, the Dominion language, should be trim and sharp.

I am advocating the use of the Dominion language as the medium of instruction even in the High School because I regard the latter as a part of the University. The High School is a preparatory stage for the university and only those who are proceeding to the university should be allowed to join it. For the rest the middle school is the limit.

The regional language as the medium of instruction in the university with the Dominion language as an appendage as suggested by the blue-print of the Ministry of Education, or even as a compulsory subject will not produce the academic, social and political results we want. The real skill in the use of a language in the case of average persons can only be acquired by making that language the medium of instruction and examination.

I want to put a straight question to my countrymen. Do we want a strong, united India or a loose federation of provinces, regions, states and communal groups ? If we want the former we must have the provinces and groups to sacrifice their individual prejudices and sentiments.

If we want the latter we should prepare ourselves for the repetition of some tragic incidents of Indian History, such as Mahabharta or foreign invasions. We must search our hearts, scratch our heads and face the issue boldly.

The advocates of regional languages should be satisfied with those languages being the media of instruction up to the middle school, for the bulk of the population will never go beyond that stage. The demand for making regional languages as media of instruction beyond the middle school should be regarded as abnormal, unreasonable and unpatriotic.

A part is not the whole. For the sake of the whole the parts must be fashioned aright, even with the application of force. There cannot be any compromise on this point. Any compromise will be a false step and those responsible for making it will be dubbed by history as enemies of India.

As regards the nature of the Dominion language, the present set up of the world demands that a language of a country should be able to express the ideas and feelings of all other parts of the world. Sanskrit is too poor and too ancient to supply words for that purpose. A new language has to grow that will freely borrow words and expressions from anywhere and everywhere. A living growing India, vitally connected with a world that is daily growing, needs such a language. And Hindustani and not Hindi will answer our purpose. I have before me the Hindi and Hindustani versions of India's new constitution. I must say that the Hindi version simply beats me. To encourage such a language is to set the clock of progress back by many many years.

As regards the script I should like to advocate Roman, but in order to wean the masses from Sanskritised Hindi, I accept the Devnagri script. This is the only psychological trick to kill the danger threatening our progress. Hindustani in Devnagri script should be the Dominion language. I strongly deprecate the use of two scripts for writing Hindustani. If both Devnagri and Persian scripts are adopted the distinction between Hindus and Muslims will never vanish from India. In a few years time Muslims will find that they alone use the Persian script. That will reduce them to a separate social group which will be bad for the country and for them also.

KUNZRU, DR. HRIDAYA NATH.

Oral Evidence.

A good command over the English language will be essential if we are to maintain touch with world ideas.

At present all know that we do not have many higher educational institutions in India. It is, therefore, clear that for an appreciable length of time we shall have to send our boys to England or America. And I conceive it will, therefore, be advantageous for these boys to express themselves correctly in English.

Even in Europe English is becoming a sort of compulsory subject. In Japan a large majority of boys learn it. French occupied the first place. It has been ousted by English. In a number of European countries the boys learn more than one language. I do not see, therefore, it would be any hardship, to a single Indian boy if he is asked to be able to express himself properly in one European language, and in our historical setting, English is the language that would be most useful to us.

I would make teaching of English compulsory both in the Secondary schools and in the Universities. Even if we are satisfied with such English as the boys are able to learn by the time they reach the Secondary education, I doubt very much whether they would subsequently be inclined to enlarge their general reading or their professional reading by a voluntary study of English books.

There is another reason why I want the study of English to be continued. Till such time as Hindi is able to take the place of English as the common language of the educated classes all over India, English alone can enable us to meet and exchange ideas. It would be utterly false and dangerous nationalism to relegate the study of the English language to very minor position simply on grounds of national prestige. Nothing will raise our prestige that goes against our fundamental interests.

LAD, P. M.

Oral Evidence.

I feel that the future of University education will depend to a very large extent upon this question. My own personal opinion is that we must now develop a will to give up English. The majority of Universities in India, about 12, can switch over to Hindustani without difficulty. In the South we should not follow the principle of compulsion, but should gradually re-orientate their attitude towards Hindustani. English had to cease to be our medium of instruction because that happened to be the language of our previous rulers and the purpose for which education was given was totally different.

Hindustani is closer to the people than English could ever hope to be. I feel that a proper graded course for Hindustani from the lower classes to the University will probably enable us to express ourselves effectively in Hindustani. I personally think that in order to develop Hindustani as a common medium of thought, it is not necessary that it should be the medium of instruction. On the other hand, the danger of compelling people to adopt Hindustani as the medium of instruction, particularly in the South, would be very great because we would be stiffening opposition unnecessarily. I suggest that, excepting for a few subjects, the instruction hereafter should be as far as possible in the regional languages.

Hindustani should not be taught merely as a language. Even in the earlier classes I should teach Hindustani not as a language, but I would prescribe text books. I would also start from the 4th Standard, English as a compulsory subject. It will continue for Science students till B.A., but I would not insist that all should take English. For the professional subjects, the medium should be English. Technical terms should be common terms and we should adhere to English terms.

I would suggest that, so far as our courses are concerned, today a large number of our University students take a degree in their own language. I feel that hereafter the courses should be taken in the regional language plus one language outside the group and Hindustani compulsory. That is the only way of bringing these languages together and ultimately bridging the gulf.

LALBHAI DALPATBHAI.

1. Only partially. English should be compulsory at the College up to the Intermediate stage, at any rate and as medium of instruction on a par with the National Language in Post-Graduate stages.

The provincial language may be used till the Intermediate stage only. There should be a careful watch during the period of transition, from English to the desired medium of instruction.

2. Yes.

3. In advanced study, we must adopt the National language as medium.

4. No.

5. That will have to be evolved and it will evolve, with the use of our own language as medium of instruction. Lectures of efficient teachers may become basis for Text-books.

6. The National Language "Hindustani".

8. Adopt Western Terminology right through wherever possible.

9. (i) Compulsory, (ii) as a hand-maid only, (iii) for those who desire to study, (iv) no; but change over should be slow.

LUCAS, DR. E. D.

1. No. I favour the retention of English as the principal medium of higher instruction for a period of ten years at least. In the meantime there will be such rapid changes in every field that the linguistic needs of India can be gauged much better at that time than now. To act too hastily will result in (a) a lowering of standards; (b) promoting fissiparous tendencies; (c) creating fresh international barriers.

One reason why India has taken such a prominent place in international gatherings, is because of the extraordinary facility Indian delegates have in their use of English. The world, if progress is to be maintained, must have an international language, and English now occupies a position where it can easily become such.

2. Yes.

6. If English is retained for ten years, perhaps *Hindustani* in Roman script could then become the national language. India is not ready at present, and pressure in favour of Sanscritized Hindi may prove a boomerang.

7. Yes.

8. Yes.

9. (i) Medium of instruction in Science and modern Humanities with options in areas for regional language teaching in certain subjects.

(ii) I favour a bi-lingual or tri-lingual education, mother tongue in classes I-VII; mother tongue and English VIII-XI; English and national language beyond.

(iii) If it becomes a subject of study, then it should be a compulsory subject in all colleges (non-professional).

K. D. TEWARI.

1. Yes.

2. There need be no such apprehension if the national language is made compulsory both at the secondary and the University stage. There should also be a common scientific terminology for all the provincial languages. If we accept a common script also solidarity will be still further achieved.

The only other alternative is to accept the national language as the medium of instruction at the University stage. But there seems to be a sharp difference of opinion on this question. We hope the first alternative will be acceptable to the different provinces.

3. In view of what has been said above the problem will not arise if our proposal is accepted. According to us the national language should be accepted as the medium of instruction for post-graduate studies.

4. It has been a success to the extent to which it could possibly be in the circumstances. It is obvious that we cannot dispense with English as a compulsory subject of study in the University. English text-books will have to be used at least for some years.

5. If the national language is accepted as the medium of instruction for the University stage we shall have to prepare only one set of standard text-books for the University course. Otherwise translation in provincial languages will have to be published. The universities

should co-operate with each other in the accomplishment of this task and Government should give liberal grants for the purposes. The Government can also set up a translation bureau of its own. But the most important requisite is the preparation of a common and uniform terminology for various subjects of study. For this an All-India Board should be at once set up. For text-books in use in primary and secondary schools separate agencies should be set up Provincial Governments in which co-operation and assistant of University teachers should taken.

6. The common medium can only be simple Hindi or Hindustani in Devanagri script.

7. In theory we have no objection. But there is no chance of the Roman script being accepted as a common script because it militates against national sentiment which is very strong at the moment. Moreover, the Devanagri script can serve the purpose almost equally well if it is reformed and made more suitable for purposes of printing.

8. Yes.

9. (i) English will occupy an important place in the course of study for many years to come.

(ii) In the long run it will be learnt only as one of the many foreign languages.

(iii) It should be a compulsory subject of study from the secondary stage for sometime to come.

(iv) English should not be used as medium of instruction. The period of transition should be as brief as possible.

LUTHRA, J. C.

1. Basic education should be in provincial language with English as the compulsory subject.

2. Yes, it is bound to liberate disintegrating forces in the country

3. English should be taught as a compulsory subject till such time as a common language is evolved to replace English. This will be at that stage a development when there will be sufficient text-books in all subjects in the common language.

5. Government should decide not by votes, but by the general willingness of the educated mass of the country on a common language when necessary terminologies have been coined.

6. The language which is considered to be the richest and widely spoken.

A compromise should be effected between two essential requirements.

8. Yes, absolutely essential—Scientific terminology should be as far as possible international in character.

9. (i) Compulsory.

(ii) Optional subject but compulsory for studies in Science and applied Science.

(iii) Yes.

MADAN, DR. INDER NATH.

The medium of instruction in Indian Universities is one of the burning topics of the hour. I strongly endorse the recommendations which were made by the University Teacher's Convention, in Delhi, on December 6, 1948, in the form of the following resolutions :—

(i) This Convention is of the opinion that English should cease to be the medium of instruction and of examination at the University stage as early as possible and that it should, however, continue to be a subject of University study;

(ii) That the regional language should be the medium of instruction and of examination at the University stage; at the same time the national language should be a compulsory subject of study and examination at the University stage as well;

(iii) That while the national language would be Hindi, it should be broad-based and draw upon other Indian languages as well as English;

(iv) that technical and scientific terms should be common to all Indian languages and be freely adapted from English.

MADRAS, UNIVERSITY OF.

(1) No.

(2) to (9). It is natural to expect that the medium of instruction should be the mother-tongue, at all stages of instruction, but the practical difficulties have also to be taken into consideration. The immediate need of the country at present is to make available at as short a period as possible highly trained personnel in the different professions and in all branches of knowledge, and if this is possible only by following the present method of using English as the medium of instruction, it should not be discarded. At the same time facilities should be immediately available for those who wish to have instruction in their mother-tongue. The forcing of a particular language on a regional basis or the imposition of a common language on the whole nation would, under existing circumstances, prove to be a retrograde step. Apart from the disadvantages incidental to a number of languages being chosen by different Universities in the country, creating thereby difficulties in the way of a closer and freer contact between the intellectuals in the different Universities and a common basis for discussion and exchange of ideas,

it is not desirable at present to encourage any spirit of narrow provincialism on a linguistic or Provincial basis. At present, although English is the medium of instruction the Universities have in general adopted a policy by which no candidate can graduate unless he secures a good degree of proficiency in the mother-tongue. It is difficult to say whether the experiment of the Osmania University has been a success. The one vital factor to be remembered is that, for the production of standard text-books, translations are of little use as they become out of date even by the time they are published, especially in some of the scientific subjects. Unless, therefore, a sufficient number of persons who are actually, teaching the subject and have attained a high standard in the language, write in the languages concerned, text-books which can be recognised as authoritative, progress will be retarded. It will, however, be necessary and desirable as a long-term policy to encourage this from now onwards and give facilities particularly to those who are competent to write text-books, and it is also desirable by a gradual process of expansion to give facilities for such candidates as wish to pursue their studies at the University stage in certain subjects at least, to use the mother-tongue as the medium of instruction ; but it cannot be too strongly emphasised that in the higher ranges of knowledge, particularly in research and in professional studies a knowledge of a modern European language will be absolutely necessary. This is not only for the purpose of establishing international contacts but also for something more important to have access to the large volume of modern literature on the subject, so essential for any of the higher ranges of knowledge with which one must be acquainted to keep abreast of the times. English has been so widely adopted by the literate population in India over a long period, that there seems little object in changing this to any other of the modern European languages. Besides English, encouragement can also be given to one or other of the modern languages taking into consideration the needs of the particular subject and the advantages to research of a high degree of proficiency in it.

The University agrees entirely with the recommendations of a sub-committee appointed by the Government of India that scientific and technological terms accepted in international usage must be adopted in all the Indian languages.

URS, NANJARAJ.

Oral Evidence.

I would suggest that the regional language should be taught in the early days till the Matriculation or Intermediate. In the Secondary Schools and upwards, national language may be introduced. Compulsory English must be in the University stage in order to have international contacts.

I know what the fate of the speaker who does not know national language would be when he attends the national gatherings. So I feel it is very necessary to have Hindi from the earliest possible stage.

MAHADEVAN, C.

4. From my personal knowledge of Osmania University I can say it has not been a success for higher scientific education.

6. The common medium of instruction should be English for the next 10 years and thence either Sanskrit, or Hindustani or Urdu normally spoken in United Provinces and Delhi and not of the All-India Radio brand. English should be a compulsory second language in the distant future.

MAHANTY, R. N.

1. I am deadly against such tendency.

2. Very much so.

3. The present tendency would be made impossible.

5. The present tendency will involve a high waste of money, time and energy.

6. The Federal language of India.

7. Not at the present moment.

8. Yes.

9. I am in favour of one common medium of University education and that should be the Federal language of India.

I hold that if Federal Language is accepted to be the common medium of University education a transition period of say 5 years has to be fixed during which text books should be prepared and staffs and students would accordingly prepare for following the medium. During this period English will have to remain as the medium of instruction, but after that it should be retained as a subject of study and never as a medium of instruction.

MAITRA, SUSILKUMAR.

Oral Evidence.

We have proposed in our statement from the Board that we should make an immediate beginning with Bengali as a medium of instruction so far as Philosophy is concerned up to the B.A. stage but as regards higher stages they must take time, *i.e.*, they must wait till standard philosophical works are available in translation. As a matter of fact we have many technical terms in Sanskrit and we can, therefore, make an immediate beginning.

MANGLAMURTI, JUSTICE K. T.

Oral Evidence.

I am of the opinion that instruction should be through mother tongue. Yet we must insist on the boy knowing the national language and the international language. I would love the boy to know Sanskrit also.

MANJUNATH, DR. B. L.

Oral Evidence.

Kannada is being tried in High School studies and is not yet attempted in the Colleges.

In High Schools, there are two mediums—Kannada and English. There will be one section of English medium in each class meant for those who do not know Kannada. The rest will have to take Kannada Medium. About 70 per cent. of the students are Kannada speaking. Out of the remaining 30, about 20 per cent. speak Telugu and about 10 per cent. speak Tamil and Urdu.

One resolution was passed by the Senate in regard to making Kannada the medium of instruction in Intermediate classes. But before giving effect to it, efforts have to be made to incorporate the scientific terms etc. into Kannada and then think of introducing Kannada as the Medium of Instruction.

No definite step has yet been taken to make Kannada as medium of instruction. But our extension lectures are held in Kannada and there have been published some pamphlets in Kannada.

Regional language might be the medium of instruction and the federal language may be made compulsory subject.

MASANI, RUSTOM.

Oral Evidence.

English must remain as the medium of instruction for the Universities so long as there is no federal language. Sooner or later we will have a Federal Language and until that language is evolved, English must remain.

MATHUR, H. G. D.

1. English cannot be replaced by any other language as a medium for instruction in medical science *unless and until* a satisfactory scientific terminology and literature for basic sciences has developed. Any precipitate action in translating the medical books would lead to confusion through terms being differently translated in the different provincial languages or by different authors in the same language.

2. Provincialism in medical education could be fully guarded against by having all the scientific terminology translated on an All-India basis into terms based on Sanskrit root words. Later on the provinces can easily adopt text-books in that terminology. English should always be a compulsory language for medical studies for it is coming to be the foremost language in medical science, thanks to the very systematised American publications.

3. If, as suggested, English is kept as a compulsory language for all medical sciences students there should be no difficulty in their inter-university co-ordination in advanced study and research.

4. The Osmania University experiment, because of its great precipitation, has led the teacher and examiner to conceive an idea in English, translate it into Urdu and putting it upto the student, who in his turn has to translate it back into English to fully realise its significance and ransack his mind for the associated ideas.

5. Once the technical terms have been decided upon on an All-India basis, text-books could easily be published in the Provincial languages by translations, which in some instances would not be much more than transcriptions.

6. For quite some time English should continue to be the medium of education in basic sciences like Physics, Mathematics, Chemistry, Biology and for sometime longer for the applied and higher sciences like Medicine, Engineering, etc.

7. This question may await the decision regarding a common script by the other and more important bodies like Constituent Assembly, etc.

8. It is absolutely necessary to have a common and uniform system of Scientific and Technical Terminology with many resemblances (if not a total copying) of the Western Scientific terminology. In the West, Latin and to some extent Greek, roots have been used very largely to elaborate the Scientific and Technical Terminology and advantage should be taken of the great similarity of these roots with Sanskrit roots in framing the Indian terminology for the sciences. In any case the question needs very careful deliberation and hurry and haste in this work should be avoided. Till such time that this can be done, the present terminology in English (the more liberal American English rather than the conservative English) should be adopted.

9. The place of English in Indian Universities that can be envisaged would be as follows :—

(i) In the immediate future it should remain as the medium of education till so long as a good standard of teaching the Indian languages as medium of education in Secondary Schools and (High School and Intermediate Colleges) has been attained.

(ii) In the long run, English should be as an optional subject for Pass degrees and as a compulsory subject for Honours and post-graduate degrees.

(iii) As a subject of study, English should be one of the preferred optional subjects in which it is studied as a language for every day use and not as a literature as at present.

(iv) As a medium of instruction, English should be used for the present till really good books are available to serve as text-books; mere literal translations would not suffice.

MAYADAS, C.

9. Until such time as our text books are all translated into an Indian language, English will have to continue as the medium of instruction for all technical subjects.

MEHR CHAND.

1. No.

2. Yes.

3. Rather difficult, except that the Federal language is made compulsory as a subject for the degree examinations and that the office work in all provinces, including Law Courts is carried out in the Federal language.

4. Not known.

5. It will be better to stick to one language to avoid complications of many languages.

6. Hindi with Devanagri script.

7. No.

8. Yes.

9. (i) It should not remain the medium of instruction at the Matriculation forthwith and should be replaced within five years in the Universities.

(ii) & (iii) It should be taught in the Higher Middle and up to the Intermediate Schools as one of the subjects and an elective subject at the B.A. stage.

MEHROTRA, MR.

Oral Evidence.

Hindi literature is certainly not going to be enough to satisfy the requirements of the educational system. We have not got enough books in our library. Though Hindi has possibilities, one should go slowly.

MEHTA, K. C.

1. In the immediate future the provincial or regional language must be the medium of instruction up to the Higher Secondary or Intermediate stage, with the study of English and Hindi Languages as compulsory from the 9th to the 12th class.

At the Degree stage and higher up English should continue as the medium of instruction for the present and the study of English and Hindi Language should be compulsory up to the Degree stage. Gradually, (in about 10 years time) with the spread of the study of Hindi all over the country in this manner and the compilation of text

books in Hindi and the evolving of a uniform Hindi or mixed terminology on an all-India basis, Hindi should be the medium of instruction at the Degree and higher stages as well. But all the time the study of English as a second language should continue.

Hindi as the medium of higher instruction is necessary in the interest of national solidarity and as the best anti-dote to linguistic and cultural provincialism.

5. Text-books can be produced in Hindi only under central planning and supervision. Competent scholars should be entrusted with this work immediately, if necessary by relieving them of other duties. For non-Hindi speaking areas, the bilingual method of compilation should be tried in the beginning.

The above method should apply to the evolving of a uniform system of scientific, technical and literary terminology.

7. No, but the Devanagri script should be used throughout India in which slight modifications for mechanical advantages may be introduced.

9. (iii) The study of English Literature should continue only as an optional subject at all stages.

MEHTA, DR. I. M.

1. No I do not favour, unless English could be replaced by a suitable national language and the literature in that language for all important branches of learning is prepared.

2. Most positively.

3. It would be difficult to do so unless one national language is adopted in which all inter-provincial questions are discussed for purposes of co-ordination.

5. Some department will have to be created like the Translation Department in the Baroda State for preparing literature in the Indian languages on important branches of learning.

6. Hindi.

7. No.

8. Yes.

9. English should be compulsory second language at all stages in the University education and an important optional language at the secondary stage. In the immediate future it should remain as a medium of instruction till it is replaced by a national language.

MEHTA, R. D.

At present the various provincial or regional languages should not be employed as a media of instruction in the Universities displacing English. The change in the media of instruction should be made

gradually in order that there may be no lowering of standards of instructions in the period of transition.

2. Yes, I apprehend that solidarity and cultural standards are likely to be adversely affected as a consequence of linguistic provincialism in University Education because we find that the faith of all Universities is in the loyalty to the great republic of the human intellect. Moreover it is fatal to the best interest of the provincial languages to believe that they can grow only if English is displaced ; because poets, philosophers and scientists all over the world throughout the history of civilization have given and taken from each other, undistracted by the ephemeral controversies of the day.

4. I consider that the experiment made at the Osmania University with Urdu as a medium of instruction has not been a success because it has not yet been able to produce man of ability.

6. I would recommend that Hindi should be the common medium of instruction for all Indian Universities because it is spoken by the majority of people in India. Moreover it is suitable for inter-provincial purposes.

7. I am not in favour of adoption of Roman script because this script is unscientific and is not capable or serving the needs of a language.

MEHTA, PORUS A.

1. Psychologically the media of instruction can only be the mother tongue.

2. Yes.

3. A common language to be developed and enforced and studied side by side with the mother tongue.

5. Universities and governments could continue to produce, translations.

6. It could only be the common language of the whole nation. English will have to continue but in the long run Hindi or Hindustani will hold the field.

7. Yes.

8. Yes.

9. (i) Should have a high place.

(ii) Will have to be replaced by a native common language like Hindi.

(iv) Only suitable for those whose mother tongue is English.

MENON, C. S.

7. I favour a modified Roman script for the *lingua franca* of India.

8. The scientific and technical terminology should be international, as far as possible.

9. English should continue as a subject of study and as a medium of instruction for some time, because, as things stand, no other language helps the students to retain inter-provincial and international contacts so much as English.

A student who specialises in English must study both language and literature as at Oxford. The study of language is a valuable discipline.

MENON, I. N.

It is gratifying to find that the Government of India is still of an open mind with regard to this question. A " Lingua franca " for India is a difficult thing to evolve. It is not a matter to be settled by " Votes ". It depends on many factors not within the reach of the administrator. I would say that whatever language be accepted as the " Official language " of the Dominion, I doubt if it can serve as a suitable medium of instruction in the Universities for a long time to come. It would be many decades before suitable text-books and books of reference can be available in that language. In the second place university men must look *outwards* and be in a position to avail themselves of facilities that are available in Europe and America. Finally English is becoming the language of international commerce and communication and as it is fairly widely known in India, it may continue to be used as the medium of instruction in our universities. Considerations of a narrow nationalism should not count in settling this question. We are a free nation and yet we are adopting many political devices from the West, the least objectionable, nay, the most valuable part of heritage from the recent past is the English language and its literature.

MIRASHI, V. V.

1. Yes. The tendency is natural and is in accord with sound educational principles.

2. No, if care is taken to teach an Indian language selected by the Constituent Assembly as the National Language as a compulsory subject in Under-Graduate classes.

3. In advanced study and research, there should be only one medium throughout the country, which will be the national language.

4. No, because Urdu was not the mother tongue of more than 85 per cent. of the population of the Hyderabad State.

5. A Cultural Board should be appointed for the purpose on which eminent scholars of the different subjects and of Philosophy should be

appointed. They should prepare lists of technical terms and announce substantial honorarium for books in the different languages which may be approved. They must use the settled terminology. The Board should make its selections from the books received and get them printed at Government expense. The Universities should be asked to use them exclusively for the first five years. After this period, the field should be open to all.

6. Not at the Under-Graduate stage. At the Post-Graduate stage, it should be the National language which I expect to be Hindi.

7. No. The Devanagari Script is more scientific and suited to the Indian languages.

8. Yes. It should be derived from Sanskrit which is the cultural language of a major part of the Indian population.

9. (i) Until an Indian language is adopted as the medium, English may continue as the medium of Instruction.

(ii) It should be an optional subject of study in the long run.

(iii) As above.

(iv) See answer to (i) above.

MIRZA, SAJJAD.

Oral Evidence.

The Mulki language medium was started two years ago. As there was a demand for regional languages, Government wanted to encourage them. So far as Government schools are concerned, Urdu or English would continue as the medium. As for the aided institutions, certain concessions are given. For girl students more concessions were given. In Government schools, upto 5th class (Primary 5 classes, Lower Secondary stage, 3 classes, and Higher Secondary stage, 3 classes) for the Primary education we had the mother tongue as the medium. It was extended to 7th class. For private aided institutions and girls schools it was extended to 10th class.

It is not possible to make a halt at the Intermediate stage. We will have to pursue them further. In the University also either English will have to be continued or the mother tongues will have to be given the place of the media of instruction. For Technical and Professional institutions, we cannot give up English. Otherwise standards would go down. In name Urdu was introduced as the medium of instruction in the Medical Colleges and the Technical institutions. But English books were used for real study. In Polytechnic also they are using English.

As far as Law is concerned, Urdu is used. For Medical studies, what is being done is that the lectures are given in Urdu but all the text books are in English. Some were translated, but by the time they were published, they became out of date. The same is the case in the Engineering College. They use English text books. There are so

many books in the subjects and only a few have been translated. By the time the books were translated, they became out of date. I was the Principal of the Training College where I was teaching post-graduate classes. We lectured in Urdu and used English terms. But translations are very expensive.

I am for Roman script. I advocate that each language may have its own script. A secondary script should be the Roman. We must have one Script for all languages in India.

We are accentuating differences. We are developing this mentality which is dangerous. The Roman script would to some extent bring about uniformity.

MISRA, A. B.

1. & 6. Regional languages cannot be rooted-out. Any attempt to uproot them and to supplement them with Hindi will spell disaster for the country. Mother tongue has a charm for its own, and no attempt should be made to supplant it. Many of these languages possess a vast literature in which the genius of the people has found expression, and it would be cruel to consign them to the limbo of oblivion by deciding to have Hindi as the common medium of instruction in all the Universities. On the other hand, if each University retains its regional language as the medium of instruction and examination at the University stage, then it will result in provincial isolation. It will lead to linguistic provincialism as well as intellectual isolation. The intelligentia of one province will have little in common with that of other. Free flow of thought from one province to another will be hampered. The political as well as the cultural unity of India will be jeopardised. More than anything else, English has helped us, during the last 200 years, to become one people. If English is to go and if the regional languages are to take its place in the Universities, then it is difficult to foresee the result. We ought, however, to go slow because we cannot afford to run amuck with an ideology however good it may be, if it is going to land us into serious practical difficulties.

8. It would certainly be an advantage to have a common scientific Terminology for the whole country, if we can evolve such a one to order. A little reflection will, however, show that languages have evolved by a slow process of imperceptible changes and new 'terms' have become incorporated into a language by usage and not by the rule of the thumb. The tendency that is at present manifest, in some high quarters, to force a new scientific terminology (Hindi) upon the people will only result in confusion worse confounded. Attempts should be made to coin new terms and to let them gain currency by the lapse of time, but we should not try to impose them upon the people in the twinkle of an eye.

9. English should continue to be the medium of instruction and examination in the Universities for another 10 years or more (15 years), during which attempts ought to be made to prepare the way for its replacement by Hindi, or the regional language, by organising instruction in the High School and Intermediate stage through the Vernacular.

(ii) In the long run, it would lose the pre-eminent position that it occupies now, and may be retained as one of the compulsory subject in the Universities.

MISRA, HON'BLE PANDIT LINGARAJ.

Oral Evidence.

The medium of instruction at the collegiate stage should be the national language whatever it may be. English should be replaced by the national language and not by the regional language. All Universities should have one language and in that case no difficulty will also be left on the transfer of students from one part of the country to another. I would also favour the idea of having text-books in one language which would be used by all the Universities.

MISRA, R.

4. As far as I know the experiment of Osmania University has failed since it lacked natural, cultural and scientific foundations.

5. A continuous supply is bound to follow. Nowhere in history has it preceded teaching.

6. Hindi obviously.

9. (iii) It must remain a compulsory subject of study.

MOGHE, M. A.

1. This trend of development cannot be avoided. It can only be postponed but that does not solve the problem. It has to be faced.

2. No.

3. By making English compulsory.

4. No. Because Urdu was made a language for all students irrespective of their own mother tongue. In fact the failure suggests that we should not aim at having one common Indian Language for all Universities. The case of English was different. Everybody learnt it from childhood and the atmosphere round about fostered its use.

5. Text books would come by themselves from enterprising authors and publishers To enable this to be done, English should continue for another 10 years.

6. I do not favour a common language for all Universities.

7. No.

8. Yes. But it could very well be the present English Terminology except in cases where we have well known terms.

9. English should be a compulsory subject of study and intensive study for another 25 years for all students; literature for those who want to study it.

MOHANTHY, G. C.

1. I favour this development with this reservation that the change from English to the Provincial Language should be gradual and slow.

2. Each University will have opportunity to develop the culture of its jurisdiction and thereby enhance its standard.

3. The Inter-University coordination in advanced studies and research can be carried on in the national language after the whole of India is given necessary training in the national language.

5. Even from now, necessary fillip should be given to the various scholars belonging to different parts of India, for writing text-books in language in which they are proficient.

Prior to this, the Government of India should form a Committee consisting of scholars to prepare a list of vernacular equivalents for technical terms used in different branches of study. After the preparation of a common Code of terminology, the Government of India should insist on using the same words in the different text books written in different languages. Such a procedure will bring into the field many text books in different languages.

9. (i) English should occupy the same place as it occupies now for at least a decade.

(ii) It should be replaced gradually by a national language.

(iii) It should form a subject of study with a higher syllabus. It may occupy a third place in the curriculum, the first being Provincial language, the second, one of the all-India languages, and the third one, English.

MUDALIAR, SINGARAVELU.

So far as the University courses are concerned, I would not displace English by a regional language or any other language, for English has become almost a world language and unless we are proficient in understanding and expressing in the English language we will be entirely out of touch with the advancement of knowledge in the other countries in the world. Now that English has taken root in the University education of India and has given an advantage of being in touch with the outside development in knowledge we should not give up the advantage. If either a regional language or the national language is to be the medium of instruction in the University stage, we will lose touch with the world's progress. I may also state here that so far as South India is concerned, to a Tamilian, Hindi or Hindustani

is as foreign as English. No doubt upto a certain stage, learning is easy in the regional language which in the majority of cases is the mother-tongue. National language, either Hindi or Hindustani is necessary for the solidarity and national feeling in India as a whole. But now as a result of easy communications, internationalism, is assuming greater importance than nationalism and therefore Indians must in the future be as internationally minded as nationally minded. Moreover if regional languages are introduced in the University courses, when there are several other regional languages in different parts of India, there will not be inter-communication and exchange of ideas among different Universities and therefore there will not be the necessary solidarity and uniform standard of learning and culture among the different Universities. I would therefore retain English as the medium of instruction throughout the University course. For this purpose even during the Middle School and Secondary School courses, English should be made a compulsory second language.

Oral Evidence.

National sentiments must give place to international sentiments in these days when the world is developing in every direction. I would prefer the regional language to be the medium upto Matriculation. English should be retained throughout the University stage and it should be a compulsory subject in the Middle and Secondary School stage.

MURANJAN, S. K.

2. The regional language as the medium of instruction is a vital educational necessity. As for other objects like national solidarity etc, these could be assured by making a language like Hundustani a compulsory subject in the University and the common administrative language for the whole country.

4. The experiment of the Osmania University with Urdu as the medium of instruction is irrelevant in this context. Urdu is not the regional language of the Hyderabad State.

5. Produce them.

6. A common medium of instruction for all Indian Universities is favoured only for the advanced technical subjects. All All-India Institutes should have this language as medium of instruction. This should be a simplified form of Hindi with plenty of words and parts of speech borrowed from the more advanced regional languages like Bengali, Marathi, Gujarat and Tamil. Such a language will develop in course of time. The present day U.P. Hindi should be definitely discouraged.

7. The Roman script is unscientific and unnecessary. The Devanagari script should be straightaway made compulsory for all the Northern and Western Languages derived from Sanskrit. The Dravidian languages will soon follow in their own interests.

8. A uniform system of scientific and technological terminology is necessary for all Indian languages. There should be a permanent Board for this purpose with *ad hoc* committees for the different subjects.

9. (i) English should be retained for some years as its abandonment will leave a gap in educational system or mean unnecessary hardship (e.g., in the case of Anglo-Indians).

(ii) In the long run English should remain an optional subject up to school leaving certificate stage and a compulsory subject for University students. The standard aimed at should be capacity to read and understand.

(iii) English language and literature should form a part of all language courses in the Universities.

(iv) English should not be the medium of instruction at any stage of the educational system.

MURTHY, C. V. D.

1. Yes. But the English medium of instruction for Science and Technical subjects should be continued until the country is in a position to adopt a common national language and until up to date Science and Technical text-books are available for use. When this is achieved the medium of instruction for Science and Technical subjects should be switched on gradually to the national language.

2. Yes, if by provincialism is meant complete isolation from common cultural standards and non-adoption of a federal (or national) language for Scientific and Technological studies.

3. All publications of common interest should be kept in the national language so that inter-University co-ordination is possible.

4. It is a success as far as 'Humanities' are concerned. But it is a failure in case of Science and Technology. Although it is compulsory that Science and Technology should be taught in Urdu, the medium of English is often adopted and the result is a hotch-potch. The lack of sufficient number of up-to-date text-books in Urdu and the adoption of translated equivalent technical terms of doubtful popularity, the origin of which is sometimes forgotten by the translator himself, are the main draw backs. The lectures are often given in English and the teacher puts down his equivalent Urdu terms and the students take the notes in Urdu using these terms. Further, it is utterly impossible for any one to keep in touch with modern progress in a language other than English which has become an international language.

5. The teaching staff should be encouraged to write books on the subjects they have specialised. Further, the Readers of the Universities, whose duties are not so strenuous, should employ part of their time in writing text-books.

6. The national language to be adopted.

7. No, except in cases where the publication may be of interest to foreign readers.

8. Yes.

9. (i) To retain it for Science and Technology.

(ii) Gradually replace it by the national language retaining the scientific terminology which is international in origin and use.

(iii) A compulsory language for Science and Technical students.

(iv) In federal institutions where India can derive immense benefit by having visiting professors of international repute.

MURTHY, N. S.

Oral Evidence.

I wish the regional language may be made the medium of instruction with the national and English languages being made compulsory.

NAG, N. C.

1. Not yet.

2. Yes, very much.

4. Not so far as I know.

5. It will be well-nigh impossible, specially where the books are likely to be expensive and sale naturally limited. Publication will scarcely pay its way; hence authors and firms will not undertake it. Government will have to undertake the task if it can.

6. English for at least 15 to 20 years.

7. A good practicable idea, it appears to be, though not ideal.

8. Yes : the accepted terminology should be incorporated.—no translation will do.

9. (i) answered above.

(ii) as compulsory second language.

(iii) Most essential to keep in touch with the rest of world : the reaction of Indian mind to English and to western thought and literature may have some value in itself also as a contribution to world culture.

(iv) It should continue to be the medium of instruction at least in higher stages of the University and specially in Universities where students come from other provinces of the Union and from foreign countries.

NAGENDRAN, R.

1. Regional languages should not displace English in the Universities.

2. Yes.

3. Till now English has been given primary importance in all Universities. English should be learnt as a second language, so that there might be co-ordination of work with various Universities.

5. The teachers should themselves write various text books in the Indian languages. Mere translation will not bring out the essentials.

8. It is preferable to retain the terms which are being used at present.

NAIDU. S. GOVINDARAJULU.

Oral Evidence.

We started encouraging the mother tongue quite a long time ago, when the public was not quite so excited over the issue. Our Province has got four principal languages. We decided that if any college taught through the medium of any one of these languages, the University would examine the students through that medium. We hope that this freedom will demonstrate, apart from theory, what the possibility and the line of progress are. The number of colleges that have taken advantage of this has been very few. Only in three colleges, History and Logic were taught through Tamil in the Intermediate. We had one set of people who passed the Intermediate. The colleges are now trying to teach Economics through Tamil. But they are nowhere near solving the difficulties either with regard to teachers or text books.

NAIDU, S. PARTHASARADHI.

1. Yes—After a period of five years.

2. No.

3. By adopting a common medium of instruction in the higher branches of study.

5. By commissioning qualified people to write books and by forming Boards of Text Books for approving them.

6. Does not arise.

7. Yes with suitable modifications and additions.

8. Yes.

9. (i) As it is now.

(ii) Second language in the higher studies.

(iii) Not necessary as a language study but as Literature study can be continued.

(iv) No—except the next five years.

NAIR, DR. K. BHASKARAN.

1. Yes. The regional language has already oeen adopted as the medium of instruction up to the school leaving age in almost all the Provinces and the States and it would not be possible to switch over, all of sudden, to a different language at the University stage. Moreover there is a very marked rise in the standard of instruction and the proficiency of pupils in schools. There will be a corresponding rise in University standards if regional language is the medium of instruction in Universities. That the products of our Universities compare unfavourably with those of American or British Universities is primarily due to the exotic nature of medium of instruction. Teaching through the English medium is responsible for the sorry spectacle of dumb comprehension i.e., students standing up and blinking simply because they do not know how to express what they know in their mind.

Thus, apart from all considerations of sentiments, nationalism and other similar factors, the interests of higher academic standards alone warrant the adoption of the regional language as the medium of instruction in the University.

2. No. The danger is hypothetical. The objection that if regional languages are adopted as the media of instruction, University graduates will not be able to go outside their linguistic areas to make a living or to prosecute further studies is not so real because actually only a very small percentage of the alumni of any University ever goes outside its linguistic area. The small proportion who do go out will, of necessity study the language of the places they go to.

English language is often described as the one factor which has made inter-provincial intercourse possible. But this is wrong; people who go beyond their linguistic areas without a knowledge of English far outnumber those who do so with a knowledge of English. There is no danger of isolation of Indians by linguistic barriers in a country like India with a unifying Central Government and in an age which affords so many facilities for mutual contact and communication.

3. Several media such as English, French and German have to be employed in the higher spheres of learning. One of these has to be the federal language. People who man the Universities would, of necessity have gone through these advanced courses of study and will have no difficulty in understanding one another. By the very nature of their pursuit they will surely have more than one medium for mutual communication. It is in this way that co-ordination is effected in Central European & Scandinavian countries.

5. For the first few years text books in English should be used; but steps should be taken very early, preferably by the Universities themselves, to prepare and publish the most essential text books in the regional languages. This need be done only for courses up to the B.Sc., (or other corresponding first) degree. I visualise that English

and the Federal language will be popular, though optional, subjects of study in the Universities and that, therefore, students will be able to use books in English and the Federal language. As for the teachers they have necessarily to be conversant with these languages (perhaps others also) and they have got to make the fullest use of all text books available. As for the post-graduate students, they should like teachers, be able to make use of all available text books whatever their language. Even for the under-graduate courses, demand for text-books in the regional languages will be met by the enterprise of individual authors as in Sweden, Germany or France; our linguistic areas being as large as these countries. It will also help India to considerably reduce her imports of foreign books.

7. No. Our languages are phonetic in nature and their alphabets are far more scientific than the Roman Script. Of course, new type of printing and type-writing machines will have to be developed for our languages.

8. Yes, but all the English terms should not be accepted as such for use in Indian languages. Not all the English technical terms are international. A good proportion of them have equivalents in German, French & other languages. We in India should also find out equivalents for these non-international technical terms, preserving the genius of the Indian language employed. The equivalents used should be the same all over India and, therefore, be prepared under the auspices of Inter-University Board or the Central Government and circulated. It is also necessary that a list of the terms to be accepted without translation should be published giving correct indications of the way they are to be transcribed in Indian scripts.

It is only pronunciation and not the spelling of these foreign terms that we can follow in Indian scripts.

9. (i) English should be a compulsory language for all students.

(ii) It may be an optional subject of study for all students except for those proceeding for advanced courses of study. For the latter it should always be compulsory.

(iii) It should be encouraged as a subject of study.

(iv) It need not have any place as a medium of instruction.

NARAYAN, DR. A. L.

3. By retaining English.

6. Sanskrit; Hindi may be considered as an alternative.

Oral Evidence.

Instruction should be in the mother tongue or the regional language, not only up to the Matriculation standard but up to the Intermediate. As the medium of instruction in High Schools is the mother tongue, we are finding it difficult, especially in the Science subjects, to make the students understand the subject.

In the Intermediate also I think we must straightaway start teaching through the mother tongue. At the same time English should be taught as a compulsory second language. There must also be a third language, namely, the national language. All teaching in the B.A., Honours and post-graduate courses should, in course of time, be in the national language. It cannot be in the mother tongue.

NIRVEDANANDA, SWAMI.

1. There is no harm in doing that in a particular Province or region, if and when its local language is rich enough for the purpose.

2. If the condition stated in the answer to Q. 1 of this section be strictly fulfilled cultural standards cannot be adversely affected.

3. For the purpose of inter-University co-ordination in advanced study and research a well-developed Indian language may be used as the Lingua Franca. If and until such a language is found, English should continue to serve the purpose.

5. Until an adequate supply of standard text-books is possible in any particular Provincial or regional language, such language should not be used as a medium of instruction

8. Yes. (Preferably, English terminology should be retained).

9. As a subject of study, English should continue in the immediate future as well as in the long run. But, except for those few who want to specialise in English literature a fair knowledge of spoken English will suffice for the rest.

As a medium of instruction, English should continue as long as the local language does not become rich enough for serving the purpose. Of course, during this period the local language may be used freely for elucidation.

NIYOGI, M. B.

Oral Evidence.

I would like that, so far as the Primary stage is concerned the regional language should be the medium and then in the High Schools it should be primarily Hindi and in the University for at least 10 years to come I should not like to disturb the present arrangement, the medium of instruction being English because we cannot afford to lose contact with the world. If there is any necessity for contact with the outside world it is now. So I should think in spite of our strong nationalistic learnings, we must be very careful on this question.

OSMANIA UNIVERSITY, FACULTY OF ENGINEERING.

It cannot be denied that the natural medium of education for any country is its own language, and that the objective should be to bring about this state of affairs. At the same time, it will be admitted that the pre-requisite is that the language itself should be capable of

discharging the function. Until such time, therefore, as it is fully developed and made capable some other more advanced language should continue as the medium. Further more the change from one medium to another should be in stages and care must be exercised in determining when a certain stage is reached.

Education has been divided in the following stages.

1. Primary.
2. Secondary, Lower and Higher.
3. University.

It is recent history that in Government schools even Primary education was imparted in English all over India. It is only very lately that the principle of adopting regional languages as the medium of Primary and Secondary education has been conceded, and it has not yet been given effect to in all parts of the country. In Hyderabad, upto 1918, education upto Lower Secondary (Middle) standard was given with both English and Urdu as the media; Higher Secondary (H. S. L. C.) and College education being in English. In 1918 the Osmania University was established, and the first Matriculation Examination with Urdu as medium was held that same year. University education in Arts and Science in Urdu started the very next year i.e., in 1918. Medicine and Engineering soon followed suit.

It is evident from this chronology that too much haste has been shown in replacing the medium of English in the higher stages. The change of medium was applied to Higher Secondary and University Education in the short span of one single year. The correct procedure was to introduce it in the Higher Secondary stage and wait till the new medium had fully captured that stage and had ripened and enriched itself and become fit for going one stage higher. In the University education, again, the changeover might have been completed in three stages viz:—

1. Arts.
2. Pure Sciences.
3. Applied Sciences.

We the teachers of Engineering Faculty of Osmania University are in a position to speak from experience. We are of opinion that, notwithstanding the fact that the Osmania University has been functioning for the last 30 years, and, for that and other reasons, Urdu and Hindustani have become almost the richest and most advanced Indian languages yet these are not mature enough for the education of such an Applied Science as Engineering. The imparting of education of these subjects through Urdu or Hindustani is not as efficacious as through English. We would, therefore, recommend going back to English as the medium for this branch of learning.

We have another reason for advocating this. The Engineering profession, and Government Engineering Departments viz., P.W.D. Railway, etc., are averse to discarding English, and we doubt if they can be persuaded to use any other language for a long time to come. The Engineering College and the Medical College cater for these professions and hence it will not be a wise policy to teach in Urdu or Hindustani what is to be practised in English for an indefinite length of time.

OZA, U. K.

1. Yes.

2. No.

3. I envisage the emergence of a new lingua franca very soon composed of the predicate structure of Hindi or Hindustani and the subject structure of Sanskrit, Persian or Arabic and English words in Indianised forms. This happened in the country in the later Rathan and the Moghal periods. The same process of assimilation electicism that led to the birth of Urdu and Hindi and that leads us to expect the formation of Hindustani will ultimately compel us to accept as inevitable the common national language described earlier as well as above. That language will serve us for inter-University contacts, in advanced study and research and in all other inter-Union dealings.

5. I should ask experts to write in Hindi or Hindustani making use of English or foreign words freely. On their completion of their manuscripts, the work should be submitted to an Editorial department which should confine its work to give the work a proper, correct grammatical form.

6. I favour a common medium for university education, but for a period of about a quarter of a century except in literary faculties correct grammar should not be insisted upon. In that period both a rich vocabulary and variegated form of expression, as rich as Panini's Sanskrit and Amarkosa's verbal wealth will be automatically available.

7. No. The Sanskritic languages are richer than the Roman languages in the symbol wealth of sounds. The Dravidian languages are richer even than the Sanskrit. The Devanagari script without the upper bar should be our national script for manual writing. That with the bar intact is ideal for typewriting and printing.

Some reform is necessary in the direction of vowel combination symbols, particularly for typewriter and printing scripts. The reform should be based on the following (a) All symbols must cease to be placed on a vertical axis. (b) All such symbols must be placed on the right side of the centre on a horizontal axis.

Similarly the Samyuktakshar or conjunct consonant symbols in the devanagari script may be reformed by the dropping of the vertical bar closing off the full consonant of a letter or, the curve to

the left serving the same purpose as in Devanagari 'K' or by an addition of a hyphen.

8. Scientific and technological terminology must be uniform for the whole world and though slight alterations in the form of expression may be permitted in accordance with ease of pronunciation in consonance with the softness or hardness of the particular expressive spirit of a language, the alteration must be easily identifiable with the original.

9. (i) After 1950 English must be officially displaced, permitted only in cases where a teacher declares that he could teach particular portions of his subject better in English and where his pupils concur. For tests, only an Indian language medium must be used but certain answers may be permitted to be made in English at the discretion of the examinee.

(ii) In the long run English must be relegated to position of other foreign languages.

(iii) As a subject of study I believe that it is going to occupy a higher status than French or German and an equal status with Russian and Chinese.

(iv) It must lose its place as a medium of University education in India but may continue as medium of Primary and Secondary Schools for Anglo-Indians and Indian Christians.

PANNA LAL.

1. English must be displaced.

2. There is apprehension of lowering of the standards of culture, but with an All-India language, would always be a compulsory subject in the Universities.

3. Research work in technical and science subjects in all Universities may be conducted in English language.

4. No.

7. No.

8. Yes.

9. English should be a second cumpulsory language at college stage for Arts students.

PANNIKAR, P. R. PARAMESWARA.

The Senate of this University, at its meeting held on the 20th December 1948, passed the following resolution :—

"That, in the opinion of the Senate, English should be retained as medium of instruction and examination in Indian Universities until such time as it can be replaced in all Universities by the Federal language of India.

PAPATLA, P.

1. No—at any rate not for the present.

2. Yes.

3. That is one difficulty till a national all-India language is decided upon and sufficient numbers (whose mother tongue is not that language) are well conversant with it.

4. I don't think so.

5. By each University keeping a permanent staff of translators to translate into the regional language from the latest European (English, French, German) books and literature.

6. I would suggest 3-5 languages on the whole and not one language; if it is to be only one language it is best to have Hindi.

7. Yes.

8. Yes.

9. Secondary. It should still be compulsory for (i), (ii) and (iii) and not (iv).

PAPWORTH, H. C.

The substitution of regional languages for English as the medium of instruction in universities will result in chaos throughout India. For the next ten or fifteen years it will be necessary to retain English for this purpose. After that, if any change is to be contemplated, it must be an All-India Federal language. The medium of instruction in universities must be a language of all-India currency. If Hindustani is to become that language, it must be constitutionally decreed as the Federal Language and it must become the universal people's language as well—written, spoken, and generally used by everybody. Not until this has been achieved should any attempt be made to displace English as the general medium of university instruction. Parochial universities, based on regional languages, will be absurdities.

Oral Evidence.

Our Senate has passed almonst a unanimous resolution that English shall be made the medium of instruction in all Universities until such time as it can be replaced in all Universities by the federal language of India. What it means is that if you are going to have a federal language, it must become the mother-tongue of everybody. If the Federal language is taught, it will become the mother-tongue naturally.

As regards the future of English, I think English can be a compulsory second language for world communication. I would begin that at the school stage, say after the 10th or the 11th year. I think

that if they learn English, however smatteringly, from the 11th year onwards, they would get to know enough English to be able to understand and communicate in English with whomsoever they like.

In one year French and German could be read and understood although people cannot talk that language. French particularly is an easy language to speak.

PARMANAND.

Oral Evidence.

For a long time we must have the use of an important language of the world. We must have access to the literature that is coming to us in English. Latest researches are accessible only in one of the larger languages. For the present, none of our regional languages of India can produce that literature. We cannot produce a learned journal in medicine or physics. It won't pay to bring out a journal of that kind. If we give up English or some other big language we will lose touch with the advances in other countries. The University should give to its students access to all the knowledge in the world. Till we can develop our own national language to the pitch where we can produce literature it will not be possible to give up English.

PATEL, DR. R. P.

1. Yes. Upto matriculation, regional language may be the medium of instruction but at the matriculation stage of education, the national language of the country should take the place of English.

2. No.

3. If the above scheme be adopted, such a problem will not arise.

4. I have no idea.

5. In the initial stages, there will be some trouble; but this could be overcome.

6. Hindi.

7. No; I would favour Devanagri Script.

8. Yes.

9. (i) May be retained till the question of the medium of Instruction is settled.

(ii) A second language.

(iii) Should be retained.

(iv) Should not be kept.

PATTANANYAK, GOPAL CHANDRA.

1. I am positively against the tendency of displacing English as the medium of instruction, in the University by the regional language in the immediate future.

2. I do apprehend that the solidarity and cultural standards are likely to be affected by linguistic "provincialism" in the University education. I do consider that political unity, economic betterment and cultural cohision of India will be seriously affected by this latest tendency and the inordinate anxiety to introduce provincial and regional languages as the medium of instruction in the University. I shall not be surprised if India reverts to the pre-British fragmentation if this tendency is not checked.

3. Inter-University co-ordination in advance study and research, in the event of regional languages becoming the medium of instruction, will be difficult if not impossible, but this evil might be mitigated to a certain extent if English or Rastrabhasa (whichever language is accepted as such) is made compulsory for all University students.

4. I have no personal experience but from what I have gathered, the experiment made by the Osmania University with Urdu as the medium of instruction has been a failure.

5. Adequate supply of standard text books for the University stage of instruction will be very difficult to ensure at least in Oriya and other languages spoken by smaller number of people who are at the same time economically backward.

6, 7. Ideally speaking I would personally favour the continuance of English as the common medium of instruction in all Indian Universities. But realistically speaking I am quite concious of the prevailing overwhelming opposition to English which is considered quite seriously and sincerely by many as a relic of British imperialism. In the prevailing temper in the country I would accept Hindi in Devanagari script as the common medium of instruction at all Indian Universities. I mention Devanagari script in deference to the popular will, but I would personally favour the adoption of Roman script not only for Hindi but for all Indian languages.

8. I am positively in favour of adoption of one uniform system of Scientific and Technological Terminology for all Indian languages. I would even go further. India should adopt international Scientific and Technological Terminology already evolved and which will evolve in future.

9 (i) In the immediate future English should continue to play the most important role in University education. English should continue in the present position for the next ten years whatever be the final decision about Rastrabhasa and medium of University education. In spite of present mass hysteria created by "linguistic nationalism" and "linguistic imperialism" I do not think English is replaceable by any Indian language in the next ten years. Less developed languages may take several decades to replace English.

(ii) In the long run English may be replaced by progressive stages after production of adequate number of text books and books of general interest.

(iii) As a subject of study English should continue ad-infinitum. So long as English continues its present pre-eminent position in the international field, it should remain a compulsory subject in the University stage of education at least for those who take up advanced studies.

(iv) As a medium of instruction, English should continue at least for the next ten years.

PATWARDHAN, R. P.

1. The use of the regional language as the medium of instruction is a perfectly healthy development. In the interest of wider contacts and of Inter-University co-ordination, however, it is necessary that the national language should become an alternative medium. In other words, teachers must be able to give, and students able to follow, lectures in the national language, with perfect ease. For this purpose it will be necesary for teachers and students to achieve at least as good command over the national language as their predecessors of a generation ago used to have over English.

We have therefore to think of two processes side by side (i) the displacement of English by the regional language, and (ii) achievement of command over the national language. The first of these must proceed very gradually. Simultaneously study of the national language should be begun seriously in schools, so that the generation of students who will come to the University in about 5 years' time will have a good command of that language.

2. The development of nationalism under the British rule was not due only to the use of a common medium of instruction, English—though that had its importance—but also, and more especially, to a common content of education. The mere use of regional languages as media of instruction in Universities need not therefore, cause any apprehensions. Besides, as pointed out above, adequate attention is also to be paid to the study of the national language.

3. The answer to this is already contained in 1 and 2 above.

5. Text-books will not take long to appear when Indian languages have begun to be used as media of instruction. They will grow out of the lectures. If Government or the Universities, give publication grants to authors of approved books, that will be an additional inducement.

6. Hindi or Hindustani.

7. If people were reasonable, the Devanagari script would be accepted by all, because it is familiar to a majority of literate people, and for the minority it would be as easy to learn Devenagari as the Roman Script. But if the minority is not willing to agree, it may become necessary for all to adopt the Roman Script.

8. Yes.

9. English should cease, within a few years (say about 10 years), to be the medium of instruction. Every University student, however, ought to have sufficient command over English to be able to read and understand books in it on his own subject rapidly and easily.

PAVATE, D. C.

Oral Evidence.

My own idea is that we shall allow these provincial languages to become the media of instruction with the federal language as a compulsory subject. In the High Schools we have made it compulsory that the instruction should be in the mother tongue. I suggest that in the University also it should be the mother tongue.

In a place like Bombay where we have at least four major languages the way out would be to keep to English thus providing a cosmopolitan University.

PRADHAN, N. C.

1. No.

2. Yes.

3. Does not arise.

4. To the best of our knowledge it has not been successful.

5. Not necessary at present.

6. English now and Hindustani later.

7. No.

8. Yes.

9. English should continue to be the medium of instruction in Indian Universities, now, and or 25 years after a common inter-provincial language is decided upon and text-books and books of re-reference are made available in that language. Thereafter it may remain as a subject of study in literature following its study as a second lauguage in the Secondary Stage of education.

Oral Evidence.

Personally I am in favour of having regional language as the medium of instruction throughout the High school and University stages. National language must be taught compulsorily and every child must know the national language. There won't be any difficulty if the national language is made compulsory after the basic stage.

PRASAD. DR. B.

1. It do not favour this tendency.

2. Yes.

3. There should be only one language in all the Universities in India.

4. No.

5. I think that English should continue to be the common medium of instruction unless and until all the Universities agree to one common medium at the University stage.

6. I am in favour of one medium. If we cannot agree to any thing else I am for English .

7. Yes.

9. In the immediate future till we have decided as to what should be the common medium of instruction in all the Universities, English should continue to occupy its present position. English should be gradually replaced only if we agree to one medium of instruction at the University stage. That too should be done slowly. In any case the study of English as a compulsory language will be essential even if a common medium of instruction is accepted by the Universities.

Oral Evidence.

My own feelings are that in Science if you change over the medium from English either to Oriya or Hindi—the national language—it will definitely lead neither to good research nor much research.

PRASAD, DR. B. N.

Oral Evidence.

So far as the under-graduate classes in Mathematics are concerned Hindi can be used even now, because there are books in Mathematics. So far as post-graduate classes are concerned, there are certain branches in which one may feel difficulty through the medium of Hindi unless we use all the technical terms in English. But I suppose in course of time it might be feasible if we make a start.

We have a large number of students from outside U.P. Although they come from outside they do speak Hindi, though they may not be able to know the classical type.

As regards the question as to whether Hindi has got enough literature and other things to be used as the vehicle of higher abstract thought I would say that it depends from subject to subject. In philosophy and mathematics there is enough literature.

I had examined the M.A. papers of the Osmania University. I had to provide myself with the help of dictionaries. But even with the help of dictionaries it was not possible to examine them. Knowing a little urdu, I could say that these words are artificially collected The answers indicated that they had studied the English books and whatever they could reproduce was not satisfactory.

PRASAD, N.

1. No. There should be one Federal language if English is displaced.

2. Yes.

3. There should be one Federal language, if not English, for inter-University co-ordination.

4. No.

5. By standardising the technical, Mathematical or Scientific terminology to be unaltered in all languages and in the absence of original books to encourage the translation of standardised English books.

6. No.

7. No.

8. Yes.

9. (i) Should continue to be the medium of instruction in the University stage.

(ii) May be replaced by Federal language when sufficiently developed.

(iii) Should be kept.

(iv) May be kept till the Federal language has been sufficiently developed.

PRINCIPALS OF ARTS & SCIENCE COLLEGES OF BOMBAY.

Jai Hind College.

Ismail Yusuf College.

St. Xavier's College.

Ramnarain Ruia College.

Wilson College.

Sydenham College of Commerce & Economics.

Siddharth College.

Khalsa College.

R. A. Podar College of Commerce.

Elphinstone College.

My own preference is for the mother tongue. In the case of Bombay University, where we have Gujerati, Marathi, Canarese and Urdu we may have different branches. (One Principal).

My own view is that English should continue. (Another).

I must say that for another ten years English should be the medium of instruction by which time we should be able to evolve a State language. And to help the evolution of a national language we should ask qualified persons to produce the necessary literature. (Another).

A time limit seems to be artificial. Could we not say that until the Indian thinkers and writers have been able to serve and use the State language satisfactorily, English should continue to be the medium of instruction. (Another).

PURI, DR. V. S.

1. No.

2. Yes.

3. English should always remain as the second important language. This will meet the objection.

4. No.

5. Except for science subjects there should be no difficulty. Of course it will take 5 to 10 years.

6. Hindustani.

7. Yes.

8. Yes.

PANDE, SHIVADHAR.

1. Provinces are not linguistic at present. Why should Universities be so. English should be displaced by the National Language—HINDI—in the Devanagari script—at the University Stage.

2. No. But the use of the National Language of India will create really national standard and solidarity.

3. Do it through the National Language—Hindi.

4. It was an utter failure. Capacity was lacking, both in the instructors, and in the medium of instruction.

5. Make Hindi compulsory in the Secondary stage. One set of books will then do for the whole country. Why have a dozen sets in a dozen language ?

6. Hindi in the Devanagari Script. It is the only medium for the Indian Union.

9. (i) It should be abolished within two *years*.

(ii) It should be studied like any other language.

(iii) Teach it accurately and thoroughly, specially its literature & Philology.

PANDEY, LT. COMDR. SHUKDEV.

1. No.

2. Yes.

6. Hindi in Devanagari script

7. No.

8. Yes.

9. (i) English may continue as medium of instruction for another four years or five, but during this time arrangements should be made to bring out books in all subjects in Hindi.

(ii) English should be one of the subjects of study.

PANDHARIPANDE, S. L.

1. Yes. I favour this development. But at the post-graduate stage the medium should be the National Language.

2. No.

3. Through the National Language.

4. Yes.

5. Books written in Hindi or even English may be prescribed. Translations of standard books in other languages should be patronised.

7. No.

8. Yes, as an ultimate aim.

9. English should have no place in the Indian Universities except as a subject of study (Optional).

RAHMAN HABIBUL, DR.

1. Yes, provided English is not displaced until the necessary quantity of literature of University Standard has been produced in the regional or provincial language.

2. If the displacement of English is too abrupt, solidarity and actual standards will certainly be adversely affected.

9. (ii) In the long run English should continue as a compulsory modern foreign language, but should not continue to be used as medium of instruction.

Oral Evidence.

I think the federal language should be the medium of instruction in all provinces. The mother tongue should be taught up to the High School stage, and the federal language as the medium of instruction in the University stage, and English should be studied as a compulsory foreign language.

So far as the medium of instruction is concerned, I would like that in this University Urdu or Hindi should be made the medium of instruction up to the Intermediate, and beyond the Intermediate, for B.A., M.A., etc. the English language should be the medium of instruction as the special feature of the Muslim University.

RAILWAY BOARD. MINISTRY OF RAILWAYS.

The Railways as a central subject and as an all-India service, are vitally interested in the question of medium of instruction. Railways observe no provincial barriers and hence the medium of instruction is very important to the railway administrations and to railwaymen generally. The Railway Board are of the view that a common medium of instruction is essential in India as otherwise it would render the interchangeability of staff extremely difficult. English has been the medium of instruction and has international value. The Railway Board, therefore, consider that English should continue to be the medium of instruction till another common all-India language is actually adopted.

RAJA, DR. C. KUNHAN.

Oral Evidence.

All Universities or at least a sufficient number of Universities shall have the same medium of instruction. For some time to come, it must be English and there is no alternative to it just at present.

RAJA, P. K. S.

1. We are in favour of this development upto the level of the affiliating universities. But the transition must be effected slowly ex-English as the medium of instruction at the advanced teaching and research in universities the medium of instruction may continue to be English.

2. No.

3. Inter-University co-ordination can be maintained by retaining English as the medium of instruction at the advanced teaching and research Universities.

4. No answer to give.

5. (i) Providing attractive remuneration for properly chosen authors, preference being given to the experts in the subjects who are engaged in actually imparting instruction.

(ii) Announcing attractive prizes for the best two or three books in the subject.

(iii) The Government of the Province should subsidise these schemes.

6. We do not favour the proposal for the affiliating type of Universities.

7. No. For the advanced studies, English may be the common medium of instruction.

8. Yes.

9. (i) English will be the medium of instruction.

(ii) It must disappear as medium of instruction except in advanced research Universities.

(iii) It will continue as a teaching and compulsory language of study more to serve as a medium for communication of thought than for the study of its literature. The study of English Literature as an optional subject must be provided for.

(iv) It has no place as a medium of instruction in the long run except in advanced and research type of universities.

RAJAM, R. V.

Oral Evidence.

Medical Science has been in English, and can best be learnt through English. So I feel that English should be the medium. If the School Final and Intermediate students are compelled to do their subjects through the regional language, they will be greatly handicapped in the Medical College.

Regional language also should be compulsory but it should not be the medium of instruction.

RAJENDRA SINGH, LT. COL.

3. Standardisation in India as a whole could only be possible if all the participating universities have a common language for teaching the subjects allotted to them according to the overall scheme.

5. It is a problem of supply and demand. If demand is placed well in advance it could be ensured that proper supply is forthcoming when needed. If this is not possible then it may be necessary to control the "supply" source. But a university should not indulge in these activities. It should be undertaken by a section of the Supply Department of the Central Government if production of text books is to be nationalised. If supply is to come from open sources it may be necessary to apply some sort of central control to ensure that text books are given priority of production. All solution must suit the changing conditions.

6. Hindustani in Hindi script.

7. Second best.

8. Yes.

9. (i) Obligatory.

(ii) Optional.

(iii) Optional.

(iv) Only in higher education till facilities in national language are not available.

RAJPUTANA UNIVERSITY—DEANS OF FACULTIES.

Oral Evidence.

Sanskrit is not the language of the day. You cannot have a classical language as medium of instruction. Its grammar will take 12 years to understand and so I am speaking of Hindi.

I must tell you that there are many important people who believe that among the Indian languages Hindi is most developed both in sciences and literature.

About 700 A.D. is taken to be the beginning of Hindi.

I think technical terms can be taken on an international basis and in that case the linguistic difficulty will not arise at all with respect to teaching.

(Faculty of Arts).

We have been teaching in English. There is no vocabulary in Hindi. We shall have to adopt the English terminology in this subject.

[Faculty of Science].

It will be lowering your efficiency to impose Hindi which will mean greater burden on the students and it will not give international scope so necessary now when the world is getting smaller.

I would like to set up an all-India committee which would put down certain terms as common terms for all medical institutions. Uptill now other things are considered in order of nomenclatures of not only giving our own name but suggesting such names which are common between the two languages. We have in fact to evolve an international terminology where various countries will be consulted.

(Faculty of Medicine).

RAM, MISS S.

1. I agree with Acharya Narendra Dev that the national language should be used in Universities.

2. The cultural unity of the country and the development of research and co-ordination between Universities would be hindered by their provincialization. We want to unify our culture as it was in Buddhist times.

5. Paper should be given to publishers more generously for text books than for political tracts. Publishers should be enabled to put on the market text books not only by authorities already known but also by those unknown so far because they have been working away quietly on their own. The teachers will give students a list of suitable text books but the final choice should rest with the student. Those text books which have survived discrimination by teachers and students are likely to be better than those written by a moneymaking teacher and prescribed by a committee influenced by his friends. Such books will sell well and new editions can be produced.

6. I recommend Hindi because—

(a) a large number of people use this language as compared with any other language of India.

(b) most Indian Languages are of the same origin as Hindi and are more closely related to Hindi than to each other.

7. The Roman Script is unsuitable.

8. Scientific and technical words should be the same all over India.

9. (i) In the near future English should be used as now,

(ii) In the long run it should be the main foreign and

(iii) language for study because of its international vogue.

(iv) It should not be a medium of instruction, except for English literature in the University, after 2-5 years.

RAMAMURTI, B.

1. It is no doubt desirable to have the provincial language as the medium of instruction but this should naturally be by stages i.e., it should be gradually introduced from the lower classes to the higher classes and the importance of English as second language should also be increased as one goes up.

2. No, provided the necessary balance between languages is maintained.

3. Will not arise, if the English language is given more importance for the Degree and post-graduate course.

RAMANATHAN, V.

1. I am definitely against this development.

2. Linguistic " provincialism " in the University will again lead the country to disintegration apart from contributing to a general lowering of standards.

3. English should remain the medium of instruction as between Universities and for post-graduate and research courses. Highly technical and professional courses like Medicine, surgery, Engineering etc. should desirably be through the medium of English to ensure uniformity of standards and to be in touch with progressive movements the world over.

4. It has not been a success. The standards are admittedly low.

5. There are quite a large number of regional languages in our country. Some of them are fairly developed, others are still undeveloped. It will be next to impossible to use all of them as the medium of instruction at the university stage for many years to come. Some of these Indian languages are being rapidly developed but none of them can stand comparison with English in its range, richness, vitality and flexibility. Up-to-date standard text books based on recent research can be expected after some years of trial. On that account, the problem cannot be shelved.

6. English should be the common language until Hindi attains a higher standard and universality of appeal. A period of 15 to 20 years will not be unreasonable.

7. No.

8. Yes.

9. (ii) Should continue to be the medium of instruction.

(ii) After some years may be made a compulsory subject and eventually optional.

(iii) Should continue.

(iv) Should remain the medium of instruction for graduate, post-graduate and research courses for quite a long time—at least for 15 to 20 years.

RAMANUJAM MANAWALA.

1. No, for the reason that the University contains students speaking different Indian languages; secondly, a University must be cosmopolitan in its outlook and be able to draw men from outside.

In case, however, English is to be replaced as a medium of instruction, it should be only the regional language.

2. Yes, to some extent.

3. This will be possible only if English is retained as the common language for advanced study and research.

4. We have no information.

5. Provided we adopt an international nomenclature for scientific terms, it will be possible in a few years' time to provide adequate supply of text-books; by awarding suitable prizes for standard text-books in the Indian languages; or, thirdly, by the appointment of a Committee of experts for translating standard text-books in foreign languages.

6. English, undoubtedly.

7. That may be tried, as an experiment.

8. Yes, international terms should be used with suitable modifications to suit the genius of each language.

9. (i) It ought to continue as medium of instruction in the higher courses.

(ii) In the long run a language of culture and international contact, ensured as one of the compulsory subjects of study.

(iii) As a subject of study, it may be one of the optional subjects;

(iv) Medium of instruction—it depends upon how the experiment on instruction through the medium of the regional languages works out.

English must be the medium of communication.

RAMASWAMI, E. K.

1. No.

5. Con only be done if there is one notional language and the medium of instruction is that language specially for technical subjects.

6. Yes. English should be retained for next 10 years but gradually replaced by the national language.

7. Yes.

8. Yes. I would not scrap the present terminology: If necessary terminology in the national language may be used side by side.

9. (i) No change for the present.

(ii) It should be a second language and compulsory for those taking science subjects as optional.

RAMASWAMY, P.

No Indian language is at present sufficiently developed as a medium for conveying modern knowledge especially on the Scientific side. Insistance upon the regional Language being adopted, would definitely result in the lowering of standards and though linguistic patriotism may be gratified, intellectual development may be hampered. In the Degree classes and Post-Graduate classes the medium of instruction should be English; For quite a long time, till the rapid development of Indian languages renders them worthy of being adopted as medium of instruction, English must continue to be as the medium of instruction in the Indian Universities. Even in Universities in which Hindi or another Indian language has been introduced as a medium, it should be advantageous to use English for Scientific and Technological terminology.

Oral Evidence.

I do not think we shall be able to use Hindi with that same intimacy and freedom which the North Indian people have. In this matter, South India cannot sail in the same boat with North India. If a national language is to replace English, I would much rather have Sanskritised Hindi.

If the Roman Script is introduced, the trouble will be minimised.

RAMASWAMY, DR. V.

1. Yes. Upto the end of Honours or M.A. Examination.

2. No. As there is bound to be co-operation at the research levels.

3. For inter-University co-ordination in research, English and Hindi should be compulsory Second languages, English for international and Hindi for National purposes.

4. While assessing the success of Osmania experiment it should be remembered that Urdu is not, perhaps, the regional language of Hyderabad in any relevant sense.

5. The process of demand and supply would solve the problem of standard, text books. In the meantime, teachers may have to face some difficulties but they will have the privilege of being pioneers in this fields. In Cambridge, practically no text-books are recommended.

RAO, GURTY VENKAT.

1, 2. Use of regional languages as media of instructions is to be favoured but in the transition period candidates may be given the option of writing their answers in English. Further English or any one common language may be taught compulsorily under Part II.

4. As regards the Osmania University experiment, it should be observed that Urdu is not the regional language of Hyderabad, much less that of the whole of India.

5. Demand will in due course of time produce the necessary supply of standard text-books. During the transition period books in English language may be used.

6. English or Hindi should be the common medium of instruction.

9. (i) Students may be given the option of answering their examination papers in English for some years.

(ii) It may constitute a diploma course in Colleges if it is not given a place under Part II.

(iii) It may be included among optionals under Part III.

(iv) It has no place as a medium of instruction unless it is so recognised by all Indian Universities and is compulsorily taught under Part II.

RAO, K. S. RAMA KRISHNA.

1. I am strongly against Provincial or regional languages being employed as media of instruction in the Universities in the relative linguistic areas. This will encourage narrow provincialism and undo all the work of unification so far effected by our having well developed language like English in all our Universities.

2. Solidarity and cultural standards are sure to be adversely affected by linguistic 'provincialism' in University education.

3. Inter University co-ordination will be difficult if not impossible if regional languages are introduced as media of instruction.

4. The experiment made by the Osmania University is a clear failure as is proved by its poor results. One curious fact of obvious significance was that all the Professors of the Osmania University were sending their children to be educated in Nizam's College which was affiliated to the Madras University till recently.

5. An adequate supply of standard text books, particularly in the higher branches of study cannot be expected in the Indian languages for many years to come.

6. Keeping English for the present as the medium of instruction I would prepare Hindi to take its place gradually as a medium of instruction in the University.

7. I am not in favour of the introduction of Roman script for all Indian languages.

8. A uniform system of Scientific and Technological terminology may be adopted for all Indian languages.

9. (i) In the immediate future the place of English should not be disturbed.

(ii) In the long run as Hindi is developed as a National language, English may be consigned to a secondary place.

(iii) It cannot be adopted as a medium of instruction unless it is also a subject of study.

(iv) For some time to come English should continue as the medium of instruction.

RAO P. KOTHANDA.

Oral Evidence.

Every deliberate change in the status quo must be justified on rational grounds, and must seek to meet specific objectives. There are many languages in India, some spoken by a few thousands and some by many millions. It seems to be generally agreed that the local languages, the mother-tongues, of the peoples should be permitted to flourish and be the medium of instruction in the Primary standards. At best the common language for India can only be the second language. To the non-Hindi people, Hindi is as foreign as English and less useful than English.

Roughly speaking about 90 p.c. of the population of any country do not need more than one local regional language to serve all their purposes. Only about 10 p.c. need a second language for inter-lingual communication. Fewer still need more than two languages. The medium of education in the primary and compulsory stages of education may be the local regional language. Universal, compulsory primary education may be uni-lingual in the local regional languages. The medium of instruction of education in the Secondary and University stages may be bilingual, local regional language and English language. Arts subjects like History, Philosophy, Economics, and Politics may be taught in the local regional languages, while Science subjects like Physics, Chemistry, Mathematics, Geology, Biology may be taught in the English language. Provision for teaching other than the local regional language and English should be made wherever there is need for it as for instance Hindi, Bengali, Tamil, Urdu etc.

Most people need only one language for all their purposes and it may be the local regional language. The few who need a second language will be better served by English than by Hindi. For English has already become the inter-lingual common language in India and also of the world. To the extent a common language can help to unify a multi-lingual people, English can do it as well as Hindi. English as the single second language can serve the purposes not only of India

but of the world. There is no need for having three languages where two languages will serve the purpose. I am anxious to minimise language load.

To hate a language because our erstwhile imperial rulers spoke that language is childish in the extreme. No language is or can be the exclusive possession of a people. Material goods like houses, books may be owned exclusively, but non-material elements of culture like languages, Sciences and Arts cannot be owned. The English language cannot be owned by the British. Though we have thrown away British imperialism, we need not throw out the English books of Sri Radhakrishnan, Tagore, Gandhi and Nehru.

In India you find a number of aboriginal languages like Tulu which are spoken by a few thousands. They have no survival value. In a Tamil area, I have objection to teaching in Telugu because there is no survival value. Education has to be given in some language and for that the regional language is more convenient from the administrative point of view. If my grandfather spoke Telugu, why should I force that mother-tongue on my children. That a particular culture is embodied in a particular language and that language and culture are organically connected is a concept which I totally deny.

Science is more international and it can be more conveniently taught through an international language like English than through the local languages. Any other subject like History can be taught through the local languages.

You can have the highest possible course, say up to the Ph.D. in the local language. Raise the local language to the first place and give English a second place. We have an inferiority complex in our own languages. If I am a teacher in Tamil, you call me a "pundit" and the treatment meted out to me is no better than that of a chaprasi. There is a school of thought that we should have one single language for the whole of India and that we should all forget the local languages. I feel it is not practical and it is not necessary for purposes of education and conveyance of thought. Retain local languages and give them necessary dignity and status.

RAO, S. G. RAMACHANDRA.

1. No.

2 & 3. The following set up is suggested. On the Primary stage the regional language will be learnt and will be the medium of instruction till say the present Intermediate course; at the middle school stage provision must be made for the teaching of Hindustani as a compulsory subject. One classical language such as Sanskrit, Tamil, Persian, Arabic, Latin must be compulsory in the Secondary (High) Schools. English should be taught as a compulsory subject in the College classes. Hindustani ought to be the medium of instruction in the College classes. Adequate provision must be made for instruction in various languages as optional subject at different stages.

4. No.

5. The existing text-books in English can be employed. A few years after the lectures are started to be delivered in the regional and national languages text-books based on the course of lectures will be automatically published.

6. Hindustani.

7. No.

8. Yes.

9. English must be made a compulsory language to begin say at the Intermediate stage; the number of periods may be three per week. The medium of instruction ought not to be English.

RAO, S. V. SRINIVASA.

1. Yes. The regional language should be the medium of instruction.

3. English remains as compulsory second language with Hindi as one of the optionals.

5. By entrusting the work immediately to experts and establishing a Translation Bureau.

6. No language other than regional language can be medium of instruction.

7. Yes.

8. Yes, for all Indian languages. It is best to retain the current English terminology.

9. (i) & (ii) Compulsory second language.

(ii) English Literature as an optional subject for those who make a special study.

(iv) As medium of instruction, it should immediately stop.

RAO, V. K. R. V.

I think there is no escaping the conclusion that English cannot continue for long to be the medium of instruction and examination at the University stage, though it must also be admitted that the transition from English should be orderly and planned stages, that English must continue to be the most important foreign language studied in India.

RASRAVI, AZMATULLA.

1. No.

2. Yes.

4. Yes.

6. Urdu or English as these two languages have already proved a success. It is against all canons of justice to go on experiencing and inventing or introducing new languages only for the sake of change.

7. No.

9. (i) Present to continue.

(iv) Should be medium of instruction.

RAU, DR. GOVINDA.

Medium of instruction in Science and Technology must continue to be English of good standard-until such time when an Indian language of international standing has been developed by means of publications etc.

RAY, P.

1. So far as teaching of Science is concerned English cannot be displaced for the present as a medium of instruction. But the provincial or regional language may be used for the purpose of general explanation and expression during the class work. No attempt should, however, be made to change the international scientific nomenclatures. terminologies and symbols.

3. English should be retained as the medium of publication of research works and for scientific discussion in all-India bodies.

5. To begin with translation of well known English and German text-books on various subjects might be of help.

REDDY, D. V. S.

1. Yes.

2. No.

3. English should continue to be medium of inter university co-research works and for scientific discussion in all-India bodies.

4. No.

5. If attempts are made to teach the subjects in Indian languages, the teachers will gradually overcome the difficulties and produce standard text books.

6. English.

7. Yes

8. Yes.

9. English must be a compulsory subject of study in the University classes.

REDDY, M. GOVINDA.

1. Yes.

2. No.

3. By provision of linguists or multi-linguists in the respective cases who would interpret for the not-knowing.

4. Yes.

5. Liberal subsidies must be paid for translation. Plenty of genius in this direction is available provided proper encouragement is forthcoming and earnest attempts and mode.

6. Hindi.

7. Yes.

8. Yes.

9. An optional language or a co-extensive language as a subject of study from now on and as a medium of instruction, it should be there until text-books in languages are available. In no case should it continue as medium after 5 years from now.

RIZAVI, SYED MASUD HASAN.

1. I favour this development, but feel strongly that there should be no undue haste in replacing English by regional or Provincial languages, as these languages have still to go a long way for attaining the standard needed for University education.

2. If the transition period is not sufficiently long the cultural standards will certainly be adversely affected.

3. English should continue to be the language of advanced study and research for a reasonably long time. When the national language of India has sufficiently developed, it may take the place of English.

4. Yes, to a large extent.

5. By establishing translation and publication bureau under the patronage of the State and the Universities and by giving subsidy to scholars for the publication of their works.

6. English for the present and afterwards at a suitable stage Hindustani.

7. Yes.

8. Yes.

9. (i) As it is at present.

(ii) It should be gradually replaced by regional or Provincial languages and ultimately by the national language of India.

(iii) It should have a permanent place.

(iv) It should continue for a sufficiently long time.

ROY. BEPIN VEHARI.

1. Provincial language or regional language must not be used as medium of instruction in the University stage.

2. Yes.

3. Co-ordination would be impossible.

6. English should continue as medium of instruction for all Indian Universities.

7. I would prefer Roman Script.

8. Yes.

9. In view of the diversity of Indian languages and diversity of the level of development, English should continue as a subject of study and as medium of instruction in the immediate future and also in the long run.

ROY, MISS. N.

1. Yes.

2. No.

3. It would be necessary for the few to learn another language which they have always had to do such as German for the Sciences; French, Persian, Arabic, etc. in Arts Faculties for History.

4. A common medium of instruction for the whole of the Indian Union which would be popular in all parts of the Union is hard to conceive.

The people of East Punjab, United Provinces, Central Provinces and of Bombay and Calcutta might all be able to employ Hindustani as medium of instruction. Not to Madras Presidency and Bengal.

Hindustani, in many case, would not be acceptable either in the form of Sanskritised Hindi or Persianised Urdu, but the ordinary spoken language of the U.P. of today. For Madras Presidency and Bengal Hindustani is a foreign language no less than English.

7. The Roman script would be a great help as a medium of instruction and for the study of the language of other regions.

8. Yes.

9. (i) Should not be displaced in too great haste even as a medium of instruction until Hindustani comes to its own.

(ii) In the long run also it should have a place among compulsory subjects upto the first degree course, although its treatment would have to be modified to ensure proficiency in using it. From a false sense of nationalism we should not lose this valuable gift of our connection with Britain. Other oriental countries would give much to acquire it.

RUDRA, S. K.

Oral Evidence.

The change in the medium of instruction should be done gradually. If we are to change the medium of instruction, Government ought to provide Rs. 20 crores and get all the standard works translated.

SAHAI, DR. HARGOVIND.

1. No. University must impart instruction in the lingua franca of India. Until agreement is reached upon such a language and until it can be conveniently brought up-to-date particularly in Scientific terminology, the medium of instruction in the Universities should continue to be English.

2. Yes.

3. It would be very difficult indeed.

4. As for medicine this is purely nominal in Osmania University for (i) Technical terms are written and spoken in English.

(ii) A large percentage of students find it easier to write their answer in English.

6. Hindustani.

7. Yes.

9. (i) Its use should diminish very gradually.

(ii) In the long run it should cease to be the medium of instruction.

(iii) Its study should be encouraged as much as possible, for English is rapidly replacing French as the International language. More emphasis should be placed on reading and writing it correctly than on speaking it for it is only through English that India could mostly easily keep in touch with developments in Western Science. Every opportunity must be given to those who would learn the language simply for the love of it. But in no way should its study be compulsory.

(iv) English should cease to be medium of instruction when practicable.

SAHNI, DR. BIRBAL.

Oral Evidence.

I do not think we can publish the whole of our work in Hindi. I think we ought to have it published in some recognised international language like English, French or German. It may be possible to put in an abstract in Hindi.

For some years to come I believe that we should go on in English. When a national language is established we should give a resume. We should do something to popularise these Sciences by having lectures. We hope to have an auditorium and popular lectures given in Hindi. When it becomes to printing and circulating to all places, we have to do it in English only.

SAHU, LAKSHMINARAYAN.

1. Yes.

2. No.

3. Hindi, English will be there. Besides neighbouring provinces people—scholars generally know two languages or these languages at first. So that is no difficulty.

6. No.

7. No.

8. As far as possible.

9. (iii) Only as a subject of study.

SAIYUDDIN, K. G.

Oral Evidence.

I am afraid some tendencies are developing which might tend to lower rather than improve the qualities of the teaching personnel. For example, with all these linguistic Universities coming up, the media of instruction differ from province to province. That means our sphere of selection of teachers would be restricted. We may have a first-class Scientist or Mathematician in Bengal, but so far as Madras is concerned, it will be impossible to utilise his services. Now I find that the various Universities have teachers who do not necessarily speak the same language. When the medium of instruction is restricted to one regional language, you have to ask these people to go and manage as best as you can with what you have got.

English should continue as the medium of instruction possibly for 10 years, which might be a period of gradual replacement. The idea is that whatever be the national language it should become the medium of instruction. If you visualise our Secondary education as roughly covering the Intermediate stage, that would be enough for junior administrative appointments, and they may very well study up to that stage in their regional language. Those who want to come to the University stage proper, should study through the national language.

SAKSENA, DR.

Oral Evidence.

The mother tongue has to be given a place in the Primary education in the Junior Basic Schools, but I do not think it has to be given a place up to the highest stage. For instance, it will be an impossible proposition for Bengali, Gujerathi or Marathi people here, to be taught through their own language. Either they must go to their places or learn Hindi here. We cannot establish five Universities, one for 10,000 Gujerathis, another for 5,000 Marathis, a third for Bengalis besides two for Urdu and Hindi speaking people.

SALAMAT ULLAH.

1. I am completely in favour of the adoption and development of regional languages as media of instruction at all the stages of education including the university stage.

2 & 3. There cannot be any genuine apprehension for the lack of co-ordination of work in different universities as a result of the proposed change, if study of the national language is made compulsory at all the stages beginning with the Senior Basic School and all the research work done in different Universities is published both in the national and the regional languages. This view has also been upheld by the All India University Teachers Convention which met at Delhi on December 4 & 5, 1948.

8. I think a uniform system of Scientific and Technological terminology should be adopted for all the regional languages.

9. English should be compulsory subject of study, as long as sufficient literature is not made available in the national and regional languages.

But afterwards English should occupy only an optional place in the curriculum. However, for research work not only English but other important European languages will be necessary. Therefore, a provision for their study must be made at the post-graduate level.

SALETORE, B. A.

1. I am against English being replaced by any Indian language, national or provincial, as the medium of instruction.

2. Definitely yes.

3. I do not envisage the possibility of any co-ordination, but do foresee a definite deterioration of all advanced studies and of research in the unfortunate eventuality of any regional language being made the medium of instruction.

4. Certainly not.

5. Please see 3 above.

6. I would without any hesitation plead for the retaining of English as the medium of instruction in the Universities.

7. If regional languages are to be the rule of the day, I would certainly favour the Roman script for them as well as for the national language.

8. Yes, if English is replaced by the regional languages.

SANTHANAM, HON'BLE K.

For the next ten years English should be the medium for University education for all over India, while intensive efforts should be made to teach the national language in all High Schools of the country. For the next ten years English and the national language will be the media of instruction in the Universities. After that period, I would like the national language to become the medium of instruction in all Universities with English as compulsory second language.

I do not think the regional languages will suffer by the slow substitution of the national language as the medium of instruction in the Universities. I do not contemplate any time when the regional language will cease to be the medium of instruction up to the end of the High School. If my proposal to increase the School course by one year up to the present Junior Intermediate standard is adopted, every student going to the University would have had the opportunity to develop his linguistic talent in his mother tongue to his utmost capacity.

If, for any reason, the regional language is to be admitted as medium of instruction in the Universities, I would insist that at least for the Honours and post-graduate course, the national language should be the medium, as it is altogether impossible to conduct research in a multitude of languages.

SARKAR, B. B.

1. It is a natural growth.

2. Yes. The barrier of different languages will prevent the students and scholars from coming together and exchanging ideas.

3. By encouraging the use of a single language as universal in India. This will take some time to develop.

5. Necessary text books in the Indian language will be published as the need for these grows with the steady use of the national language.

6. Hindi.

8. This will grow naturally with the growth of the national language.

9. For the present and till the national language has grown into a universal one, English should remain in use. Every advanced student of Science should know English well and probably some other European language, to keep in touch with the major portion of the educated world.

SARKAR, BENOYKUMAR.

Oral Evidence.

In Economics, Commerce and Political Science and International Law, teaching can be done in Bengali straightway and English, French, German or any other foreign language may be used for reference books for an indefinite period.

The examination may also be in Bengali. I think 25 to 30 per cent of the lectures are given by me in Bengali in the higher classes including the D.Phil. class.

Thesis for the Griffith Prize has been submitted in Bengali and confidentially I can say that it is well-written. Theses are now being prepared in Bengali also.

SARCAR, J. N.

Oral Evidence.

If the Constituent Assembly says that Hindustani shall be the language of the country, it will be like King Canute's order to the sea, in provinces other than those in which the mother tongue of students is Hindi. An attempt was made by the Greek politicians to make common people speak and read the classical Greek, the language of Aristotle and Plato. The result was for about 30 years the education of the people suffered and then they dropped the idea, and Modern Greek was put in. My fear is that even if the Government of India lay down that Hindustani should be the federal language it would not succeed.

It is said that a few hundred thousand people have learnt Hindi of their own accord. But I would say that they have been bribed to say so.

We have to learn a tongue which is spoken in the market place and of the people where you live. It will never be Hindustani all over India, in addition to the language a person learns in his childhood. For world contact we have to learn English. You cannot avoid that. Two hundred years hence the world language will be English.

People can learn the official language to the extent of being able to talk to people but not to the extent of literature. If you want advanced literature, that can be only in the language of the people which is dearest to their hearts.

On principle I object to forcing people to learn more words instead of things. If a small boy learns cats and rats first in his vernacular, he will have to learn that in English, and he is now asked to learn the same in Hindustani. If a man spends his time in learning 3 different languages, he would have no time left for studying things.

SASTRI, K. A. NILAKANTA.

1. Yes, because the tendency is both irresistible and healthy.

2 & 3. Yes, both national solidarity and cultural standards are likely to be adversely affected by this tendency. This, however, may be counteracted by (a) making English of a high standard a compulsory subject of study for all students in all Universities and (b) by freely using both Hindustani and English as a media of Inter-university communication.

6. I do favour a common medium for all Post graduate work; whether this should be Hindustani or English or both is matter for consideration.

7. Yes, if possible. In any case the Roman script may be adopted for Hindustani when it is used for Inter-university communication.

8. Yes, if it is based on International terms.

9. (iii) I am in favour of English of a high standard being made a compulsory subject of study for all students in all Universities.

SASTRY, M. P. L.

The medium of instruction in the Universities in the Intermediate and Pass degree courses should be the regional languages. This does not adversely affect the solidarity of the country or the cultural standards. But adequate provision should be made for acquiring a working knowledge of Hindi, the *Lingua franca* of India and English, the international language. The compulsory study of these two languages will not be a burden upon the students. It is an admitted fact that those that receive training in the regional languages will understand the subjects better and more quickly. More important than this, is the fact that they develop a friendly and sympathetic attitude towards their countrymen in greater degree.

However, the instruction in the Honours and post-graduate courses. Technical and Professional colleges should continue to be in English until such time as the national language of India (Hindi) develops a virile and vast literature in all branches of University studies. English should be retained as a compulsory subject of study even when the all-India language becomes the medium of instruction in advanced courses.

SASTRI, T. R. VENKATARAMA.

1. The tendency in the Provinces to displace English by the regional language as medium of instruction is there. It is likely to become irresistable. But the process must be slowed.

2. It is calculated to affect adversely both solidarity and cultural strength.

4. According to my information the experiment of the Osmania University with Urdu as medium has not been a success. If a common medium of instruction for all Universities is favoured English will be preferable. The South would prefer it to Hindi. Even the Provinces of the North would not like to make Hindi the common language of instruction.

7. I use the Roman script for its convenience of typing for Sanskrit and even for Tamil. But sentiment would prefer Devanagari for Hindi and local script for local languages. If sentiment should be discarded, Roman script may serve for all languages.

Orientalists have used the Roman script for Sanskrit and Hindustani books have used the Roman script. If the Roman script is to be used the typewriter would require only two new symbols a dash above a letter and dot below it—for all purposes. It will be a running script without frequent penlifts—to which some people have attached importance.

But all that will not displace the strong sentiment in favour of existing scripts.

8. I am in favour of the adoption of a uniform system of scientific and technological terminology for all Indian languages.

9. English should continue in the immediate future as now; in the long run it may become a language which will be learnt by many only for international purposes though some would study it as it is being studied now; as a medium of instruction it will slowly disappear in the long run.

Oral Evidence.

I think Hindi is inevitable in the long run. For the transition period both English and Hindi must go on. English must continue to be the medium. In the case of some people, English must be pursued as intensely as before. Slowly it will become a language of communication and not of literary study. Hindi will be a second language for the present and we must acquire proficiency in that also, but it should not be the medium. When the dissemination of Hindi reaches the level that English has now reached in India, we can change the medium to Hindi.

SAVOOR, S. R. U.

1. I feel it will be very harmful to discontinue instruction in the Universities in English for the next fifteen years at least.

4. I consider the experiment made by the Osmania University with Urdu as medium of instruction has been a failure.

7. I feel that it would be best to begin with the Roman Script for the National language, viz., Hindustani. It is very likely that local patriotism will make the adoption of the Roman script for all the Indian languages not a practical proposition.

8. A uniform system of scientific and technical terminology for all Indian languages is essential.

9. English should continue to be the medium of instruction in Indian Universities for the next 15 years at least; as a subject of study it should be there always for the few who want to make it a special subject of study, but for the majority English should be a means of understanding the latest researches and as a means of communication to the outside world. It would perhaps be quite enough if the present courses of study in English are restricted and replaced by courses in Basic English. By the adoption of the Roman script for the National Language and the adoption of a uniform system of scientific and technological terminology it would be possible in about 25 years to undertake instruction in the National language.

SAXTON, CAPTAIN W. I.

The absence of a common language is a severe handicap from every angle.

From a good many years the R.I.N. will have to send officers, and for a shorter period, ratings abroad for training and will in various

way have to lean on Foreign navies. While these contacts are with the R. N. or the U.S.N. the relegation of English to a secondary place will be a severe handicap.

1. Yes.

2. Yes, to some extent.

9. (i) to (iv) English should be retained as a subject of study, and in higher classes of the University, as a medium of instruction.

SEN, NIKHILRANJAN.

3. "Advanced study and research" in all scientific subjects, and in most other non-scientific subjects cannot be in any Indian language now, or say in the next seven years. I cannot see far now. We have to depend on English for that.

6. English has so far been the common medium of instruction in the Indian Universities. I think it should be slowly changed into the mother tongue of the province. But as English text books are going to be used for a long time to come lectures in English cannot be abolished : and as this language is to receive a place of prominence at least in near future. I am of opinion that lectures in English should not be totally abolished now or in near future.

SEN, T.

1. Medium of instruction should be the language of the particular linguistic area. Instruction through English as the medium should be discontinued as early as possible. Immediate and serious steps should immediately be taken with this end in view.

2. It is quite possible that if linguistic provincialism is allowed to grow excessive in University education it will adversely affect solidarity and may also affect the cultural standards. But this has to be counteracted by means other than the adoption of English as the medium of instruction.

At present there are about four or five languages in India which are developed enough to be used as media for imparting higher University education.

A student should begin to study at least one of these main Indian languages, besides the language of his own province, in the latter part of his school education.

5. The responsibilities must fall on the Universities who may engage competent scholars to write text books in the Indian languages ; the major Universities at least have such scholars in every branch of study.

6. A language cannot be thrust on the people. At present the provincial language should be used if the necessity of common language is genuinely felt, it will grow in time.

7. The scripts of the Indian languages can be simplified. Devnagri script should be learnt by all.

9. (i) In the immediate future, English is bound to remain as the medium of instruction, but the ground work to replace English must be immediately taken in hand.

(ii) English as the common language will be replaced by an Indian language in the long run.

(iii) English will remain as a subject of study in the University along with other modern foreign languages.

(iv) There should not be any place for English as a medium of instruction in the Indian Universities.

SESHAIYA, R. V.

1. No. I do not.

2. I do. The evils are already in evidence.

3. They seem to me insoluble.

4. No. It is a colossal failure, I understand.

5. Not possible for very many years to come.

6. English.

7. Yes.

9. (i) Status quo.

(ii) A compulsory subject throughout the University course except Honours.

(iii) An optional cultural course in the Honours school &

(iv) A medium of instruction for all subjects (except Indian languages).

SETH, R. B.

The present tendency to replace English by the regional languages as media of instruction is a step in the wrong direction. This would encourage provincial or territorial outlook and create mutually hostile linguistic groups. The need of the hour is not the development of such parochial or fissiparous tendencies, but the creation of an All-India out-look.

Language and thought being the two sides of a coin, many languages would create a multitude of out-looks on national problems. Past history shows that India repeatedly came to ruin, as it became difficult to keep its various parts together. So a common out-look and a common ideology must be created at all costs, if we are to survive as a great nation. That means that all University instruction should be imparted through the medium of the federal language—Hindi or Hindustani. But some provinces like Madras would take years in learning it in their present mood of unwillingness. Till the

federal language is widely studied and understood, English may continue as a medium of instruction, if we believe in unity at all costs. The regional language may be the medium of instruction up to the High School stage and even there the federal languages must be compulsory. At the University stage, all instruction may be imparted through the federal language. The regional language like Punjabi, Telugu, etc., are not sufficiently developed to stand the strain of expression of highly complex and technical thoughts of Philosophy. Science and Politics and Economics etc. To keep English words might be bad, but hurried invention of thousands of such technical terms in dozens of languages would be worse. The labour to be spent on developing these territorial languages, some of which are no better than dialects and making them a fit vehicle for advanced thoughts, as we deal with in M.A., studies should be better reserved for developing the federal language with combined efforts.

SETHI, B. L.

1. No. This is highly injurious at this stage, but Hindi should be introduced as medium of instructions in due course when all scientific books are translated in Hindi and proper vocabulary evolved.

2. Yes to a very great extent.

3. Not possible or by keeping a common language as a medium of instruction which should be Hindi.

5. Not possible at present. A terminology should be evolved and the scientific books translated.

6. Hindi should be medium of instruction in all the Universities if English has to be displaced.

7. No.

8. Yes.

9. Compulsory subsidiary language for (ii), (iii), and (iv).

SETHI, R. L.

1. Not now.

2. Yes.

3. Through one common language of the country.

5. By appointing Central committee of linguistic experts to be entrusted with this duty.

6. Hindi in Devanagari script.

7. No.

8. Yes.

9. (iii) An optional subject like other foreign languages.

SIDDALINGAIYA, DR. M.

English as the medium of instruction must continue for some years to come for the following reasons :—

(1) Greater social solidarity and better cultural standards are possible only when there is a common medium of instruction in all our Universities.

(2) There is no possibility in the immediate future of having an Indian language as the common medium in all Universities.

(3) The amount of time, money, labour and effort, necessary for producing translations of all up-to-date worthwhile literature and books in all subjects of study and in all provincial languages might not help us to show progress commensurate with the same. The saving of such time, money, labour and effort and utilization in other directions might be far more helpful to the nation at this period of its history.

(4) The methods of study of English language could be so improved as to help an easier, better, and clearer mastery of the subject-matter in English than at present.

SINGH, GUPTA NATH.

1. Yes.

2. No. In course of time the languages will be able to maintain the standard. Solidarity can be maintained by keeping one language compulsory.

3. One language should be made compulsory as the medium of research etc.

4. Yes, to a certain extent it has succeeded, but as the language used in Osmania University is burdened with most of difficult Arabic and Persian words, so it has become Arabic-Persianised language instead of being Urdu. Really speaking the language used by the said University is not the language of the people, but language of Mullas and Pandits unintelligible to ordinary people of the state. If it would have been in simpler form, certainly the medium would have been more successful.

5. If an Indian language or languages are allowed to be medium or media of instruction in the Universities in a course of time it would be quite possible to prepare adequate text-books for the University standard. With a view to prepare technical terminology to be used in the text-books of Science, Politics, Economics, Philosophy etc., Central Government should appoint a board of scholars well versed in several languages and having capability of coining suitable technical terms. Provincial Governments should also make attempts in this respect. Notice of 5 years' time should be given to prepare desired text-books and the books should be allowed to be published only after

examination by the technical terminology Board. Authors are indifferent in this respect, because they have no future prospect for their books as it is very risky for them to prepare and publish their works. Further, financial help should be given for the preparation and publication of text-books by the Government and prizes should be awarded for such works. In this way it will be possible to supply adequate number of text-books.

6. If any common language can be adopted as medium of instruction it is only Hindi which is widely understood in our country. And Nagari script in which Hindi is written is also very simple and scientific. Besides, it is used for Gujrati and Marathi and to a great extent for Bengali, Gurmukhi etc.

7. Indian languages cannot be transcribed in Roman script accurately. Nagari with necessary modifications is the only script in which all the languages of India can be written correctly.

8. Yes, I am in favour of a uniform system of scientific and technological terminology for all Indian languages and this can be done easily by accepting 'Sanskrit' as basis of coining technical terms as 'Sanskrit' is mother language of other Indian languages. Its roots have sufficient potentiality for this thing.

SINGHANIA, PADAMPAT.

1. No.

2. Yes.

4. No.

6. Hindi.

9. (i) It cannot be replaced for 10 years at least.

(ii) No place.

(iii) No place.

(iv) No place.

SINGHI, NARENDRA SINGH.

Mother tongue should be the medium of instruction in the Primary and Secondary stages.

Honours and post-graduate studies for the time being should continue to utilise English as at present, till the fullest development of a *lingua franca* for such studies.

Even then it will be necessary to acquire the knowledge of at least one of the modern European languages like English, German or French, for higher studies. Hindi should be compulsorily taught in Secondary schools side by side with general instruction in mother tongue for facilitating inter-provincial contacts and communication. It will not be able to replace English as a medium of instruction for some time to come.

SINHA, B. K.

1. Yes.

2. No.

3. This should be possible through a common language which though it need not be the medium of instruction in all universities should be compulsory at all stages of University education if it is not the medium.

4. I have no idea.

5. The various text-books should be made available in the common language at the initiative and cost of Governments concerned. Universities having different media may be made responsible for their text-books in their media.

6. The common language which need not necessarily be the medium in all universities—should be Hindustani written in Nagari as spoken and understood in U.P., Bihar, Northern C.P., and Punjab as well as in Rajputana.

7. No.

8. Yes.

9. (i) In the immediate future English should be compulsory in higher education.

(ii) It should be replaced by Hindustani.

(iii) It is essential at all times and should be maintained as an optional subject.

(iv) It should not continue to be the medium.

SHABDE, N. G.

3. English should be retained till its place is taken by an all-India language. This should be done only slowly.

9. (ii) In the long run it should be a compulsory subject.

SHAH, M. N.

Oral Evidence.

I am opposed to teaching through mother tongue in the University courses. These mother tongues are today not sufficiently developed to become media of instruction at the University stage, and for the sake of the unity of India, it is essential that the medium of instruction in all Universities throughout the Dominion must be the same. If we have said in the past, and we say it today, that the unity of India was achieved in the first instance through the common medium of English, at least among the educated classes of India, it is necessary

to keep up one medium especially among the educated classes. It does not matter which language we have so long as we have only one language as the medium.

I don't think that unity of India would not be damaged if we retain the federal language as a compulsory subject, in case mother tongue is the medium of instruction. It is rather different. If a boy passed his B.A. examination with French as a subject, do you think he will be able to speak in French ?

I am not sure whether the present advances in Science will stand the strain of being taught through the mother tongue. Take for example higher Mathematics. Suppose I learn in my mother tongue, how would I translate the words "invariance" and co-variance". These languages are not sufficiently developed. We may have done away with the British. Why should we do away with English. ? It has penetrated the upper educated classes.

SHAHANI, P. P.

1. (a) No change should be made in the medium of instruction in any subject, until at least 6 approved text-books had been written in the regional language on the subject.

(b) In the long run the national language and immediately English should be the medium of instruction for post-graduate studies.

2. Linguistic provincialism will affect solidarity and cultural standards, but the gain in reaching high standard through the mother tongue is far greater for the majority of students. The solidarity and cultural standard temporarily lost could be gained by having the national language as a necessary subject for all degrees and this may be done at the High School stage and in the First Year of the College.

3. In case any region does not achieve a very high standard in the regional language during the next twenty years it may adopt the national language for post-graduate studies.

5. Syllabuses should be carefully laid down in each subject and authors invited to write books (as an open competition). The selected book should be published by the University. Care should be taken to have as impartial and competent judges as possible.

6. If a common medium for all universities is acceptable I would certainly have English, and failing English Hindustani.

SONDHI, G. D.

7. Yes. Roman Script would do away with the fight for scripts.

9. (i) Carry on with it.

(ii) Make it a second language but compulsory for all proceeding to University classes.

(iii) More emphasis on working knowledge of English than as a literary one. But there must be provision in some selected Universities for study of English as a literature.

(iv) Gradual replacement by regional language.

SHARMA SRI RAM.

1. No.

2. Yes, at least for a considerable time.

3. This would become impossible and impracticable.

4. No.

5. As the Osmania University found, text-books cannot be produced to order.

6. The federal language but not for immediate introduction.

7. No.

8. Yes.

9. (i) It should remain medium of instruction for another ten years in subjects other than languages.

(ii) It should be a compulsory subject of study.

(iii) As at present only for another.

(iv) Ten years and for another 15 years for science subjects.

SHIVESHWARKAR, S. W.

3. English or Hindi, i.e., some common medium will be necessary.

4. Yes, so far as people with Urdu as their mother tongue are concerned.

5. It is not necessary that all the works must be in a particular language. Books in other languages may also be consulted.

6. Hindi.

7. I am in favour of Nagari script without the toplines.

8. Yes.

9. (i) & (ii). Compulsory second language.

SHARMA, TULSINARAYANA.

1 & 2. Upto the secondary stage the provincial or regional language should be employed as the medium of instruction, but the National Language of the state must be compulsorily taught upto that stage. After the secondary stage to insist on the employment of such provincial or regional languages as the media of institution will certainly go against a healthy development of national unity and solidarity and create a lot of troubles that will baffle any satisfactory solution.

5. At the initial stage Universities may have to undertake the translation or writing of standard text-books. But after some years

the scholars in the country would naturally come forward with their own original works composed in Hindi.

6. We strongly recommend a highly Sanskritised Hindi in Devanagari script as the common medium of instruction throughout India

7. No Instead all Indian languages should be written in Devanagari script. This common script will facilitate the people of India to learn different Indian languages easily.

9. (i) The present arrangement may continue.

(ii) It will be replaced by the national language of India in the long run.

(iii) As a subject of study, it should be an optional subject for which there should be provision in all schools and Colleges.

SHUKLA, D. P.

The medium of instruction in the Provincial Universities should be the language of the people mostly inhabiting the area but there should be no indecent hurry in displacing English. It should be allowed to continue till technical words and expressions have been made and text-books prepared in what may be settled as the Lingua Franca of the country. English synonyms should be used simultaneously with the expressions in the Lingua Franca and for the present in the provincial language. The Government of India and the Provincial Governments should appoint without further delay Boards of Translators and experts to prepare the necessary vocabulary and books and so should also the Universities.

SOONAWALA, M. F.

1. No.

2. Displacement of English and its substitution by the regional language of each university, even in the name of national self-respect, would deal a deadly blow to the cultural unity of the country, leading to the isolation of each from the others as well as the outside world.

4. It does not seem to have been a conspicuous success.

6. English.

8. Western systems of terminology should be incorporated into the Indian language, which would ensure some uniformity and provide against a possible Babel and chaos.

9. It ought to be compulsory as a subject of study, and as medium of instruction also in scientific and technical subjects and publications.

SRINIVASACHAR, S.

1. Any hasty step taken at this stage to displace English suddenly by the regional language as the medium of instruction would spell disaster. Until proper and suitable text-books and other necessary

literature have been got ready in the regional language, English should continue to be the medium of instruction. But the aim should be to displace English by the regional language as the medium of instruction in the not-distant future.

2. It is quite possible for educational provincialism, when madly persued as an end in itself, to prove a great obstacle in the path of solidarity of the nation. Due precautions should be taken to mitigate such undesirable consequences. But provincialism has come to stay and has to be accommodated in our educational scheme.

3. Since English will continue to be one of the compulsory languages taught in all the Universities, this problem does not present any difficulty.

4. It has been a partial success.

5. For quite a long period the University should encourage the production of text-books in the regional language by extending financial help.

6. No common medium of instruction.

7. Yes.

8. Yes. The scientific and technical terms in the English language may be adopted without change.

9. English should continue to be a compulsory language to be studied upto the Degree course. It should also be one of the optional subjects for study in the Degree course.

SRINIVASACHARIAR, C. S.

English should continue to be employed for a number of years for a decade at least. I should support the idea of a Roman script for all the students to easily read books in any language.

Oral Evidence.

The Minister of Education of the Province wrote to the University to adopt Tamil as the medium of instruction. The Executive interfered with the freedom of the University in this matter, and the University took it lying down.

SRI RAM.

1. Not in the Universities for the next ten years at least, but if gradually the medium becomes Hindi and the technical terms are not coined but merely taken over, and the study of English as a language is compulsory, it will be helpful.

Oral Evidence.

English should continue for ten years, thereafter Hindi should become the media of instruction and the technical terms may not be coined but simply taken over.

As to the question whether Hindi should become the media of instruction in Bombay or Calcutta, I would say that if parents at Bombay are transferred to Delhi, it would be very difficult for the students if Hindi is not in vogue in Bombay and it is at Delhi. In the interests of the country there should be one common language. As Government records, court proceedings, etc., all will be in the national language and as at the centre you are not likely to take examinations conducted through the medium of several languages it would be better to have one language at the College stage.

SUBRAMANYA, SARMA D.

1—2. Regional language may be the medium of instruction to the end of the Intermediate course of study but English should be a compulsory second language.

In the F.A., B.Sc., Honours, Post-graduate, Engineering and Technological courses of study, the medium of instruction should be English.

4. The experiment of the Osmania University was not a success.

7. Roman script is not necessary.

8. Uniform system of Scientific and Technological terminology should be adopted.

SUNDARAM, P. S.

Oral Evidence.

I must suggest that certainly in the colleges much more would be gained by keeping English as medium of instruction, but if something has got to be introduced it is not the regional but national languages.

I think too much is being made about the difficulty of acquiring the so-called foreign language. My point is that let only the best students come to the University, if they have not the requisite capacity to pick up the so-called foreign language, very likely they are not good enough to take up any language.

The guidance obviously must come from the leaders of thought, not from the people, who gave votes. The trouble is if the Orissa Government declare that the language of the Court administration shall be Oriya is the University to follow suit and teaching Law in Oriya to facilitate the public for services and practice in Law Courts.

I do feel that a good deal of difficulty would be over if there is to be a common script and it shall be Roman Script. Pandit Nehru himself sometime back issued an invitation card in Hindi but in Roman Script.

SUNDARAM, P. S.

1. No. This will inevitably lead to the breaking up of our country, also to retarding of the progress of knowledge.

2. Yes.

3. Such problems should not be allowed to arise.

4. No, as far as I know. I am told that most of the text-books e.g. in Medicine continued to be English text-books. This is only the fringe of the problem, and even this could not be properly tackled in all these years.

5. If our problem is only to find the text-books, people may be put on to get these ready. But bigger issues are involved.

6. I would recommend the continuation of English. If our politicians will not let us have English, it will have to be replaced by one language for the whole of India a simplified Hindi.

7. Yes, definitely.

8. Yes. This will be easier with the adoption of the Roman script for all Indian languages.

9. (i) In the immediate future, it should continue to be what it has been so far.

(ii) In the long run, I for one would not be sorry to have English as the medium of instruction. To profit by University education is not intelligent enough to get a working knowledge of English.

(iii) As a subject of study, English should not get any special importance. All College students should be made to study it as a language. The study of it as literature should be made optional.

(iv) I have already expressed my views on this.

SYED, M. HAFIZ.

In regard to item 1 and 2, I am definitely of opinion that English should be retained as medium of instruction for another 10 or 15 years. In the meanwhile, serious attempts should be made to translate standard books of art, science, philosophy into a common language, which may serve in future as a medium.

TEACHERS' ASSOCIATION, CALCUTTA (PRESIDENT).

Oral Evidence.

We are strongly of the opinion that the regional language should be used as the medium of instruction and not English or Hindi.

THADANI, N. V.

1. I think it is inevitable that provincial or regional languages should displace English in due course. English, however, should continue as a compulsory language. There need not be the same emphasis on English literature.

THOMAS, R. R.

1. Yes, up to a degree, *i.e.*, Class VIII of a High school. In Class IX and X there should be for the present English also a medium but supplemented by a Vernacular to expedite understanding. In the Intermediate and Degree stage English should be the medium for the present until circumstances are improved regarding books, etc.

2. It is a fact that linguistic provincialism will greatly hamper Indian solidarity and estrange the sentiments. It was English as a common language that brought the varied races of India to a common platform leaving the Babel behind and thus pulling together for attaining the political freedom which we now have.

4. We should prefer Hindi, and Hindi in the near future should be the medium of Instruction in the Universities as soon as enough facilities such as books, etc., are available for the purpose. The language as a medium of instruction must have enough books as repository of knowledge to fall back upon by the students.

6. Hindi.

7. The Roman script will be the best considering all things. Our national sentiment is against it, but in its favour there is the fact that it will be acceptable to a large number of the people in India and make the Indian language more popular and its study less irksome to foreigners. The West has been able to show its greatness partly because of the common Roman script. A common Asiatic script would be preferable, but national jealousies will not make that practicable. I think a Roman script has more advantages than disadvantages. And regarding the national sentiment, probably the Roman script will do more to enhance our national prestige as it will introduce India and its greatness to the world more easily and speedily.

TIETJENS, DR. O. G.

1. Yes.

2. If there is a common language for the whole of India in addition.

3. The common language of India would help in co-ordination of research.

4. No.

5. The University teachers should be encouraged to write text books in the regional languages.

6. Hindi.

7. No.

8. Devnagari script might be adopted for all the languages in China.

9. (i) It should remain as a medium of instruction in the immediate future.

(ii) It might be offered as an optional modern language with German and French.

(iii) It can have the place of any other language.

UNIVERSITY COLLEGES, WALTAIRE (PRINCIPAL AND HEADS OF DEPARTMENTS).

1. It is only very recently that the regional language has replaced English as the medium of instruction in the schools. The success of the experiment has to be watched, and further steps can be taken only with the definite assurance that vernacularization will not mean lowering of standards. The vernacular media may be attempted, perhaps at the Intermediate stage, when the present experiment in the schools is seen to be demonstrably a success. As for the B.A. classes, and more especially for the Hons. and post-graduate classes, the vernacular media are not to be thought of at least for the next 20 years.

2. Linguistic " provincialism ", where the languages concerned are not in a position to " deliver the goods " in regard to the higher reaches of modern knowledge, will mean utter disaster to University education. Apart from " solidarity " and " cultural standards " our very future as a modern nation will be seriously jeopardized if we give up, in a fit of sentimental petulance, the phenomenal advantages that the English medium at the University stage confers upon us. We must not throw away the heritage of English before we have forged our languages—or at least one Indian language, whichever it may be—into a master-key that can open to us the treasures of modern knowledge.

3. As English cannot—and must not—be replaced as medium of instruction at the under-graduate, Honours and post-graduate level, there need be any difficulty in inter-University co-ordination.

4. It has been, according to impartial observers, a costly failure. (*vide* Sir Hari Singh Gour, in *Teaching*, June 1948).

5. Production of text-books is a specialist and costly affair. Indian enterprise will come forward to supply text-books in regard to the lower examinations, because the demand for such books, even in a single linguistic area, is likely to be large especially when the demand is spread over a term of years. But such private enterprise will not touch advanced text-books. America and England produce a variety of advanced text-books in all subjects, since there is a demand for them from all parts of the world. It is a sober unescapable fact that, circumstanced as we are, we simply cannot even plan for " an adequate supply of standard text books on various subjects of study in the Indian languages ".

6. English should be the medium of instruction at the University stage (especially for the Pass, Hons. and post-graduate courses) all over India for the next twenty years.

7. Yes.

8. Yes. Without it our languages cannot produce a literature of thought. And without it scientific literature and scientific discussions in future India will be but variations of Babel.

9. (a) In the immediate future, English will have to be taught as a compulsory language in the schools and Universities. The training given to students should be sufficient to enable them to comprehend easily books written in English relating to their special subjects, and also to speak and write the language with reasonable accuracy. Although the emphasis may thus be placed on the utilitarian rather than the cultural side of the study, it must nevertheless be remembered that a living language like English can only be studied through representative specimens of modern literature. There will also always be a select number who will study English as a cultural subject. Some of them, in their turn, may be recruited as English teachers in the Colleges.

(b) In the long run, if the Indian languages grow in the meantime in puissance and versatility, English may be relegated to a subordinate place as an optional language of utilitarian and cultural importance. There will, however, be always people who will pursue English studies on account of its world status, the extent of its literature—both imaginative literature and the literature of thought— and on account of its age-long association with us.

(c) It is now an Honours School in almost all the Universities in India. In some Universities—in Andhra, for instance—it is an optional subject (apart from its compulsory status under Part I) under Part III at the Intermediate and B.A. Examinations. There is no reason why this should not continue in the future.

(d) As a medium of instruction, it must continue at the B.A. and higher levels for at least the next 20 years. At the Intermediate stage it may be displaced by the vernacular by slow stages, provided the vernacularization experiment in the Secondary schools is found to be a success.

VAD, DR. B. G.

As far as Medical Education is concerned, English must remain the medium of instruction and examination for many years to come Medical Education in the present state of affairs cannot be satisfactorily imparted in any of the Indian languages. The experiment of imparting medical education with Urdu as the medium of instruction at the Osmania University was not successful. Mere sentiment must not be allowed to over-ride the considerations of efficiency.

Oral Evidence.

As far as medical education is concerned, the medium of instruction must be English. In Hyderabad Urdu was introduced and it was a complete failure. The Chinese tried it in one of their Universities and they had to give it up. Until we have our own language fully developed, we must have English.

VAIDYANATHASWAMY, DR. R.

Oral Evidence.

Sanskrit should be the compulsory medium of instruction and not the regional language. It should continue to be English till we can switch over to Sanskrit and then English should be a compulsory second language.

VAKIL, C. N.

The medium of instruction at the University stage should be the Federal language, and arrangements should be made as soon as possible to introduce the same in all Universities. At the same time the official language of Government, Central and Provincial, as well as of all High Courts, should be the Federal language. This would enable the solidarity of the country to be maintained and cultural standards to be developed more easily throughout the country. Instead of attempting the extremely difficult task of having standard books on various subjects in the different Indian languages, an attempt to do so in one Federal language would be easier and praticable, and at the same time conducive to the interests of the country as it will help in the removal of those linguistic and provincial tendencies which are now creating bitterness and trouble in different parts of the country.

In the immediate future till Federal language can be introduced as above, English must continue to be the medium of instruction in Universities. In the long run, when English has been replaced by the Federal language, it should continue to have an important place in University courses. In place of the existing system of asking the students to choose an optional second language at the 4th Standard in Schools, English should be introduced as a compulsory additional language at that stage. The students will have thus obtained a working knowledge of English by the time they leave the School and enter the University. The University courses should provide more intensive work in English as well as optional courses for specialisation by those who desire it.

Oral Evidence.

Federal language should be the medium of instruction at the University stage. English should be the medium in the immediate future until the federal language is sufficiently developed. English should be introduced as a compulsory language from the IVth standard. I do not mind the mother tongue being the medium of instruction at the High School stage.

I do not agree with the statement that unless the medium of instruction is in the mother tongue, students will be handicapped. Doubt was raised with the existing system when English is the medium. If you have Hindustani or Hindi as the State language, that objection will lose much of its force. These regional Universities and the

emphasis on linguistic provinces will cut across our national unity and develop tendencies about which the Ministry of Education are worried. Prejudices and tensions are growing. We should not perpetuate or crystalize these tensions at least among the educated people, who will be leaders of thought. We expect that in a democratic country public opinion will be created by educated people.

Take the present position when English is a foreign tongue to us. In all parts of the country we have taken to it, and I suppose we have done quite well, though there may be defects and difficulties. It may be difficult for some of us who do not have Hindi as the mother tongue. It will mean some sacrifice but in the larger interests that has to be undergone.

It is said that in U.P. the Government have already decreed that High School Examinations should be changed to Hindi after 1951 and University teachers of non-Hindi origin have been told that they should change-over before a certain date. That is perhaps a hasty step. Unless we have the literature and the men capable of teaching in the new medium, it is no use hurrying up matters.

Regarding the question as to whether Hindustani contains all the words necessary for its use as a medium of instruction, I would say that that is a problem which is true for all languages. Once a decision has been taken that such and such should be the federal language, necessary arrangements should be made to develop that language and make it a suitable medium of instruction at the University stage and for other purposes. My point is that the task will be multiplied ten-fold if these linguistic Universities are going to attempt to translate every word.

VEERABASAPPA.

Oral Evidence.

I do not believe in having the regional languages as the medium of instruction in the Colleges as I don't believe in sentiments which are not permanent and useful. I prefer English, till the federal language can replace English. In these days when international citizenship is advocated and we are thinking in terms of world, it is but necessary to continue with English alone, if possible, in the Colleges. We have no much of literature in English that we may not be able to get in any language to foster research and advanced studies. Experiments have to be tried and then some definite action taken. We must not hurry up in the interest of regional languages.

VENKATESACHAR, B.

Oral Evidence.

The regional language should replace English, if it is desirable to replace English. But federal language which is as much alien as English should not be foisted on the local population.

VENKATACHARI, A. R.

I think all University education except those for languages themselves as subjects of study must be in English for the period of the next ten years, within which a common language for All India should be developed if the Government of the Indian Union do decide on having such a common language other than English. Whatever may be said about the merits or demerits of a particular language, all available knowledge in Science and Arts is more now in English than in any other language in the world. It is, therefore, desirable to stick to English language for all higher education and more particularly in Sciences and Technical Education.

VENKATESWARAN, C. S.

1. No.

2. Certainly; even now they are being felt.

3. It becomes impossible.

4. I think it is a total failure, from the point of view of academic standards.

5. It is impossible to get text-books of proper standard and in adequate numbers in the regional languages for a generation as far as Sciences are concerned.

6. I favour a common medium of instruction in all Universities and naturally Hindi has the best claim as *lingua franca*; but the change over from English to Hindi should wait till all parts of India become sufficiently conversant with the accepted language and till a sufficient number of good text-books in all subjects are produced in India.

7. No. It is better to leave the Indian languages alone in the matter of reformation of script.

8. Yes, except where there are familiar words in current usage.

9. English should continue to be a compulsory language in the Universities always, as it gives us the key to the understanding of Western Sciences. Even after the introduction of the National language as a medium of instruction, every science student should be able to read and write scientific matter in English language. For a long time to come English will continue to be the medium of instruction in the Honours and M.Sc. courses, because it is not an easy matter to translate all advanced references and text-books as well as periodicals into the national language.

VIRA, DR. RAGHU.

1. English definitely must be replaced by the mother-tongue. It would be anti-national, anti-cultural and against all canons of educational psychology to retain English as the medium of instruction.

2. Provinces will develop their own languages and this is not something to be deprecated. Of course, it would be necessary to promote an inter-provincial harmony and the best way of doing that, would be the compulsory teaching of Sanskrit as the main classical language of India and the teaching of Hindi as the National language. Beyond that the Provincial languages should be allowed full growth.

3. University co-ordination in advance stages of Research studies will take place in the National language.

4. The experiment at the Osmania University was not conducted in the proper atmosphere; neither by properly trained men. With English all round, an Indian Language will never flourish. English will have to go before an Indian medium can succeed.

5. Standard text books will come up by the dozen within the next ten years. Only let writers of text books know that their text books will not be eaten by white-ants. Next, books cannot precede the fixing up of Indian languages as the media of instruction. By the very nature they will follow it.

6. A common medium of instruction for all the Universities would be highly desirable. In that case it can be only Hindi. But I am afraid that the Provinces would prefer having their own languages as the medium of instruction.

7. Roman should never be adopted for India. If we have to have one script for all Indian languages, it can be only Devnagari. In this connection I may let you know that the phonetic system, the arrangement of letters in the alphabet and the origin of all the Indian scripts is from one source *viz.*, the Ashokan-Brahmi. Devanagari and all other scripts of Indian languages are sister scripts. Only Devanagari is more widely spread and that should be adopted universally. It will satisfy the needs of every script. Only for South Indian short, E, short O and cerebral R and L would have to be added on to it. A dot or line underneath would serve the purpose.

8. There should be a uniform system for all scientific and technological terminology for different Indian languages. This system will be based on Sanskrit roots, prefixes and suffixes.

9. The place of English in Indian universities is going to be that of the first foreign language. But it should not be a compulsory subject for any one.

(i) In the immediate future or rather immediately English should cease to be the compulsory at any stage of the University Education.

(ii) In the long run other European and Asiatic languages have to be placed side by side with English so that a student might choose any one of the foreign languages.

(iii) In studying, the aim should not be mastery of the language either in speech or in writing, but just a capacity to understand, just as in Japan.

(iv) As a medium of instruction it can definitely have no place in India. That would be scandalous.

VISVA-BHARATI.

The regional mother-tongue should be ultimately accepted as the medium of instruction. It may not be feasible to adopt this medium with immediate effect for want of suitable text books. It need not be introduced as the medium so long as the whole system of secondary education is not reorganised on a rational basis. During the period of transition the teachers may be left the sole judge as to the medium they should choose for their work.

9. Should be always retained as a compulsory subsidiary language.

VISWANATH, A.

1. No.

2. Yes. It will be necessary for Inter-University co-ordination and also contact with scientific knowledge in world's leading centres it is necessary that we should keep English as the medium at University standard level. No separate Scientific Technological terminology in Indian languages should be attempted but English terms should be retained and borrowed into the state language.

VRATA ACHARYA PRIYA.

(1) & (2) This does not seem to be a healthy tendency. It would tend to disintegrate the country into comparatively disconnected units. If the media of instruction in different provinces are different, the traditional separatist tendencies are likely to receive a fresh momentum. If there are different media of instruction in different Universities of the country there would be little inter-University intercourse. Each University would try to produce literature in the language which is its own medium. Hence no University would be able to utilize the labour of other Universities. Each province will have to prepare its own text-books. Hence, there will be repetition of the same task as many times over as there are media of instruction. This will mean an enormous waste of valuable literary labour which can otherwise be utilized for better purposes conducive to the common good of the country. The task of providing suitable text-books and literature appears to be one of the stumbling blocks in the way of dispensing with English as the medium of instruction in Indian Universities and it goes without saying that the task would be far more difficult if text books have to be prepared in several different languages at once than it would be if they have to be prepared in only one langauge. Again, the cooperation of different Universities is useful and even necessary for the advancement of learning and for research work regarding literary and scientific subjects. This

cooperation would be rendered difficult, if not impossible, if the media are different in different Universities. Universities often invite professors of other Universities to deliver lectures. This becomes far easier and far more practicable if the media are the same in different Universities than if they are different. If there are different media of instruction, how will professors of the Madras University deliver lectures in the Calcutta or the Bombay University ? If it is said that they will use the *lingua franca* of the country, the objection is two-fold. It is rather difficult to switch over to the use, for literary purposes, of a language other than that which one uses generally as medium of instruction. In the second place, if the students of a University are used to a certain language as the medium of instruction they would not be able easily to follow lectures in another language on literary and scientific subjects even if that other language be the common language or *lingua franca of the country*. All these considerations seem to point to the conclusion that there should be but one medium of instruction in all the Universities throughout the country. The regional languages should not of course, be neglected. The elementary education may be carried on through a regional language and it may be taught as a compulsory subject throughout the University course also, but the medium of instruction for all the University examinations (including the University Entrance Examination) should be one common language in all the Indian Universities.

6. The common medium of instruction for all Indian Universities should be Hindi. This is because no other Indian language can compete with Hindi in being the most widely-spoken and the most widely understood language of the country. This language is the fittest to be the common medium for all the Indian Universities. It is derived from Sanskrit and can draw upon the rich vocabulary and modes of expression of that language for making itself a suitable vehicle for all sorts of literary and scientific ideas. Its system of spelling is the most scientific. Urdu is sometimes spoken of as the rival of Hindi in point of being very widely understood in the country. But, as a matter of fact, Urdu is not as widely understood as Hindi is. The basic structure of Urdu and Hindi is the same. The only difference is that Urdu draws more upon Persian and Arabic for its vocabulary and Hindi draws more upon Sanskrit. Persian and Arabic are not the languages of this country in the sense in which and to the extent to which Sanskrit is the language of this country. Urdu and Hindi both can not be the common media of instruction in Indian Universities. It will be inevitable to choose between Urdu and Hindi; and when a choice has to be made the claims of Hindi far outweigh those of Urdu. Hence, it appears that it would be more natural to adopt Hindi as the common language of the Indian Universities than to adopt any other language. English, of course, can not be thought of as the common language for it is a foreign tongue. It may remain as the common language of Universities for a few short years but it will have to be replaced by an Indian language as soon as possible.

7. Roman script would be utterly unsuitable as a common script for all the Indian languages. In the first place, a common script would not be much useful. If there are different languages as the media of instruction in different Indian Universities community of script would be no substantial advantage. Uniformity of script can be helpful in a case where there is much in common between two languages so that he who can understand the one can understand the other also, the only barrier between them being the different scripts. Such languages can come very near to one another and difficulties regarding their study can be considerably eliminated by the adoption of a common script. But a common script can not be very beneficial in the case of languages that are more distant and different from one another, *e.g.*, Gujerati, Telugu and Malyalam.

If a common script for all Indian languages is at all thought to be necessary it should be the Sanskrit script—the Devanagari script, for most of the Indian languages are derived from Sanskrit. Roman script would be an exotic plant transplanted to an uncongenial soil. A very small percentage of the Indian population is familiar with it. The cultural and sentimental background of the Indian mind is wholly opposed to it. It is associated in the Indian mind with the slavery and bondage of India to England. Even if we consider the Roman script on its merits alone it is quite unsuitable for Indian languages. It is on account of the Roman script that Indian names and other words met with in English newspapers, books, etc., are grossly mispronounced by Indians themselves, what to talk of foreigners. If the Roman script is permanently adopted as a common script the traditional scripts would be neglected and forgotten and the Indian languages would suffer permanent distortion and disfigurement. The Sanskrit or Devanagari Script is free from all these objections. In Devanagari the spellings follow the sound and all differences of pronunciation can be clearly indicated. Between Devanagari and Persian or Urdu script the former is preferable, for, whereas all Urdu words can be adequately and unmistakably written in Devnagari, all Hindi words cannot be adequately written in the Urdu script. All these considerations point to the conclusion that if any common script is adopted for all the Indian languages it should be Devanagari alone.

9. English has been the medium of instruction in Indian Universities for a very long time. The text-books are in English. The technical terms are English words. The students as well as professors are familiar with English modes of expression. At the same time, no Indian language is fit to take the place of English immediately as medium of instruction. Hence English will have to continue as medium of instruction in Indian Universities for another four or five years at least. It should be displaced gradually, beginning with the Matriculation Examination first and going up to higher and higher examinations in successive years. Some Indian language should, in the meantime, be prepared and adopted step by step in the various University courses and examinations.

But although English should ultimately yield place to some Indian language as medium of instruction, it should be retained as a compulsory subject of study in the Universities. Indian Universities can for long years to come keep in touch with new developments in Western Sciences and Arts through English. Text-books in Indian vernaculars too will have to be prepared with the help of English books. Indian University students going to foreign Universities for higher studies will find English to be invaluable and indispensable.

English can play another important role in Indian Universities for long long years to come. It will take a long time to prepare a sufficient number of adequate text-books in an Indian vernacular, at least for graduate and post-graduate courses. In the meantime, the vernacular can be the medium so far as class-lectures and examinations are concerned but text-books can be in English. The Gurukula Kangri was the first institution in India to adopt the vernacular, Hindi, as the medium of instruction for Western Arts and Science subjects upto the highest standards. Lectures were delivered in Hindi. Papers were set in Hindi and answers were written in Hindi. But English text-books were used for many text-books were not available in Hindi. English was taught as a compulsory second language upto the B.A. standard and hence the students did not find any difficulty in following English text-books with the help of Hindi lectures. The institution has been showing very satisfactory results in this way. The Indian Universities too can, with advantage, adopt this scheme during the transitional period in which adequate vernacular text-books are not available.

WADIA, P. A.

1. & 2. Being divisive and separatists, the prevalent tendency for starting regional Universities with the regional language as the medium of instructions is fatal to the development of a common Indian nation.

9. It will be two or three decades at least before a common Indian language with a well developed literature, with living contacts with the arts and science of the rest of the world can replace English. Nothing to my mind seems so reactionary as the hurry with which our ardent Nationalists are bent upon showing their national pride by banning English as a medium of instruction. If, India is to have a legitimate and an important place in international affairs, such an objective is not to be secured by doing away with the important place which English occupies in higher education.

WHITAKER, J. W.

I favour English, but this may be bias. Nevertheless, the vast majority of educated Indians with whom I have discussed the matter have been of the same opinion.

YAJNIK, DR. R. K.

Regarding the highly controversial subject of Medium of Instruction, the University section passed the following resolution after a prolonged debate :—

" This conference resolves that in the University stage of education, English be retained as the medium of instruction till the regional languages are developed to take its place ".

Every body seemed to agree with the view that the medium at the primary stage should be the mother-tongue, at the secondary stage the regional language and at the University stage the provincial language, with Hindi or Hindustani, the national language and English, the international language, as compulsory subjects. Most of the educationists thought that Hindi should not be the medium even at the University stage as they believed that the mother-tongue or the regional language would be more suitable. Everybody was of the view that English should remain permanently as a subject of study in our Universities, but not as a medium of instruction after our own languages had developed fully.

QUESTION IX

ACHARYA, C. M.

8. (b) Length of vacation should be reduced.

Summer vacation	...	45 days (forty five days).
Autumn ...	...	10 days (ten days).
Winter ...	...	3 days (three days).
Important local holidays	...	7 days (seven days).

Part of the long vacation may be used for research, excursion, humanitarian work or social service.

9. (a) They should go for study outside India.

(b) Yes.

10. (a) Yes.

(b) It is practicable.

(c) It is possible for students as well as desirable.

AIYAR, ALLADI KRISHNASWAMY.

Oral Evidence.

9. Get professors from foreign universities even on a higher salary for short terms. Then you can train and have your own professors. I should think Rs. 750 to 1,000 is a fairly decent salary and will attract first-rate men.

AIYAR, J. K. DORAISWAMI.

9. (a) If you strike a balance sheet of the instruction and training of Indians in foreign Universities I fear the debits will exceed the credits. While there is very much to be said for the right type of men to be sent for training to foreign Universities the use made of this device in India has been far from satisfactory. Thus far, an artificial value has been put upon foreign training, and local talent without the foreign label has been discriminated against. The moral loss involved in this has been very great. I am sure this kind of travesty will become hereafter a thing of the past.

AKBAR, S. ALI.

1. (a) According to the system of classification and gradation of teachers in the Osmania University there are Deans, Professors, Readers, Lecturers, Junior Lecturers and Demonstrators. They are all Government servants entitled to a pension.

(b) No.

(c) Under the existing arrangements third class M.As. hold the posts of Junior Lecturers and second class and first class M.As. those of Senior Lecturers. This distinction should be abolished and in future there should be no recruitment of third class M.As. Only those holding an Hons. degree of a European university are eligible for the posts of Readers and Professors. First class M.As. and Doctors of Philosophy, Science and Literature of Indian universities with recognised ability in their subjects, should also be entitled to Readerships and Professorships.

2. (a) In the Osmania University the emoluments are as follows :—

Dean O.S.—Rs. 1,600—100—2,000.

Professors O.S.—Rs. 700—50—1,200—E.B.—75—1,500.

Readers O.S.—Rs. 400—40—800.

Lecturers O.S.—Rs. 300—20—400—25—600—E.B.—40—800.

Junior Lecturers (non-gazetted) O.S.—Rs. 225—10—325—15—400.

Demonstrators O.S.—Rs. 225—10—325—15—400.

(O.S. Rs. 116-10-8 is equivalent to I.G. Rs. 100).

These scales of pay compare very favourably with those in other Departments of the State.

(c) Effect should be given to the recommendations of the Central Pay Commission in all Colleges and Universities.

4. (b) I am in favour of recruitment through specially constituted selection committees.

5. (a) Teaching, research and organisation and supervision of extra-curricular activities.

(b) Yes.

(c) When I was Principal of the Nizam College, Hyderabad, Deccan (then affiliated to Madras University), I made nearly all the members of the staff responsible for some phase or other of the social and intellectual life of the College outside the usual teaching hours. In the Osmania University, the proportion of teachers associated with social and intellectual activities of the University outside the usual teaching hours is very small.

6. (b) Adequate pay, accelerated promotion, and sufficient leisure.

(c) Yes, but, in addition, there should be inducement of accelerated promotion.

9. (a) and (b) I would favour the adoption of both these methods. There is no doubt that (b) would be more economical and help to train

a larger number of young Indian scholars for teaching work in Indian universities and colleges, but the adoption of (a) is also necessary in the interest of efficiency.

10. (a) Yes.

(b) Yes.

(c) Yes.

AKSHAIBAR LAL, DR.

1. (c) We recommend only Professor and Assistant Professor.

2. (c) They should be at a par with the lower and higher Central Services.

In any University there should be no difference in the scale of pay of teachers in the Pure and Applied Departments.

3. (a) & (b) Professor—12 periods of one hour each. Assistant Professor—18 periods of one hour each per week.

(c) For lectures, not more than 60 and for practical work 15—20 per teacher.

(d) We are strongly in favour of " Sabbatical year " as in American Universities.

8. (a) (i) Three vacations, *viz.*, summer 2½ months, Puja of one month and winter vacation of 2 weeks.

(ii) They should be cut down except the important holidays such as Janmashtmi, Shiva Ratri, Holi. The birthday ' Holiday ' should not be given, it should be observed by cutting down working periods by one or two hour.

(iii) Privilege leave should be commutable and accumulatable on full salary during the service time of the employee. Medical leave should be on full salary instead of half as at present.

(iv) Provident Fund should be on a basis of 12 per cent. (University) and 8 per cent. (employee) as in Allahabad and Lucknow and not as at present on 6-6 basis.

Oral Evidence.

There should be no discrimination in the matter of scales of salaries for Arts, Science, and Technological Departments. The teachers feel strongly about it.

The Teachers' Association is against the discrimination in scales of salaries, between the Arts, Science and Technological Departments, excluding of course the Heads of the Technological Departments.

ALI, SYED MEHDI.

1. (c) All university teachers must be placed in the same grade with an allowance for the Heads of Departments.

2. (c) Rs. 300—25—600—50—1,000—75—1,300—100—1,600 and Rs. 200 allowance to the Head.

8. (a) (ii) Longer holidays at the end of each month will be better than one or two days holidays in the week.

9. (a) Sending abroad is certainly better, as the deputees not only acquire knowledge but establish cultural contacts as well at the same time.

10. (a) Yes.

(b) Yes.

(c) (i) Yes.

(ii) Yes.

AMMA, SM. ANANDAVALLI.

Oral Evidence.

In the Women's College, Travancore, our starting scale is lower because ours is a second grade college.

But women are admitted in the staff of the University College. In fact there are cases, when men with second class degrees have been taken in that college on a starting pay of Rs. 125 at a time when there were first class women. And these women have been appointed in the Rs. 80-100 places.

AMIR CHAND, LT.-COL.

1. (a) Teachers in Medical Colleges are classified as Professors, Assistant Professors and Demonstrators. The gradation of teachers is not quite satisfactory as there is a large gap in the emoluments between the Professors and Assistant Professors and very little difference between Assistant Professors and the Demonstrators. A Professor gets the time scale of Rs. 800—50—1,500, an Assistant Professor Rs. 450—20—750 and a Demonstrator Rs. 400—20—700. I think there should be more Associate Professorships and Lecturerships in the Medical Colleges. The existing teaching staff is very small. In addition they have got to do a great deal of routine work in the hospitals.

Most of the Demonstrators attend hospitals for 2 hours a day thus leaving very little time for research or for experiment work.

(b) The emoluments received by teachers in Medical Colleges are wholly inadequate. Most teachers accept these emoluments because they can augment them by indulging in private practice which is absolutely unregulated at present. This cuts into their time and teaching

suffers. The pay of a Professor should be raised to 1,250—100—2,200 and those of the Readers, Assistant Professors, Lecturers and Demonstrators proportionately. The Demonstrators and lecturers should mostly be employed on tenure basis and the Readers, Assistant Professors and Professors should be permanent employees of the institution.

The maximum number of teaching hours for teachers should be according to the status of the teacher. Professsors should be required to devote 6 hours of teaching in lecture work and another 6-12 hours in a week in teaching by demonstrations but they should be required to devote a considerable time in the laboratories. In the West a large number of teachers spend 7-10 hours in the laboratory. The maximum number of students for a teacher in the Medical College should be 5; at present it is 25.

6. (a) It is very true. If professors receive recommendation for their high standard of teaching and research there will be a great number of them who would raise their standard of efficiency. Selected teachers should be allowed to go abroad on short leave every 5 or 7 years. This will induce them to better standard of teaching and prosecution of research. No penalties of any kind will induce teachers to do better work. It is only encouragement, advice and better pay and prospects that would help in this direction.

8. The vacations in the Punjab are too long. They create a long spell of teaching term starting from October and finishing in April or May. The length of vacations should not be more than one month during the year. In the summer. teaching may. be interrupted by 2 months but for one month these teachers must devote all their time to the prosecution of research or making changes in their respective Departments.

There should be no holidays in the University except Sunday or any other days decided in the week. All other holidays including religious holidays should be stopped. Each term should be interrupted by a spell of 2/3 weeks vacations to the students. The teachers may have 15 days vacation during the winter. These should be during those periods when Science Congress or other Learned Congresses are being held in various parts of the country.

9. (a) Facilities for advanced training should be given to University teachers and not to raw young graduates. Too many young persons are being appointed to responsible posts of professorships. Teachers with distinction in practical work and research in their Departments should be offered facilities on merit. This will stimulate local talent. Inviting men of outstanding ability from abroad for the training of young Indian scholars is not a feasible proposition. The men of outstanding ability can be invited from abroad for short lecture courses to teachers and specialists and such like courses can be organised in one University and the teachers from other Universities can be invited for these courses

10. (a) I think junior teachers should be allowed to work for 2-3 months in laboratories in other Universities. Exchange of teachers and students will not be feasible at the present stage of our development.

ALIGARH MUSLIM UNIVERSITY. HEADS OF DEPARTMENTS OF SCIENCE COLLEGE.

Oral Evidence.

I feel that the University requires persons with personality and character, qualities of efficient teaching and not merely research ability. Many who do research work do not have personality and character and those who have personality and character do not have sufficient aptitude for research. We have to run institutions and we find it difficult to find men. There may be a panel selected by the Government of India. The whole thing must be based on all sorts of qualities and not merely of publishing more papers which have become qualifications for promotion to Readerships and Professorships. (HEAD OF DEPARTMENT OF BOTANY).

I agree that we should have decent men with personality and character. (HEAD OF DEPTT. OF ZOOLOGY).

AMRIT KAUR, HON'BLE RAJKUMARI.

Scales of pay for the teaching profession from the highest to the lowest are far from adequate. Better library facilities for the teaching profession would seem to be a vital necessity. Number and duration of holidays need overhauling. I would prefer to invite men and women of outstanding ability from abroad to train young Indian scholars in India because I would get a large number of trainees in this way, trained with the Indian background, rather than to send them to universities outside India.

ANANTAKRISHNAN, DR. S. V.

3. Such teachers as are carrying on research should not have routine teaching work, including the supervision (direct) of practical classes, exceeding about 12 hours.

If the training given is to be effective and thorough, the maximum number of students per teacher in the elementary courses should be only 15 (fifteen) and in the case of advanced courses 10 (ten).

ANDHRA COLLEGE TEACHERS' ASSOCIATION.

Oral Evidence.

Our suggestion is that University education should be controlled by the Centre, where there would be detachment from local prejudices. They would be removed if they are at a distance. Government should bear all the deficit and insist on its own scale for teachers.

ANDHRA MEDICAL COLLEGE PRINCIPAL AND HEADS OF DEPARTMENTS

Oral Evidence.

Our salaries are Rs. 600 to Rs. 900 for non-clinical Professors and Rs. 500 to Rs. 800 for Clinical Professors. For Assistant Professors, it is still worse. They do not go beyond Rs. 400.

Rs. 750 to 1,000 which is the grade of a Clinical Professor in the University is a low figure for a Clinical teacher. He gets more money outside. He makes about Rs. 2,000 a month.

ANDREWS, DR. G. F.

1. (a) The Physical Directors in the Colleges affiliated to the Madras University are in a special class by themselves and are not classified with any of the regular cadres.

2. (a) The scale of pay of Physical Directors in the Government colleges of the Madras University is as follows :—

(i) Ordinary grade—Rs. 80—170 plus Rs. 5 for L.T. or Craft Training.

(ii) Selection grade—Rs. 120—240.

The scale of pay of Physical Directors, in the affiliated colleges recommended by the University is Rs. 100—200. There are, however a few Colleges which pay less, and a few which pay more to their Physical Directors.

(c) The scale of pay of the University Director of Physical education must be the same as that of the Head of a Department in the University.

The scale of pay of Physical Directors and Physical Directresses in Colleges must be the same as that of the Heads of Departments in Colleges.

ANNAMALAI UNIVERSITY PROFESSORS OF ENGINEERING AND TECHNOLOGICAL DEPARTMENTS.

Oral Evidence.

I would suggest that even in America they are having the opinion that the staff members should work in some industries for one year. To keep in touch with the latest developments, we must have an industrial bias. (Professor of Engineering Department).

The University should recognise that the staff members could go to industrial firms for some time and come back. We want to encourage some kind of mutual exchange. (Professor of Technological Department).

This Department has suffered very badly in the matter of staff. When advertisement were put in, there were many good candidates who had applied, but they demanded more salary. It has not

been possible for the administration to pay them higher salaries and get them. It is due to lack of funds but not to lack of men. (Professor of Mechanical Engineering).

ANNAMALAI UNIVERSITY TEACHERS' UNION.

3. (b) Twelve hours of which not more than ten shall be lecture hours. There shall be two hours less for Heads of Departments and three hours less for bonafide research workers.

(c) Sixty for theory classes and fifteen for tutorial, practical classes.

8. (a) (i) Middle of September to early in October. Third week of December to third week of January. From early in April to late in June.

Oral Evidence.

A large number of appointments are made merely on contract for a period of 5 years.

Even if we are promoted from one cadre to another, there is probation. Then we are put on contract for 3 years.

If a Lecturer is promoted to Readership, he should not be put on probation again for the Readership.

We have a sort of a subdued feeling that teachers are not selected on academic grounds and that students are not admitted on academic grounds and that leads to a sort of corruption.

ASTHANA, DR. N. P.

1. (a) In this University the system varies in various Colleges.

(b) No. I would suggest only 2 classes of teachers.

(c) Professors and Lecturers. The emoluments of teachers in this University are given in App. I. They compare very unfavourably with scales of pay in central and provincial services, as well as with the scales prevailing in unitary and residential Universities.

2. (b) No.

(c) Professors 800—1.250.

Lecturers 300—750.

3. (a) No.

(b) Professors—12 periods a week and Lecturers 18.

4. (a) Yes, more or less except in case of some aided institutions.

(b) Recruitment be made through selection committees.

5. (b) Yes.

(c) (i) To some extent.

(ii) About 50 per cent.

(iii) No. I would make it compulsory upon all teachers to join all extra-curricular activities.

6. (a) Yes.

(b) To raise their salaries and to make them free from financial and economic worries.

(c) Yes.

(d) Teachers should be reminded of their responsibilities by the head of the institution and any neglect in their duties be surely dealt with.

7. The examinations and the committee work do interfere with the efficient discharge of their duties. This may be remedied by allowing only limited examination work to the teachers, as well by eliminatry elective element in various university hostels.

8. (i) & (ii) The present system of terminal variation is satisfactory except a large number of stray holidays which should be curtailed.

(iv) The Provident fund in all colleges should be on the basis of 8 and 12 per cent.

9. (a) Yes.

(b) Yes.

10. (a) Yes.

(b) Yes.

(c) No.

AYYAR, G. R. NARAYANA.

(a) Professors, Readers, Lecturers, Demonstrators or Tutors.

(b) Yes.

2. (a) Emoluments in the colleges affiliated to the University are very poor. In the University Departments proper they are slightly better.

(b) No.

3. (a) The lecture work and class work as they stand do not give adequate scope for original work and research by teachers. But even if their work is lightened, provision for original work and research in the shape of extensive libraries and laboratories is very poor.

BAHUGUNA, S. D.

4. (b) Yes. Through Public Service Commission with a representative from University.

5. (a) They should look after all round development of students.

(c) (iii) Not at all. Every teacher should keep a record of his activities taken up in the interest of his students and the authorities should encourage this active participation in schemes which are for the good of students.

6. (b) Special grades, efficiency bars, Refresher courses.

BALAKRISHNA, DR. R.

Oral Evidence.

The Syndicate has laid down that the maximum number of lecturing for each teacher should not exceed 14 hours per week. In some institutions, the maximum has become the obligatory minimum. The hours of lecturing should be reduced to 8 per week so as to allow time for preparation and research.

BALAKRISHNAIYA, JUSTICE N.

1. The present classification in the Mysore University of a Professor, Assistant Professor and Lecturer is quite satisfactory and I desire no change. The scales of salary given to them are also quite commensurate considering the general standards of life in Mysore. But as in the public service so also in the University, there is discontentment owing to inflation. But this is not a matter peculiar to the university cadres. I, therefore, do not desire any special amelioration for university teachers.

3. The combination in the same teacher of Research and of Teaching is detrimental to both, inasmuch as a good teacher is not a good researcher and *vice versa*. I would, therefore, desire a bifurcation of these functions to suit particular talents.

4. (a) The present standards of recruitment to University staff are quite satisfactory. I would desire to give the history of recruitment into the staff of the University during the years in which I was associated with recruitment in Mysore University. There was a time when selection was made entirely through the recommendation of a Professor. The evils of this method were pretty soon evident. Two professors in the University went on recommending men of their community in successive years so that I found that any recommendation by a Professor was not beyond suspicion. Even when such mal-practices were brought to the notice of an European Principal and an European Vice-Chancellor, they found it extremely difficult to oppose the Professor. I, therefore, plead for the inclusion of non-official members in these Selection Committees. Since then candidates have had a fair treatment and communalism is waning. I am, therefore, strongly of opinion that Committee consisting of academic men alone cannot do justice to the selection of candidates. They have too many professional jealousies and preferences and it is wise to dilute their opinion by public men who can view

the case in a detached manner. I, therefore, propose that the appointments should be made through the Public Service Commission with the consultation of the Vice-Chancellor and a Technical Expert on the subject who should be summoned by the Commission to assist them.

BASU, A. N.

1. The existing system of classification and gradation is not satisfactory. There should be uniformity among all universities in this respect. The salary scale for lecturers and tutors is too low.

3. The "sabbatical year" should be introduced at first optionally and in an experimental manner.

5. Every teacher should be closely associated with the social and intellectual life at the university. At present there is very little of social life in the universities and whatever little of it there is, many of the teachers are left out of it.

6. Yes. Efficiency bars may be introduced in the scales of salaries, publications and research work being specially rewarded by additional increments and allowances. Perhaps the only way to maintain standards of teaching is to attach to each teacher one or more scholars for supervised work.

8. Short holidays should be curtailed as far as possible. There should be definite terms, and at the end of each term a short vacation and a long vacation during the year. As far as possible there should be some uniformity among universities in the matter of terms and long vacation.

9. (a) Only in exceptional cases generally the alternative suggested in (b) should be adopted.

10. (a) Yes. Authority should adopt a policy of definitely encouraging such exchange.

(b) The experiment may begin with one term's visit both for students and teachers.

(c) It is desirable and it should be possible.

BHANDARKAR, S. S.

1. (a) In the University it is Professors, Readers, Lecturers, Demonstrators. In Government Colleges, it is Professors, Lecturers, Assistant Lecturers.

(b) The Classes I, II, and III of Government service should be made more elastic in the case of Education Department. It is even desirable that a young man, however, brilliant in his career, should arise from a lecturership to a professorship rather than be appointed direct to Class I.

2. (a)	University	Professor Rs. 600 to Rs. 1,000/1,200. Reader Rs. 400 to Rs. 700. Lecturer Rs. 200 to Rs. 500.
	Government Colleges	Professor Rs. 350 to Rs. 1,100. Lecturer Rs. 200 to Rs. 650. Asstt. Lecturer Rs. 150 to Rs. 350.
	Private Colleges.	Professor Rs. 150/200 to Rs. 350/400. Lecturer Rs. 100/150 to Rs. 250/300.

(b) The pay scales generally are so low in private colleges that it will be increasingly more difficult, if not impossible, to get the proper types of teachers. Even in the case of University and Government appointments, the grades are not such as would attract the best brains in the country. The grades must be raised so as to bring them into line with the other higher services so that men with aptitude for teaching and research will not have to seek jobs in banks, business houses, and administrative services in preference to education.

(c) University Professors, Heads of Departments and Class I Professors should have a grade similar to that of the I.A.S., Readers Rs. 500—1,000 and Lecturers Rs. 350—800.

4. (a) I do not think so. There is a ' commercial ' tendency among private colleges in making appointments which is detrimental to the interests of higher education.

(b) As in Government Colleges all personnel should, as far as possible, be selected by a body like the Public Service Commission. This will also bring about a certain uniformity in the standards of personnel and teaching.

5. (a) & (b) As many teachers as possible should be associated with the social and intellectual life at the University outside the usual teaching hours.

(c) (iii) The state of affairs is unsatisfactory. If most teachers are made to associate themselves with the social and intellectual life at the University in some way that would help in building up better relations between the teachers and the taught and in encouraging the maintenance of higher intellectual standards.

6. (a) This is true to a great extent. Three things encourage this attitude :—

i. Too many lectures.

ii. Low salaries and grades.

iii. Lack of a proper academic atmosphere in many of our colleges.

(b) The inducements are :—

i. Reduction in lectures to undergraduate classes.

ii. Better grades.

iii. Adequate facilities by way of well-equipped libraries and laboratories.

(d) For any good work the teacher must have a sense of security as regards his job or work.

8. (a) (i) I am in favour of three terms with intervening vacations of about 6 to 8 weeks. The summer vacation should be cut down to 10 weeks.

(ii) Apart from the vacations there should be no holidays.

(iii) The leave rules should be also liberalised as to encourage teachers to go on study leave to foreign countries.

BHARGAVA, SALIGRAM.

Oral Evidence.

Promotions are in general contingent on their doing good work, and proper teaching. Here there is a difficulty. In a department for instance, you may have one professor, one reader and 10 or 12 lecturers. You can see whether there is any chance of promotion at all.

BHASKARAN, R.

2. (a) Most University and College teachers are in the scale of Rs. 125 to Rs. 250. That is the scale of Subordinate Educational Service in the Madras Presidency, and a scale approved by the Madras University. No one gets more than Rs. 1,000 per month and those getting salaries between Rs. 250 and Rs. 750 are small number.

3. (b) A total of twelve hours of work of which not more than ten may be lecture hours.

(c) Five research students or ten students for tutorial supervision.

BHASHYAM, K.

3. From my experience of the Annamalai University I find that Professors are being over-worked. They are given too many students to teach. The teachers have no time for personal contact. There should be not more than 15 to 20 students per class. This will enable personal attention by the Professors to the students. The suggestion about the "Sabbatical Year' for all teachers is a good idea. They must be allowed to have study leave every 5 years, and the teachers must be given special leave to go abroad and make themselves up-to-date on the subject. If that is not possible, it is better if they are allowed to travel in this country and facilities afforded for visiting Colleges in various centres of the country.

A permanent Public Service Commission is useless for this purpose for technical knowledge is necessary for selecting candidates for technical and scientific subjects. *Ad Hoc* Committee from time to time may be appointed for the purpose.

BHATTACHARYA, DR. D. R.

Oral Evidence.

Here in Allahabad, the emoluments of teachers is less. We have lost about a dozen teachers to the Government of India.

We have three grades—Lecturers, Readers and Professors in the grade of Rs. 300—500; Rs. 500—800 and Rs. 800—1,250 respectively which has recently been accepted by the U.P. Government on the recommendations of the U.P. University Grants Committee.

They are given dearness allowance but the Government has not sanctioned that. There should be some special allowance for research scholars to give them some encouragement, it is not so in this University.

BHATCHARRYA, K. K.

Oral Evidence.

One of the fundamental reasons is that the salaries we pay to the Law teachers are very poor and cannot attract the best elements from the High Court. A student who goes to the High Court and earns Rs. 200 thinks he gets a very good amount. Therefore, the initial salary of a Law lecturer should be Rs. 500. Now it is Rs. 300 to Rs. 500. Rs. 600 to Rs. 800 and Rs. 800 to Rs. 1,250. In order to attract the right type of people we have to give enhanced salaries.

You cannot make a teacher in the University working 18 hours a week to produce any great literature in Law. Therefore, I have suggested that if you have to draw out the best talent, you must give them facilities to buy books and develop their talents.

The scales of salaries for the university teachers should be higher than the scales for the provincial service men, because we are more qualified in the beginning when we enter university service than people entering Government service.

Rarely does a B.L. first class first apply for lecturership here.

BHAWALKAR, D. R.

I would suggest a slight modification. Assistant Lecturers should be recruited from fresh M.A.'s and M. Sc's, at least Second Class, and selected strictly on merit. Their appointments should be for five years only, and should carry light work like practicals, tutorials etc., for not more than three periods per day. Those posts should be meant for persons who are desirous of carrying out research. Five years is a sufficiently long period for a student to prove his merit by the quality of the research he has done.

2(a) Professors	600—40—1000.	
Readers	400—30—600—40—800.	
Lecturers. Assistant.	250—20—450.	In Saugor University
Lecturers.	200—10—350.	
(c) Assistant Lecturers.	250—25—375.	
Lecturers.	350—25—500—30—800.	
Readers.	600—40—800—60—1400.	
Professors.	100—60—1300—100—2500.	

6. Following methods are suggested.

(i) Judge the worth of a teacher, not only by the pass percentage of his students, but by the desire and thirst he creates amongst his students, which as a first instance can be judged by the number of his students regularly going to the library for original sources and further knowledge and by the original work done by his students. At present in a number of cases the teaching is reduced to merely solving of examination papers of the past few years, dictating notes, and forcing students to memorise guess questions.

(ii) Reduce the number of periods of work, only if the *teacher is doing research work.*

(iii) Restrict the admission in Universities to proper students only.

(iv) Provide facilities by way of providing recent books and periodicals (current as well as back numbers in the case of important journals) in the library, apparatus and workshop.

(v) Reduce the 'Local Politics' in Universities and colleges by compelling the persons on whom teachership is forced, to retire or transfer them to some other departments.

(c) No. A better way would be to appoint teachers on a contract basis for five years. This contract should be renewed every five years only if the teacher's work is found to be satisfactory in all respects.

7. The work under consideration increases with the seniority of the teacher and seriously affects the efficient discharge of duties. The only way to improve the situation would be to reduce his *ex-officio* positions on many committees. In addition the work he has to do on these committees should be so arranged that he can do it during vacations.

8. The vacations should be three, distributed as follows :

(a) Desara-Divali Vacation :—Five weeks.

(b) Winter Vacation, starting from 1st of January :—Three weeks.

(c) Summer Vacation, normally starting from the fourth week of April :—Nine weeks. The intervening holidays should be reduced.

9. Instead of sending raw students, it will be profitable to send abroad senior, tried teachers to study conditions there. Both these methods should be simultaneously adopted.

BONDADE, S. B.

3. (a) For those who have a special aptitude for research i.e. those who get some original ideas should not be burdened with heavy teaching work. For such persons the present allotment of work is rather high.

(d) Yes ; this idea of a 'Sabbatical year' is a splendid one.

5. (b) They should associate with the intellectual life but not so much with the social life. In India the students desire to have too many entertainments, which may have to be discouraged.

6. (a) The criticism seems to be correct so far as it relates to research, but is not correct with respect to teaching.

(b) Teachers, particularly good at research, should be asked almost exclusively to interest themselves in research. They should be relieved of much of teaching and other work of a routine administrative nature. They must have facilities for students to work under their guidance and for getting the necessary apparatus.

BOYD, REV A. J.

5. (a) Clearly, a teacher has to achieve a balance between teaching (with preparation for teaching), his own study or research, participation in the social life of the college community, and extra-collegiate activities.

(b) This depends on the nature of the college or university ; I personally believe that we need a greatly increased number of well-planned colleges of the residential type, in which teachers would quite naturally take their place in the life of the community.

(c) This is one of the essential characteristics of the 'Hall' system in the Madras Christian College.

CALCUTTA, UNIVERSITY OF.

1. (a) The system of classification and gradation of teachers in this University has worked fairly satisfactory. Provision must be made for gradual promotion of distinguished young scholars from the lower grade to the higher grade. This provision has not operated satisfactory in this University due to paucity of funds. For instance a brilliant assistant lecturer with professoriate qualifications, finds it

difficult to achieve the position of a University Professor within a measurable distance of time. The result is disappointment and frustration or migration elsewhere where greater opportunities and facilities are in existence.

(c) Answered already.

2. (a) The emoluments of teachers in the University have already been given. They compare very unfavourably with the Provincial and Central services in departments other than education.

To give a concrete illustration a University Professor in this University is limited to a maximum salary of rupees one thousand only. A member of the Central Service easily looks forward to a higher salary. The result is that the most brilliant young men are weaned away from the field of education. This is very unsatisfactory.

(b) The answer is in the negative.

(c) Suitable reasonable scales of pay for the Calcutta University teachers should be those recommended by this University to the University Grants Committee. Special allowance will have to be offered to the teaching staff in a highly congested and densely populated industrial city like Calcutta where the cost of living is higher than the cost of living in district towns or even in the capital cities of other provinces in India with few exceptions.

3. (a) So far as the University Post-Graduate Staff is concerned adequate scope for original work and research for teachers is given. The answer to the second part of the question with regard to Professors of affiliated Colleges is in the negative. We have very many brilliant young men working in Colleges who should get better scales of pay and more leisure for allowing them ample opportunities for original work and research. This problem this University is trying to solve by establishing copartnership between the central Post-Graduate organisation and its affiliated Colleges.

(b) For advanced Post-Graduate and Honours work a teacher should not be saddled with more than eight hours of teaching work a week. That is the system which is operated in the Post-Graduate Departments in Arts and Science of this University for the last forty years.

(c) Rigid mathematical proportion is not fixable.

(d) The answer is in the affirmative.

3. (a) The adequate standards are maintained as far as possible within the limits of restricted finance. University Professors, Readers, Lecturers and Assistant Lecturers in this University are appointed on the recommendations of *ad hoc* selection Committee consisting of distinguished educationists of this University as also other prepared to have the arrangements made through the agency of Service Commissions. This University feels that the composition of Service Commission is not always based on academic grounds.

5. (a) The functions which teachers at the Universities and colleges have are fairly well-known. They do not require reiteration. They must themselves be assiduous students. They must teach other students and come into personal contact with them. They must encourage extracurricular and social activities *inter se* as also amongst students.

(d) The answer is in the negative.

(c) It is difficult to give within the short purview all these answers a conspectus regarding the activities of the teaching staff in regard to social and intellectual life outside the usual teaching hours. This University however would prefer to have more of social contacts between the teachers and the pupils. Due to variety of reasons, not the least amongst them is the lack of accommodation, this desired object is not being achieved satisfactorily.

(c) (1 and 2) No statistics is available.

6. (a) The criticism referred to is unfounded.

(b) In general adequate living wages in economic distress as at present and greater facilities and opportunities, they are all questions of finance.

(c) Efficiency bars even in government service are a cloak generally for inefficiency. The University does not propose to impose efficiency bars for its teaching staff. The imposition of the efficiency bar is likely to hurt the self-respect of the teaching staff about which this University is very sensitive.

(d) Bureaucratic methods should as far as possible be avoided. The position of a teacher in the world of scholarship is a matter for his appreciation as well as for the appreciation of the University to which he belongs. The self-respect and dignity of the teaching staff are matters about which any self-respecting University should be specially careful.

7. The answer is in the negative. The examination work by distinguished teachers is quite as important as their teaching and research work. Examinations should not be left in the hands of an inferior class of teachers.

8. (a) (i to iv) This matter should be left to each University. No Standardizations or uniformity is either possible or desirable. So far as this University is concerned, the matter is governed by resolutions of the Senate on the reports of the two Organisation Committees forwarded to the Secretary of the Commission.

(b) The answer is in the negative.

9. (a) The answer is in the negative.

(b) The answer is in the affirmative. Only this University follows both the methods and, notwithstanding its lack of funds, both the propositions are financed specially from out of income from private endowments.

10. (a) The answer is in the affirmative.

(b) The answer is in the affirmative. Only selected students should be commissioned to do so. This University is evolving a regular scheme for the purpose of exchange of teachers and students from Indian Universities and also from other Universities abroad. If more finance is not available the plan will be a modest one.

CALCUTTA UNIVERSITY.

Representatives of the Post-Graduate Teachers.

Oral Evidence.

My personal view is that this distinction between Assistant Lecturers and Lecturers should be obliterated. This would involve to the University extra commitments of Rs. 2,50,000 a year. The clerical and lower subordinate staff of the University constituted themselves into a Union and they got their salaries substantially increased through the intervention of a Tribunal which was appointed for the purpose by the Government of West Bengal. Today all the members of the clerical staff and lower subordinate staff are supposed to be Labourers under the new legislation passed by the Government of India and the result now is that Assistant Lecturers who are D.Sc., or Ph.D. or first class M.A. or M.Sc.—we do not appoint any person unless he is a 1st or 2nd class M.A. or M.Sc.,—get salaries lower than, let us say, Matriculate Assistants who have been serving the University for certain years. [Representatives].

The Government at the Centre and in the Province went into open competition with this University and their grades of salaries are much higher than what this University can afford. I have been obliged to lend the services of a number of brilliant men to the Government of India. The starting salary of the Lecturer is Rs. 200/-. If two rooms cost him Rs. 100, how about his other expenses ? I do not see why this discriminating policy should be pursued by our national governments any more. In Administrative Services, Class I or Class II, the grades are higher than what University Professors get. (*Vice-Chancellor.*)

CALCUTTA COLLEGES, PRINCIPALS.

Oral Evidence.

Appointments are all made by Government. The governing body has power only to appoint very minor posts like clerks or assistant librarian or demonstrator. There is a very low limit of salary within which they are confined, and even that power has become defunct because of the fact that when a vacancy occurs in any college it is not regarded as a vacancy of that college but as a vacancy of the whole Department. That is why the governing body cannot make a final appointment, because the posting may be filled up by transfer or by some other means. As a matter of fact, before the partition when a vacancy occurred by retirement it was the rule the vacancy could be filled up by the governing body. But after the partition,

when there was surplus staff coming from Bengal this was not possible. The real power rests with the Director of Public Instruction and the Secretary of Education. After I joined the Presidency College I did make a move in the matter of increasing the powers of the governing body. The difficulty is every detail of our administration is governed by the Educational Code which is as elaborate, if not more as the Penal Code. For every item of expenditure sanction has to be obtained. The main reason is the colleges do not work as an independent unit, but work as a part of the machinery of Government.

I was myself transferred from the Training College because there is no higher post there. I had to come to the Inspectorate to get into a higher post. Wherever there is a higher post you have got to go and leave your first love.

(*Presidency College Calcutta.*)

In Surendra Nath Bannerjee College the amount of salary is really deplorable. But we are not unhappy because we have accepted it in good spirit though we want more because we cannot make both ends meet. You know the teachers cannot make both ends meet and they have to find out means of earning money in other ways, which incidentally causes education to suffer because they have to work overtime. Anyway the minimum starting salary for an M.Sc. or M.A. is Rs. 125/-. It was really Rs. 100/-, but we cannot get any one for less than Rs. 125/- plus a little dearness allowance of Rs. 50/-. And their grade runs up to Rs. 250/-. Then another grade is Rs. 250 to 350 plus dearness allowance of Rs. 50 flat rate. Naturally when one retires he gets that maximum of 350. The grade is such that one can earn it within ten years or earlier, and that is because colleges can not afford to have better terms. There are a few posts for very good and eminent service up to 400. As regards the Vice-Principal and the Principal, the Vice-Principal gets the ordinary professor's salary plus allowance of Rs. 50. And for the Principal the maximum has been fixed at Rs. 600.

(*Surendra Nath Bannerjee College*).

We have provident fund 6¼ per cent by the subscribers and 6¼ percent by the college.

Men are paid much more than women. For equal work they are not paid equally.

(*Lady Brabourne College*).

When we get good men, they stay here for two years or three, and the Director of Public Instruction offers higher salary and those men leave us because we cannot offer a higher salary. Most of them get into Government service because Government can afford to pay more. After all we are doing the same kind of service to the country. Why should there be a distinction?

(*City College*).

CHATTERJI, B. N.

3. (b) For Professors—9 periods.

For Readers—12 periods.

For Lecturers—15 periods.
in addition to the time the teachers have to give to students for guiding their research work.

(c) 30.

(d) There is much to be said in favour of such a "sabbatical year", but it is doubtful, if in the existing financial condition of the Universities it would be possible to give leave for one full year after a number of years of service to each and every teacher for brushing up their knowledge by taking refresher courses in suitable centres of study.

4. (b) I would suggest recruitment through specially constituted selection committees, but there are difficulties in constituting such committees. Much will depend on the method of selection of specialists on the committee. The idea of Joint University Commission has much to recommend it though it might not find favour with the Universities.

6. (d) Once the teachers are convinced that their future prospects depend more on their performance than on outside support in their own interest they will put in their best.

10. Yes I am in favour of such exchange but it must be entirely on a voluntary basis.

(b) There are practical difficulties but in every University there must be some teachers who would be willing to spend a whole session at other Universities.

CHATTERJEE, DR. B. R.

1. (a) (i) Professors.

(ii) Readers or Assistant Professors.

(iii) Lecturers.

This classification exists in most colleges. In some colleges there is the following classification :—

(i) Professors (Grade A).

(ii) Professors (Grade B).

(b) (c) There should be three grades : Professors, Readers, & Lecturers.

2. (a) (i) Professors Rs. 200—20—400 (in most colleges).

Professors Rs. 200—20—450 (in most colleges).

(ii) Assistant Professors Rs. 200 or Rs. 150—10—250 (in most colleges).

Assistant Professors Rs. 150—10—300 (in some colleges).

(iii) Lecturers Rs. 100—10—200.

Recently the minimum salary of a lecturer has been raised to Rs. 200 and that of a Professor has been raised to Rs. 300/-. In Agra College there are the following grades :

(i) Professors (with British degree) Rs. $\frac{500—50—1,000.}{350—30—750.}$

(ii) Readers Rs. 200—20—400.

(iii) Lecturers Rs. 150—10—250.

Recently the minimum salary of a lecturer has been raised to Rs. 300. The scales of pay compare very unfavourably with those of the residential Universities and the Provincial and Central services. The grades proposed by the U. P. Government are inadequate considering the high level of prices prevalent at present.

(b) No.

(c) (i) Professors Rs. 400—50—800 (Heads of Post graduate classes with research degrees).

(ii) Readers Rs. 300—25—650 (Heads of Degree Classes).

(iii) Lecturers Rs. 200—20—500.

5. (a) Teachers should take part in extra-mural, cultural and physical activities of the institution.

(c) (i) Some take part in the above-mentioned activities in the college ; others seem to avoid them.

(iii) No. Every teacher should have some extra-mural activity.

6. (b)(i) Effective efficiency bars should be strictly enforced. Habitual negligence of duties should lead to termination of service.

(ii) Readers and lecturers should get an additional allowance for research. It should be an essential part of the work of Professors to carry on research.

7. Teachers of Universities and colleges shall not examine more than 500 answer books a year including those of Public Service Commission Examinations. They shall give a report to the Executive Councils of the Universities and Colleges every year as to the number of answer books examined by them.

Teachers shall not spend more than 15 days in a year to attend meetings of academic bodies of Universities and Boards.

Some teachers of Universities and colleges cannot efficiently discharge their duties on account of their attending meetings of various educational bodies other than their own and their accepting examinership in degree examinations of other Universities and Public Service Examinations, inspection of colleges, and the like.

8. (a) (i) Dusshera Holidays 12 days.

(ii) Christmas Holidays 10 days.

Summer vacation 2 months 10 days.

There are three terms in a session. At the end of each term there should be a vacation.

15th July—15 October—1st term.

November and December—2nd term.

January—April—3rd term.

In summer there cannot be classes in the United Provinces.

(iii) The Leave rules should be uniform in all the Universities and colleges. 15 days' privilege leave, 14 days' casual leave, 1 month's medical leave, 2 year's study leave, after 7 years' service, on half pay should be provided on condition that the incumbents rejoin their institutions and serve for at least five years. Privilege leave should be allowed to accumulate up to 6 months which can be availed before retirement.

(iv) In Agra University colleges the teachers contribute 5 per cent or 6¼ per cent and the management 5 per cent. This is extremely inadequate provision for the family. In the Residential Universities (Allahabad & Lucknow) the teachers contribute 8 per cent and the Universities contribute 12 per cent. In Agra University Colleges also the same rates should be introduced.

CHATURVEDI, S. B.

1. (i) There should be one Head of the Department and Professor of a subject; he should be a man of ripe age and mature experience with investigation of some original work to his credit or experience of teaching the subject for at least 10 years. A higher salary or a proper allowance should be given.

(ii) All other teachers should be called either Assistant Professors or lecturers in the same grade of salary and with full facilities for teaching and research work without any distinction whatsoever. They should have full liberty to approach even the highest authority without any restriction of proper channel.

CHETTUR, A. C.

9. (b) Men of outstanding ability may be invited to a central place in India, and young men and women from various universities may be deputed to take their instruction at the Central place.

10. At present, unworkable.

CHOUDHURY, HON'BLE DR.

Oral Evidence.

Regarding disparity prevailing in the pay of Professors of Government colleges and non-Government colleges I would point out that the Presidency College was the one college which insisted on merit so far as admission was concerned and the Professors there were all decently paid.

DAS, J. P.

Oral Evidence.

Salary of our teaching staff (in Engineering College, Bangalore) is more or less on the same lines as in the Arts or Science colleges. The lecturers are started on Rs. 100/- and the top professors Rs. 400 to Rs. 700.

The Professors and Assistant Professors are elected on the merit basis and with regard to lecturers. we borrow experienced hands from the P. W. Department and they get the salary that they are entitled to in the P. W Department. There is a selection committee for selecting Professors and Assistant Professors.

DAYAL, BISHESHWAR.

Oral Evidence.

About recruitment of Professors I would say that every University should have its own Selection Committee or Service Commission or whatever it may be called. We are trying to appoint the very best we get.

The Selection Committee consists of the Vice-Chancellor, one person nominated by the Chancellor, 2 Deans, and 2 representatives of the Executive Council, and 2 representatives of the Academic Council. This Selection Committee consisting of so many people is too large. I would prefer to have a sort of a permanent Selection Committee like the Service Commission consisting of the Vice-Chancellor and other persons of standing to be nominated by the Chancellor and you associate the Dean and the Head of the Department concerned for particular appointments.

DELHI UNIVERSITY.

Principals of Colleges.

Oral Evidence.

Appointments are made on the recommendations of the Selection Committees which generally consist of : one representative of the University members appointed by the Governing Body (3 to 4), Head of the Department of the subjects in the college. Generally the head of the Department of the subjects in the University is invited.

Appointments are made by the Governing Bodies on the recommendations of such Selection Committees, and all appointments made are to be approved by the Selection Committee of the University. The University has not approved of some appointments.

This rule does not apply to the two Selection Posts. The Governing Bodies make these appointments themselves.

[*General Opinion*].

DELHI UNIVERSITY, TEACHERS' ASSOCIATION.

1. (a) In the University of Delhi the classification is : Professors, Readers and Lecturers. Colleges have no Professors. Every college has two posts in the Reader's grade. The incumbents, however, are not designated as Readers but only as Senior Lecturers.

(c) The classification in the University is all right, but there seems no reason why the Senior Lecturers in the colleges should not be designated as Readers. Their qualifications, remuneration and nature of work are all similar to those of Readers in the University.

2. (a) The emoluments in Delhi University and Colleges are as follows :—

(i) Professors and principals—800—40—1,000—50—1,250.

(ii) Readers and Senior Lecturers.—500—25—800.

(iii) Lecturers—200—15—290—20—410—25—560.

They compare very unfavourably with the scales of pay in the Provincial and General services.

3. (b) The present maximum of 18 hours in this University appears satisfactory in the case of those who have no aptitude or opportunities for research work. For those who have such aptitude and opportunities teaching work should be reduced.

(c) The present maximum of 20 per teacher in Pass courses and 12 per teacher in Honours and post-graduate courses appears satisfactory.

DEPARTMENT OF SCIENTIFIC RESEARCH, GOVERNMENT OF INDIA.

From the replies sent by teachers it was clear that their salaries and conditions of service are far from satisfactory. Some of the universities have of late revised their scales of pay.

DONGERKERY, S. R.

3. (b) 15 periods where a teacher does only undergraduate teaching, and 10 periods of undergraduate work where he does post-graduate teaching also, the post-graduate periods not to exceed 3.

(c) 30 to 1 in undergraduate classes and 15 to 1 in post-graduate classes.

D'SOUZA, REV.

Oral Evidence.

The salaries and conditions of service of teachers are no longer left to the discretion of individual managements. We have to follow the laws laid down by the University. Practically there is no great variation in the salaries of teachers in different institutions. The selection of teachers is made by the Principal in consultation with the Head of the Department concerned. The College Council does not officially meet for this purpose.

DUBEY, K. L.

1. *In the Teaching Departments of the University.*

	Emoluments. Rs.
1. Professors	800—50—1000.
2. Readers	400—50—600.
3. Lecturers.	200—20—400.
	150—10—250.
(b) *In Government Colleges.*	
1. Professors.	(1) 350—40—750—750—Bar—50—1000—1000—50—1250.
	(2) 250—25—500—30—800.
2. Asst. Professors.	400—25—800.
3. Lecturers.	200—15—450.
4. Assistant Lecturers.	1. 150—10—250.
	2. 150—10—200—15—275.
(c) *In Private Colleges.*	
Lecturers.	1. 500—35—850.
	2. 400—20—600.
	3. 250—20—450.
	4. 100—10—300 (Minimum).

1 and 2 (*b*) *and* (*c*) : Generally, the recommendations of the Central Advisory Board (1946) in respect of the classification and emolument should be adopted.

3 (*a*) *and* (*b*) : Under the University rules passed in recent years, no teacher may do teaching for more than 16 periods a week. This is not bad. What is required is the provision of other facilities *e.g.*, equipment, books leave etc.

(b) The present rules in Nagpur University seem to be satisfactory (*i.e.*, 16 periods per week).

(c) 20.

3. Yes, provided that the Sabbatical year is actually put to the use for which it is intended. Before being permitted to proceed on a " Sabbatical " year, the teacher concerned must have given satisfactory evidence to show that he has both the ability and the will to put it to proper use.

4. (a) No. The difficulty is about the scales of pay and the dearth of really good men for teaching posts.

(b) The recommendations about constitution of selection Committees made by the Central Advisory Board should be followed.

5. (a) They should also try to raise the intellectual level of the people near the University town.

(b) Yes.

(c) (i) To a very small extent and by individual colleges. In practice, this becomes largely a matter of taste of the Head of the college or the Department. There has been no organised effort in the past.

(iii) It is difficult to mention the figure but it is probably more than 70 per cent.

(iii) No. A special Board including representatives of the local public should be established to plan and carry out all such items.

6. (a) There is such a tendency in many cases.

(*b*) (*c*) *and* (*d*) : Unsuccessful teachers should not be confirmed and the system of efficiency bars introduced. As regards research, a research allowance should be paid to teacher for one year, if he has published papers of an approved standard in the previous year. Care should be taken to see that the work of teacher is judged purely on academic grounds.

7. There is no doubt that senior teachers have to spend a large part of their valuable time in attending University meetings. This time can certainly be put to a better use in the service of the University. This should be minimised by delegation of details to Heads of Departments and other officers or to standing committees. (In the case of affiliating Universities, such attendance frequently involves absence of teachers from their normal duties for several days).

8. (a) (i) The summer vacation should extend over two months and a half.

(ii) The present list should be curtailed.

(iii) Study leave on half-pay should be provided for.

(iv) Under the present rules, the contributions of the management are as follows :—

	Old.	*New.*
(1) University teachers	8%	6¼%
(2) Teachers of Affiliated Colleges (Private)	6¼%	6¼%

(b) Such provision is desirable.

In the ordinary course, Government Leave Rules would be followed by the University in such matters.

9. (*a*) *and* (*b*) : Yes. Preference in selection for training should be given to promising young men on the teaching staff.

10. (a) Yes.

(b) Yes. But for the present the exchange may be restricted to a period of about 3 months.

(c) Yes, in the case of post-graduate students and for a specific period according to the nature of the subject.

Oral Evidence.

I was on the Pay Committee, and there I insisted that the minimum salary of a teacher should be Rs. 225 and the maximum should be up to Rs. 800. Government agreed and the Pay Committee has recommended that the minimum for a Provincial Service teacher in colleges should be Rs. 225.

It will be enforced as soon as the Government has taken a decision.

GAUHATI UNIVERSITY OF.

1. (a) Professors, Readers, Lecturers and Demonstrators.

2. (a) The scales of pay at this University are as follows :—

Professor—Rs. 700—50/2—1000/-.

Reader—Rs. 500—50/2—700/-.

Lecturer—Rs. 250—25/2—600/-.

Demonstrator—Rs. 125/- p.m. (fixed).

3. (a) The present system of distribution of work is conditioned by the financial ability of an institution to appoint teachers for the different subjects. Lesser work for each teacher means a larger number of teachers.

(b) Not more than 16 per week.

(c) 50.

4. (b) Selection Committees.

6. (b) There might be special grades or allowances for those who attain distinction in research.

7. Teaching work should have the primary claim on the time of a teacher.

9. (a) Yes.

10. (a) Yes, exchange of teachers.

(b) Yes, provided interchange of teachers can be arranged.

GAUR, HARI SINGH.

Oral Evidence.

We are going to amalgamate the Asst. Lecturer and the Lecturer into one grade of Rs. 250 to 450. It has been recommended by the Academic Council to the Executive Council.

GHOSH, J.

1. (a) Professor, Reader, Lecturer, Demonstrator, Laboratory Assistant.

(b) Yes.

2. (a) They are similar—perhaps a little less in the Universities.

(b) They should be raised in view of the recent inflation. This applies also to Government services.

(c) Professor : Rs. 800 to Rs. 1200; Reader : Rs. 600 to 1000; Lecturer Rs. 400 to 600; Demonstrators : Rs. 200 to Rs. 400.

3. (a) It is all right in post-graduate classes. In undergraduate classes, the work of the teachers should be diminished, if they pursue research work.

(b) For researchers—8 hrs. a week.

For others—15 hrs. a week.

(c) Thirty.

(d) Yes.

4. (a) Not always.

(b) Selection Committees and Service Commissions, assisted by Selection Committees.

5. (a) Teaching, Research, Social activities.

(b) They may—but they must not mix with current politics.

(c) (i) Not much.

(ii) A large percentage.

6. (a) Yes.

(b) Proper recognition by way of promotion, etc.

(c) Not much.

7. This nuisance grows with reputation. The innate human weakness about fame and popularity makes him an easy prey to the invitations of committees and associations and detract him from his normal duty. Perhaps a restriction put on the number of organisations to which a Professor may be associated might help. It is difficult to cure human nature.

8. (a) (i) There should be two long vacations— 2 months each.

(ii) Total number of holidays—115, excluding Sundays.

(b) It is necessary.

9. (a) (b) Both

10. (a) To a very limited extent.

(b) Yes.

(c) Yes—in very special cases only.

GUNDAPPA, D. V.

1(b) No.

(c) I would have

(1) Professors.

(2) Readers.

(3) Lecturers.

3. There is inequity in distribution of work. Professors are the most lightly worked. Every member of the staff—Professor, Asstt. Prof., Lecturer, Reader—should put in three or two hours class work minimum, three or two hours Laboratory or Library minimum every working day—Total five hours.

4. No Selection is very faulty. Selection must be by an *ad hoc* Committee of the University consisting of

(1) Vice-Chancellor.

(2) Head of the Department concerned and

(3) One or two specialists approved by the University Council or Syndicate or Executive body.

(a) Promotions should be on seniority in service basis.

(b) Special personal allowances and bonuses may be given to those who have done special work in research etc. Their place in the cadre, however, should not be changed.

(c) When a person is found not fit, he should be pensioned off or transferred or otherwise sent away, but not kept on and superseded. Supersession is an evil that corrupts and demoralises. There should be no supersessions in University service.

9. (a) No. That course may lead to nepotism and favouritism.

(b) Most surely. Get the best from abroad on a contract basis.

GWYER, SIR MURICE.

Oral Evidence.

The teaching profession must have some prize posts to which the teachers must legitimately look. At present the maximum grade of a Professor is Rs. 1250/- p. m.

It is less than what the Central Advisory Board of Education recommended.

I made a suggestion to the Government of India two or three years ago for 3 'Regius' Professorships. I could not think of any other name. I would not have more than 3 and I would not necessarily attach them to any particular Faculty. If there were one or two really outstanding people in our University I would give them the Regius Professorships, and I suggest that they should be Crown appointments or Government of India appointments.

In England ordinarily the Professorship goes upto £.1650/- per annum and in Medical subjects £2000/- per annum.

We have got the scheme of study Leave which we administer on certain principles.

I can understand School teachers undergoing referesher course but not a College teacher. If a University teacher is not able to keep himself abreast of the latest development, I should not think much of him.

There is security of tenure, but we can get rid of a teacher for 'good' causes. We have not defined 'good' causes on purpose. If security of tenure is granted to teachers, certain risks have to be taken in that slack teachers also will have security of tenure which they ought not to have. But the advantage of giving security of tenure is so great that it has got to be done. A teacher is confirmed only after a period of probation. It is not easy to prove that a man has suddenly become a bad teacher or has become so idle as to deserve condemnation.

It is laid down that generally speaking a teacher should not have more than 18 hours of lecturing work a week.

Generally both research and teaching are taken into account when appointments and promotions to Readerships and Professorships are made.

HAFIZ, SYED M.

1. (a) and (b) The three grades of teachers have been in existence in this University, where I have been teaching for the last 25 years. The lecturers are called upon to lecture on the same subjejcts and to the same classes as Readers and Professors undertake. Some of the lecsurers are far more well equipped than the Readers and Professors appointed in this and other Universities. They are more wedded to their subjects than some of the Professors, who draw fat salaries and do not produce a single book or a pamphlet in 5 or 10 years' time. They repeat the same lectures mechanically, and do not add to the stock of students' knowledge, by keeping in touch with the advancement of learning.

(4). (b) The teachers should be recruited through specially constituted Selection Committees, preferably Service Commissions, and there should be more experts on them of that particular subject, than one.

HAMEED, DR. K. A.

Oral Evidence.

Unfortunately in India I find that the time scale of salary is at the bottom of the evil associated with the status of the University teachers. Once a lecturer is appointed at Rs. 200—25—500 he automatically goes up in the scale. His salary increases in proportion to

the time and not in proportion to his knowledge. If a vacancy falls for Readership, he automatically aspires for that irrespetive of whether he has done research or published any papers, and he gets it. Then he aspires to become a Professor. According to my conception of Professorship, the Professor is the source of knowledge and fountain of learning. That is not the case here. Anybody who passes his M.A. becomes a Professor straightaway. To give an instance, there is a gentleman who passed his M.A. in Mathematics in third division at the third attempt and was appointed a lecturer on Rs. 200 and in 25 years he became the Chairman of the Department in Mathematics. There was a Lecturer in Law in the Aligarh University who had no practice in Law. He was appointed on the ground that he had no practice in law and so he could devote more time. The same gentleman has become Reader and I would not be surprised if after some years he become the Head of the Department of Law. That in my opinion is atrocious.

What I have suggested here is that the word 'Professor' should not be misused. 'Professor' should be made a title to be conferred either by the University or by the Ministry of Education, to really deserving persons who have done research work or acquired vast knowledge.

HEAD MASTERS OF 1. ROBERT LONEY SCHOOL 2. ISMAIL BAIGMOHAMED 3. MODERN SCHOOL 4. THE NEW ERA HIGH SCHOOL.

Oral Evidence.

At present a B.T. gets Rs. 80 as basic pay plus some Rs. 64 as allowances. The scale is from Rs. 80 to 200. There are three grades for headmasters.

Grade I maximum Rs. 450.

Grade II maximum Rs. 350.

Grade III maximum Rs. 250.

An ordinary teacher can aspire to reach the maximum of Rs. 250. (*One of the Head Masters*).

HUQ, DR. MUHAMMAD ABDUL.

Oral Evidence.

The conditions of service of teachers need great improvement. The scales of pay are so low that they are not likely to attract the very best men like M.A. or M.Sc. first class men. Even when the best men come in, they come in only as stopgaps. We have to forward their applications for several posts. There is great disparity between the scales of pay of administrative services and educational services. The pay of educational services should be made approximate to, if not identical with, the pay of the administrative services. There should be a higher starting pay for the really deserving experts.

Transfer becomes necessary in certain cases. A Principal of a second-grade college deserves transfer to a first grade college if he has shown sufficient distinction. When vacancies arise in higher grade posts like the Principals of colleges or the Deputy Director of Public Instruction, the seniormost professor has a claim and therefore he has got to be transferred. But this type of transfer should be avoided. It is necessary to make provision for members of the collegiate services in the Education Department by which they may earn their promotion to a higher grade while continuing to work in the same place.

IYENGAR, G. V. KRISHNASWAMY.

1. (a) We have here Professors, Readers, Lecturers, Pandits, Tutors and Demonstrators. The classifications appear to be mainly dependent on the finances available rather than the actual nature of the work done by the individual except in the case of Demonstrators and Tutors.

(c) In universities, I am not speaking of Colleges, the persons chosen should have the same prospects as men of the Administrative Services I class so that the best men can be attracted and retained.

2. (a) In my University, the grades are Professors 250—15—400 —20—500—25—700, Readers 200—10—300, Lecturers 100—10—150 —10—250, Pandits, Tutors and Demonstrators 75—5—100.

(b) I am not satisfied with the scale of pay in this University.

(c) The scales of pay in the North Indian Universities seem to be reasonable.

4. (a) No.

(b) Even now there are selection committees and Service Commissions : but the directions given to them are the bane of the system, communalism.

5. (a) They should serve as a sort of example for students to emulate.

(b) They should; but they may not mingle too freely with the students : for whatever happens elsewhere. here in India. the teacher ceases to command the respect he deserves if he mingles too freely with the students.

6. (b), (c) (d) The introduction of efficiency bars is one way of attaining the object : or the service may be on contract for a period of years renewable only if the teacher has maintained his standards.

7. This demand is legitimate, mutual and necessary : it ensures the gain of experience of other institutions at comparatively little cost. Because, after all, the teacher finishes his work for the year.

8. (a) (ii) The number and duration of holidays may be curtailed and the duration of the vacation extended.

(iii) Leave rules may be liberalised so as to make a teacher eligible for leave on full pay without medical certificate.

(iv) Subscription and contribution may be increased and the teacher made eligible for a gratuity after 20 years of approved service.

(b) Yes.

10. If each University specialises in a particular branch of a subject there may be no need for the exchange. If necessity arises exchange for a term may be arranged.

IYENGAR, M. O. P.

SADASIVAM, T. S.

1. (b & c) The grades of salary are all right, but the number of lectures and or research assistants provided for each Research Department could be considerably increased.

9. (a) Professors and Heads of Departments should be sent once in 5 years on deputation to foreign Universities so as to keep themselves abreast of the advances made in their particular branches of learning.

(b) We are not in favour of inviting men from abroad to train young Indian scholars, as they would be resuscitating the old state of affairs.

IYENGAR, T. S. RAJAGOPALA.

Oral Evidence.

Standard of teaching is going very low. The chief reason, in my view, is the communal selection to the staff of the University. In South-India, unlike North India, only specific people belonging to certain communities will be selected for the profession.

I want only deserving people to be selected for the teaching profession. There should be no question of community at all in the University. This would adversely affect our own children. In the interest of our own children, we must have no communal bogey.

Another reason for the deterioration of teaching standards is that they will not have sufficient time left for research work. There is also lack of sufficient equipment. Lastly, there is not sufficient attraction for intelligent men to come for this service from the monetary point of view. Teachers get defected and even some who had entered service will go away. Teachers must, therefore, be above wants. The grade and scale of these teachers should be on a par with the civil service and their promotions governed under the same rules. A more important point is that there must be no supersession. I am strongly of the opinion that under no circumstances we can neglect the merit and research work.

JADHAVPUR ENGINEERING COLLEGE, PRINCIPAL AND STAFF.

Oral Evidence.

Our teachers are loaded with 22 hours of teaching work and the number of teachers is not many. We pay a Doctor in Engineering Rs. 350 or 400. In the other college they are paid Rs. 600. But not one has gone to the other College for higher salaries. The loyalty of its alumni to this institution is very great.

JAYAKAR, RT. HON'BLE DR. M. R.

Oral Evidence.

Our salaries, according to Poona traditions are not very high i.e., Rs. 500 to 700. Poona has a tradition, as you know, and we have not raised the salary to that extent which is obtainable elsewhere. The Director of the Deccan College-Institute is paid now only Rs. 700. It is a very good institution.

Our Profesors will be paid Rs. 750 which is not a very attractive figure. From the Poona point of view it is a high figure. Owing to various causes, and especially the great esteem which is attached to the Professor in this part of the country, people work on low salaries. If you take the salaries in the colleges you will find them comparatively low.

The teachers are selected by the University. No body can call himself a Professor or a Reader unless the designation is given by the University. Each college sends a list of teachers considered competent to give instruction in post-graduate teaching and the University chooses and appoints.

JHA, DR. AMARNATH.

Oral Evidence.

The Academic Council and the Executive Council had adopted a scheme under which younger people who had done really good work were to be recognised by being given a personal allowance of Rs. 50 a month. The danger I apprehend in any scheme like that is that one Head of the Department may be more sympathetic than another and he may have more influence and more pull with the University authorities and he may get things done for his colleague which would not be done for any equally efficient colleague in another Department.

We have drawn up a set of qualifications for Readership and Professorship, and research is one of them.

I am not particularly impressed with the argument urged by the teachers that they are over-worked. I do not think that is a proposition which I would agree with. Those are not hours of lectures only, but of demonstration and tutorial. Eighteen periods is the maximum prescribed by the Council. I do not know how they are now. Things

may have deteriorated. I am not aware that there was any requisition from any Department for additional staff on the score of additional number of students, which was turned down.

JHA, I. S.

2. (a) In colleges affiliated to the University of Calcutta of which I was a student, some of the professors are paid only Rs. 75 a month and in the University itself, system of having honorary lectures is telling upon the efficiency and status of the Professors.

(b) In the colleges affiliated to the Patna University it is Rs. 150—375.

3. (b) 15 hours per week for teaching degree classes and 18 hours per week for teaching Intermediate classes.

(c) 100 for Intermediate, 50—75 for Degree and 30—50 for post-graduate classes.

(d) Yes.

4. (a) No, it is dominated by political party and communal considerations.

(b) Through specially constituted selection committees, the personnel of which should be chosen from different parts of India representing various universities in case of senior appointments and in case of other appointments a selection committee or commission in consultation with the departmental heads who should have a strong voice in the matter.

5. (a) Teaching and research and they should be the connecting link between the university scholars and the prospective employers.

6. (b) (i) & (ii) Good pay equivalent to other provincial and central services according to qualifications, higher status in the society, privilege seats on the occasion of public meetings and social functions and inviting their opinion on important matters and giving due weight to them.

7. Yes. This can be improved by disallowing them, as far as practicable, from attending meetings of non-academic nature requiring much of their time.

8. (a) Yes.

9. (a) No. They should be encouraged to undertake tour of foreign countries to broaden their outlook.

(b) Yes, wherever necessary and feasible.

10. (a) Purely on a temporary basis.

(b) Yes.

(c) Yes, if the financial difficulties do not stand in their way.

JHAVERI, K. M.

Oral Evidence.

We cannot secure good teachers if we cannot pay. Considerable improvements will have to be effected in regard to salaries. At present the teachers treat this as a jumping off ground. When they get better salaries elesewhere they go away.

JODH SINGH.

4. (a) In the university but not in the affiliated colleges.

(b) There should be a committee of the University to approve of these appointments, in the affiliated colleges.

5. (a) Besides teaching work, they should take part in cultural social and intellectual life of the students.

(b) Yes.

(c) In my college every teacher gives one hour daily to such activities.

(ii) About ten per cent.

KABIR, HUMAYUN.

Oral Evidence.

I feel very strongly that till the status of the teachers is improved, there can be no improvement in our education. I would, in fact, urge that the Commission may even go beyond the terms of their reference and take up the question of the pay and status of teachers not only in universities but also in Primary and Secondary schools. We talk of the vocation of the teacher and the noble functions he performs, but in practical life, he is not only neglected but in many cases his position is so inferior that it often drives able and self-respecting persons away from the profession. It also has a very bad effect on the growing generations. It also leads to the growth of an attitude of contempt of authority which is one of the causes of the general indiscipline in our country.

I think that the position of the teacher must be improved in two ways. First, his emoluments must be increased. Unless this is done, we cannot attract and retain in the profession the best type of men. At present, young people come to the profession out of idealism but in the course of five or ten years many of them are forced to go out of the teaching professions. We have for the Indian Administrative Service in India a grade of something like Rs. 350—1,600, and those who are able or fortunate may go up to Rs. 2,000 or even 3,000. I would be quite content if a University lecturer were paid about Rs. 300 to 900, a Reader about 750 to 1,150 and a Professor about Rs. 1,000 to 1,500.

The other question relates to the status of university teachers. I strongly hold that Senates or Courts must have a majority of teachers,

KANE, MAHAMAHOPADHAYA SHRI, P. V.

1. (a), (b) & (c) The system of classification of teachers in the Bombay University is, Professors, Readers, Lecturers and Demonstrators and I think that the existing arrangement is satisfactory.

2. (a) The emoluments at present provided for the teachers in the Bombay University are as under :—

Professors.—Rs. 800—50—1,000.

Readers.—Rs. 400—25—700.

Lecturers.—Rs. 200—20—400—25—500.

Demonstrators.—Rs. 150—10—250.

(b) The present scales of salary in the University are not quite satisfactory particularly with regard to Technological subjects, Commerce and Economics. It is impossible for the University to compete with banks and private firms and industries in respect of the payment of salaries. A good economist may be paid by the Reserve Bank of India Rs. 2,000 but the University cannot afford to give him that salary. An expert in Textile Chemistry or in Chemical Engineering may be offered Rs. 1,500 or Rs. 2,000 by an industrial company but the University cannot give that pay to its Professors in Textile Chemistry or in Chemical Engineering. Although that is the case, the salary should be such as to induce men of great eminence to stick to University posts rather than go over to posts in banks, firms or industries. Therefore the present grades must be modified to some extent at least and I would suggest that in suitable cases the maximum for a Professor should be Rs. 1,500, for a Reader Rs. 900 and for a Lecturer Rs. 600.

3. (a), (b) & (c) It is impossible to state the maximum number of hours of work for a University teacher. That depends very much on the subjects taught and the number of students to be taught. In Arts Colleges the number of students per teacher should not exceed about 75, but in Science and Technological Colleges and similar subjects where individual attention is often necessary, the number of students should be much less, that is not more than about 30.

4. (a) I am not satisfied that adequate standards of attainment and experience are maintained in the selection of the personnel of teaching staff in College. Persons are appointed Professors much too early and that is a consequence of poor salaries offered particularly in private Colleges. In my opinion there should be Selection Committees or Service Commissions for the appointment of Professors and Readers in the Private Colleges that are affiliated to the University.

6. (a) & (b) I agree with the criticism that many teachers on entering service in the Universities and Colleges do not always endeavour

to maintain a high standard of teaching and research. I would provide inducements to teachers to maintain a high standard of teaching and research in the following ways :—

When there is an efficiency bar that should not be allowed to be crossed unless the teacher have themselves done research work and published books which are well spoken of by those who are experts in those particular branches or unless they have guided the research of at least 10 students who have taken the research degree of Ph.D. by submitting a thesis. The maximum salary should not be available only on the ground of seniority. Further, it should be made obligatory on all Professors to attend several all-India Conferences held in their respective subjects and to read papers at those conferences. They should, however, be allowed travelling and halting allowances according to the rules for doing so. But doing this must be regarded as a part of their duty and if any one fails to discharge this duty without any adequate reason that should be counted as a reason for not giving him his next increment in a particular year or for not giving him the highest salary permissible.

8. (b) There is no lady teacher in the Bombay University and there is no provision for maternity leave.

Oral Evidence.

The grades have been fixed only recently. Special allowances are given in some rare cases. For instance, for the Professor of Department of Chemical Technology an allowance of Rs. 250—50—500 is given. It was difficult to get a man with the requisite qualifications. The Director of the School of Economics gets a personal pay of Rs. 200. The other Professors get, up to Rs. 1,000.

Some time back we advertised for a Professor of Politics and Civics. We could not get a man on Rs. 800—1,000. They say the salary is very low and we could not give more than Rs. 1,000. We have again advertised, but I do not know what replies we will get.

KAPPANNA, DR. A. N.

Oral Evidence.

About recruitment and the emoluments of the teachers, I would suggest the following scales of pay :

Professors.—Rs. 1,000 to 1,500.

Readers.—Rs. 600 to 900 and

Lecturers.—Rs. 300 to 600.

I am not in favour of efficiency bars because they do not serve any purpose. Everybody crosses the bar without difficulty but the incentive to go to higher positions either in one's own university or elsewhere should be the one that ought to actuate everybody and apart from the academic interest if that is done, teaching becomes more effective and teachers become more useful citizens.

KARIAPPA, S.

3. (a) At present our teachers may have work a little more than the normal; 17 or 18 periods of work cannot be considered too heavy and it cannot be taken that it does not allow adequate scope for original work.

(b) 18 hours of work may be considered as the maximum of work.

(c) The maximum number of students per teacher should be 30.

4. (a) Ever since the war period the standards of attainment and experience are not fully maintained in the selection of the personnel of the teaching staff. But this is a passing phase. In normal days the standards are wholly maintained.

(b) It is always better to invite teachers to accept posts in Universities as in France. To receive applications for appointment in universities does not look nice. A Sub-committee of the University Council should be entrusted with this piece of work.

5. (a) In my opinion the teachers should not confine themselves to their class work. They must maintain contact with the public outside university and college.

(b) They should associate themselves with the social and intellectual life in the university outside the usual teaching hours. During long vacation, they should live in camps with their students in rural parts.

(c) This has been done in our University. But the number of teachers who evince interest in these things is far too small. It is not even 5 per cent.

It is necessary that this sort of work must grow in magnitude. It is in such things that we find life. It is by such activities that we can prepare women and men fit enough to guide the fate of the nation. Such activities must grow in extent and develop into social Service Camps. The University Extension Lectures alone which our University has been conducting for some years past cannot do every thing. Universities should have contact with life outside if they are to study and solve the social problems.

KASTURABHAI LALBHAI.

Oral Evidence.

The careers of hundreds of students are dependent on a particular professor teaching a particular subject. Times without number I have endeavoured to bring to the notice of the authorities that they must make it a rule that under no circumstances will another College or University be allowed to take up the services of a Professor who is working already in a particular institute. They must be given at least six months notice, or it should be arranged at the beginning of a term. If I lose my Biology Professor, I am not going to get a man easily. If that happens the students simply have to go without their lectures. You cannot play with the careers of our students.

KELLOCK, REV. JAMES.

3. (a) On the average a teacher in this College does from 12 to 15 periods of lecturing a week. If he puts a fair amount of preparation into his lectures and conducts an adequate number of essays or tests throughout the term, he does not have much time for original work or research. But the keen man can find some time for these.

(b) If only routine teaching and a modicum of tutorial work is expected of the teacher, I would say about 15 should be the maximum.

(c) The maximum number of students per teacher must depend on the method of instruction employed. If it is predominantly a "lecture" method, I would say about 50 per teacher. If it is predominantly "tutorial", I would say about 12.

KHAN, MOHD. ABDUR RAHMAN.

3. (a) The junior staff seems to be over burdened with mechanical work. The upper grade teachers may be encouraged to do research by giving them study leave if they are really keen.

5. (b) Yes, provided they do not neglect their University duties.

6. (a) Unfortunately it is generally true, but there are many honourable exceptions.

(b) Opportunities for further studies abroad, research and laboratory facilities. Reward.

7. In case of some teachers, this is true to a large extent, but can easily be avoided by distributing the work among others.

KHADYE, K. M.

Oral Evidence.

I believe our teachers are overworked and they don't have enough time for any research work. There must be some provision for higher teaching and higher research and these teachers must not be overworked.

There are many holidays in the year. I want the terms to be continuous with one day off in a week.

KHAN, DR. K. A.

RAGHAVACHAR, K. V.

1. c. Only three grades and no sub-grades.

i. Professors. ii. Readers. iii. Lecturers.

2. c. Lecturer : Rs. 200 (two years probation)—15—350—E.B.—25—500.

Reader.—Rs. 500—30—800.

Professor.—1,000.

3. b. 18 hours of lecture work per week.

c. One hundred for a general lecture class in the under-graduate class.

4. b. Recruitment through committees of academic men actively associated with the working of the University, in consultation with the Head of the concerned Department.

5. a. Lecturing, tutorial work, and guiding of research work.

c. i. Through activities of various unions and associations.

7. By limiting acceptances of such extra work.

8. There must be three teaching terms approximately of (ten weeks each) as follows :—

First Term : from June 21st to September 21st.

Second Term : from October 15th to December 22nd.

Third Term : from January 15th to March 31st.

Particular holidays in the middle of a term should not exceed ten days for the whole year ; there should be no partial holidays of any kind.

KRISHNAMURTHI, DR. K.

Oral Evidence.

Very often the selection is made very wrongly. I know cases of several people who are appointed as Professors without any understanding of research at all just because they happen to have influence or they can play games. I know the case of two persons one a Doctor of Science and with research work and the other absolutely without any such foundation, and only with knowledge of organising games in the college and I was told that members of the Public Service Commission asked him questions only on games and he was appointed in preference to the other man though they wanted a Professor to teach Science.

KRISHNAN, DR. B. T.

6. (c) Introduction of efficiency bar or bars in the scales of pay would be certainly conducive to the attainment of efficiency.

Oral Evidence.

Non-clinical professors get between Rs. 400 and Rs. 700. For clinical professors there is no scale. It depends on the salary they get in the Department, the maximum being Rs. 850. They are given about 20 per cent. teaching allowance when they are appointed in the Medical College.

KRISHNA, DR. V. S.

Oral Evidence.

We (Mysore University) recently revised the scales of pay and so there are two scales. the old and the new. Ultimately all these will be merged into one. The Madras Government gave us a grant for revising the scales of pay of definite number of teachers. We took service also into consideration.

Our point of view has been that the general service condition should be taken into account and not only the actual pay. For research purposes we are very liberal. Our teachers have got comparatively smaller number of lecturing hours. Our ambition is to provide accommodation at reasonable rates for all teachers and give special facilities with regard to the education of their children and so on.

On the Science side, whenever a person takes a Doctorate Degree we promote him to the next grade or give him some advance increments.

In the case of the Commerce Department we take the teaching into consideration. We have not provided facilities for research in that Department. This is not a commercially important place where people can do research. But in other Departments we have been taken into consideration research for promotion.

KUNZRU, DR. H. N.

Oral Evidence.

As regards the appointment of a Committee by Government to see that appointments to teaching posts were made on sound principles, I doubt whether that would be practical. I am in favour of a good and strong Selection Committee. As regards Selection Committees, I suggest that instead of having only one outsider on such Committee, we should have at least two outsiders.

KUNZRU, RAJNATH.

There are too many holidays and on the slightest excuse a university or a college is closed without even a second's pause. Too many birthdays and death anniversaries are observed as holidays and there is obvious danger that with the progress of time their number may further swell. To these may be added the free days when the teachers do not feel inclined to take their classes for one reason or another. This is not unusual at some places. All this has a deleterious psychological effect and makes the teachers as well as the taught lazy physically and mentally. There is a break at every short interval leading to unhealthy disruption. I wonder if there are really more than 120 effective days in a year. I shall plead that there should not be less than 225 effective working days in a year. This will make the work efficient and the students and the teachers more active and alert.

LUCKNOW, UNIVERSITY OF.

1. (a) There are three classes of teachers in our University, viz. Professors, Readers and Lecturers.

(b) & (c) The junior teachers do not approve of this nomenclature. Promotion to a higher class should be easy for those who are good teachers and have research work to their credit and some special allowance should be given to those who have continuously done research work and achieved distinction. The salaries and grades of

lecturers should be sufficiently attractive and everything should be done to promote comradeship in the social life of the University.

2. (a) The following scales of pay have been recently sanctioned :—

Professor's grade.—Rs. 800 —Rs. 1,250.

Reader's grade.—Rs. 500—Rs. 800.

Lecturer's grade.—Rs. 300—Rs. 500.

(b) It would perhaps be better if they are brought in line with the various grades of the administrative services at the centre.

3. (a) The teaching work should be reduced.

4. (a) Generally yes.

(b) Recruitment of teachers should be through specially constituted Selection Committees. In our University appointment of teachers is made by the Executive Council on the recommendation of the Selection Committee concerned. Posts are advertised and sometimes selected candidates are invited for an interview. The University is in favour of the institution of a separate Universities Services Commission for all the Universities of the Province.

5. (a) Teaching, research and publications. Teachers should also prepare text-books in the language of the province. They should try to come in close contact with their students.

(b) Yes.

(c) (i) There are various Associations in the activities of which some of the teachers participate. There are some teachers who take an active interest in the life of the University but a large number is not associated with any of the activities.

(ii) (iii) No. Efforts should be made to house teachers in the University as far as possible. Flats should be built for their residence. They should be encouraged to take part in social and intellectual activities of the University.

6. (a) Yes.

(b) (i) Their emoluments should be attractive and there should be equal opportunities of work for all.

(ii) Facilities for research should be provided and the teacher should have leisure for research work.

(c) It will be of some help.

(d) No.

7. Sometimes it does. Teachers should not be allowed to undertake so much examination work as may interfere with the performance of their proper duties. But their association with educational

bodies is desirable from many points of view. Care has, however, to be taken that no teacher undertakes such an amount of extra work as may seriously interfere with the efficient discharge of his duties in the University.

8. (a) (i) Generally speaking there should be a recess after each term.

(ii) We have no suggestions to offer. They have been reduced to the minimum.

(iii) None.

(iv) The present scale of Provident Fund available to employees of this University should not be revised.

9. (a) & (b) We should invite men from abroad.

10. (a) Yes.

(b) Yes.

(c) Such a system can be profitably introduced only with respect to post-graduate studies.

LUCKNOW UNIVERSITY, FACULTY OF MEDICINE (DEAN).

Oral Evidence.

The salary given to a whole-time man is too meagre to attract the right type of men. Salaries are not sufficient enough to attract the right type of men. No one who is good in the profession will agree to come for Rs. 300. Unless vacancies occur, there is no question of promotion.

Grades of Medical teachers have not been revised. The grades of the University teachers have been revised. Ours is under consideration. The grade of a Lecturer is Rs. 280 to 400; that of a Reader is 500 to 800 and of the Professor is 900 to 1,100. The Professor in the University is getting Rs. 800 to 1,250.

LUCKNOW UNIVERSITY MEDICAL COLLEGE PRINCIPAL AND STAFF.

Oral Evidence.

It would be advantageous for the Medical College to have whole-time teachers who should have practice within the College, with higher salaries. But the question is what you are going to pay them. The Government of India are not accepting the Bhore Committee recommendations. Those people who take whole-time jobs will take them only for a short time, and the top people will not be able to stick on, on the salaries that are paid to them now. The scale should be an attractive one. We get a sufficient number of cases in the Hospital, to give them the necessary back ground.

If the question of salary is settled somewhere between Rs. 1,500 and 2,500 we will certainly agree that there should be no practice.

With regard to the clinical laboratory also, there should be no private practice except that some times the Head of the Department as a consultant may have to express his opinion when he is consulted from outside places. If a Professor of Pathology is consulted, he may give his opinion.

In many Departments we find great difficulty in getting suitable men. The Pharmacology Department has been without a Professor and a Reader for 2 years. In other Departments also particularly in the case of Lecturers, our grade is very low Rs. 200 to 400. When we take our best students as lecturers they stay for two or three years and most of them leave us and go into the Provincial Service. Another difficulty is that when you appoint a good teacher in the University you must give him a start at the lowest as a Lecturer. He should be able to go to the top. Here a Lecturer may be a Lecturer all his life. The Readership may be advertised but the men may not be appointed. When the medical graduate goes there, he gets a free house and so many other sundry advantages. Here he has to pay Rs. 50 for a house.

There should be efficiency bars. A man who is competent should be allowed to go up.

If you want to have whole-time Professors you should recruit young graduates and take them on contract as whole-time from now.

LUTHRA, J. C.

9. (a) Students who have distinguished career should be awarded foreign scholarships after Masters degree for advanced training in special subjects in order to have a reserve for employment as Professors in universities for research and teaching. I am against such scholars studying in foreign universities for the sake of getting duplicate degrees in the same subject which they have covered in Indian universities. Some young men return to India without additional knowledge but with a lable of the foreign university.

(b) Staff of universities and research institutions engaged in research should be deputed for specialized training in order to acquaint themselves with the latest development. I would prefer this to inviting scientist from abroad for training Indian young scholars. Those young men who go abroad get an opportunity to visit other centres of research and thus will widen their out-look in addition to having specified training in one place. Otherwise this facility cannot be availed of.

Oral Evidence.

There have been some promotions and appointments made with higher salaries in the Technological Departments than in the Science Departments. That is my complaint. If you want to give them promotion, you transfer the Science College people to the Technology College and give them higher salary. Mathematics teaching is done in Arts College, the Science College and in the Engineering College.

The Professor in the Engineering College gets a higher start and reaches a higher maximum. This is anamolous. We are not in sympathy with that principle. For the same qualification the same salaries should be given. There should not be any difference. Agricultural Engineering is as much technology as Civil Engineering. If the Engineer from the Agricultural College is transferred to Engineering College, he gets a higher salary. It is not fair.

MADRAS, UNIVERSITY OF.

1—3. There is no uniform system of qualification and gradation of teachers; in this University there are three grades, Professors, Readers and Lecturers; and in the affiliated Colleges there are also Demonstrators and Tutors and Assistant Professors, who may be said to take the place of the Readers. The expression 'Professor' has been used with some elasticity, and it does not always connote the degree of attainment expected of such a person. It would be desirable if by some satisfactory method a fair degree of uniformity could be attained in the different Universities in regard to the highest grade of teaching post. In this University the emoluments of the teachers are as follows :—

Professors Rs. 750—1,000.

Readers Rs. 400—600.

Lecturers Rs. 200—500.

This is considered fairly reasonable in this part of the country. Such scales of pay, however, are not available for many of the teachers in the Colleges affiliated to this University. Their scales of pay compare very unfavourably with the pay of the Central services and the pay of the Provincial services.

So far as this University is concerned, it has been definitely laid down as a condition of affiliation that the maximum number of hours of lecturing for any teacher should not exceed 14 per week. The maximum number of hours of teaching work and correction work are as follows (*vide* : Report of the General Inspection Commission, 1946-47, page 14) :—

"*Hours of work.*—The syndicate laid down several years ago that the maximum number of lecturing for each teacher should not exceed 14 per week. It is unfortunate that in some institutions the maximum fixed has become the obligatory minimum. Obviously, subject to the maximum fixed by the University the number of hours of lecturing work to be given to a teacher must depend upon the quality of the work he has to do; the size and the standard of the classes taught are relevant factors in deciding this. A lecturer cannot be expected to do more than 10 hours for Honours in the Humanities and the maximum hours of teaching in all classes may be limited to 12 provided there is proportionate reduction in Honours teaching.

Besides the lecturing work, the teaching staff have to correct written exercises in the languages and in some of the humanities, and to supervise the practical classes in the science subjects and correct the laboratory note-books. Considerable variation exists as to the number of note-books assigned to each teacher in addition to the lecturing work that has to be done by him. In some cases, the number of note-books assigned is so large that a proper valuation of the composition exercises is hardly possible if we take into account the strain of the lecturing work that is at the same time allotted to him. In some colleges, the composition exercises are not given at proper intervals but are spread out in order to minimise the number of exercises to be corrected by the staff..... For determining the number of exercises that may be given to a teacher for correction, a working rule that the Syndicate has been following is that any teacher who has 10 to 12 hours of lecturing work may not have more than 50 exercise books for correction in a week. Similarly a teacher in a science subject may be assigned 16 to 18 hours of work in all per week, six to eight of these being devoted to laboratory work or the supervision of practical classes. A science teacher in Honours course only may be assigned 15 hours of work, of which not more than 6 hours shall be lecturing. In general, it is suggested that correction of 15 exercise books may be considered equivalent to the work involved in giving an hour's lecture. A full-time Tutor who has no teaching work may be assigned about 150 exercise books for valuation per week besides the supervision of composition classes.

As regards the Indian languages there has been some variation in the past as to the number of hours of lecturing that can be expected of a teacher ; most often this was the result of a college having only one teacher for a given language.....in every college where the language is taught up to the degree classes, there should be a minimum of two members on the staff for each language. One of them should be a B.O.L. or M.A. or B.A. in Group (v), and he alone can deal with Translation work; the other may be an Oriental Title holder. If the total number of students taking a language is large, additional Tutors or Lecturers in proportion to the total number should be appointed".

The maximum number of students per teacher in any particular class has also been fixed by the University as follows :—

In the Humanities—150.

In the Sciences—120 for lectures.

For Practicals : Intermediate and B.Sc. 48 generally in subjects other than Natural Science.

Natural Science	....	30.
B.Sc. (Hons.)	...	16.

It is desirable that teachers should have periodically a holiday for purposes of study abroad or in other Universities. A sabbatical year

may not be possible under conditions prevailing in this country, but for shorter periods at least, in a period of 5 to 7 years, teachers must be encouraged to visit other Universities of research institutes or special institutions, or to go abroad.

4. (a) The method of selection of teaching staff prevailing in this University is quite satisfactory. A Committee of experts, with the Vice-Chancellor and the Chairman of the Board of Studies concerned, is appointed for this purpose. The following is the relevant Statute :—

'Full-time Teachers of the University shall be selected for appointment by a Committee consisting of the Vice-Chancellor, the Chairman of the Board of Studies concerned and four persons, who are experts in the subjects in which the appointment is to be made, nominated by the Syndicate, provided, however, it shall be competent for the Syndicate to exclude from the Committee any of the above persons, who subsequently happens to be also an applicant for the post in connection with which the Committee has been constituted. In the case of Readers and Lecturers, one of the experts shall be the University Professor in the subject if there is one'.

(b) Special Selection Committees or Service Commissions for selection of teachers is not considered desirable, as teachers must be selected by persons who are accredited experts in their own subject.

5. Teachers in Universities and Colleges are expected to, and do, avail themselves of opportunities to associate themselves with the social life at the Colleges or the University outside the teaching hours. Debates are held; in some cases extra-curricular activities include social service organization, the staging of plays, dramatic performances and there is a certain amount of association in the playing fields with the students. Occasional excursions or conducted tours are also features of the life of some Colleges. There is always scope for improvement in every such effort.

The whole merit of any such activity lies in its being voluntary; compulsion would defeat the object.

6. (a) No. There are undoubtedly teachers of varying grades, and it is not fair to generalise on this issue. It may, however, be said that more facilities must be made available for research in the educational institutions connected with the University.

(b) The best inducement for any teacher is the reputation that he is likely to build up for himself and the recognition of such attainment by the appropriate bodies. A reasonable standard of living must be ensured if a teacher is to devote his undivided attention to the pursuit of teaching and research.

(c) Efficiency bars have not in practice been conducive to efficiency, and they may be used adversely without justification.

7. In this University, such appointments can be accepted by the teacher concerned only with the approval of the Head of the University. This limits to a reasonable extent the time a teacher can devote to such activity and the efficient discharge of their proper duties have not suffered. It must also be stated that such work must be done by teachers, and therefore undue restriction will be impracticable.

8. (a) It is good to have vacations, but the number and duration of holidays during terms must be cut down to reasonable proportions. It is desirable that there should be breaks in the working of a College, a long vacation usually during the summer, and two short breaks between the three terms. It is not desirable that a number of holidays should intervene during the working term. The leave rules and the Provident Fund rules in this University seem to be fairly satisfactory.

(b) Maternity leave will be given but such a question has not arisen in this University.

9. It is desirable that both these methods should be available in any University, and they are not exclusive of each other.

10. Yes, at least for short periods, wherever possible, the experiment should be tried, so long as the medium of instruction is the same. It is not practicable for students to spend a whole session except in the case of those who are pursuing research; but conducted tours of small batches of students to different Universities, particularly for those who are pursuing professional studies, will be all to the advantage of the students and create a healthier spirit of emulation in the Universities concerned.

MAHADEVAIYA, P.

Oral Evidence.

The University Council must be vested with powers to chose the best men by properly appointing selection committees and the Government must not interfere in the administration of the university.

MAHADEVAN, DR. C.

Oral Evidence.

Services should not be made much more atractive; they would take away the best talent from Universities. We would like to improve our salaries. Teaching is the most important service in the country. A nation's greatness depends on the greatness of its intellectuals. We must be able to get our very best men recruited to the Teaching service. The disparity must be reduced.

MAHARAJA'S COLLEGE, MYSORE, PRINCIPAL AND COLLEGE COUNCIL.

1. (a) University Professors.

Professors.

Assistant Professors.

Lecturers.

(b) Not satisfied.

(c) We recommend the system of classification and graduation of teachers proposed by the Central Pay Commission.

3. (b) 12 hours for lecturers and 5 hours for Tutorial work per week.

(d) A Sabbatical year is very desirable.

4. (a) Not satisfied.

(b) For the appointment of lecturers there should be a selection Committee consisting of the Vice-Chancellor, the Principal of the College and the Head of the Department concerned.

For the appointment of Professors, Readers and Assistant Professors there should be a selection committee constituted as follows :—

The Vice-Chancellor,

The Principal of the College,

The Head of the Department and two experts in the subject from outside the University.

8. Our suggestions are that there should be two academic terms and two vacations in the year arranged as follows :—

May to September : First Term.

October : Vacation.

November to February : Second Term.

March and April : Vacation.

The working day may be divided thus :—

8 a.m. to 12 noon—Lectures.

12 noon to 2 p.m.—Interval.

2 p.m. to 4 p.m.—Laboratory, Tutorials and Seminar.

4 p.m. to 6 p.m.—Games, Drill and I.A.T.C.

9. (a) and (b) We prefer (a) to (b).

10. (a) Yes.

(b) Yes.

MAHARAJA'S COLLEGE MYSORE, REPRESENTATIVES OF THE JUNIOR TEACHERS.

Oral Evidence.

We are supposed to be on probation for 2 years. The difficulty is that even after 2 years, we are not confirmed. Out of about 10, only 2 have been confirmed. There are some others on the staff who have not been confirmed even after 5 years.

The whole trouble is this. They will appoint some person now. Afterwards they classify and advertise the appointment according to

communal ratio. At the end of a certain period if any man of a particular community applies, he will be given the chance without giving any consideration to the man who is already working.

Appointments are classified under communal ratio. There are two classifications—Brahmins and non-Brahmins Special and General vacancies. Special vacancies are reserved for Backward Community i.e., all except Brahmins. The General vacancy is open for all classes the best applicant being selected whether a Brahmin or non-Brahmin.

We request that no communal classification be made in the appointments of University staff.

MAHTAB, HON'BLE HAREKRUSHNA.

Oral Evidence.

As regards freedom of expression enjoyed by the teachers of the Government College, I would say that they criticise the Ministers also. We do not take any objection to that. We have had to take action against one Professor who was inclined towards Communism and tried to introduce Communism.

We simply drew his attention and said that we did not like this and as a result of that after sometime he resigned. As a matter of fact there is one teacher in the Christian College here who thinks that Communism is good and he does nothing for that. We take no notice of that. I think you will all agree with me that although the Professors and teachers are free to express their opinion in the way they like, they should not be allowed to take active part.

Supposing a teacher who believes in Communism organises a set of students, and another who believes in Socialism organises another batch of students and another who thinks that the Gandhian ways are good goes on organising another batch of students. Then you will find that different blocks will be formed and there will be conflict among these groups. If one party is allowed to function, then the other is bound to create troubles. So I think you will all agree with me that we should not allow anybody to take active part.

MALAVIYA, PT. GOVIND.

3. (a) No.

(b) No uniformity is possible. If a teacher is engaged in research, he should be relieved of a part of the teaching work. If he is not, he should be given teaching work according to the class he teaches. For post-graduate and Honours work, he should be given not more than 12 hours a week and for the other classes, 18 hours a week.

(c) For lectures 75, for tutorial, 8-12.

(d) Yes.

4. (a) No.

(b) Selection Committee in the Universities. In Colleges maintained by Govts. Service Commissions are obligatory but they should be assisted by experts of standing, at least 3 in numbers.

6. (a) Yes.

(b) Promotion to higher grades or posts should be entirely on efficiency in teaching and research in the manner indicated in 4(b) above.

7. Such work do hinder the teachers but this cannot be avoided. This type of work may be distributed over as large a number as possible.

Oral Evidence.

I should suggest that there should be Statutory Selection Boards or Boards of Appointments for every University. It is helpful if we can have in these Boards people from outside the particular University also. We have a Statutory Board here.

If on the Board we have outside element and technically qualified element it will be very good. I would let it be not more than half. If we adopt the system of having Special Boards constituted for each particular appointment. I have no objection to any one other than the Vice-Chancellor being an outside man.

I share the feeling that in the case of temporary appointments we generally lower standards. But in this University even temporary appointments have not been made without consulting the Board of Appointments.

Ninety-nine per cent. of the appointments are such that question of language does not arise. We have got English as the medium of instruction. We have made many appointments where the persons appointed do not have a knowledge of Hindi. In some cases the provision may be such that a subject has to be taught in Hindi, and there ability to teach in Hindi is essential. In the advertisements it is laid down.

Unless there is a necessity we would not allow linguistic considerations to prevail. Supposing there is a class in which cent. per cent. of students know only Hindi. In that case, the particular appointment may be made of those who know Hindi.

Salaries of the staff must be increased at least to the same level as prevails in Allahabad. This University has had the good will and support of every section of the people in the country. Dr. Birbal Sahni was to come to this University. Dr. Bhatnagar was in this University Dr. Jadunath Sircar was in this University. In most cases we could not retain them because they were getting higher salaries elsewhere. If this is a Central University in the country, which should be made the best focal point in our University work, I would rather like arrangements to be made for the best people from the country to concentrate here. There are many Heads of Departments here, many Professors here, who have had bigger offers elsewhere. They are old

boys of the University and therefore they did not accept them. But this cannot last long. We should have certain facilities here which would tend to prevent the best people from running away.

We have had to increase the salary of the teachers and of the administrative staff recently. Prof. Radhakrishnan when he was Vice-Chancellor had said at a meeting of teachers and administrative officials that the starting salary of the Assistant Professor would be Rs. 200 per mensem and that of a Clerk Rs. 60 per mensem. After that we considered the whole matter. We found that Allahabad, Lucknow and Delhi Universities gave much more to their staff. We have introduced for Assistant Professors a scale of Rs. 250 to 600.

MANJUNATH, DR. B. L.

Oral Evidence.

The actual tuition giving days are 120 and in other days we will have examinations. During the days of examination, the whole college will be closed for tuition. The staff will be busy with the examination work. This is the main reason for such a shortage in actual tuition-giving days.

We have summer vacation from 24th April to end of June ;—during Dasara in October, we have 15 days and during Christmas another 15 days as holidays. Except these, there are no other long holidays.

I don't think there are any religious holidays except a few on important festival days.

MATHAI, S.

1. (a) Professors, Readers, and Lecturers.

(b) No.

(c) There should be Associate Professorships and movement from one grade to a higher one should be much easier than at present.

2. (a) The present scales of pay are :—

Professors Rs. 800—1,250.

Readers Rs. 500—800, Lecturers Rs. 200—560.

(b) No.

(c) I would suggest the following scales of pay.—Lecturers Rs. 250—20—650 ; Readers Rs. 500—25—750—30—900 ; Associate Professors Rs. 800—40—1,200 ; Professors Rs. 1,000—50—1,500. But these grades must not become too rigid. It should be possible for institutions to pay their lecturers a much higher salary to well qualified lecturers, when there are no Readerships or Professorships vacant.

3. (a) No.

(b) 15 hours.

(c) 15 hours.

(d) Yes.

4. (a) No.

(b) Some Inter-University organisation should make a list of available and suitable persons, and universities and colleges should act on the advise of this organization.

6. (a) Yes.

(b) First of all the standard of scholastic attainment expected in a new recruit to the teaching profession should be much higher than it is now. Then, the conditions of life of teachers should be improved by giving them good wages and good houses to live in. The equipment available to them should be greatly improved—more books, journals, better library and laboratory facilities. Heads of Institutions and Department of study should invariably be men of learning and academic integrity. One of the chief causes of academic backwardness in Indian universities and colleges is that the whole set up of these bodies is bureaucratic Colleges and universities are corporations of administrators rather than corporations of teachers.

(c) No. I would prefer increasing the opportunities of a teacher, to reducing them. If a good teacher has a fairly good chance to rise in the profession, he is likely to put in his best, and there is likely to be a healthy spirit of emulation. That is why I think it should be possible for more Lecturers to become Readers and Professors; and Colleges should be in a position to appoint suitable men and women as Professors and Readers.

9. (a) No.

(b) Yes.

10. (a) Yes.

(b) It is not easy, but not impracticable. Exchanges can be effected only as the result of careful examination of all factors involved. The Inter-University Board should be able to help in this matter.

MEHAR CHAND.

6. (a) This is partly so

(b-d) To maintain a high standard of teaching and to prosecute research, the efficiency bars will be necessary. It will also be necessary that there be some sort of check for their being placed on Committees or Sub-committees and other positions of influence or authority. A particular teacher should not be put in the university and outside the university on a large number of committees.

7. It interferes very seriously with the efficient discharge of their duties. University Professors or Professors in Government Colleges should not be paid for examination in their own University or other Universities.

MEHTA, K. C.

1. (a)(b)(c) Recently the Government of U. P. have reduced all grades in the Degree Colleges of the Agra University to two only and abolished Readerships. The higher grade is extremely discouraging and the abolition of Readerships will adversely affect higher teaching and research.

2. (a) & (b) The scales of pay now obtaining in the Agra University are much lower than those in Provincial and Central services and in the other Universities and are very unsatisfactory. As a consequence first rate men will now be discouraged from taking up teaching.

(c) For Agra College, the following scales have already been recommended to the Government by the Board of Trustees and they still compare unfavourably with Provincial, Central and University scales of pay:—

Principal—Rs. 1,200—50—1,500.

Vice-principal—Rs. 500—25—800/E.B.—40—1,000 plus an allowance of Rs. 100/- P.M.

Professor—Rs. 500—25—800/E.B.—40—1,000.

Reader—Rs. 300—25—500/E.B.—30—650.

Lecturer—Rs. 250—20—450.

3. (a) No. See reply to 1.1 (b) (ii).

4. (a) No.

(b) Yes.

5. (a), (b), (c). Yes, teachers should have contact with the students for extra-curricular activities and sports. In Agra College the tutorial system (under which groups of students are allotted to tutors who look after their welfare) ensures some personal contact. But there is considerable room for improvement.

6. (c) & (d). Efficiency Bar justly applied and promotion or increments or allowances for research qualifications added during service, may provide sufficient inducement.

7. Yes, some top-ranking teachers' work is adversely affected thus.

8. (a) (i) & (ii) Fewer holidays and greater continuity of work are desirable whereas the shorter vacations may be lengthened so that each vacation may round off the work of a term. The total number of working days should be at least 200. (At present in Agra University it is about 180).

(iii) Leave rules should be more liberal than in Agra University with regard to study-leave. They should at least correspond with Lucknow and Allahabad University rules.

(iv) At present Provident Fund is very poor; in view of the absence of pensions a ratio of 8 per cent (by the College) as maintained at Lucknow and Allahabad should be introduced.

MENON, I. N.

A large number of university institutions are still owned and managed by Government and these institutions are staffed by the members recruited by a Public Service Commission recruited on grounds which are often inconsistent with the criteria expected of a University. Again administrative officers are posted to colleges as Professors or Lecturers and *vice-versa*, a procedure which is detrimental to efficiency. With first class Honours distinction of Madras and Oxford, if I may mention my own experience, I entered the Educational Service of Madras as Lecturer in a second grade college and after serving for some years in that capacity was posted as District Educational Officer; and it was after a lot of protest that I was finally posted to the Chair of Philosophy in the Presidency college.

In respect of Colleges under private management, cheapness is often the criterion. In respect of University Chairs, Readerships and Lecturerships, "Degrees" generally are the basis of selection and this sometimes leads to fatal losses. For instance, a Ph.D. of minor American University is preferred to an Honours man of Oxford and Cambridge on the ground that the former holds a Doctorate. There should be a single body for selecting teachers for the universities and this body should be composed of ripe scholars who have themselves worked in the Universities and risen to the top. In respect of promotions each University may have its own governing body. I would propose the following scales:—

1. Professorships Rs. 1,200—50—1,500—100—2,000.
2. Readerships Rs. 700—30—1,000.
3. Lecturerships Rs. 400—25—500—30—700.

Every subject need not have a Professorship.

9. (a) For many years to come we will do well to get our youngmen sent to Europe and America for higher studies in Arts and Science. Travelling Fellowships may be instituted to help men already on the staff.

MERCHANT, K. T.

Oral Evidence.

It appears to me that the standard in education is going down and down for the last few years. In my 11 years' experience as a teacher I find that there has been definite deterioration in the standard. We have to teach too many subjects and there is no contact between the teacher and the taught. We have no time for such contacts, too many students and too many lectures give us no such opportunity.

There are no occasions where it is possible to ascertain whether the students have understood. There is no time for that. In the beginning I was giving lectures in Politics, World History, Economics and Physics, etc. If a man has to teach so many subjects it is clear that he has no time for anything else.

There is definitely a falling-off of interest in the subjects. I do not want to blame the students alone for that. Taking a general view, I think the teacher is also to be blamed.

MIRZA, DR. M. B.

3. (a) & (b) The amount of teaching work given to teachers in our universities leaves no adequate time for original research work and academic pursuits. No teacher should be given more than two lectures and one tutorial or practical work per day.

8. (a) (iii) The following leave should be granted :—

(a) Casual—10 days.

(b) Privilege—15 days (to be allowed to accumulate upto a period of 6 months).

(c) Furlough—9 months (on full salary and should be allowed to be combined with vacations).

(d) Sick leave—6 months (on half pay).

(e) Special leave to be granted by the university for attending meetings, conducting examinations, etc., not exceeding 15 days.

MISRA, DR. A. B.

Oral Evidence.

Differences do crop up between the authorities of the University and the members of the staff. An Inter-Universities' Committee of reference is provided in some places. Here also we have an Arbitration Tribunal. It is not a very good Committee.

I therfore suggest that the University should nominate—2 representatives (of whom the Vice-Chancellor shall be one, and one nominee of the aggrieved person); and

2 Judges of the High Court;

1 person (Either the Advocate-General of the United Provinces or the Sessions Judge of Banaras).

It would be a judicious Committee.

In this University the salaries and grades and annual increments, and the Provident Funds—all these are at the mercy of the Executive Council of the University. Any moment the Executive Council can take it into its head to reduce the scale of salaries and cut down the Provident Fund contribution, etc. This has given rise to a great deal

of dissatisfaction. We want that these salaries, grades, etc., should be statutorily recognised and guaranteed so that no Executive Council should be able to interfere with the future of the Professors of the University.

The hours of work is much too excessive.

Leave rules are somewhat rigid in this University. They are not favourable to the staff as at Allahabad and Lucknow. There should be uniformity in this respect and the Government of India Fundamental Rules should be adhered to. But we should take some inspiration and some hint from the conditions that are provided in the Lucknow and Allahabad Universities.

MISRA, R.

1. (a) Reader, Lecturer and Asst. Lecturer.

(b) There should be only Professors and Asst. Professors. Too many gradations in a university are not conductive to its growth.

2. (c) Professor, 800—1,600/-; Asst. Prof., 400—800/-.

3. (a) No. Most of the teachers have to put in about 24 periods of teaching work per week and attend to much of the work connected with the organisation of the Department besides correcting notebooks, etc. They get no time for research.

(b) A teacher should get at least one whole working day in a week free and not more than three hours of teaching per working day.

5. The multifarious activities in a university must not drain away the personnel of different Departments disproportionately.

9. (a) and (b) Both the methods may be employed but the latter is preferable.

10. (a) It may be tried for the subject of Arts Faculty.

(b) Teachers engaged with research may find it difficult to change stations.

(c) It is possible for students but only for short courses in other universities.

MOGHE, DR. M.

Oral Evidence.

Teachers have been recruited for reasons other than academic. And influence is brought upon them through the Ministers, Vice-Chancellors, Executive Members, Deans and so on.

I have got to say one thing about recruitment of teachers. Some method should be devised by which both the recruitment and the continuance of a teacher in service should be made dependent on merit and on the way in which he carries out his work. I would strongly suggest that the present period of probation, *viz.*, 2 years, is not sufficient. If we have a longer period, say, 3 or 4 years, then he will be able to give

you more positive proof of the fact that he is research-minded. I am convinced that, with the increase of Sciences, one who is not doing research is a back number.

MUDALIAR, T. SINGARVELU.

Oral Evidence.

I am definite in my statements that appointments to the University must be purely on the basis of merit and no other consideration. At present there is no enthusiasm amongst teachers on account of the prevailing communal recruitment. There must be no difference.

MURTHY, C. V. D.

6. (b) The system of giving a graded pay with a time scale should be stopped. Instead, he should start with a consolidated pay with a bonus at the end of certain specified period for efficiency in the line which should be judged by the work done, publications if any, and research carried out in his spare time. This bonus system should be adopted for all staff. The nature of emoluments will depend on the position of responsibility he holds and the value of work done. In the present system there is a tendency on the part of a teacher (after receiving his appointment) to assume that he has achieved his goal and is therefore entitled to a period of rest.

(ii) Special research bonus should be set apart as an inducement. The time table should be so arranged that he gets sufficient off-periods for original work.

NAIDU, S. PARTHASARADHI.

8. (a) (i) They may continue as at present except the Pongal holidays which may be made more by commencing them from January 1st.

(ii) For National festivals suitable number of holidays must be given.

Dasara—2 days for officers and 15 days for students.

Deepavali—2 days for all.

Pongal—15 days.

Summer—3 months for colleges.

(iii) The existing rules may be continued except that casual leave may be extended to 20 days per year and leave on full pay for sickness may be granted—Study leave also may be considered on half-salary-basis.

NARAYAN, DR. A. L.

2. (c) The present scales of pay for Professors and Readers in this University are reasonable. But Lecturers should be put in the scale of Rs. 250—400 and Demonstrators in the scale of Rs. 150—250.

3. (b) 10 hours.

NAYAR, DR. A. S. MANNADI.

1. (a) Professors, Lecturers, Tutors and Demonstrators are the graduation observed in Non-clinical subjects and in clinical subjects in the place of Demonstrators, House Surgeons and House Physicians are introduced.

2. The University teaching appointments should be adequately paid and should be whole time. I propose the following scale:—

Professors—1,200—50—1,500.

Lecturers—800—50—1,200.

Tutors—400—50—800.

Demonstrators & House Surgeons—200—25—400.

3. (a) No. None of them have adequate number of spare hours for research.

(b) Maximum number of hours of routine work should not exceed 14 hours a week and the rest should be employed for research.

(c) One member of the staff for every twenty students.

4. (b) I prefer basic recruitment of a cadre of Demonstrators and House Surgeon and House Physicians by a Committee or Public Services Commission. From these Demonstrators, Assistant will be selected and from these Assistants and by open competition Professors will be selected. It should be selection by merit and not automatic promotion.

PAPATLE, LT.-COL.

9. (a) Yes.

(b) Only in exceptional instances and that too for limited periods as a short-time policy.

10. (a) Yes.

(b) Can be made practicable.

(c) (i) Neither possible, nor (ii) desirable; but students may spend part of their vacation at another University.

PAPWORTH, H. C.

I am of opinion that there are too many grades of University and College Teachers. Apart from the occupants of professorial chairs, who should be selected solely on the basis of scholarship, there should be a standardised University Teachers' Service for ordinary University and College Lecturers. This Service should be formed on the analogy of the Indian or Provincial Educational Services with a long term incremental salary scale lasting twenty years. Above this, there may be a selection grade based on merit. In other words, there may be an efficiency bar at the end of the 20-Year incremental scale and prior to the

selection grade. All teachers should be recruited by independent and impartial selection committees. In my view, *ad hoc* committees of experts are best for this purpose.

Oral Evidence.

The grades prevalent in the University Colleges are an inheritance from Government service, when these colleges were maintained by the Government. I always maintain that in order to have an efficient and contented professional staff you should have a service of long incremental scale of 20 years for everybody. At the end of the scale, you might certainly have a selection grade and efficiency bars. But I find fundamental objection to these grades. You find people naturally struggling against the other, getting frustrated through no fault of their own just because there is no vacancy. As Dr. Koshy said, it leads to stagnation and discontent and strangling of all kinds. When I first came here, I did advocate a University teachers' Service on the lines of the provincial educational service in the provinces.

PATEL, DR. C. S.

Oral Evidence.

The system of honorary lecturers has stood the test of time for 25 years. It is quite satisfactory. Each man attends for two hours besides the lectures in the hospital.

I would like the Unit system to be introduced. The Unit system consists of one honorary man, an assistant honorary man and a registrar. Each unit will have not more than 10 beds.

For clinical subjects we need not have full-time teachers, but it is necessary to have full-time staff for under-graduate teaching.

Then about the selection of teachers. Even for under graduate training a minimum period should be fixed before they are allowed to become full teachers. In our University we have formulated a rule that the Chief of a Unit before he becomes Chief must have 7 years' teaching experience as an Assistant and now we have introduced the system of registrar. He must have been a registrar before and then he must be an Assistant before he becomes head of a Unit. He must be in a position to supervise others.

PATNA UNIVERSITY.

1. (a) In the University the classification is as follows:—
   (a) Professor.
   (b) Reader (none so far at Patna).
   (c) Lecturer.

The colleges affiliated to the Patna University are of three categories : (1) Government Colleges, (2) Colleges which receive grant-in-aid from Government, and (3) Non-Government-non-aided Colleges.

In the Government colleges, the teachers are classified into Professors, Assistant Professors, and Lecturers. In the Science Departments, the term corresponding for lecturers is Demonstrators.

In the other two categories of colleges no clear distinction is maintained, and in some of them they are all called either Lecturers or Professors.

(b) In the opinion of this University, the three class gradation (Professors, Readers and Lecturers) is suitable.

(c) The question does not arise.

2. (a) Directly under the University, the scales of salary are as shown below:—

1. Professor of Psychology and Director of the Institute of Psychological Research and Service (Contract Service for 5 years. No. D. A. and P. F. Contribution)—Rs. 1,250/- + 250/- S. A.

2. Professor of Politics—Rs. 1,000/- to Rs. 1,250/-.

3. Professor of Geology—Rs. 1,000/- to Rs. 1,250/-.

4. Lecturers in these and other Departments—Rs. 250—25/1-850.

5. Heads of University Departments—Rs. 800—50/1—1,250.

In the Government Colleges the scales of salary for post—1932 entrants are as follows:—

1. Class I—Rs. 300/- to Rs. 1,000/-.

2. Class II—

(a) Senior Branch—Rs. 300/- to Rs. 700/-.

(b) Junior Branch—Rs. 144/- to Rs. 200/-.

The new scales of pay reported to have been approved by Government which will be in force in future are as follows:—

1. Class I—Rs. 350/- to Rs. 1,000/-.

2. Class II—Rs. 200/- to Rs. 750/-.

It is also understood that Government are comtemplating to create some professors' posts on a special scale of pay of Rs. 800/- to Rs. 1,250/-. Recently in Patna College a contract service appointment has been made on a scale of Rs. 1,000/- to Rs. 1,250/-.

Recently the Senate has passed a resolution, raising the scale of teachers in non-Government colleges to the same scale as in Government Colleges, and the Senate has in contemplation development of Law studies.

3. (a) No.

(b) For teachers participating in Honours and post-graduate teaching the hours of work per week should not exceed 12 hours so that they may find time for research. *Note.*—If necessary, tutors may be appointed on a lower-scale of pay exclusively for tutorial work in colleges. This may partly keep down expenditure.

(c) The question does not appear to be very clear. If the question asks for the number of teachers with reference to the teaching work in the college, then the figure will have to be worked out accordingly to (b) above, keeping in view, of course, the special needs of a particular department where the number of students may be very small. If, however, the question refers to the teachers who will be in charge of the welfare of students then the maximum number may be put at 40.

(d) Yes.

4. (a) The following systems of recruitment obtain at present.

(i) In the University, the appointment is made by the Syndicate and the Senate, with the approval of Chancellor.

(ii) In the Government colleges upto 1935, the appointments were made by Government on the recommendation of the Selection Committee of officials and non-officials. Since 1935, the appointments are being made by the Government on the recommendations of the Public Service Commission in accordance with the provisions of the Government of India Act, 1935.

(iii) In the Government aided colleges, the appointments are made by the Governing Bodies of the Colleges, subject to the approval of the D.P.I. and the Syndicate of the University. In the non-Govt.-non-aided colleges the appointments are made by the Governing Bodies subject to the approval of the Syndicate of the University.

(b) We are in favour of a University (or Educational Service Commission) consisting of (1) the Vice-Chancellor, (2) the Dean of the Faculty concerned, and (3) Experts. This will make greater Expert advice available for the selection of college personnel.

5. (a) The main functions of a University are acquisition and dissemination of knowledge and to raise the standards of human culture. The University has necessarily to be a seat of learning and of propagation of culture. It is therefore, an association of men and women eminently fitted to be actively engaged in the attainment and fulfilment of these great ends. The teachers are expected to help in personality building of students also.

(b) Yes.

(c) (i) Not a great deal.

(c) (i) Most of the colleges have literary and scientific societies through which the extra-curricular activities of the colleges are conducted. In a few colleges social service leagues are also working. Most of the new University departments also have extra-curricular organisations for the same purpose.

(ii) It is difficult for this sub-committee to give any definite information on this point. Probably a fairly large percent is left out.

(iii) With the general improvement in the system of education, the desirable changes will come automatically.

6. (a) They do not often for reasons given elsewhere.

(b) Answers given elsewhere.

(c) Yes.

(d) For people who are in the Junior grades of the educational service the prospect of promotion to the Senior grades is a sufficient inducement. The main problem is about Professors in the senior—most grades who have crossed efficiency bars and who have no higher grades of service to look forward to. In the main, we have to leave things to the sense of duty of these very senior men. But thinking in terms of an inducement some such scheme may be tried. Fellowships of the value of Rs. 750/- or some amount similar to that may be founded and these may be tenable for the last five years before retirement only. Besides being a financial attraction the Fellowship will be a great academic distinction. This will be an inducement to persons who get into senior grades of service clearly in life because unless they continue to take interest in research and teaching they will stand no chance of these Fellowships being conferred upon them.

7. It does to some extent, but it is difficult to suggest satisfactory remedies.

8. (a) (i) & (ii) One vacation and two short vacations in the year; a six days working week and few holidays only in between.

(iii) The Bihar Educational Service wants medical leave on full pay also.

(iv) Present system satisfactory.

(b) Information not available but such leave is considered to be desirable.

9. (a) This matter requires very great care and discrimination. Only where foreign training will really be useful should youngmen be sent out. But most certainly these youngmen after returning from foreign training should not at once become Professors. They should begin their career in the Junior grades, save in special cases.

(b) This should also be done.

These two systems are not mutually exclusive, but supplementary and it is necessary to try both methods to get the best results in the quickest possible time.

10. (a) Yes, this is desirable.

(b) With sufficient co-ordination among the various Indian Universities, they may be practicable.

(c) Students may be sent out to other Universities for very specialised works at special centres. The undergraduates may be taken on tours to other Universities, but they need not receive formal instructions at Universities other than their own.

PRABHAKAR, B. A.

1. (a) Mysore:—Professors. Assistant Professors and Lecturers.

Banaras Hindu University:—Professors, Assistant Professors, Lecturers and Demonstrators.

Indian Institute of Science:—Professors, Assistant Professors, Lecturers and Research Asstts.

(b) Mysore University system will suffice and are satisfactory.

2. (a) In the Mysore University the scales of pay are:—Professors Rs. 400/- in grade 400—25—700; Asstt. Professors Rs. 250/- in grade 250—20—350; Lecturers Rs. 100/- in grade Rs. 100—10—250.

These scales of pay are far below those of the other Universities and especially of Central Services.

(b) Not satisfied with the present scale and hence most of the experienced teachers will go out when they find better prospects outside the University.

(c) Professors Rs. 700/- in grade 700—40—900—50—1,200; Asst. Prof. Rs. 400/- in grade 400—25—550—30—700; Lecturers Rs. 200/- in grade Rs. 200—15—320—20—400.

As vacancies occur in higher grades, the senior teachers in the next lower grade must automatically be promoted to the higher grade to fill in the higher vacancies. On no account, new teachers should be appointed to occupy these vacancies.

Arts teachers may be given the basic starting of Rs. 200/-, 400/- and 700/- respectively. Science teachers who have to deal in and handle the scientific instruments and poisonous chemicals and gases, etc., may be given one increment extra at the start, i.e., Rs. 215/-, 425/- and 740/- respectively. Technical and Engineering teachers, who have to deal in and handle machinery, scientific instruments and also poisonous gases and chemicals are to be given two advanced increments at the start, i.e., Rs. 230/-, 450/- and 780/- respectively.

3. (b) 10 hours for a Professor, 8 hours for a Professor in charge of the Department, 12 hours for an Assistant Professor and 14 hours for a Lecturer, including practicals, per week.

(c) Ten will be quite satisfactory.

(d) Yes.

4. (a) No, sometimes III class degree holders and teachers without teaching capacity are appointed due to influence and the result is the production of III rate students. Hence, before any candidate is appointed, his capacity for teaching and his power of expression, etc., are to be judged.

(b) Selection of teachers should be made by a committee of experts in the subject concerned and also by merit.

6. (a) If facilities, encouragement and proper guidance are given they will surely maintain high standard of teaching and research work.

(b) (a) Award of extra scholarships, prizes, medals, etc., for efficient work and useful research work and supervision and guidance by the Head of Department and a technical expert specially appointed for the purpose of guiding research in the Department.

(c) It helps as a very good inducement for showing efficiency.

(iii) Casual leave of 15 days in the year is sufficient. The privilege leave of one month in the year on half pay must be made as one month on half pay or half month on full pay, to be taken according to the convenience of the teacher.

(b) One month maternity leave may be given and the rest may be utilised from their privilege leave.

9. (a) This is quite essential. As far as possible every Professor and Assistant Professor must be one who has studied abroad and is properly equipped with advanced training. If they are not so, they must be deputed to the best University in the foreign countries for advanced training for at least three years and also to visit other universities for at least 6—8 months to acquaint the nature of work that is being conducted in his subject or subjects.

(b) No. If the students go to foreign countries, they can visit more number of places, institutions, etc., and learn more than what one teacher, who has come here from the foreign countries can teach to the students here.

10. (a) Yes for teachers.

(b) Yes, the technical teachers must be sent to factories for practical training for at least six summers.

(c) No, it is not possible. They can be taken on educational tours to places of importance.

PRADHAN, N. C.

1. (a) The following gradation has been decided in the premier institution of the province which is the nucleus of our University-Professors, Readers, Lecturers and Demonstrators. The University has no teaching staff.

3. (a) No.

(b) Head of Department doing post-graduate teaching and research—6 hours.

Other doing post-graduate teaching and research—10 hours.

Teachers doing post-graduate teaching—14 hours.

Teachers doing Honours work—16 hours.

Others—21 hours.

(d) Only teachers who have done intensive research resulting in papers accepted by learned societies, may be allowed a "sabbatical year".

4. (a) No. This is mainly due to great popular demand for new colleges requiring the services of a large number of teachers.

(b) Co-operation of experts and specialists by the Public Services Commission will ensure proper selection of teachers.

5. (a) Teaching and research; All teachers are expected to take a due share in the social and intellectual activities of students.

(b) Yes.

(c) (i) To a very large extent.

(ii) 30 per cent.

(iii) No; Better conditions of living through reasonable salary and provision of houses will improve the present position.

6. (a) Yes, some do not maintain a high standard.

(b) & (c) Less teaching work, better salary and efficiency bars in time-scale pay will improve the position.

(d) Facilities for visiting other centres of work and research, and for attending conferences and contacting other workers in the field will also be helpful.

7. To some extent; There should be restriction against accepting too many examinerships or membership in Committees, etc.

9. (a) & (b) Both should be encouraged.

10. (a) Exchange of teachers is useful and desirable.

(b) Yes.

(c) No.

PRASAD, DR. BISHESHWAR.

I would favour one unified grade for all teachers who may hope to rise to the highest rung if they are suitably qualified for it. One grade starting at Rs. 300/- and rising up to Rs. 1,000/- with efficiency bars at convenient stages should be there and a teacher may hope to rise to the maximum if he continues to maintain his efficiency and carries on research. Beyond Rs. 1,000/- there should be a selection grade which may be termed University Professor (rising up to Rs. 1,500/-) and to this grade really capable teachers who have made their mark as scholars of national or international repute should be promoted or even freshly appointed. All other teachers should be called Lecturers or Professors as may be decided upon.

A young P.C.S., or even of the Provincial Education Service, may expect to reach the limit of Rs. 800/- or 1,000/- in the course of 15 years or less, whereas his contemporary who entered the University as

Lecturer at the same time may still be at Rs. 400/- after 20 years of his service. This is anamolous and creates dissatisfaction.

3. (b) 15 periods a week including Seminar or tutorial work.

(c) No rigid numbers can be fixed, except in Seminars where not more than six should form a group and a teacher may take up to eight or nine groups in a week.

4. (b) The selection should be taken away from the Universities and entrusted to impartial independent selection boards formed by the Inter-University Board or to the Service Commission.

7. Such extra-curricular activities take away a large part of their time and energy and interferes seriously with the discharge of their proper duties. Many Professors or "important" persons seldom get more than a week to teach in a month. There should be a statutory limit to the membership of University and other bodies which an individual teacher can attend. There must be a limit to examination work.

8. There are too many holidays interspersed through the session which affect work. Instead of these holidays which may be reduced to 20 as in the Central Government, there should be provision for two vacations, summer and winter of $2\frac{1}{2}$ and $1\frac{1}{2}$ months respectively, which should be afforded for teachers to carry on their research work.

9. (a) & (b) I will prefer the latter course. But men of advanced age and experience may be deputed for some time to visit foreign centres of learning and gain experience and new ideas. Young men will not be very effective.

QANUNGO, K. R.

5. (a) "Functions" of teachers cannot be defined. They are whole time servants, their energy, time and thought at the absolute disposal of their fellow teachers and students who constitute the University. Teachers are neither clerks nor factory workers having fixed hours of work. Every one of them should deal as if the whole burden of the institution rests upon his own shoulders alone.

(b) Yes, it is very essential for the growth of corporate life and character building of students.

(c) (i) Of all the Universities of residential type Dacca has been most successful in developing "Hall life". In Lucknow there are hostels and no halls.

(iii) Day scholars should be attached to one Hall or another for corporate activities. Teachers of all grades should be divided into groups, and each group attached to a Hall for three years and then transferred to another Hall. Honorary duties should be assigned to senior teachers.

RAHMAN, F.

1. (b) There is no uniformity.

(c) There should be professors, readers and lecturers.

2. (c) We endorse the scale recommended by the Inter-University Board.

3. (a) No. The hours of work per week should be:—

3 hours for professors.

8 hours for Readers.

12 hours for Lecturers.

(d) There should be a Sabbatical year.

RAHMAN, HABIBUL.

5. (a) Primarily they should devote their energies to the production of an elite, drawn from all social strata, who would maintain and develop broad spiritual and cultural values, secondarily, they should advance knowledge through research.

(c) (i) To a limited extent inspite of ours being a residential university.

(ii) No. A programme of extra-curricular work should be drawn up for each term and this should promote the contact, intellectual and social of as many teachers as possible with the students.

6. (a) Yes.

(b)(i) No system of special rewards to induce teachers to maintain a high standard can have ethical justification. Every teacher should consider it his duty to work honestly and enthusiastically. Each year's increment is the only material reward for hard work. Further, if a teacher's work has been consistently good he should have prior claim, other things being equal, to appointment to a higher post. In practice, however, teachers consider the annual increment to be their right, irrespective of the quality or quantity of the work done by them during a session. If the Head of the Department stands in the way of a shirker's getting his annual increment, the shirker sets about forming a clique, or if there is a clique already in existence in the Department or institution, he promptly joins it and begins to engineer intrigues and plots to overthrow his officer. This kind of plotting against officers who demand a high standard of work will be found to exist in most Indian universities and not only the Heads of university departments but even Vice-Chancellors are often the victims of the machinations of such persons. Tragically enough even Vice-Chancellors are in some cases exploited by these shirkers for overthrowing their officers whose only fault is that they demand honest work.

(ii) With regard to the provision of inducements to teachers for the prosecution of research, it may be remarked that in the first place all universities should be given generous financial aid so that they may equip their laboratories and libraries with the materials and literature essential for research. Without such equipment it would be futile to expect either teachers or students to do research. All teachers are not by temperament and aptitudes, suited for research. Some teachers possess the necessary personal qualities and scholarship to inspire their pupils with their lectures, but they lack the capacity to work laboriously on data and arrive, after much patient labour in the seclusion of the library or laboratory, at certain results. Others are very poor teachers, in spite of being excellent scholars, but they enjoy pursuing research. They are more at home when dealing with data than with men. Universities require both these types for the two widely different kinds of work represented by teaching and research. It would be unfair both to the university and to these men to require them to do work which they do not enjoy doing and cannot do well. Each must have work suited to him. 'inspiring' teachers being required to do much more teaching than research, while individuals who enjoy researching but are poor teachers should be encouraged to do more research than teaching.

(c) Yes.

(d) Provision of the necessary facilities is the essential pre-requisite for both effective teaching and research. At present this provision is inadequate in most universities. Even after it has been made, however, conditions should be created in all universities which make every teacher feel that it is honest and hard work alone done to the utmost of one's capacity that will secure recognition and reward and not flattery, intriguing, or correct party affiliations. Each teacher should be required to produce up to date bibliographies of the best references, including the latest, on the essential topics covered by the subject or subjects of study taught by him. The production at the end of each session of these up-to-date bibliographies as well as tangible evidence of any research done by him should constitute an essential condition of the grant of annual increment of pay and of departmental promotion.

Oral Evidence.

No reforms can be effected in University education unless conditions are created to enable the appointing authorities to secure without any fear of subsequent harassment the services of scholars on their teaching staff and to keep them happy and contented. Nobody possessing inferior academic qualifications should be able to get appointed simply because he happens to be related to an influential person or he is attached to an influential party. If a scrutiny is made of the qualifications of teachers of different Universities, many may be found holding positions grossly incommensurate with their academic qualifications. It is these persons who are responsible not only for lowering the general quality of teaching in the Universities but also poisoning the atmosphere of these seats of learning.

RAJENDAR SINGH, LT.-COL.

4. (b) Only when the conditions of pay and service are properly adjusted and the service placed on a high pedestal of prestige, can any system of selection succeed. Educational service must become an all-India service with various grades and rules of promotion as exist for other services. In the old Japanese Cabinet no person could become a Prime Minister unless he had been the Minister of Education and the portfolio of Education was considered the second in importance.

8. (a) One month and a half in summer and fifteen days in winter.

(ii) National holidays not exceeding ten days.

(iii) Casual leave for three days.

RAJPUTANA UNIVERSITY. DEANS OF FACULTIES.

Oral Evidence.

Following are the grades in Medical Faculty:—

Rs. 1,000—50—1,250 for professors; Rs. 500—50—800 for Readers; Rs. 900—1,000 for Clinical Professors. If you want to deprive them of the private practice and confine them to the hospital practice you may have to give them something more. (Medical Faculty).

We ought to have in this sacred task the mind and heart of teachers. This may be when we are able to eradicate the commercial rivalries that are going on amongst us. One is jealous of the other and then he makes a clique with some other gentleman. You cannot get teachers so long as that sort of spirit continues. Teachers have no house at present and no sufficient food. If that condition is removed, if emoluments are adequate I think the commercial spirit can also be removed. Promotions should not be given automatically but on sheer merit and not by the automatic system of grades and increments. (Science Faculty).

RAMANATHAN, K. R.

5. (a) The primary function of University teachers is to cultivate and expound sound knowledge and maintain standards of truth, good breeding and taste.

6. (a) It is sadly true that teachers do not always endeavour to maintain a high standard of teaching and research.

(b) The best inducement that a man can have to maintain a high standard in his work or conduct is gaining the approval of those whose approval he respects and values. That is why it is extremely important to see that the top posts in Universities are filled by men of character, judgment and sound scholarship.

9. (a) Deputation of youngmen and women of ability to foreign centres for advanced training with a view to their subsequent employment in Indian universities is quite good—but at the end of their training, they should be judged along with others who might not have gone abroad but might have done even better.

9. (b) Invitation of eminent men to establish centres of research to work in collaboration with Indian colleges and students would be excellent.

RAMANATHAN, V.

3. (c) In Honours and Professional Colleges 10 students per teacher; in other institutions 20 to 25 students.

8. (a) (i) and (ii) A break of two to three weeks by about the end of the first term. About a fortnight towards the end of the second term. The summer vacation may be about 2 to 2½ months. A minimum of 150 working days should be insisted upon in the case of Colleges and 200 for non-teaching departments of the University.

3. (b) 12 hours a week of lecture work 15 hours a week inclusive of hours for practical work.

RAMANUJAM, MANNAVALA.

1. (a) In this University, Professors, Readers, Lecturers and Tutors or Demonstrators in the Arts and Sciences; Professors, Assistant Professors, Lecturers and Draftsmen in the Professional courses of Engineering and Technology.

(b) Yes.

2. (a) The scales of pay are :

Arts and Science :

Professors	...	Rs. 250—15—400—20—500 (with a selection grade Rs. 500—25—700 for four).
Readers ...	...	Rs. 200—10—300.
Lecturers :		
I Grade ...	...	Rs. 150—10—250.
II Grade	...	Rs. 100—10—150.
With Titles	...	Rs. 75—5—125.
Tutors and Demonstrators ...	...	Rs. 75—5—100.
Engineering and Technology ...	...	
Professors	...	Rs. 500—25—700—E. B.—40—900.
Assistant Professors	...	Rs. 250—15—400—E. B.—20—500.
Lecturers ...	...	Rs. 180—10—300.
Draftsman ...	...	Rs. 80—5—150.

These scales of pay correspond to the scales which obtain in the first grade Colleges affiliated to the Madras University. But they are lower than the scales of pay in the Provincial and Central Services.

In the case of the Engineering College, the Madras Government's scales of pay have been approximately adopted, with a higer maximum in some cases.

(b) No. The provincial scales may be adopted as a first step.

(c) The stuff in the Universities and Colleges should be provincialised. This provincialisation in scales of pay will help to minimise the difficulties that private Colleges and Universities feel in the matter of retaining the services of their staff.

3. (a) No.

(b) Not more than 10 hours of work for lecturers in the Arts side and not more than 15 hours of work (5 hours of lecture and 10 hours of practical supervision) for men on the Science side, and to arrange the time-table that in the matter of Science either the fore-noon or the afternoon is rendered free for original work for each member of the staff.

(c) Not more than 20 to be efficient. The number will vary according to the Faculty.

(d) We would favour the deputation for higher studies, or research or for visit to laboratories of other countries periodically once in 6 or 7 years.

4. (a) Not quite.

(b) A Selection Committee in which experts in the subject are included is favoured. A higher level of integrity and sense of duty on the part of the selecting authorities are also expected.

5. (a) Academic—learning, teaching and research. Social—moulding of character, giving proper guidance in the courses of study and creating interest in social service; creating points of contract in the games, field work and in instructional tours.

(b) Yes, but not to the detriment of their teaching or research work.

(c) (i) A Social Service League functions in the University and under the auspices of it a Night School is run for adult illiterates;

There is also a 'Summer School of Adult Education' run for the benefit of persons who for some reason of other could not have the benefits of higher education.

There are departmental societies where debates and lectures are held.

(ii) About 50 per cent.

(iii) No; by encouraging teachers who take part in such activities, and by measures that would develop a 'social sense' in the teachers of the University.

6. (a) Yes; there is much truth in this. This is largely due to the time scale of pay and promotion on basis of seniority in service.

(b) Freedom from want and anxiety. Inducement by suitable recognition by Government or learned and scientific bodies. Insistence on research qualification for promotion and creating facilities for research.

(c) The idea is good; but in the working of it defects have been found.

7. It must be rendered possible for senior teachers to give the benefit of their experience on Committees and educational bodies of institutions other than their own and also to accept examination work in order to maintain proper standards. Senior men should to that extent be relieved of some of their teaching and research work. Further, there is usually a check exercised by the Universities and Colleges in that their employees have to obtain permission before accepting outside work.

8. (a) (i) and (ii) In Indian Universities, on account of various religious and communal holidays, the number of days in which instruction is given is comparatively smaller than in European Universities, but it is inevitable in this country. In order to compensate for these religious and communal holidays, the length of vacations may be shortened but in practice it has not been found possible, as time has got to be given for the conduct of class or the University examinations and valuation of papers. Some time has to be allowed for relaxation after this heavy work.

(b) The necessity has not been felt so far; but provision is necessary in such cases.

9. (a) Yes, very much.

(b) Term appointments for distinguished scholars or scientists would be advisable.

Both methods should be adopted.

10. (a) This is not a practicable proposition, until our social habits and mode of life change and uniformity in scales of pay is established.

(b) It may be practicable where there are a large number of teachers in a Department, so that proper distribution of work is possible during his absence.

(c) Exchange of students may be desirable, but not possible.

Oral Evidence.

I am not sure if there is any other University in India which pays its staff as low as this University (Annamalai University). I may refer to Mysore and Travancore Universities where the salaries are like these.

I agree that it is a great misfortune. We are giving these scales of salaries which the Colleges are giving. As a University we have to give something more. We are now giving Rs. 250 to Rs. 500 to Professors. I have asked the Government whether we could give Rs. 400 to 700, as the Mysore government give.

There arise so many vacancies that the meetings of the Selection Boards with outside experts would mean more of expenditure on T.A. We are circulating the papers to the outside experts and getting their opinions.

RAMASWAMY, P.

(3) (b) In the Andhra University Colleges, the maximum number of hours of work to be allotted to a Lecturer is fourteen hours. That is a fairly good allotment.

(d) The idea of a sabbatical year for all teachers is very wholesome. It would certainly be a great thing if all the teachers are thus prevented from stagnating and are periodically brought up-to-date.

9. (a) The deputation of young men and women of ability in India to foreign Universities has almost become an academic superstition.

(b) With only a part of the money thus spent, we may rather invite men of outstanding ability from abroad to train Indian scholars in India under their guidance.

10. An exchange of teachers between Indian Universities if carefully planned, is both possible and beneficial. But the exchange of students is not so easy.

Oral Evidence.

The appointments to the West Godavari Bhimavaram College are made by a Standing Committee.

So far appointments have been made only on strict considerations of merit.

The strength of the College is 1200 in the three classes only.

RANGAIYA, M. VENKATA.

1. (a) In the Andhra University with which I am familiar teachers are divided into three grades (1) Professors; (2) Readers and (3) Lecturers. There is a further sub-division of each of these cadres. Professors belong to a Senior and a Junior category. The same is the case with Readers. Lecturers are divided into three categories. For all practical purposes it may be said that there are on the whole seven classes of teachers.

(b) This classification is most unsatisfactory. It creates too many artificial distinctions among teachers who are engaged in doing more or less the same sort of work. So far as teaching is concerned a lecturer in the lowest grade does the same sort of work as a professor. Like the professors he lectures to and guides students in the Honours and post-graduate classes. As regards research there are professors who inspite of having occupied professorial chairs for more than fifteen years did little or nothing in that direction while there are lecturers who have done much. Under these circumstances there is no justification whatever for such a large number of classes and grades among teachers.

(c) It is therefore desirable that teachers should not be divided into so many classes. There should only be two classes of teachers—Assistant Professors and Professors, promotion to the rank of Professor depending on one's actual output of work to be judged by a real selection committee.

2. (a) Senior Professors—Rs. 700—1,000.

Junior Professors—Rs. 500—700.

Readers (Senior)—Rs. 400—600.

Readers (Junior)—Rs. 200—400.

Lecturers (I grade)—Rs. 210—300.

Lecturers (II grade)—Rs. 150—250.

Lecturers (III grade) 125—200.

The emoluments of Senior Readers, and Professors are more or less on a level with the scales of pay in Provincial Service and Central Service. A pay higher than Rs. 1,000 is not necessary in a poor country like India. Several among professors and readers obtain extra emoluments as examiners and paper-setters from other Universities and for examinations conducted by Public Service Commissions.

(c) There should only be two classes of teachers—Assistant Professors and Professors. All Assistant Professors should start on a salary of Rs. 250 rising to Rs. 500 in ten years and Professors should start on Rs. 500 and rise to Rs. 1,000 in about 15 years.

3. (d) A " sabbatical year " is not necessary for all teachers. The usual vacations which extend for three months are quite adequate in the case of the majority of teachers. But those who are doing research and who wish to keep themselves up-to-date by establishing contacts with researchers elsewhere may require a " sabbatical year ".

4. (b) There should certainly be selection committees. But they should be real selection committees free and independent in carrying out their work. Members of the committees should not be mere nominees of the Vice-Chancellors. Selection committees must be *Ad Hoc* Committees, the membership on them varying from time to time.

5. (c) But very little attention is paid to this at present. Ninety nine per cent. of the teachers have no such intellectual interests outside the routine work in the class room. The result is that Universities as such contribute very little to the general intellectual life of the country. Every University must have a forum-especially when it happens to be a unitary residential one—where teachers meet once a week or fortnight and carry on academic discussions on all political, economic and social issues with which the country is confronted. Their knowledge of History, Philosophy, Politics, Economics, and Science should be utilised in giving direction and shape to public opinion.

6. (a) When teachers enter service they have any amount of enthusiasm for maintaining high standards of teaching and research. But within two or three years all this enthusiasm is chilled. There is no recognition or appreciation by the authorities of really honest work done by teachers. Favouritism counts for more than conscientious discharge of ones duties. Promotion of teachers from one grade to another depends much more on influence than on any objective test. In the second place facilities for real teaching and research are inadequate. Teachers have to struggle hard in the absence of such facilities. They do struggle for some time but they lose patience. They begin to feel that it is all an uphill work and they give it up in despair. I know of many young men who have thus lost all enthusiasm for higher work. The remedy lies in providing the teachers with all the facilities they need to keep themselves up-to-date facilities in the form of books, journals, leisure, clerical help, and stationery. The other remedy is that the authorities should not carry on administration under the influence of favouritism, intrigue and some time even of espionage.

There is no need to have efficiency bars. Honest administration of the rules already in existence is what is needed.

RANJAN, DR. SRI.

Oral Evidence.

It is a very sound suggestion that we should have outside experts on the Selection Committee. There is a lot of nepotism in this University But there is one thing I would also like to add with regard to the appointment of the Professorship that the post need not be advertised. If there is a Professor worth the candle either in Arts or Science, the University should know about it and he should be invited. As you do not advertise for a Vice-Chancellor's post, in the same way you should not advertise for the Professor's post.

RAO, A. G. RAMACHANDRA.

I. (a) Professors, Assistant Professors and Lecturers.

(b) No.

(c) Professors, Readers and Lecturers.

2. Rs. 100—10—150—10—200—10—250 (Lecturer); 250—25/2—350—25/2—400 (Assistant Professors) 400—25—700 (Professors). They are less than in other administrative services. Scales of pay comparing favourably with those in administrative services may be provided in the Universities.

3. (a) Generally no.

(b) Twelve per week for Lecturers, and less for research staff.

(d) The system of 'Sabbatical' year, say once in seven years may be introduced not as a holiday year but as a year of travel and lecturing at other University.

4. (a) No. The tendency to recruit people of lower standards must be avoided.

(b) The selection of teachers must be left to the sole discretion of the various Faculties or a joint Board of Professors of the respective branch of study.

9. (a) Yes. (b) Yes; for some time to come the suggestion under (a) should have priority.

10. (a) Very desirable (b) Yes, say once in five years.

(c) Possible and desirable for advanced research students.

RAO, DR. V. K. R. V.

Oral Evidence.

There is one defect in the Delhi University Selection Committee. The Head of the Department is not associated with the Selection Committee when appointments are made to his Department.

It would be good to have a Central organisation with the Vice-Chancellors and the Heads of Departments concerned co-opted when appointments to particular Universities are made.

We have satisfactory leave rules in the University. But similar privileges are not available for teachers in the Colleges.

One recognised teacher of a College was invited by the U.S.A. The emoluments which were offered to him were just sufficient to cover his expenses but not to cover the expenditure of his family. He wanted a maintenance grant to be given to him to enable the family to meet its expenditure. The College could not help. The University has no jurisdiction in the matter and it does not help.

RAY, GIRIJA SHANKAR.

1. (c) I would suggest only one Professor per subject in each University. The designation of Readers should be given only to those who are assisting the Professor in Post-graduate study. All the others should be lecturers.

2. High pay does not always ensure better efficiency, it can only attract a better sort of people with higher equipment. I would consider a minimum pay plus attendance fee for lecturers and demonstrators.

3. (d) I would consider one years' holiday after every nine years of work essential for a teacher and if this is accepted, I would advocate abolition of all holidays and vacations in the year beyond ten to twelve days. During the year's holiday, the teacher should be encouraged to go on a tour at least for 2 months to educational centres and paid expenses for this.

4. (a) No.

(b) Specially constituted selection committees set up by the Inter-University Board.

5. (c) (i) Very few are associated with intellectual life outside usual teaching hours.

(ii) 75 per cent. are completely left out.

6. (a) Yes.

(b) I would suggest the same methods as tried in the Calcutta University a few years ago namely (1) All appointments were made temporary (ii) Appointments were to be continued only if the incumbent could satisfy that he has contributed a minimum number of papers or otherwise conducted research work. (iii) Promotions were given only on satisfactory proof of carrying on research work.

(c) Efficiency bars are mere devices to weed out those who do not carry on normal work, they are not inducements for higher type of work.

RAY, J. N.

The University professors and readers are most poorly paid. It is no use talking about European parallels. In Europe, a professor in a technical subject gets huge consultation fees which compensate for his comparatively lower salary. In India a Superintendent in a Central Government Department gets very much better pay than a Professor or Reader in some of the Universities

REDDY, DR. D. S.

Oral Evidence.

The Public Service Commission is not able to get men with first class ability for gazetted posts. People go away to more remunerative services like the Indian Administrative Service and the Police Service.

REDDY, M. GOVINDA.

3. (a) There are very few who have such intrinsic interests, and these may be rewarded with special appointment of Readership.

4. (a) The present recruitment in Mysore is quite satisfactory. We now recruit only II and I class Honours and M.Scs. Formerly

they used to be recruited on the communal and personal vagaries of the Professor. Now they are drawn from all the communities of the State and there is a general nationalistic outlook, and identity between the teacher and the taught.

6. (a) Yes. Good lecturers should be allowed to supersede bad men. Efficiency Bars are good, but to minimise discontentment among senior men, I prefer to promote 1/3 of the vacancies on seniority basis and 2/3 on direct recruitment.

8. (a) Religious holidays should be abolished. And the long vacations should be split into two months and one month, the two months in April and May and one month in October.

RIZAVI, SYED MASUD HASAN.

1. (c) All University teachers should be classified as Professors and Assistant Professors.

6. (b) (1) Senior University teachers of sufficiently long standing only should be appointed examiners and more value should be attached to Examiners' Reports.

(2) University Research Boards should submit to the Executive Council annual reports about the research work done by each teacher.

7. In case of some teachers this sort of work does interfere seriously in the discharge of their proper duties. Vice-Chancellors should see that no teacher takes upon himself too much work of this type.

10. (a) I am in favour of exchange of teachers only.

SABESAN, M. S.

NATARAJAN, S.

Oral Evidence.

The Madras Teachers Guild is an organization for the teachers in the City of Madras. Its membership fee ranges from Re. 0-8-0 to Rs. 3-0-0 depending upon the salary of the teacher. There are also other district guilds. The South Indian Teachers' Union is a provincial body, being a federation of all the guilds. Its membership is open to all grades of men and women teachers. It has got about 20,000 members. It is not organized on trade union lines. It is a purely professional organization. Its major work is the maintenance of professional conduct and insistence on the proper performance of duties by the teachers. Now the Government have raised the salaries of teachers. With this, we hope to concentrate more on academic aspects. [Joint Statement].

I should like that the University does something to widen the outlook of high school teachers by organizing lectures once in a way. This will create a healthy feeling among the teachers that they are also in a way the products of the University.

The Teachers Guild is not doing anything in that direction. It has neither the funds nor the time. [SABESAN, M. S.].

Whenever there is a change in syllabus, the Guild organises a ten-week course. Lectures are arranged on the aims and objects of the reform, so that the teachers may profit by it. [NATARAJAN, S.].

I have been feeling that the Government should feel that it is their duty to make it worthwhile for the teachers to equip themselves better. If the Guild arranges a refresher course, the teachers will have to take leave and spend from their own pocket to attend the course. In all things that aim at the improvement of teachers, the Government should adopt a more liberal policy. [SABESAN, M. S.].

SAHA, DR. N. C.

Oral Evidence.

I was the first man in the Department of Electrical Engineering, Annamalai University. The present staff is inadequate. We have not got at present the sanctioned strength. We have got only 60 per cent. of the sanctioned strength.

It is due both to lack of suitable men and lack of funds.

SALAMAT, ULLAH.

9. (a) I think even if we could avail of the services of professors of outstanding ability from abroad, it should be necessary to provide ample opportunities for capable students to pursue the study of their subjects in foreign Universities, in case we do not have proper and adequate facilities, such as equipment, libraries, laboratories workshop etc. without which the study of those subjects will not be meaningful.

SALETORE, B. A.

3. (b) Professors—6 to 10 periods, depending on the professor's undertaking upon himself or not undertaking, original research work. Lecturers—12 periods of work.

SARMA, D. S.

RAO, V. APPA.

2. The present salaries are very inadequate not at all good enough to attract the best intellect in the country. The salaries must be comparable to those of the members of the Administrative services.

The number of hours of work prescribed to the various teachers should be considerably reduced with a view to raise the quality of work, leaving the teachers enough time for the preparation of his work —theoretical and practical, for keeping abreast with the advance of his subject and to carry on his own research.

Whatever be the difference in the official or departmental positions, each member of the staff—professor, reader, lecturer, demonstrator,—must have academic equality, he must be treated inside the department as a fellow teacher and he must have all facilities for work and research. Every teacher must be made to feel that honest and efficient work on his part will not go unrewarded..

The system of appointing temporary demonstrators in Colleges for short periods of 1—4 years must be strongly condemned. Best men are not recruited and the work of the department seriously suffers. The place occupied by demonstrators in foreign Universities is high. Some of the best text-books on science subjects were written by them. So the position of the demonstrators must be improved considerably.

SASTRY, M. P. L.

It is desirable to have only two cadres (i) Lecturers & (ii) Professors in the teaching staff of the university. The scales of pay of the Lecturers and Professors should compare favourably with those in the Provincial and Central services. The scales may roughly be fixed at Rs. 250—25—500 for Lecturers and Rs. 500—50—1,000 for Professors. Appointments should be made on the basis of learning and the posts of Professors should be open for all India competition. The teachers in charge of lecturing work should not be burdoned with Research. But sufficient provision should be made for transfer from one department to another bases upon efficiency and aptitude.

It is very desirable that each university or group of universities should have a specially constituted Selection committee for recruitment into the university services to maintain adequate standards of attainment and experience in selecting the personnel of teaching and research staff of the University.

SATYANARAYNA. R.

8. (i) and (ii). The long holidays in summer are wholly wasted by the students. I think this system was started by the white sahebs to enable them to go to cooler hill stations. For us they are a waste as we can do nothing except sitting at home. For most of us the college building is more comfortable and cool in summer than our houses. Hence I suggest the following scheme..

Let us have three months holidays, one month for examinations and clear eight months for study distributed as follows :—

First term begins on 1st August and lasts till Ist December Terminal Examinations (by the University) December 1 to December 15.

Winter recess : December 15 to January 15.

Second term : January 15 to 15th May.

Terminal Examinations (by the University) May 15 to June 1,

Rainy season recess : June 1 to August 1.

SAUGOR UNIVERSITY, (REGISTRAR).

Oral Evidence.

The grades of salaries are—

Readers : Rs. 400—30—640—40—800.

Lecturers : Rs. 250—20—400.

Asst. Lecturer : Rs. 200—10—300.

In addition, the University has a Provident Fund scheme. The Teachers subscribe at the rate of 8 per cent. of their salaries and the University contributes at the rate of 10 per cent. Besides, the University is giving a dearness allowance of 15 per cent. of the salary.

SAVOOR, DR. S. R. U.

3. At present the ratio of students to teachers in any institution is far too high and does not give much scope for leisure for research work by teacher. I would suggest that out of the five hours in the time-table for a day's work, no teacher should have more than three hours' work, thus leaving to him two hours for preparation for lectures, demonstrations or research work. While every teacher may be expected to work 40 hours per week just like any other workman, these 40 hours should include lectures, practical work, tutorial work, composition or translations, valuation work, or valuation of records, of preparations for lectures or demonstration, or research work. I suggest that one hour's lecture may be considered equivalent to 1.1/2 hours practical work or tutorial work or two hours of composition or translation work or valuation of records. No teacher should have more than 12 hours of lecture work as his teaching work in college, nor more than three hours per day, i.e., altogether 15 hours per week including lectures, practical or tutorial or composition or translation work. Every member of the staff may be expected to devote one hour a day at home for valuation of records, i.e., 7 hours per week. Thus a teacher, while he should be expected to be in the college throughout the hours of work, should not have more than 12 lecture hours, or 15 hours total work in college plus 5 hours for his research work at college plus 5 hours of preparation for lecture demonstration or research work at college plus 8 hours work at home for preparation for lectures etc. plus 7 hours valuation work at home or in all of 40 hours work as for any worker.

4. Recruitment of teachers should be through specially constituted selection committees on which there are specialists in the particular subject concerned.

6. In order that teachers should be able to maintain a high standard of teaching and prosecute research it is essential that he must be paid fairly so that he may not be burdened with the worries of the bread and butter problem. Efficiency bars in scales of pay would be the last thing that would be conducive to the attainment of a high

standard of teaching or research. Deputations of deserving teachers for advanced study and research at periodical intervals would probably be the best methods for attaining this object.

7. Although it is true that some teachers are greatly in demand for examination and committee work of Universities and educational bodies other than their own it is for their employers to say how far this could be allowed without interfering seriously with the efficient discharge of their proper duties. A maximum limit may be put to the amount of remuneration that a teacher may get from examination work and for the days of absence from his headquarters.

8. At present educational institutions are having far too many holidays, presumably given for religious observances which have become obsolete in the minds of the present-day youth. I would suggest that apart from vacations, holidays in colleges and schools may be restricted to those given for banks. It is highly desirable that duration of terms etc. are made uniform for all Universities and colleges.

9. I am of the opinion that it is better to invite men of outstanding ability from abroad and train young Indian scholars under their guidance in India.

10. I am in favour of exchange of teachers between Universities. It should be possible for two Universities to agree to exchange teachers for a whole year, but this may not be possible if the period is restricted to only a term, unless it be for special lectures which could be finished within one term. I do not think it is desirable for students to exchange their Universities during the middle of an academic course. It is even now possible for them to do so after they have finished any particular course.

Oral Evidence.

The teachers' salary and status must be raised. Unless their salary comes up to the level of the other Administrative Services, we will not be able to attract the best men and we will never reach our ideal. College teachers are going away to other branches of service, and we have to face inadequacy of staff.

We must decrease the ratio of students per teacher. If we have twice the present number of teachers, there will be improvement.

The Syndicate has laid down that the maximum hours of lecturing per teacher should not exceed 14 per week. To enable teachers to expand their knowledge, more leisure must be allowed by reducing the hours.

SETHI, B. L.

6. (a) It is generally so.

(b) (i) Better salaries so that they may be free to devote for teaching and research.

(ii) Facilities for research and library consultation.

(iii) Social contact with teachers of other Universities.

(iv) Frequent meetings and discussions.

(c) This will not serve any useful purpose.

7. Not so. It is necessary for teachers to be connected with various bodies of the University to widen their knowledge in academic matters.

8. (a) There should be only three vacations of one month duration for all the teachers in the University or Colleges namely, Summer Vacation (June), Winter vacation (October), Autumn vacation (February).

(ii) During each of these three working terms, the number of holidays should be reduced to the best minimum.

9. (a) No. The present system of sending young graduates to foreign countries is not sound. Men mature in experience be selected and sent abroad for a year or so for training and experience and if necessary to acquire degrees.

(b) Men of outstanding ability be invited from abroad and kept for 5 years or so to impart training in the subjects they specialise. It should not be applied as a general rule.

SETTY, K. SUBBIAH.

1. (c) No. Reorganisation is absolutely necessary.

2. (b) The scales of pay of the teacher should be in consonance with his capacity to buy his family necessities for a comfortable living of himself and his dependents.

5. (a) The teacher should not only teach the class-lesson to the students, but also his thought, word and deed should be always absolutely pure and in unison with each other; and thus, by his example, his precepts should be well cemented into the minds of his pupils and thus they should get the best character, conduct and personality, and become the most worthy citizens of our country.

SHARMA, TULSINARAYAN.

3. (b) The maximum number of hours for a teacher should not exceed 12 hours per week.

6. (a) Yes. But the teachers are not to blame only. On a meagre income they cannot maintain themselves and hence take to private tuition and other non-academic occupations, in addition, to teaching. Moreover they are generally as overworked that they cannot devote their time or energies to any further intellectual pursuit.

(b) In order to induce teachers to maintain a high standard of teaching prosecute research, university authorities will have to lessen

their hours of work and increase their emoluments and provide sufficient scope for research.

8. (b) Yes. In our College there is provision for maternity leave for lady teachers as well as for other female employees of the College. And it is our strong opinion that maternity leave with full pay should be available to all lady teachers in all Universities and Colleges in India.

SHIVESHWARKAR, S. W.

1. (a) Professors (class I, class II) lecturers, Demonstrators.

(b) Yes.

2. (a) Bombay University scales are better than the provincial scales. But the scales of private colleges and State colleges are lower than the Provincial scales.

(b) Yes but not with those in private colleges and in some state colleges.

3. (a) No.

(b) Not more than two per day.

(c) About 100 in a Division.

4. (a) Not in all cases.

5. (a) Teaching and research.

(b) Yes.

(c) (i) Not to a very large extent.

(ii) A large percentage.

(b) (i) Keep them free from financial worries.

(ii) Give facilities.

8. (a) (i) Summer vacation should be cut down to about two months.

(ii) So many sundry holidays should be dropped.

(ii) & (iv) Leave rules in vogue now are more or less adequate.

10. (a) Yes this might do some good.

(b) Yes.

(c) (i) Yes (ii) No.

SINGARAVELU, M.

In the Mysore University, the classification and gradation of teachers is as follows :—

Lecturers Rs. 100—5—150.

Senior Lecturers Rs. 150—10—250.

Assistant Professors (Senior grade) 350—25/2—400.

Professors (II class) Rs. 400—25—700.

Professors (I class) Rs. 700—30—800.

I consider that these scales are fairly reasonable and better than the previous scales so far as Lecturers are concerned which was Rs. 75—5—150. The maximum pay of the Professors may be raised to Rs. 1,000, the minimum pay of Lecturers may also be raised to Rs. 150 and in Professional and Science Colleges to Rs. 200.

Though in several cases, the selections have been fairly satisfactory, yet in a few cases, considerations such as communal were brought to bear on such selections and they have not proved satisfactory. Such considerations in my opinion, should not influence the selectors as it will be ruinous from the point of view of the students as well as the efficiency of the teacher himself.

There are a few teachers who do mix themselves with the students in social and sportive activities but a large number of them have not that contact. In fact there is a prevailing wrong notion among these latter that the student's time spent in social and sportive activities is wasted. Such notion must be corrected and all the teachers must be compelled to mix with the students in such activities.

My experience is that some teachers in Mysore University have lost their enthusiasm on account of communal considerations coming into play in the matter of promotions and selections for higher appointments. There is a sense of frustration.

I would also suggest that as an encouragement to do research work some award should be offered for doing research work. In the Mysore University an allowance of Rs. 50/- p.m. is being given to a few teachers who take the Doctorate Degree in their subjects. In my opinion the number of such awards must be increased so as to encourage a large number to take to research work.

In my opinion, the summer vacation which begins about from the beginning of April and ends at the middle of June is too long a period. On the Mysore plateau, summer is not very severe and the end of the summer vacation may be by about the middle of May.

I do not think it practicable for a University to spare a year of the service of a teacher for another University. A more practical way of exchange would be to invite teachers of other Universities for special lectures in their subjects.

SINGH, R. K.

The announcement of the grades of Indian Administrative Services promises the final deathblow to education and research. The junior scale ranges from Rs. 350 to Rs. 950 and provides entrance to the senior grade, Rs. 600—1,800 within six years' of service. These grades may be compared with those announced for the Universities of Allahabad and Lucknow—Professor Rs. 800—50—1,250, Reader Rs. 500—25—800, Lecturers Rs. 300—20—480 E. B. Rs. 500. The pre-

paration for entrance to educational services has to be far more extensive than for regular administrative services. Further the number which goes to the top ladder is fewer and at a comparatively advanced age.

SINGHANIA, PADAMPAT.

6. (a) Yes.

(b) (i) Efficiency bars may be introduced.

(ii) Research allowances may be given.

8. (i) One month.

(ii) Only Gazetted holidays.

(iii) 15 days ordinary and 15 days sick leave.

9. (b) would be preferable.

SINHA, B. K.

1. (a) Professors, Asstt. Professors, Lecturers, and Demonstrators in the different colleges and Professors or lecturers in the University. Principal, Vice-Principal and Part time lecturers in the law college.

2. Law College : Principal Rs. 550—20—850, Vice-Principal Rs. 350—400—25/2—500—600, Part time lecturers 150/-. The pay of Principal and Vice-Principal is very low compared to others in similar position in other Government Colleges.

3. (b) Whole-time 18 hrs. if not engaged in administrative work.

Part-time 9 hrs. work.

(c) 200.

5. (a) As moral guides and academical associates for the student.

(b) Yes.

(c) (i) little or none (ii) nearly 90 per cent. (iii) not satisfied.

6. (a) Yes.

(b) (i) Constant inspection, Additional payments for good work.

(ii) more of leisure, lift and additional payment.

7. Examination. Committee and other work should not interfere at all with efficient discharge of duties. These are all extra time work for which ordnarily remuneration is available.

8. (a) (i) Vacations should be started to less than one month at a time.

(ii) Holiday should be planned on a national basis and curtailed.

(iii) Leave rules should provide for additional work when on duty to complete work. Work should not be shifted to other hands on account of leave absentees.

(iv) not answered.

(b) does not arise.

9. (a) Yes.

(b) I would prefer the idea in (a).

10. (b) It is possible for a whole-time teacher.

SINHA, G.

3. (a) The hours of work are rather long and impair the quality of work. The teachers do not find time for research work on the whole.

(b) Not more than one lecture a day plus not more than two tutorials.

(c) The average number of students per teacher should not be higher than 25, and even this because ours is a poor country.

SINHA, SUHRIDCHANDRA.

2. (a) Pay is quite inadequate to have even the poorest style of living now-a-days. So the teachers—the creators of the future generation of free India can never give any sincere attention in their teaching. Hence strike-minded way-ward students are the products.

(c) Professors 850—75—1,000. Asst. Professors 750—50—850. Lecturer—Rs. 500—50—750. Instructors Rs. 300—40—500. Tutors or Lab. Officers Rs. 200—25—350.

3. (a) Certainly not. (b) Teaching work 10 hours+research work 10 hours. (c) Theoretical 15 hrs.+Research 5.

6. (b) (i) Progress reports and unbiased consideration of works.

(ii) Not to make them feel ever hungry.

(c) No. Bars are safely jumped over by the process of biasness.

(d) Certain percentage of old group must gradually fade away to give scope to younger ones.

8. (a) (i) Vacation should not be too long, i.e., 6 weeks at a time (ii) There should be two main working periods in a year with an additional supplementary work during the summer. (iii) Strict leave rules —same for older and younger groups. (iv) P.F. rules inadequate. (b) No. Yes necessary.

SIRCAR, J. N.

Oral Evidence.

If they do private tuitions they are inefficient as teachers in the University.

We are talking of the spread of Communism. This is how Communism spreads. Discontented teachers are a menace.

SRINIVASACHAR, S.

SRINIVASAN, K.

1. (c) Reorganization along the following lines is desirable.

(i) There shall be professors in every one of the constituent colleges in charge of the various Departments, one for each department.

(iii) The cadre of Asst. Professors to be abolished.

2. *In the Mysore University.*

(a) (i) Professors are started on Rs. 400 per mensem. After two years of probation they are confirmed in the grade Rs. 400—30—700.

2. Asst. professors are started on Rs. 250 per mensem. After two years of probation they are confirmed in the grade Rs. 250—25—350—25/2—400.

3. Lecturers are started on Rs. 100 per mensem. After two years of probation they are confirmed in the grade of Rs. 100—10—150. If a vacancy arises in the next grade of lecturers should be Rs. 150—10—200. a senior most lecturer in the lowest cadre is promoted with the next higher grade. Similarly with regard to promotion from the intermediate cadre Rs. 150—10—200 to the next cadre. The places in the highest and the Intermediate cadre are fixed and this acts determentally with regard to lecturers in the lowest cadre.

This does not stand any comparison whatsoever with scales of pay in the provincial and central services.

(c) In deciding the scales of pay for the teaching staff of a university it should be borne in mind that it is an injustice of the highest order to think of education as a costly luxury which could be quite easily discarded in times of financial stringency. So long as this psychology guides the attitude of the government towards the education at all stages it is impossible that university can play any important role in shaping national life and thought. The teachers' profession, everybody agrees, is the noblest profession, but no body seems to be serious or anxious to pay the necessary and adequate remuneration to teachers. It is really a scandal that most of the teachers in the universities are paid '*sub-minimum wages*!. If the quality of teaching should improve and if universities are to play their proper role in the life of the nation, this state of affairs must be put an end to irrespective of financial considerations.

Taking into consideration the existing financial resources and the fiscal structure of the country, the following scales of pay are suggested.

(a) Lecturers—Rs. 250—50/2—500.

(b) Professors—Rs. 500—50/2—850.

(c) Readers—Rs. 400—50/2—600.

5. (a) In addition to teaching, teachers should be associated with the social and intellectual life both in the university and outside.

It is also very important that teachers should be given the freedom to participate in political affairs, without committing themselves to any one particular party or political creed.

6. (a) Yes.

(b) The betterment of the status and the financial position of the teacher will go a long way in improving the standard of teaching. Besides, the outlook which values knowledge for its own sake apart from utilitarian consideration, which is seriously absent at present, must be encouraged among the members of the teaching staff. The question raises wider issues which cannot be considered here.

8. (a) (i) The vacations are not properly spaced at present and are an obstacle in the way of efficient running of the University.

Every ten weeks of continuous working of the colleges should be followed by a six weeks recesses. The summer vacation may extend to 10 weeks. The number of holidays on account of national festivals must be statutorily fixed all over India.

9. (a) & (b) First alternative preferred though now and then a few internationally eminent scholars may be appointed as visiting professors.

SRIVASTAVA, DR. P. L.

Oral Evidence.

We have not got sufficient funds for our libraries and for our laboratories. We don't think we can do very good research work without sufficient equipment in laboratories and such things. These are the handicaps from which the teachers suffer. So far as the grades are concerned, they also suffer. A man joins the university as lecturer. He has done very good research work. He may be appointed a professor at Delhi but cannot get opportunities here. This is an aspect we have to consider, how to retain some of our best men. There was a demonstrator, it was very difficult to make him a lecturer. He is now holding the post of professor in another university.

During recent times the very best boys have gone to the civil appointments and the kind of students who could not get into these competitive services, they have come and joined our staff. The reason has been that there has not been sufficient attraction to the very best men to join the university. This aspect has got to be considered. Some method has got to be found out to attract the very best.

STEWART COLLEGE, CUTTACK.

(PRINCIPAL AND SECRETARY).

2. (b) Recently introduced salary scale is adequate.

3. (a) No.

(b) 16 teaching hours.

(c) 30.

(d) Yes, if properly utilised.

4. (a) No.

(b) Teachers training ought to be emphasised.

5. (a) Teaching, research, co-operation with students in extra-curricular activities. Leadership.

(b) Yes.

(c) (i) To no great extent.

(ii) 50 per cent.

(iii) No. Make such association a condition of service.

6. (a) Reasonable salaries and leisure to be spent on research. Extra increments for teachers training.

8. (a) (ii) Too scattered. Too many casual Holidays, breaking up systematic work.

(iii) too much privilege and casual leave.

(iv) Government should contribute to P. F.

SUBBIAH, SETTY K.

1. (c) No. Reorganisation is absolutely necessary.

2. (b) The scales of pay of the teacher should be in consonance with his capacity to buy his family necessities for a comfortable living of himself and his dependents.

5. (a) The teacher should not only teach the class-lesson to the students, his thought, word and deed should be always absolutely pure and in unison with each other; and thus, by his example, his precepts should be well cemented into the minds of his pupils and thus they should get the best character, conduct and personality, and become the most worthy citizens of our country.

(b) Yes.

(c) (i) To some extent, though not fully;

6. (a) Yes.

(b) Give them better scope and prospects :

(c) No.

8. (a) (i) One month summer, 10 days Dasara, and 10 days X'mas.

(b) Yes.

9. (a) and (b) Both.

SUNDARACHAR, C. K.

3. (b) To give adequate scope for original work and research by teachers, the maximum number of hours of work on the time-table should not exceed twelve per week.

4. (a) No considerations other than those of academic distinction, qualities for leadership, character, smartness and earnestness should prevail in the matter of the selection of the teaching personnel in universities and colleges and their promotion to higher grades.

9. In my opinion, it is better to depute young men and women of ability to foreign universities than get men of ability from abroad.

10. (a) I am strongly in favour of exchange of teachers and students between Indian Universities. It will not only raise the standard of teaching and research, but will also go a great way in building up national solidarity by eradicating the evil effects of "Provincialism" and "Communalism".

SWAMY, P. D.

1. (c) The teachers in Universities should be classified as under.

(i) Chairman or Head of Department.

(ii) Professor.

(iii) Assistant Professor.

(b) No.

(c) Chairman or Head of Department—750—50—1,000.

Professor—500—30—800.

Assistant Professor—300—20—500.

7. In some cases it does. Membership in academic bodies of universities should be limited to two at the most. Teachers should not be required to examine more answerbook than a definite number which should be not more than 200.

8. (a) (i) Three months in a year.

(ii) Not more than 20 per year.

No single holiday to exceed three days, one day is preferred.

(iii) 10 days casual leave and 12 days privilege leave on average pay.

(iv) contribution by teacher concerned and the University should be the same.

(v) Maternity leave for one month fifteen days prior to delivery and fifteen days after on full average pay should be given. Any privilege not avoided of be included in maternity leave.

TRAVANCORE, TRIVANDRUM, VICE-CHANCELLOR, UNIVERSITY OF.

I am of the opinion that there are too many grades of University and College Teachers. Apart from the occupants of professorial chairs, who should be selected solely on the basis of scholarship, there should be standardised University Teacher's Service for ordinary University and College Lecturers. This Service should be formed on the analogy of the Indian or Provincial Educational Services with a long term incremental salary scale lasting twenty years. Above this, there may be a selection grade based on merit. In other words, there may be an efficiency bar at the end of the twenty year incremental scale and prior to the selection grade. All teachers should be recruited by independent and impartial selection committees. In my view, *ad hoc* committees of experts are best for this purpose.

TRAVANCORE, UNIVERSITY OF.

1 & 2. The Syndicate endorses the following reply already given by the Vice-Chancellor :—

There are too many grades of university and college teachers. Apart from the occupants of professorial chairs, who should be selected solely on the basis of scholarship, there should be a standardised University Teachers' Service for ordinary university and college lecturers. This Service should be formed on the analogy of the Indian or Provincial Educational Services with a long term incremental salary scale lasting twenty years. Above this, there may be a selection grade based on merit. In other words, there may be an efficiency bar at the end of the 20 year incremental scale and prior to the selection grade. All teachers should be recruited by independent and impartial selection committees. *Ad hoc* committees of experts are the best for this purpose.

The following are the existing scales of salary in this University :—

Professors : Two Grades.

Grade I—Rs. 450—50—750.

Grade II—Rs. 350—20—450.

Lecturers : Four Grades.

Grade I—Rs. 275—10—325.

Grade II—Rs. 225—10—275.

Grade III—Rs. 175—10—225.

Grade IV—Rs. 125—10—175.

3. (a) No.

(b) This University has prescribed 14 hours (out of 25) as the maximum number of hours of work for a teacher per week.

4. (a) Yes, in this University.

(b) In this University, selection of teachers is made solely on academic grounds. Appointments to higher posts like Professorships are made on the advice of special *ad hoc* committees of experts appointed by the Syndicate.

5. In the present conditions there is not much scope for the association of teachers with the social and intellectual life of the students of the University outside the usual teaching hours.

8. (a) (i) In this University the summer vacation is of three months, and usually two weeks are allowed at the end of the first and second terms.

(ii) Too many odd holidays.

(iii) & (iv) The leave rules and provident fund rules are regulated according to the Travancore Service Regulations, and are satisfactory.

(b) There is provision for maternity leave for women teachers in the University.

9. (a) Yes.

(b) No.

10. (a) Yes.

(b) Yes.

(c) This is possible and desirable for post-graduates only.

UNIVERSITY COLLEGE, WALTAIR, PRINCIPAL AND DEPARTMENTAL HEADS.

1. (a) In the Andhra University Colleges the classification and gradation of University teachers are as follows :—

(i) Professors ;

(ii) Readers ;

(iii) Lecturers ;

(iv) Tutors or Demonstrators (for Arts & Science respectively).

(b) Yes.

2. (a) The emoluments received by teachers in the Andhra University colleges are as follows :—

Professors—Rs. 750—50/2—1,000.
Rs. 400—40/2—600—50/3—700.

Readers—Rs. 400—40/2—600.
Rs. 200—30/2—320—40/2—400.

Lecturers—Rs. 210—15/2—300.
Rs. 125—15/2—200.

Demonstrators & Tutors—Rs. 100.

The scales compare not unfavourably with the scales in the Provincial Services, but are rather poor when compare with the scales in the Central Services.

3. (a) In Intermediate and full-graduate colleges, teachers are generally burdened with work. The classes are unwieldy, and lectures impose more often than not a physical, rather than an intellectual, strain on the teachers. The assessment of laboratory records, composition exercises, and examination scripts also tend to wear down the energies of the average teacher. It must therefore be admitted that the arrangement gives little scope for original work and research by the teachers concerned. In institutions where purely Hons and post-graduate classes are held, the position is otherwise.

(b) A college teacher should not be given more than 12 hours' lecturing work per week. The number will have to be reduced still further where the work is done in an Honours school. The number, of course, doesn't include tutorials, seminars, etc.

(c) In advanced institutions it is impossible to fix the ratio. In Intermediate and Degree Colleges, the ratio of teachers to students may be fixed at 1 : 20.

(d) Care should be taken to see that the "Sabbatical year" doesn't become merely a year of somnolent vegetation for the teacher

5. (c) To a fair extent. Most of the teachers find their place in some extra-curricular activity or other. As regards the very few left out, temperament is the determining factor, and it will serve no useful purpose to introduce compulsion into extra-curricular activities.

6. (a) The fact is that in a majority of cases, the moment a teacher attains a position of security, he is content to mark time and Vegetate in consequence.

(b) As a general rule, the certainty of recognition—a kind encouragain word, a timely grant for the purchase of books or equipment, a grant of personal allowance or promotion in indubitably deserving cases, etc., will go a long way to induce teachers to maintain high standards in teaching and research.

(d) It is not true that the good researcher cannot be a good teacher, and vice versa. To learn from a researcher, it has been said, is to drink from a flowing river. But it does happen that some researchers fight shy of teaching, and some conscientious teachers have no inner urge for research. In such cases it would be wise not to insist on the former giving the full quota of 10 or 12 lectures, and on the latter doing "pseudo research" as a lifeless ritual.

7. Plurality of memberships of committees and boards cannot but affect the quality of a University teacher's essential work. Perhaps a number of *ad hoc* committees will improve matters.

9. (a) A certain number of promising young men and women may be deputed abroad for advanced training with a view to employment—not necessarily as Professors in Indian Universities.

(b) For Technical courses, where it is desirable to train large numbers, it will be more profitable to invite specialists from abroad to train our men here.

10. (a) It is desirable, but doesn't seem to be practicable.

(b) No.

(c) Neither desirable nor possible.

VAKIL, C. N.

Oral Evidence.

I am not at all satisfied with the present grades. The present grade for Professors is Rs. 800 to Rs. 1,000 which for a costly City like Bombay is inadequate, especially so when they are paying higher salaries in some of the other Universities. There are more attractions in Bombay particularly for people like me. The Reserve Bank is prepared to take them on more favourable terms. I do not suggest that the University should compete with the business fraternity, but the gap should not be so wide.

I would say that inadequacy of grades in Bombay is due to the influence of the "Poona atmosphere" in the University affairs. Let me explain myself. There are the Fergusson College and other institutions. The founders worked on a voluntary basis. They took a minimum subsistence of Rs. 150 a month. Evidently, the people who started this Society, men like the late Gokhale, Tilak, etc., did so out

of high motives, though some of the people who have become life-members of the Society now may not be worth that much remuneration. Similar Societies have cropped up in Bombay also. Representatives of Poona educationists are in a majority in the Bombay University Senate.

The standard of teaching should be raised. One idea strikes me and that is the designation of the word "Professor". It has become a very cheap thing now. Anybody who lectures in an Intermediate class assumes the title of professor.

The power to give these designations, Professor, Reader, Lecturer, etc., should be with the University, and it should be with reference to a given definition that a man must have worked as a lecturer for a certain number of years, done research, and established reputation in his subject, etc. After a certain number of years of established work, the University may give the designation.

VENKATESACHAR, B.

Oral Evidence.

Many people say that there is so much of deterioration in the Colleges at Mysore. It is due to various reasons. I cannot express all the reasons. However, it is due to the communal policy followed in the matter of Selecting personnel to the various departments of the University.

WADIA, P. A.

Oral Evidence.

The Professors used to get a salary of Rs. 140 in the old days and that was considered a respectable salary in those days. Things have become costly these days and the salary they get is not enough. In the name of service, the Deccan Education Society paid their staff only nominal salaries. Undoubtedly, it was done with a high motive but times have changed now. Finding their income more or less limited, they sought elections to the Senate and the various bodies formed through the Senate, the Boards of Studies, Academic Council and so on. The voting was very largely determined by the consideration as to who would be most helpful in obtaining examinerships or what Board would be most helpful in obtaining travelling charges on which they could economise, and it is a fact that a large number of people

who got First Class Allowances in those days travelled Second or Third. So a purely academic work was more or less subordinated to electioneering intrigues.

To set things right I think one thing necessary is to raise the status of the Professors in the Colleges. That is what the Bombay University is now thinking or doing. From Rs. 140 the University is insisting that a Professor should get Rs. 250 per month as the minimum. I consider it totally inadequate for Bombay where one has to pay upto Rs. 100 per month for getting three rooms. The Colleges are reluctant to pay this increase on grounds of lack of finance. There is already a loud outcry in that direction.

So long as the Professors are under-paid I am afraid there is room for malpractices.

Private institutions got Government grant at the rate of one-third of the recognised expenditure.

QUESTION X.

ASTHANA, DR. N. P.

1. (a) Yes.

(b) None.

2. (a) Yes.

(b) To a large extent.

3. (a) In Arts classes.

(b) It is desirable but it has not been possible in many cases.

(c) No.

4. (a) Yes.

(b) In all faculties.

BHATTACHARYA, DR. D. R.

1. (a) Yes.

(b) The question does not arise in this University.

2. (a) It is true on the Science side in this University.

(b) It is due to paucity of space as well as lack of funds.

3. (a) Yes, some times.

(b) They generally study in the library but a common-room for girls, one for the Arts side and one for the Science side, is deemed very necessary. So far no room has been set apart for this purpose as even bath-rooms have been converted into teaching rooms for lack of accommodation.

4. (a) A double-shift system on the Science side is already in existence partially. It is possible on the Arts side provided (1) More teachers are appointed. (2) More clerical and inferior staff are engaged and (3) more funds are provided for hostel accommodation and contingencies.

(b) It is possible in all the faculties but it is a question of funds for there will be a great wear and tear, additional expenditure incurred on electricity and water and other contingencies.

(c) It does not arise.

(d) Special sizarships should be provided in addition to what is being given now to poor and deserving students.

Oral Evidence.

The double-shift system had to be introduced in the Science departments as the number of students has much increased and there is no room in the laboratories. The system is not working satisfactorily. We have not got double staff for this system.

BOMBAY SCHOOL HEADMASTERS OF

1. ROBERT LONEY SCHOOL.
2. ISMAIL BAIGMOHAMED.
3. MODERN SCHOOL.
4. THE NEW ERA HIGH SCHOOL.

Oral Evidence.

We are not in favour of the shift system. Just now our standard of education is going down because of the shift system. Government are asking various institutions to start shift system. It is very unfair to the students and it is unfair to the teachers. In many schools the same staff are used for both shifts.

I think there are about 20 schools having double shifts (one of the head master).

BOSE, B. C.,

2. (a) Yes.

4. (a) Double shift method would be very economic and welcome to our country but when the teachers are hardly capable of putting intensive work in the single shift method what efficiency can we expect by whipping the tired horses. This can be tried after new life and vigour has been infused into them as in Russia after some years.

BOYD, REV. A. J.

Oral Evidence.

I think shift system is very undesirable. My impression is that there is not such a heavy rush in this province (Madras) as to necessitate the introduction of shifts.

CALCUTTA, UNIVERSITY OF

1. (a and b) The location of the University of Calcutta is very unfortunate. A change of site and the erection of a University town are possibly beyond the financial capacities of this University and of this Province.

2. (a) The answer is in the affirmative.

(b) By the expansion of buildings in existence and by the erection of new buildings. This again is a question of finance which provinces find it difficult to solve.

3. (a, b and c) The answers to all these questions so far as the Post-graduate Departments in Arts and Science are concerned, are in the affirmative. It is difficult to give one uniform answer with regard to these questions so far as affiliated colleges are concerned.

4. (a) The system has been introduced in the affiliated colleges but has not operated fully satisfactorily due to lack of accommodation, the influx of displaced students and other reasons.

(b) By special requests from the Hon'ble Minister-in-charge of Health and Medical portfolios, Government of India, this University has been obliged to adopt double shift system with regard to Faculty of Medicine. In the Commerce Courses of Studies, two systems operate in this University : (a) the day school system and (b) the double shift night system affording facilities to students who work in offices during the day time. The latter system has led to over-congestion. The employment of more teachers alone has not been able to solve this question.

CHATERJEE, DR. B. R.

1. (a) As regards the Agra University its jurisdiction is too wide. There should be regional Universities within the areas especially for the Western Districts of the U.P. at Meerut and in Central India.

2. (a) Yes.

(b) It is mostly due to paucity of space in buildings.

3. (a) Yes.

(b) In Agra University colleges, though there is a common room in each, sufficient accommodation cannot be provided for all the students who have vacant periods.

(c) It is possible if there are more lecture room and laboratories.

4. (a) To some extent, this has been done partially in several colleges of the Agra University.

(b) No. In arts double shift system is not possible.

(c) It is not possible because a large number of subjects have to be taught in a small number of lecture rooms and a wide selection is allowed to the students.

DELHI UNIVERSITY, PRINCIPALS OF COLLEGES.

Oral Evidence.

As regards moving the Indarprastha College to the University Compound we would like to be where we are, but we would extend the buildings and expand. [*Indraprastha College*].

The buildings in which the Colleges are housed were not intended for College accommodation.

They were not constructed for academic purposes. [*A General Opinion*].

EAST PUNJAB UNIVERSITY.

(a) This University has at present no location and its condition is desperate.

(b) Does not arise so far as the Province is concerned.

(a) This is true of certain subjects.

(b) In this province no building facilities exist at the moment. Due regard will have to be given to the matter when the University is in a position to erect its buildings.

(a) In some instances, yes.

(b) No. Library and Reading Room facilities are meagre in most colleges. If the building is divided in separate blocks which are at a considerable distance from each other, separate Reading Rooms should be made available in each block.

(c) This is always attempted.

(a) The double shift system has been forced upon a large number of colleges in this University. This is educationally unsound in many ways as the efficiency of an educational institution is impaired if the enrolment increases beyond the optimum number.

(b) Yes, in some Faculties but the limitations of the system should not be ignored.

HUQ, DR. MUHAMMED ABDUL.

Oral Evidence.

As regards the shift system for the Degree course, I am not in sympathy with the suggestion. If it is adopted, efficiency will be impaired. There is no need for double shift in Humanities. There is a craze for Science subjects. There will be need for double shift only for B.Sc. Chemistry. There are colleges in this city where seats in B.Sc. Mathematics and B.Sc. Physics are still vacant. In the Government Muhammadam College, in B.Sc. Physics, there was provision for 20 students, but only 14 applied.

JHA, I. S.

3. (a) Yes.

(b) No.

(c) Yes.

4. (a) Yes.

(b) It is practicable in case of the Faculty of Commerce.

JUNG, ALI YAR.

1. (a) In general, yes. This is particularly so in the case of the Osmania University with its extensive campus and with all its Faculties except Medicine located within the campus. There is scope, also for future expansion.

(b) In general, it has been successful.

2. (a) Yes, but many would be eliminated if those unfit for higher education were to be weeded out and diverted to other channels in which case the present stampede would not exist.

(b) It is largely due to lack of accommodation and the money *and* time taken to construct new buildings. (This is particularly so in the case of some of the Intermediate Colleges and the Medical Faculty in the Osmania University). Equipment in Science subjects comes next.

3. (a) Not often.

(b) Reading Room facilities should be provided for and, wherever possible, Seminars for utilization during the vacant periods.

(c) Yes.

4. (a), (b) & (c) Yes, in some Faculties, e.g., Arts but only if other arrangements are not possible.

KARIAPPA, S.

2. (a) It is a fact that the universities in India are not able to extend facilities of education to all those who seek admission to the various courses of studies.

(b) This is not only due to paucity of space in buildings but also insufficient equipment. The building question can easily be solved when our craze for palatial buildings is gone. Cheap and covenient buildings could be put up in a very short time. But the stumbling block lies in the other things that is the laboratory equipment.

3. (a) It is true that students have often vacant periods in between their lecture hours.

(b) There is no adequate arrangement to fill in the vacant periods of the students. It is possible to keep the students engaged during these vacant periods by setting apart one room in each block of buildings exclusively for this purpose.

(c) These vacant periods can be considerably reduced or eliminated by arranging a time-table for various classes for that period.

4. (a) Double shift system or a modified form of it can be adopted as a temporary measure to increase the number of admission to the various courses.

(b) Such a scheme is not practicable in some Faculties of the universities.

MAHAJAN, C.

4. (a) Most undesirable. It will further diminish the possibility of personal contacts and social influence in education.

MANAWALA, RAMANUJAM.

1. (a) It will be difficult to change the location of the existing Universities. The right academic atmosphere is created more by the staff and the educational facilities than by the mere location of the University.

(b) So far as Madras Presidency is concerned, the considerable degree of success has been achieved by the creation of new University

centres. Mysore, Hyderabad, Travancore, Andhra and Annamalai have sprung up in the old area of jurisdiction of the Madras University and the springing up of these Universities has not affected the stature and importance of the parent University.

2. (a) Yes. It is due to (i) the fact that students really not fit for University course seek admission, (ii) the want of other fields of study for men ill-fitted for University education, (iii) the social value attached to the possession of degree.

(b) This difficulty is due not to the want of accommodation in existing Colleges. They were built to meet the needs of a particular strength of students. It is not a right policy to overcrowd the existing institutions because more student seek admission. What is really needed is an increase in the number of Colleges, new Colleges being started in areas in the neighbourhood of which no College exists at present.

3. (a), (b) and (c). Yes. This is largely due to the fact that a large number of optional subjects are offered in many of the institutions and consequently the arrangement of time-table becomes difficult. Inevitably break between classes occurs. In such cases, leisure periods could be utilised, if properly organised, for library or tutorial work in one or other of the Departments to which the student has to go for his studies.

(b) With the existing scarcity of accommodation, it may not be possible for any College to set apart a room in each block of buildings exclusively as a common room to be used by students during their leisure periods. But the library can be thrown open to the students for purposes of study during their leisure periods.

4. (a), (b) and (c). No. The shift system of continuous work in the Departments cannot be worked out unless two sets of staff are provided and equipment other than furniture is nearly doubled. Further, recreational facilities which a University should aim at giving to the students in the evenings will not be available if the shift system is introduced. It will not create the proper atmosphere, if an educational institution is turned out into something like a factory for turning out graduates.

MENON, I. N.

An omnibus University with an enrolment of two or three thousand undergraduates all belonging also to one college lacks the essential human element of intimate comradeship and makes the 'Tutorial' system nearly impossible.

MIRASHI, V. V.

1. (a) This depends on the location of the university.

(b) The idea has not been quite successful owing to the distances which separate constituent colleges from one another and from university.

2. (a) Yes, owing to abnormal increase in numbers in recent years.

(b) This is, to a certain extent, due to the paucity of buildings, but the pressure on available accommodation would be lessened if only the right type of students is admitted.

3. (a) Sometimes they do have.

(b) Tutorial periods are inserted in these intervals. Generally a reading room is provided, but few students make use of it.

(c) Vacant periods cannot be eliminated altogether so long as a wide choice of the optional subjects is given.

4. (a) It is possible, but students in the morning shift do not get sufficient time for their extra-curricular activities.

PADHE, HARISHCHANDRA.

1. to 4. This is for Vice-Chancellors to reply. University colleges and hostels should be kept away from cities, and cigarettes, cinema and tea thoroughly discouraged.

Vacant periods—may the students spend money in these hours which the average parent cannot afford.

PANDHARIPANDE, S. L.,

2. (a) Yes.

(b) It is mostly due to paucity of space and equipment.

3. (a) Yes.

(b) No.

(c) Yes, if the combinations of subjects are restricted.

4. (a) Yes.

(b) Yes, in some.

PATNA, UNIVERSITY OF

1. (a) The location of most of the existing Universities including the University of Patna, does not ensure the right academic atmosphere nor provide facilities for future expansion.

(b) A certain measure of success has been attained within the area of the affiliating University; the measure of success being directly proportionate to the standard Universities themselves were able to maintain. An affiliating University cannot exercise as much effective control over its constituent colleges as a teaching University can over its own departments.

2. (a) The Universities in India are not able to extend facilities for education to all those who seek admission for the various courses of study.

(b) To a great extent to paucity of space in buildings and to an extent only less than this to inadequacy of equipment including personnel.

3. (a) Mainly in Arts and in under-graduate classes.

(b) Yes, in the better equipped colleges. In most of the colleges, No.

(c) It should be possible to arrange the time-table of various classes so as to eliminate the vacant periods by an adequate increase of staff and floor-space.

4. (a) It is possible up to a certain extent.

(b) The scheme is practicable in all the Arts Faculties and with suitable arrangement and pecautions in other Faculties as well to some extent but this should only be a short-term arrangement in view of our present circumstances and resources.

(c) Does not arise.

RUDRA, S. K.

Oral Evidence.

Absolutely there is no room for our students to sit down in the Commerce and Economics Departments and its library. If that goes on we will lag in the quality of work that we are doing in the post-graduate Department.

SAVOOR, S. R. U.

3. Students do often have vacant periods between their lecture or laboratory hours. In university buildings and in colleges which have good accommodation it is possible to set apart one room in each block of buildings for the students to do their work there when they have no classes. But in the case of a considerable number of colleges lack of accommodation has been the great problem during the last few years owing to the increase in numbers wanting admission. It is possible to arrange the time-table of the various classes to eliminate these vacant periods considerably.

4. It is possible to introduce double shift system so as to increase the number of admissions to the various courses without at the same time demanding large additional accommodation. When I was asked by the Hon'ble Minister for Education to work out a scheme for the shift system I worked it out as follows :—

At present most of the colleges in South India work for 5 hours each day for the five days—Monday to Friday during a week, Saturday not being classed as a working day. In the shift system it was proposed that instead of working for 25 hours—for five days of five hours each—each student would be expected to work for 4 hours each day for 6 days in the week. A student of Shift A would work on the

mornings of Mondays, Wednesdays and Fridays and on the afternoons of Tuesdays, Thursdays and Saturdays, whereas a student of Shift B will work on the afternoons on Mondays, Thursdays and Saturdays. The time-table will be as follows :—

Shift A.—8 A.M. to 10 A.M.—2 hours 10 A.M. to 10-30 A.M.—tiffin interval. 3 P.M. to 5.30 P.M.—2 hours.
Classes close at 12.30 p.m.

From 12.30 P.M. to 1 P.M. will be tiffin interval for the staff.

Shift B.—1 P.M. to 3 P.M.—2 hours. 3 P.M. to 3.30 P.M.—tiffin interval. 3.30 P.M. to 5.30 P.M.—2 hours.

This will give each student three evenings in the week for games and sports activities.

So far as the teaching staff is concerned it is obvious that the staff will have to be practically doubled and in order that all teachers may have the same privileges the teachers who work in the mornings will work from 8 A.M. to 2 P.M.—6 hours—of which two half-hours are tiffin intervals. The teachers who work in the afternoon will work from 11.30 A.M. to 5.30 P.M. The staff also will have to work alternately in the mornings and evenings. Thus it would become possible for a teacher who is interested in research work to have greater opportunities for research work; for a teacher who has work on Mondays and Wednesdays and Fridays in the mornings has work only after nearly 24 hours viz., Tuesdays, Thursdays and Saturdays afternoons. Further all the members of the staff will be available to the Principal for any consultations between 11.30 A.M. and 2 P.M.

The shift system, however, is likely to break because of the bottleneck of qualified personnel. Secondly it would be also impossible unless each institution provides canteen arrangements wherein the students and staff can get food at the lowest possible rates. Last, but not the least, the question may be considered whether it is desirable to venture on the shift system only to provide for the admission of large numbers of students, many of whom flock to colleges not because they are really fit for University education but because their parents do not know what to do with them. In my humble opinion it is more urgent that some scheme should be evolved by means of which admissions to colleges and universities should be purely by merit without at the same time shutting out students of communities like the Harijans who are really backward and who form a considerable percentage of the population.

SONDHI, G. D.,

3. (b) Library rooms can be fitted to enable students to utilize their vacant periods. But the adage of ' making a horse drink ' applies.

4. (a) Yes, but it would turn Education into Instruction. Some shifts will leave no time for games and recreation, and the poor teachers will be overworked.

SETTY, K. SUBBIAH.

2. (a) Yes.

(b) Both due to the paucity of space but also to the lack of scientific and engineering and medical equipments for practical works.

3. (a) Sometimes.

(b) Yes.

(c) Yes.

SHRIVESHWARKAR, S. W.,

2. (a) Yes.

3. (a) Yes but not very often.

(b) Yes.

(c) No, not when there are so many options.

4. (a) Yes.

(b) In some Faculties.

SHAHANI, P. P.

3. (b) No. It is very desirable and very necessary that there are spacious students' rooms in each block for spending their vacant periods.

4. (a) Yes.

(b) Yes.

The proportionate cost of having two shifts in colleges is much smaller than having two colleges. Every college can, if need be, have it, provided the additional staff is forthcoming.

SINHA, SUVRIDCHANDRA.

1. Certainly not. University town should grow near big cities for the city facilities but it should certainly not be located inside the town.

3. (a) Yes in some places—where they spend the time in common room or outside the house where the communistic ideas breed.

THOMAS, R. P.,

2. (a) It is a fact especially in regard to Science Classes.

(b) Paucity of building and laboratories equipment is mainly responsible.

3. (a) Yes.

(b) Fairly adequate—Indoor games and reading rooms. Possible in most cases.

(c) Not easy.

4. (a) Yes. This has been done during the War when many of the buildings were occupied by the Military.

(b) Such a scheme is being put in force, in some colleges even now. It is less easy in the case of the Science Classes requiring practical laboratory works and long hours for these.

UNIVERSITY TEACHERS ASSOCIATION, ALLAHABAD.

2. (b) Considerably, especially in Science Departments in which admission has to be limited by seats for practical work; even in Arts and Commerce, the numbers far exceed the seating accommodation in existing class-rooms, with the result that class rooms meant for 50 or 75 students only, have to accommodate 100 to 150 students; classes have to be split up into several sections meeting in different periods, thus making the university time-table extremely complicated and difficult. Owing to want of hostel accommodation, small single-seated rooms have had to be made double-seated, and even hostel halls have either had to be turned into dormitories or completely ruined by the erection of partition walls to provide residential accommodation to students.

VAKIL, C. N.

1. (a) The location of the Bombay University is not suitable for future expansion. Arrangements could be made for the development of a University Town in a Bombay Suburb.

(b) There is a tendency to start regional Linguistic Universities in Bombay Province which is contrary to the needs of the country, viz. of achieving national unity.

4. (a) It is not possible to introduce the double shift system in advanced institutions devoted to research.

Oral Evidence.

With the growth of these other Universities, we shall soon become a city University. We have 20 Colleges spread all over the City. If we want to develop into a Residential teaching University, all these institutions should be located in a central place, if it could be done. When the Back Bay Reclamation Scheme was in the making I suggested that the University should take over the maidan and the other vacant plots in front of the University. If we had done that at that time when there were no buildings on that site, we could have easily built our Colleges around it and laid the foundation of a Residential teaching University. That opportunity was missed.

We can get good plots in the suburbs, now. We have in Andheri the Ismail College. It is on a beautiful spot. We shall in a year or two become a city University. It should be possible to convert this University into a model Residential University.

UNIVERSITY OF CALCUTTA.

1. (a) and (b) The location of the University of Calcutta is very unfortunate. A change of site and the erection of a University town are possibly beyond the financial capacities of this University and of this Province.

2. (a) The answer is in the negative.

(b) By the expansion of buildings in existence and by the erection of new buildings. This again is a question of finance which provinces find it difficult to solve.

3. (a, b and c) The answers to all these questions so far as the post-Graduate Departments in Arts and Science are concerned, are in the affirmative. It is difficult to give one uniform answer with regard to these questions so far as affiliated colleges are concerned.

4. (a) The system has been introduced in the affiliated colleges but has not operated fully satisfactorily due to lack of accommodation, the influx of displaced students and other reasons.

(b) By special requests from the Hon'ble Minister-in-charge of Health and Medical portfolios, Government of India, this University has been obliged to adopt double shift system with regard to Faculty of medicine. In the Commerce Courses of Studies, two systems operate in this University, (a) the day school system and (b) the double shift night system affording facilities to students who work in offices during the day time. The latter system has led to over-congestion. The employment of more teachers alone has not been able to solve this question.

QUESTION XI.

ACHARYA, A.

9. The Universities and colleges should build their own museums where there is no central or Provincial or local museum.

10. The University museums should be built on an all-India basis and the college museums on a provincial basis.

AKSHAIBAR LAL.

5. A Central library should be equipped and maintained for reference and general books. Sectional and Departmental libraries should have all books and journals pertaining to the section or Department.

6. Publishers should be forced by law or convention to subscribe one copy of their publications cost free to the University libraries.

9. They should preferably build up and maintain their own museum. They should also co-operate with provincial or local museums if any.

ALI, SYED MEHDI, OSMANIA.

1.(c) No.

2. No.

4. A Whole-time Librarian is more useful.

5. There should be only a reference library at the centre and complete libraries in the respective Departments.

7. (a) Yes.
(b) No.
(c) No.

ALLAHABAD UNIVERSITY TEACHERS ASSOCIATION.

1. No.

2. No. Students complain bitterly against the difficulty of getting books from the library.

3. Runganathan or Dewey system of cataloguing and indexing.

ii. A large number of catalogues, and up-to-date catalogues for students to consult.

iii. Better and more qualified library staff; more book lifters.

iv. More copies of books which are in general demand among the students.

4. Yes, a whole-time paid librarian assisted by a whole-time paid junior or deputy librarian. The system of a Reader acting as a part-time honorary librarian has not worked satisfactorily in our University.

5. Both, Departmental and Central; decentralization of the library would be beneficial in many ways but would raise new problems of additional library accomodation, library staff and finances.

6. A copy of each book published in the province should be sent to each university library in the province.

There should be a system by which books can be borrowed or lent or exchange between university libraries and public libraries.

8. More money, more space, more equipment. Concrete and detailed suggestions have been made to the University Grants Committee U.P.

9. Both.

10. On a university basis.

AMIR CHAND, LT. COL.

In each province there should be a central Medical library in addition to the libraries maintained by Medical Colleges. This central library should be under an Hony. librarian of very outstanding ability and experience. He should be assisted by a body of paid staff. The library should have its own building, reading rooms and office. A grant for the purchase of books etc., should be substantial amounting to at least Rs. 15 to 20,000/- a year. It should be given entirely; about 10 to 20 lakhs of rupees for building, equipment and purchase of books.

Every College should have a centralised library consisting of books and journals which are of daily use to the teaching staff as the bigger number of journals will be contributed by the Central Provincial Medical Library. In addition to the central College library there should be departmental libraries. The Central College library should be in the charge of an honorary librarian preferably a retired Professor assisted by whole-time paid junior staff. The College library should have at least the provision of Rs. 7.000 p.a. for the purchase of books and journals in addition to provision for the salaries of the paid staff.

9. Large museums on provincial and all-India basis should be developed and these museums should help the small local museums in teaching institutions.

AMRIT KAUR, HON'BLE RAJKUMARI.

9. While universities should co-operate with provincial or local museums I am of opinion that they should endeavour to build up their own museums and these would of necessity be on a provincial basis.

ANANTAKRISHNAN, DR. S. V.

University libraries in the centres with which I am familiar are reasonably well equipped in the matter of periodicals both general and scientific but not sufficiently in the applied Sciences. Considerable improvement is needed in the matter of books. College libraries are generally poorly equipped in the matter of both books and periodicals. The principal trouble in both cases is financial.

2. Except where open access system is adopted, students do not have easy access to books and have to spend some time to get the books they want. Extension of open access system cannot be advised on account of the several acts of vandalism by the users of library and one might even suggest some curtailment of facilities. I have come across even periodicals where pages are removed.

4. While an honorary librarian assisted by a whole-time junior may be all right for small libraries, it will be inadequate for larger ones.

8. The question of better facilities, whether for undergraduates or for post-graduates and research, can arise in institutions like the one in which I am working, only when adequate financial support is forthcoming.

9. I think it is better for Universities to co-operate with Provincial or Local Museums than attempt to build their own.

ANDHRA TEACHERS' FEDERATION MASULIPATAM.

1. The University and College Libraries are not well equipped and up-to-date. Books and periodicals dealing with a variety of subjects will have to be added on. almost every month. At least one tenth of the total collection of fee income must be utilised for enriching the library and the reading room.

3. Qualified librarians at the rate of one for five hundred students must be employed to guide them and provided them with books and periodicals they require.

ASTHANA, DR. N. P.

1. No, far from it.

4. Former.

7. No.

8. More money and double shift system.

9. The first suggestion is decidedly better.

BAGI, C. S.

Many books and magazines are being printed and sold to-day which do no good to the writers and less than no good to the readers.

Good books are few and they never grow old. A library of a few hundred books of this type has as good a claim to be called well-equipped as any other.

BHAGWAN DAS.

4. Whole-time paid librarian and whole-time paid assistants—all with high educational qualifications, who should be able to advise students which books to study, or consult for answer to questions in their special subjects.

BHASKARAN, R.

4. The latter.

5. I would prefer central issue and stacking accompanied by Faculty libraries periodically sending back books to the Central library and taking in new books from it. The Faculty library should be a working library while the Central Library is the general reservoir.

6. Skilled guides and research assistants may be employed in the library to help users.

9. They should co-operate with Provincial and local Museums.

BHATIA, H. R.

4. I am in favour of a whole-time librarian assisted and guided by a committee of senior teachers of whom one works as the secretary of the library committee.

BHATTACHARYA, DR. D. R.

1. (a) No.

(b) Hopelessly poor.

(c) Quite inadequate.

2. There is scope for improvement provided adequate staff in the library is sanctioned and also more accommodation in order to bring about necessary improvement.

3. If adequate staff is sanctioned all difficulties can be got over. It is only a question of funds.

4. Yes.

5. There should be a centralised Library and also Reference Libraries in the various Departments.

6. No other steps can be suggested except that the Provincial Government may compel all publishers inside the Province to present a copy of their publications to each University free of charge.

7. (a) No, not at all.

(b) No, not at all.

(c) Inadequate.

8. (a) By providing sufficient space, sufficient apparatus and equipment and more funds to meet their growing requirements.

9. The Universities should build their own museums but if a good local museum is available the University may co-operate with it.

10. (a) Museums to suit the requirements of the University should be located as near the University as possible. They can be built on Provincial basis or all-India basis, for occasional use only.

BOSE, B. C.

1.(a)—(c). No. In the sphere of Science, there is hardly a library which possesses periodicals of the end of the last century or even of early 20th century. This is a great handicap for research workers. We should also subscribe to German and French Journals.

3. (a) Subject wise and authorwise indexing of books for consultation of students. Indexing of journals and original publications author and subject-wise, must be done in every institute in addition; Departments must utilise these periodicals, have departmental libraries and make resume of publications.

4. A whole-time trained librarian is a necessity.

5. A reference library in the Centre and semi-complete libraries in the Departments. The central library also must possess a copy of important books for consultation of other Departments.

7. (a) and (b) Yes. Fairly satisfactory. When special problems are undertaken there should be provision for necessary funds.

CALCUTTA. UNIVERSITY OF.

1. The answer is generally in the affirmative so far as this University is concerned.

2. The answer is in the affirmative. The Librarian, Calcutta University Library, the Librarian, University Law College Library will be able to satisfy the Commission about the details of the work.

3. Fairly satisfactory arrangements have been made with regard to (a), (b) and (c) in this University.

This University is suffering from terrible over congestion and lack of accommodation. This again is the question of finance.

4. The answer is in the affirmative. This University has appointed two whole time Librarians, very efficiently qualified, for its own libraries. The grades of the Librarians require revision. The position is not so satisfactory in regard to affiliated colleges & this University has decided to insist on the appointments of well-qualified whole time librarians for all libraries attached to affiliated colleges as soon as the requisite personnel is obtained and as soon as normalcy returns to this province. With this object in view the University has instituted a diploma in librarianship course and regular lectures and practical work are done by students under the supervision of qualified

teachers appointed by this University. The Teachers are Librarian, Deputy Librarians and Assistant Librarians of this University and of Imperial Library. As soon as finance improve whole-time teachers are proposed to be appointed for this purpose.

5. This University has both the systems in operation.

6. This is too broad a question and cannot be answered at once Generally speaking, normal conditions must return to the world.

Books in these days cannot be purchased with ease in view of currency diffculties.

7. The answer is in the negative.

8. The question can be answered by the authorities of laboratories concerned. Laboratories for Post-Graduate classes in this University require expansion. Big schemes have been formulated for this purpose. Whether these scheme can be given immediate operation in view of the lack of funds of the Government and of the University is a doubtful proposition.

9. The University has special museums referred to elsewhere. It also co-operates with the Indian Museum and other museums in the city. A reference has been made about this matter elsewhere.

10. Both kinds of museums can be organised.

CHATTERJEE, DR. B. R.

1. No specially in regard to (B) and (C) owing to lack of funds.

4. Whole-time paid librarian preferred.

5. I am in favour of a central Arts and Commerce and Law Library and Departmental libraries for Science subjects.

CHERIAN, M. C.

1. Yes.

2. Yes.

3. Yes. A full time Librarian is attched to the Library at Agricultural College and Research Institute, Coimbatore.

9. They must build up their own museums as well as co-operate with local and provincial efforts.

10. (a) On a provincial basis.

DAS, NARENDRA PRASAD.

4. Whole-time paid librarian.

5 Reference library at the Centre and full and complete libraries in the respective Department of Faculties.

6. Rules may be made for presentation of publications to libraries by publishers.

10. (a) On a provincial as well as all-India basis.

DAYAL, BISHESHWAR.

Oral Evidence.

The money that is given to libraries is very insufficient. More money is required. There should be a trained whole-time librarian.

DEPARTMENT OF SCIENTIFIC RESEARCH, GOVERNMENT OF INDIA, NEW DELHI.

It may be advantageous to maintain a central library in the university and small reference libraries in the Science Departments.

DEY, DR. B. B.

Oral Evidence.

We have got two fairly good public libraries in Madras, the Connemara Library and the University Library. Besides, each college has got its own library.

There is a good laboratory in the King Institute, Guindy. We get help from that laboratory.

DUTTA, DR. R. N.

1. University and college libraries are not well equipped and up-to-date.

(a) Books are not maintained for up-to-date knowledge of students.

(b) Very few periodicals are subscribed to and neither any useful purpose is served with these periodicals, nor students have aptitude for these periodicals, as they all devote their time to text books for merely passing examinations.

4. Yes, I do favour the appointment of a whole-time paid librarian with an assistant librarian for the smooth working of the institution.

6. Efforts should be made to make a collection of useful books for enriching the University library. The generous among the public should be approached to help the institution in cash or kind. If possible all existing libraries should be converted into one big library.

EAST PUNJAB UNIVERSITY.

1. (a), (b) and (c).....No.

2. Conditions vary in different institutions.

3. All affiliated colleges are required to employ trained Librarians. The normal system is satisfactory though there may be defects of administration in individual institutions.

4. Whole-time paid Librarian is favoured with a number of assistants depending upon the size of the institution.

5. Central as well as departmental libraries are desirable.

6. In this University conditions at present are hopeless as the University Library is located in Simla and can only lend out books to the teaching departments which are scattered all over. The present position can only be remedied when the University Centre has been organised.

7. The present position in this University is already known to the Commission and it is not proposed to dilate upon it.

8. (a) We are really starting from scratch and the question can be answered by Universities that have buildings of their own. We have none.

(b) and (c) as above.

9. The Provincial Museum should be in close proximity to the University Centre and University students should be able to take full advantage of the facility for research afforded by it. Colleges can only attempt departmental museums.

10. The resources of this province are too limited for the University to have a separate museum. Even the Provincial Museum at present only exists on paper. Although the contents of the Central Museum at Lahore have been partitioned. East Punjab has not been successful in removing its share of the museum articles.

EDUCATIONAL COMMISSIONER, BIKANER STATE.

4. I certainly favour the appointment of a whole-time paid Librarian. The success achieved by me has been mainly due to the appointment of a whole-time paid librarian.

9. The Universities and colleges should endeavour to build up their own museums where there are no Provincial or local Museums. But where there are Provincial or Local Museums, it is better in the interests of economy to co-operate with them.

GAUR, HARI SINGH.

Oral Evidence.

My private library is the biggest private library in the whole of India. The University library is at the present moment in a small hall.

I know library is the nerve centre of a university.

IYENGAR, G. V. KRISHNASWAMY.

1. College libraries are not well equipped but our library is so.

2. Yes they can do so here : because they have the open access system.

4. A whole-time librarian.

5. The latter.

6. Government and University publications may be distributed free of cost to the Universities.

IYENGAR, M. O. P.

SADASIVAN, T. S.

1. There is great dearth of many important scientific periodicals, especially of the back numbers of these journals. These should be acquired immediately. A centrally organised library service may be advisable for universities, especially in the case of the rarer periodicals

7. Generally speaking all research laboratories should be better equipped; and they may have to be considerably extended, since many of them are very cramped at the moment. Both long-range and short-range schemes for such expansions, along with the details of the expenditure, as also the increase in post-graduate output which such an expansion would bring about, have been worked out by the Scientific Man Power Committee, Ministry of Education, Government of India. Details of these would, in our opinion, help the Universities Commission to get an overall picture of the present layout of existing laboratories (both routine and research) attached to universities and affiliated colleges.

JAYAKAR, RT. HON'BLE DR. M. R.

Oral Evidence.

We have got fortunately many offers of libraries. And the Government purchased for us at the cost of Rs. 30,000 a big library in Calcutta. There is a very huge hall down below in which the library will be located. Its main function will be to provide books of reference. Each college library will provide books for its students. The University library will be for post-graduate research work.

JHA, I. S.

2. No.

4. Whole-time paid Librarian.

5. Reference library at the Centre and complete libraries in the respective Departments or Faculties.

6. Outsiders can be enrolled as members of the library on payment of certain fees so that they may take interest in study and in the proper development of the library.

9. Should co-operate wherever possible.

JODH SINGH.

7. The East Punjab University has no laboratories at present.

8. We have got separate laboratories for the Under-graduate and post-graduate classes.

9. Colleges have to build up their own museums. The University may co-operate with the Provincial Government in organising a provincial museum.

JUNG, ALI YAR.

1. (a), (b) & (c) Generally speaking, yes, but much improvement can be effected. The war years and now the dollar exchange difficulties have considerably handicapped the supply of up-to-date books.

2. Yes, except that in residential Universities the Library and Reading Room should remain open at least till 11 p.m. The Osmania University Library has the open access system.

3. (a), (b) & (c) Satisfactory.

4. There should be a qualified whole-time paid Librarian and a Senior Librarian (from among the Senior members of the staff). We have also a Library Committee which includes, among others appointed ex-officio, some members elected by the Academic Council.

5. There is a Central Library in the University for all the Faculties except the professional Faculties and the Departments have their own Seminar Libraries and books of reference. Science Departments have their own Scientific periodicals. This system is favoured.

6. Provision of foreign exchange facilities, supply of Government and University publications gratis and legislation in the State or Province concerned that one copy of all books printed and published should be supplied gratis to the University Library. We have such a provision in our legislation in Hyderabad.

7. Yes, except to the extent of some of the constituent Intermediate Colleges of the Osmania University. The laboratories in the campus are very well provided for.

8. More money is required as laboratory equipment is costly. Laboratories for post-graduate classes and researches should be kept open till late and, in residential Universities, until 11 p.m.

9 & 10. In general, no, except for special subjects (like Zoology, Geology, Anthropology etc.). There should, however, be closer co-ordination between the Universities and Museums.

KARIAPPA, S.

1. University and college libraries are well equipped and up-to-date with regard to books, periodicals, scientific and technical as well.

2. The students have not an easy access to books. It is difficult for them to obtain books they want without undue waste of time. It is very acute in the case of junior boys in the college. It does not seem to be so in the case of senior boys.

4. A whole-time paid librarian or a part-time honorary librarian assisted by a whole-time junior is quite necessary.

5. I am for a central library in the university where books on all subjects can be made available.

6. To improve the resources of the university libraries memorial library branches may be thought of. Publications of books can be resorted to as another source of income. Publication exchange system with universities and publishers may possibly be tried.

7. (a) The problem of accommodation in laboratories is rather keen. Equipment of chemical and other materials also presents problems.

9. Instead of building their own museums, universities and colleges should co-operate with provincial or local museums. Sometimes they are not easily accessible. When that difficulty is removed the need for a separate museum does not arise.

10. It is better to organise museums on an All-India basis.

KATARE, S. L.

1. Most of the libraries, particularly those of the colleges are not worth the name in regard to books or general and technical journals and periodicals.

4. I favour the appointment of a whole-time librarian.

5. There must be a centralised library. Departmental libraries should also be there.

6. Proper and intelligent planning in regard to the collection of books.

9. As far as possible Universities should build up their own museums.

LAKSHMINARASIMHIAH, M.

1. Though not so fully as one might wish, the libraries are fairly rich.

2. No easy access to books, sometimes even for teachers; much time is wasted.

3. The "open shelf" system, with issue clerks fairly educated and literate attenders should be introduced without delay. The libraries and reading rooms should work from 8 a.m. to 8 p.m. both for issue and consultation.

4. The chief and the junior should both be full-time employees trained in librarianship. They may work by shifts, if necessary, to ensure the presence of either at all times.

5. A reference library at the centre and full and complete libraries in the Faculties.

9. Universities and colleges might build up their own museums and pass on, from time to time, their rare acquisitions to the provincial or local museums.

LUCKNOW, UNIVERSITY OF.

1. (a), (b) & (c) No.

2. Yes.

3. We are satisfied with the arrangements.

4. We favour the appointment of a whole-time paid Librarian There should also be a Library Committee to supervise the work and to suggest improvements.

5. We are in favour of a Centralised Library.

7. (a) No additions to the buildings have been made during the years although the number of students have trebled itself.

(b) & (c) No additional equipment could be purchased during war years. Prices have gone up and the laboratory grant given by the University is entirely inadequate in the present circumstances.

8. There is urgent need for planning new laboratories. The plans can be submitted later if required.

9. They should co-operate with Provincial and local museums. But small museums are a necessity for every University.

10. Does not arise.

LUCAS, DR. E. D.

In Arts colleges, libraries should be given great importance. Trained, whole-time librarians are essential, the open-shelf system should prevail. (Theft of books is a sign of deep-seated moral blindness, and heroic steps should be taken to remove it).

MADRAS, UNIVERSITY OF.

1. The Libraries of the Colleges have been recently inspected by the General Inspection Commission, and it may be generally stated that they are fairly well-equipped although there is always room for improvement. The chief difficulty is one of finance.

2. Special enquiries were made about the accessibility of books to students and in most cases there was not much difficulty.

The University Library has the open access system and the students can always refer to books. This University Library is one of the first in India to devote special attention to Library Science, and the staff of the library is responsible for conducting a Diploma class in Library Science.

3. The system obtaining at the University Library is satisfactory.

4. There should be whole-time paid librarians in every College Library, and this is insisted upon; the librarians should graduates with special training in Library Science.

5. There is a Central Library in the University. There is also a subsidiary library (Departmental Library) for all the departments. Each individual department is also permitted to take 75 books from the general library for ready reference.

6. All Government publications should be supplied free to University Libraries. Important reports, proceedings of Conferences, etc., must also be made available to University Libraries. Just at present, the exchange problem has affected the easy acquisition of books from foreign, countries. It is desirable that, so far as Universities are concerned, considerable latitude should be given by Government in this matter.

7 & 8. The Madras University Commission has inspected the laboratories of all the Colleges, and generally is satisfied with the organization, equipment and materials available at such laboratories. The University Laboratories are maintained at a high level of efficiency. The Laboratory facilities can be improved by periodical inspection. It would, however, be of great advantage if in regard to laboratory materials and particularly certain types of instruments, apparatus and chemicals, Government would help by exempting them from special duties imposed on imports.

9 & 10. Besides the facilities available at public museums, the Colleges should have museums of their own for an intensive study of the subject concerned. It is the endeavour of most Colleges to have at least a small-scale museum for the needs of particular subjects. The Provincial Museum or other Local Museums must be freely available to students of the Colleges concerned.

MADRAS COLLEGE TEACHERS' UNION.

1. No.

2. No. It is unfortunate that students grudge spending money on buying books, sometimes they go without text-books even. Several copies of book or books generally needed by students should be kept in libraries. Expert guidance is also lacking.

5. The latter method may be adopted only in unitary universities. The centralised library is suitable for affiliating universities. The college libraries in moffusil centres should be greatly improved.

9. They can co-operate chiefly with local museums.

10. (b) Preferably on an all-India basis.

MAHANTY, R. N.

1. Not well established.

2. I would suggest that the British system of university and public libraries be adopted in India.

4. Whole-time paid librarians should be appointed.

9. They should co-operate with provincial and local museums.

MALAVIYA, PT. GOVIND.

4. Yes.

5. A central reference library and departmental libraries are preferable.

6. Statutory provision for supply of copies of all publications in India to the Universities.

9. A Central Provincial Museum cannot serve all the Universities in a Province. The Provincial Authorities must aid the Universities in building up their own Museums for day to day reference.

MATHUR, S. N.

1. (a, b & c) No.

2. No.

3. (a, b & c) Everything is unsatisfactory. There should be separate university libraries for teachers and post-graduate students in the Science Department and in Arts, and students' class libraries under the subject teachers along with reading rooms for supervised study.

MEDICAL COLLEGE, LUCKNOW, PRINCIPAL AND STAFF.

Oral Evidence.

Provision for a better equipped laboratory for the various Departments and college is necessary. Our library grants are extremely small. Our grant for the University has been Rs. 2 500 for a whole college consisting of 10 Departments. Books are very costly. We have been periodically getting some block grant. We are suffering from insufficiency of laboratory attendants. We have no trained technicians in our laboratory so far.

MEDICAL COUNCIL OF INDIA, NEW DELHI.

1. Medical College libraries are not all well equipped particularly with medical journals.

2. Access of students to books is not easy and in many colleges they cannot get them for study at home or in hostel.

3. The methods are anti-diluvian and (a), (b), (c) need changing. The open shelf system should be adopted.

4. For a general library, a whole-time librarian would be needed but for departmental libraries one of the staff should be in charge of.

5. A complete centralized library for staff, students and small departmental libraries are needed for constant reference.

6. Medical students should also be given more leisure to spend in library.

7. Laboratories are not bad but could be improved very much.

8. Post-graduate and research work is not yet well developed or organized in our colleges which can at best be considered sufficient for under-graduate studies only.

9. In medical colleges the museums have to be separate from the public museums.

10. For general museums many subjects including popular instruction on health maintenance and disease prevention can be and should be organised on an all-India basis e.g. an exhibit on Malaria could be "mass produced" and supplied to museums even in schools.

MENON, C. N.

I favour a centralised library. To understand a subject it is often necessary to study other subjects also.

MISHRA, H.

1. No.

4. A whole-time paid librarian is preferable.

5. There should be libraries, department or Facultywise.

9. Every university and college should build a museum, and should at the same time co-operate with the Provincial or other museums.

MISHRA, U.

Oral Evidence.

We prepared a memorandum for post-war development of the University (Nagpur). It was a modest scheme costing a crore of rupees spread over 5 years and the most essential part of it was the development of a good library. The library here hardly deserves the name of a library. But we are told that the scheme cannot be put through for want of funds. We thought at least this part of the scheme relating to the library will be sanctioned, because it is not merely the University which uses the library but it is a privilege of the public too because in practice we do not refuse its use to the public.

MISRA, R.

1. Some of the libraries especially of this university are very poor.

4. A whole-time paid librarian is perferable.

5. I would prefer a well organised central library in each university.

7. All the three items are inadequately provided.

8. (b) and (c) The laboratories should be accessible to them all the time.

Middle stores of chemicals and apparatus with open shelves may be maintained in each laboratory.

9. Universities should have departmental museums.

10. They should be planned to illustrate ideas. These should be explained to the visitors by means of demonstration lectures and illustrations.

MIRASHI, V. V.

1. They are not as well-equipped as they should be for want of funds.

2. Yes.

4. A whole-time and trained librarian assisted by a junior.

5. In teaching universities, there should be adequate libraries in the respective departments in addition to a well-equipped central library for the use of all students, as well as public.

9. They should build up their own museums.

10. Museums should be both on the Provincial basis and an all-India basis.

MUKHT, C. A.

3. Open shelf and Seminar system will be the best.

4. Whole-time paid librarians.

5. A reference library at the centre and full and complete libraries in the respective Departments.

6. By donation of books.

7. No.

9. Co-operate with provincial or local museums.

NAG, U. C.

2. c. Very inefficient service.

From our experience here, adequate and competent personnel is called for, specially well trained and competent attendant staff is necessary.

4. Whole-time and well trained librarian.

5. Good departmental libraries are essential in Banaras Hindu University as the central library is not easily accessible.

6. An inter-library loan system at the cost not of the readers or research students or teachers.

9. Only at such places where there is no local or provincial museum.

NAIDU, S. PARTHASARADHI.

2. Not generally—some time is wasted when there are a large number of boys.

(c) The present method is allright but it eats away much time.

Larger library halls, better classification and arrangement of books to be published in catalogues, the introduction of the card-system, more almirahs for books, wider spaces for movement between almirahs, provision for indexing, speedy inclusion of newly acquired books, a spacious and well ventilated reading room attached to the library are some of the suggestions regarding improvement of Libraries.

NAYAR, DR. A. S. MANNADI.

8. At present only laboratories for under-graduates exist. No post-graduate laboratories are provided. No laboratories for research workers are there.

PAPAPTLA, LT.-COL. P.

1. Does not hold good with Utkal University as it has only recently been started and the library is in the making.

College Library.—I have knowledge only of our Medical College Library which again is in the formative stage.

2. Yes in our college Library.

3. Not much; our librarian is being sent to the Imperial Library Calcutta for training.

4. Whole-time librarian to be favoured.

5. Reference library at the centre and complete libraries in the respective Departments or Faculties.

6. Proper arrangements and facilities.

9. Universities and colleges should endeavour to build up their own managements apart from co-operating with Provincial museums.

PATNA, UNIVERSITY.

1. (a) (i) General Reading purpose adequate.

(ii) Research—additions necessary.

(b) & (c) The provision of periodicals is inadequate. This section has to be made more representative.

2. Yes.

4. The Service of a whole-time paid Librarian is necessary for efficiency.

5. The University is an affiliating one that maintains a few Departments—notably Psychology, Geology and Politics. There is a Central Library containing books and Journals of general interest; specialized books and journals are located in the various Departments. This system has proved satisfactory.

6. All Government publications, both Central and Provincial, should be supplied to the University Library, free of cost. There should be mutual exchange between University publications.

7. The University is merely an affiliating one but has Departments of Applied Psychology, Politics and Geology, both are cramped for accommodation and stand in need of considerable additional equipment.

8. In some of the admitted colleges adequate Laboratory facilities exist.

9. Departments should have their own museum besides the Central and Provincial museum.

PATTANAYAK, DR. G. C.

1. (a) No. Books are not up-to-date.

(b) No. General periodicals are not up-to-date.

2. The students have fairly easy access to books available in the library. The new editions of books are said to be taken by professors and are not available to the students.

General impressions are that the new books are taken by professors and returned after a long time.

3. The most important first step to take is to establish two separate libraries, one for the staff and post-graduate students and one for the students. In the present arrangement the students suffer most.

There should be a specially trained librarian of a fairly high status with suitable staff to help him for each of the two libraries. In addition, there should be small staff library for each department.

The rules of issue of books and periodicals for home study and their return should be strictly followed. Gross neglect in returning books and periodicals at the proper time irrespective of the personality involved, not be slurred over.

4. I favour the appointment of a whole time specially trained librarian for each library.

5. In addition to central reference library at the University office each college should have its fully equipped libraries, two at least in number. There should be small departmental libraries in addition to above.

7. The laboratories at the 'Orissa Medical college are not adequate.

(a) Space is very small.

(b) Equipment is very poor.

8. The clinical departments of the Medical college have together only one small clinical laboratory with one clinical Pathologist and two laboratory assistants. This is meant for the clinical laboratory training of undergraduate medical students only. It is very inadequate. Each clinical department should have its own clinical laboratory immediately under a member of the existing staff. Very soon however, steps must be taken to equip each clinical Department with a first class clinical and Pathological laboratory each under a competent clinical Pathologist. This will be used for routine clinical examination and for training of under-graduate students and at the same time serve as a post-graduate and research laboratory.

9. Orissa Medical College must have its own central museum and in addition there should be also small departmental museums for each department clinical and non-clinical.

PRADHAN, N. C.

1. (a) (b) & (c) Generally not well-equipped.

2. Yes. They have easy access, but not direct access to prevent damage or removal.

4. Whole-time paid librarian.

5. Centralised library.

PUNTAMBEKAR, S. V.

1. No.

2. Yes. But where there are not many books it is not possible and when the library clerks are lazy and ignorant.

5. Centralised library.

QANUNGO, K. R.

(4) A whole-time paid librarian of a scholarly type and senior in years is desirable. The librarian should be a sort of reference library in himself ready to help teachers and students engaged in advanced studies. He should be free from the burden of administrative routine duties.

RAMANUJAM, S. G. MANAVALA.

1. (a), (b) & (c) Yes, in this University. (Annamalai).

2. Yes; open access system has been introduced in this University.

3. (a) In this University, the colon system has been introduced.

(b) Open access to book shelves.

(c) Books are issued against cards.

4. A whole-time paid librarian is preferred, and has been appointed in this University.

5. We are in favour of a general and reference library at the centre and full and complete library in the respective Departments, of studies.

6. Exchange copies of University publications, gifts of books, free supply of Governmental publications and reports, and of reports of the proceedings of the annual Scientific, Literary, Historical, Educational and other Congresses and Conferences. Endowments for purchase of books.

7. With regard to this University, the space of the laboratories appears to be adequate for the needs, the equipment is good and the supply of chemicals and other materials satisfactory. There is a general impression that in this University no difficulty is experienced in regard to purchase of books or of equipment and chemicals required by the Departments. It would facilitate laboratory work if equipment and chemicals are exempted from import, excise and other duties. In other countries and even in some parts of India, alcohol supplied to educational institutions are exempted from duty, but in this province, several times the value of alcohol has to be paid by way of duty.

(*Note.*—An Engineering and Technology Department has been started recently. The laboratories have not been built up fully and full equipment have not been obtained as yet; several items of equipment ordered are yet to arrive).

8. Facilities afforded in this University for the three classes of workers mentioned are satisfactory. The facilities could be regarded as better if admissions are restricted.

9. Universities must built up their own museums as they form a useful adjunct for teaching. The provincial or local museums serve a different purpose and must also be available to students in the Colleges.

10. The question is not clear : (a) If it is from the point of view of finance, primarily on the provincial basis and helped now and again by liberal grants from the Centre; (b) if from the point of view of exhibits and utility, exhibits should be collected from all parts of the world so as to serve educational needs.

Oral Evidence.

There is one thing peculiar to this University. I would like to have a large museum where some collections of various manuscripts are made and kept, and where inscriptions of temples can be taken and research made. There are so many temples here.

RAMASWAMI, E. K.

1. (a), (b) & (c) Yes, so far as college of Engineering Bangalore is concerned.

2. Yes.

4. I favour well qualified librarians being appointed as in the course of Indian Institute of Science.

RAO, A. G. RAMACHANDRA.

1, 2 and 3. Since the libraries have neither sufficient accommodation nor skilled staff this is not possible at present. This may be remedied early.

4. Whole-time Librarian.

5. A centralised library and libraries on smaller scale in each department.

7, 9 and 10. Each department may organise a small museum or seminar.

RAO, G. HANUMANTHA.

Oral Evidence.

Facilities must be created for the boys to spend more of their time in the library. A research scholar may give out his requirements and also the research work he wants to do. The reference assistant in the library must be such a person who will be able to place all the books indented by the scholar and in addition he must be in a position to give him more books that are available on that subject. There must be trained attendants in the college and these people must be of the same status as that of lecturers in the colleges and in addition to library work they may even be given some teaching work in the colleges. There will be closer link between the college and the library.

RAO, K. G. RAMA.

3. Each college should have a library commitee consisting of Heads of Departments and a whole-time paid librarian.

Library equipment, issue of books and guidance on library reading will be the concern and responsibility of this committee.

5. A reference library at the centre, and full and complete libraries in the respective Faculties are desirable.

8. (a) For 'Pass' course, more of group demonstration and less of individual practical work.

(b) and (c) Laboratories should be kept open from 9 A.M. to 8 P.M. with laboratory mechanic and attendants in attendance.

Every large laboratory or a group of laboratories should have a well-equipped workshop.

Detailed written instructions should be made available for individual practical work.

9. They should have their own museums, and they should also co-operate with provincial or local museums.

RAO, K. S. RAMA KRISHNA.

1. University and college libraries alike are fairly well equipped and up-to-date with regard to books, periodicals etc.

2. Open access to book shelves in the under-graduate stage is impossible because most of the books, if not all, are liable to disappear in the course of one or two years. The tendency to lift books or tear out pages is unfortunately manifest even in the graduate stage. But even under the prevailing system of issue there is not much difficulty experienced by students in applying for and obtaining the books wanted by them.

3. The method of card indexing is followed both in the University Library and in several college libraries.

4. In the University as well as in all affiliated colleges there is a paid whole-time Librarian.

5. Though the system of having full and complete libraries in the various departments with a reference library in the centre may be desirable the necessary accommodation and other facilities for several libraries are costly to provide.

7. The University Laboratory requires enlargement as well as additions to the equipment *to be able to accommodate more students.* As things now stand many deserving students with first classes and high distinctions to their credit cannot be admitted to the Hons. and post-graduate courses for want of adequate accommodation and equipment.

RIZAVI, SYED MASUD HASAN.

4. A whole-time paid librarian.

5. A reference library at the centre and full and complete libraries in the respective departments.

RASRAVI, AZAMATULLAH.

4. Yes. Whole-time paid.

5. Library in respective Department or Faculties.

RAO, H. S. MADHAVA.

(1) (b) No.

(c) No.

(4) Whole-time paid librarian.

(5) Reference library at the Centre. Full and complete libraries in the respective departments.

SALAMAT ULLAH.

1. Our university and college libraries are far from being well equipped and up-to-date with regard to books and periodicals general, as well as scientific and technical.

3. I would suggest that at least for post-graduate study our libraries should adopt the open shelf system so that students may utilize books and periodicals with ease and without unnecessary loss of time.

Arrangements must be made to better the conditions of study inside the libraries in terms of seating and lighting equipment.

4. I am in favour of a whole-time paid librarian.

5. There should be a reference library at the centre and full and complete libraries in the respective departments of Faculties.

SASTRI, V. APPAYYA.

1. The provision in the university libraries does not seem to be inadequate. But the college libraries are woefully ill-equipped.

2. Conditions vary from place to place. The utility and popularity of the library depend on the personnel of the library staff and the systems of charging and discharging that are in vogue.

3. (a) The card catalogue must be universally adopted.

(b) Open access with effective safeguards is a move in the right direction.

(c) The practice is not uniform.

4. A whole-time paid librarian with assistants or attenders.

5. Separate libraries for the respective Departments or Faculties with a reference library at the centre.

9. University should aim at having its own museum.

SAVOOR, S. R. U.

1—3. On the whole I would say that the allotments made for libraries have been satisfactory during the last few years. The organisation of the libraries is still far from satisfactory. In Government colleges, the librarians are generally clerks rather than people trained for library work. The library staff is usually too small and students have to wait long to get their books in turn. There are very few college libraries which have the 'Open Access System'. It is highly desirable that universities make it a rule that either the professor in charge of the library or the librarian should be a trained librarian. Whenever there is a vacancy of a librarian or Professor in charge of the library, the university should insist on properly qualified people being put in charge.

4. I would prefer the appointment of a whole-time paid librarian who is qualified to do his work.

5. I am in favour of a reference library at the centre and full and complete libraries in the respective departments.

7. Owing to the impossibility of getting equipment from abroad during the war years and their high cost at present, the university laboratories will take some more time to function at their best. Accommodation is generally satisfactory in the university laboratories.

8. In the Madras University affiliated colleges it has been usual to have separate laboratories for the Intermediate, Pass degree, Honours or post-graduate classes and for research work. Further, since the number of batches for practical work have been restricted to not more than 4 for the Intermediate and 2 for the Pass degree classes many of the college laboratories are empty for a considerable number of hours during the week. When the Andhra University students had to work in the Chemistry laboratory of the Presidency College during the war years, arrangements were made for their work in the mornings from 7.30 to about 10.30. It should therefore be possible for larger numbers to be admitted for Science courses by the proper organisation of the time-tables and the more or less continuous use of the laboratories throughout the hours of the day.

9. It is desirable that universities and colleges should have their own museums.

10. The members of the staff and students who go out on excursions could co-operate in the formation of a university museum by giving to it the pieces they have found on their excursions. It would be possible to have university museums on a Provincial basis as it is likely that students going out for excursions will be going out mostly within the province.

SETHI, DR. B. L.

3. The library staff should be strengthened to facilitate quick issue and to provide other facilities to the students.

4. A whole-time well paid and trained librarian is essential.

5. Reference library at the centre and complete library at the respective departments and Faculties.

6. More upper and lower staff should be provided.

8. (a), (b) and (c) More space facilities in furniture, fittings, chemicals and apparatus should be provided.

9. University and colleges should build up their own museums.

10. (a) On provincial basis, each university or college should have its own.

SETTY, K. SUBBIAH.

2. Many a time, they do not get the books they want.

4. Whole-time paid librarian.

5. Both.

6. Yes, by donations from philanthrophic people in the form of buildings, books, scientific, engineering, technological and medical equipments for their laboratories and workshops etc.

SINGH, R. U.

Oral Evidence.

Our Law library (Lucknow University) is much better than any Law Library in the Province, with exception of the Banaras Hindu University. We have tried to get books in certain fields. We have got current legal literature.

In Labour Law good work is not possible without a good library. So also legislation. We have not started work in this country on these lines.

SINGHANIA, PADAMPAT.

1. Some universities have got well-equipped and up-to-date libraries.

2. Everywhere a good deal of time is wasted.

3. (a) Quite good.

(b) Satisfactory in some cases.

(c) Very bad.

4. Whole-time paid librarian.

5. Centralised library with reference books in the respective departments.

7. No.

8. Universities should build up their own museums.

SINHA, SUHRIDCHANDRA.

3. (c) Delaying process is thought in India as a symbol of high order of service. Change can only be affected by a strong head supported by authorities.

4. Part-time honorary librarian assisted by one or two whole-time men.

7. No.

8. (a) Under-graduate classes and post-graduate classes should have practical classes either in the morning or in the evening but never together with theoretical classes in the day time.

9. Co-operation with local museums because of want of space.

SOONAWALA, M. F.

1. The libraries need considerable strengthening in scientific periodicals.

8. Smaller classes and more equipment.

SESHAIYA, R. V.

5. Full and complete libraries should be available in the Departments.

6. Facilities for obtaining reference books and journals on loan.

STEWART COLLEGE, CUTTACK, PRINCIPAL AND SECRETARY.

(3) (a) Not sufficiently well maintained and too antiquated.

(4) Whole-time paid librarian.

(5) Yes.

(6) Keeping books clean.

Protecting from climatic deterioration.

(7) No.

(8) Impossible without more space in this college.

(9) Co-operate with local museums.

SUBRAMANIAN, L. R. SIVA.

Libraries should be more cheerful, should contain more books and journals, and students and scholars should be encouraged to go and read there. They should be open from 8 or 9 a.m. to 7.30 or 8.30 p.m. according to the season.

SUNDARAM, P. S.

3. (a) The very best is the Colon classification. It seems complicated, not a competent librarian can deal with it easily. It supersedes all the older methods and is most useful.

(b) Open access is best. Some books may be lost. But we should train our boys to be trustworthy. (c) The book pocket, the ticket for each book and the dating stamp would be the simplest.

4. Either of these will do. If the latter, the part-time honorary librarian should himself be an expert in Library Science which he may have cultivated as a hobby.

5. Either will do, depending on the buildings available.

SWAMI, P. D.

4. Whole-time paid librarian.

5. Reference library at the centre and full and complete libraries in the respective Departments or Faculties.

9. Should build up their own museums.

10. On a provincial basis.

THADANI, N. V.

1. No.

2. Access to books is in general easy enough.

4. I should favour the appointment of a whole-time paid librarian, but he should be of the status of a senior teacher, and should be able to guide students in the selection of books.

5. There should be a centralised library where no research is undertaken; but where facilities for research are provided, there should, as far as possible, be complete libraries in the respective Departments of Faculties.

6. Exchange of books between libraries.

9. They should co-operate with the provincial or local museums, except in special departments, e.g. History.

TIETJAN, DR. O. G.

2. Yes, but not at most of the Universities.

3. (a) Like Banaras Hindu University, Mysore University, etc.

The catalogues are not up-to-date, the author index and the subject index should both be maintained properly, so that one can easily pick out the required books.

(b) In most of the universities the book shelves are kept locked and the keys kept in charge of a servant, who will have to be chased around in order to bring him to the required shelf. Hence, it is suggested that all the book shelves should be kept open.

4. A whole-time paid efficient librarian, assisted by a couple of juniors, is necessary.

5. A reference library at the centre and complete libraries in the respective departments.

9. They should co-operate with provincial or local museum.

THOMAS DR. M. O.

Oral Evidence.

At present there is scope for expansion of the University Library (Madras University). There are no special periodicals for research workers. I would like to have more books and more facilities.

Teachers do not go to the library to read; they borrow and take books to their homes, Intermediate students are not allowed to take books to their homes, but they can sit and read in the library. B.A. Pass and Honours students are allowed to take books to their homes.

There are about 200 to 300 visitors each day. We have got a seating capacity of over 100 in the main reading room and 80 in the periodicals room. At no time is the reading room full and the present accommodation is adequate.

We have got a Reference Section consisting of four members and they help the readers. Some of the staff are trained. This Library is one of the first in India to devote special attention to Library Science, and the staff of the library is responsible for conducting a Diploma class in Library Science.

I am not in favour of making Library Science part of a general course. It is better to have a separate course after graduation.

I don't think Library Science need be put on the same basis as other Sciences.

I would like to have a trained librarian and staff attached to each college. A library with not less than 10,000 books may be fit to have a trained librarian.

There is a Central Library in the University. There is also a subsidiary library (Departmental Library) for each department. The staff of the Central Library is under my control, but the staff of the departmental library is under the control of the Departmental Head. In the Central Library we have got about 1,50,000 books covering all subjects. In the departmental libraries, there are about 25,000 books. The Head of the Department can indent for books for the departmental library within the allotment given to his department. But the indents have to pass through the Central Librarian. By this process, duplication of books in the Central as well as the Departmental library is avoided. But in some cases duplication becomes necessary. The Central Library issues books to the students of all colleges. The departmental library is open to the students of the particular subject and to the Head of the Department concerned. But each individual department is permitted to take 75 books from the general library.

Our syllabus is more or less on the same basis as that of the London University.

Last year we lost 80 books out of 1,50,000. Books are very badly mutilated. I send those who mutilate the books to the Vice-Chancellor for necessary action.

TRAVANCORE, UNIVERSITY OF.

4. A whole-time paid librarian assisted by a whole-time paid staff.

5. It is necessary to have both centralized library in the unversity, as well as special departmental libraries.

7. Though handicapped in these respects during the War, efforts are now being made to build additional laboratories and provide up-to-date equipment.

9. Both.

UNIVERSITY COLLEGES, WALTAIR PRINCIPAL AND DEPARTMENTAL HEADS.

4. A University library—and even a College library should of course have a whole-time librarian.

5. A centralized library, with ample facilities for reading undisturbed within its precincts, is the ideal.

6. (i) Governments—both Central and Provincial—should undertake to supply complimentary copies of all their publications to the central libraries of all the Indian Universities.

(ii) Universities, on a basis of reciprocity, should exchange all their learned publications.

9. Provincial or local Museums can be no substitute for departmental Museums in the Universities and Colleges; but co-operation between the two will be beneficial to both.

VAD, B. G.

Oral Evidence.

University libraries are as a rule well equipped with books and periodicals and are properly housed and furnished providing the necessary amenities to the scholars. The same cannot be said of all the affiliated colleges.

Libraries, laboratories and museums in the Grant Medical and G.S. Medical Colleges are good and progressive, but the Government Medical Colleges at Poona and Ahmedabad show great deficiency in these respects and need drastic improvements.

VENKATACHARI, A. R.

Libraries are part and parcel of any system of effective education and should be organised on sound lines. The habit of making full use of these and visual films should be inculcated in the students.

YODH, B. B.

Oral Evidence.

I have something to say about the laboratory side and equipment. I feel that unless attempts are made to keep these up-to-date, the knowledge which our students acquire will be very secondary. I think a full-time professor is not of much use unless we have a fully equipped laboratory.

QUESTION XII.

ALLAHABAD UNIVERSITY TEACHERS ASSOCIATION.

1. (a) The standard differs from university to university.

(b) Good.

2. Higher standards will come automatically with higher standards of teaching and research and with the use of the mother-tongue as the medium of expression. Every university should have a press of its own.

3. Yes, only the abstracts of all theses in Arts should be published, but in Science, those theses which are recommended by the Head of the Department should be published in full.

4. Yes.

5. On the lines of the Calcutta University Press or the Oxford University Press.

ANANTAKRISHNAN, S. V., DR.

1 & 2. As a general rule, no scientist uses the college or university magazine for the publication of any serious scientific contribution. When there are journals definitely devoted to scientific research, where every contribution is ordinarily scrutinised by a competent referee, such articles will not be communicated to the obscurity of a university journal and in the interests of the institution, it is not desirable to expect real scientific communications in these journals.

3. It will be useful for reference purposes if abstracts of these are published by the University.

ANNAMALAI UNIVERSITY TEACHERS' UNION, ANNAMALAINAGAR.

1. (a) Fairly satisfactory.

(b) In Humanities, they keep up a fairly high standard. In science subjects they have little to their credit.

2. By offering prizes for the articles contributed to the magazines. Journals, subject-wise, should be started on an all-India university basis. Subject-wise journals should be started in congenial centres of learning and articles bearing on particular subjects should be sent to them.

3. Yes. But it is better to print the full thesis.

4, 5. A group of universities contiguous to one another can have a common press.

ASTHANA, DR. NARAYAN PRASAD.

1. (a) and (b) Poor.

3. Yes.

4. Each university should have its own press. This is very necessary and will bring about improvement allround.

BHASKARAN, R.

1. (a) The 'Magazines' are mostly juvenile in content and outlook.

2. These may be mimeographed to expedite publication and circulation. They may be more frequently and more fully issued in this way.

3. Yes.

4. Yes.

5. The regular requirements in the shape of calendars, forms, etc., may be calculated to gauge the volume of normal work. There should be a special division for the proper publication of standard texts and editions organised on commercial lines. The press may be managed by a Syndicate, representative of the participating universities.

BHATTACHARYA, DR. D. R.

1. (a) The work produced in magazines so far as the University magazine of this University is concerned is fairly satisfactory.

(b) The standard attained by the University studies is fairly satisfactory but there is room for improvement.

2. By providing funds and arranging better scrutiny of the articles submitted.

3. Yes, certainly. It is absolutely necessary.

5. As in other Universities which have presses of their own, *e.g.*, Calcutta.

BHATTACHARYA, K. K.

2. Payment to good contributors—teachers and students—should be done. Editor of the university magazine must be paid a remuneration. A teacher contributing to the university magazine must be paid proper remuneration.

3. Yes.

4. Yes.

5. They can be organised on a proper basis.

CHAKRAVARTI, S. P.

1. (a) Poor in majority of cases. The quality of work in college journals and magazines should be improved.

3. Yes.

4. Yes, I think so.

CALCUTTA, UNIVERSITY OF.

1. The quality of work produced in Magazines, Journals and periodicals issued by or under the auspices of the University is sufficiently high. Reference have been made elsewhere to the Journals of the various learned societies as also the Journal of the Departments of Arts and Letters.

The Calcutta Review, the monthly official publication of the University stands mid-way between an ordinary cultural magazine and a research journal.

Most of the Colleges affiliated to this University have magazines. Very many excellent original contributions appear in these magazines. They might be reproduced, with profit, in the Calcutta Review.

Abstracts of these appearing in cultural journals throughout India and even outside might with profit also be organised and undertaken by this University.

This University has a very big and efficient Press. It serves the original purpose with regard to the various matters including confidential publications. The organisation of the Press requires a detailed and careful study. The Superintendent of the Press will be able to satisfy the Commission if enquiries are addressed to him.

DONGERKERY, S. R.

1. (a) University magazines are of fairly high quality. College magazines, with rare exceptions, are of poor quality, but they are valuable as providing the students with a training ground for independent thought, writing and literary effort.

(b) University studies, published in the shape of monographs or publications of more ambitious work in the older universities reach a high standard.

2. By appointing senior professors as editors-in-chief, inviting contributions from scholars, and exchanging the journals with similar journals published by other universities and learned institutions, so that they get wider publicity and come under the scrutiny of scholars and experts.

3. Yes, these should be published in the journals so as to give publicity to work done at the university and to enable other universities to know what kind of work is being done, with a view to avoiding wasteful duplication.

4. Yes, each university should have its own press, if possible. If this is not possible, two or three neighbouring universities may combine their resources and start a joint press. The press should mainly concern itself with the publication of the research work of the teachers and students and of those whom it would otherwise have helped with a publication grant. The press should undertake the printing of textbooks so as to make them available to students at a low cost. This

would, of course, apply to non-copyright matter. Apart from any other consideration, the starting of a press would be a measure of economy in these days of high printing costs, seeing that universities have a great deal of printing work to be done.

5. The press should be organized on a self-supporting basis. It may accept printing work on behalf of educational publishers as a subsidiary activity.

EAST PUNJAB UNIVERSITY.

1. (a) There is no separate University magazine. The average standard of College magazine is poor.

(b) Abstracts and monographs are occasionally published by a few departments. The out-put is small and the standard varies.

2. The publication of a University journal should be attempted. Contributions should be paid for and only work of high standards accepted for research and technical papers, Research bulletins by the various departments of the University should be published.

3. Abstracts are of little value. Complete theses may be published if they are of sufficient merit.

4. A University press for this University is a great necessity. The possibility of an interuniversity press should be explored by the Inter-University Board.

5. As above.

GAUHATI, UNIVERSITY OF.

4. It would be advantageous for individual Universities to have presses of their own. Publications may be few but the standards should be high.

IYENGAR, T. S. RAJAGOPALA.

1. (a) Not of a superior type. The Indian Journal of Political Science and the Indian Journal of Economics are a few that come up to the standard. University journals must keep up to this standard.

2. The contributions may be paid for. Thus it gives encouragement for people to write. The circulation must extend even to outside university circle and to outside the State.

JUNG, ALI YAWAR.

1. (a) & (b) In general, satisfactory.

2. For students' magazines, by offer of prizes.

For Journals conducted by the staff, by discouraging papers or articles below standard and by including in the record of work of individual members of the staff such standard work as they may produce. The Editorial Committee must be strict in the maintenance of standards for purposes of publication.

3. Yes.

4. & 5. Not necessary but desirable. Our press has worked well and we have had few troubles with strikes. A good University press, if efficiently organized and allowed to undertake outside job-work, can pay its way. It is an advantage to have a University press not only because of facilities like secrecy, correction of proofs, etc., but also because of similar facilities being made possible for other University publications like the Calendar, books for students, Research journals, Students' magazines, etc.

KANE, MAHAMAHOPADHYAYA, DR. P. V.

1. I have not a very high opinion of the quality of work produced in the magazines in colleges.

4. I think it necessary for individual universities to have presses of their own.

KARIAPPA, S.

1. (a) & (b) The quality of work produced in the magazines in universities and colleges is quite good. Especially the Kannada magazine has earned the admiration of the entire Kannada-knowing world. The other publications by lecturers. and assistant professors are of high order.

Remunerations should be paid for good articles. This is one of the methods for improving not only the quantity but also the quality of such publications. Articles should be on a wide range of subjects so as to suit different tastes. The students must be attracted for possessing a copy of each of them. The last, though not the least, is to have a press for the university.

4. It is superlatively necessary for individual universities or groups of them to possess their own presses.

5. The organization is simple. Any leading press man or our expert in the occupational institute will be of some help.

KHAN, MOHD. ABDUR RAHMAN.

1. Fairly good and improving on the whole.

2. Good supervision.

3. Depends on the standard.

4. Better, if possible under university management.

LUCKNOW, UNIVERSITY OF.

1. (a) The quality is generally poor.

(b) It is difficult to assess their quality, but the publications are of a fairly high standard.

2. If conditions are favourable for research and a strong Editorial Board is set up, there should be an improvement.

3. Yes.

4. Every University should have a printing press of its own.

5. They should be run, as far as possible, on commercial lines. For meeting the initial cost, a grant from Government is necessary.

MADRAS, UNIVERSITY OF.

1—3. The University runs a Journal in which, besides contributions from members of the staff, extracts are also published of research theses.

4 & 5. It is difficult for Universities to manage a Press in these difficult days of industrial unrest.

MADRAS COLLEGE TEACHERS' UNION.

1. Not very high in both instances.

2. University magazines should invite contributions from workers outside the university also.

3. Yes.

4. This depends upon the size of universities.

MAHARAJA'S COLLEGE, MYSORE, PRINCIPAL AND COLLEGE COUNCIL.

Every university should conduct its own journal of research with independent parts for Arts, Science, Medicine and Technology.

Each Department of the university may be encouraged to publish its own bulletin as occasion arises.

MANAMUTHU, C. P.

Abstracts of these should be published so that while they are being valued, which may take from 6 to 12 months, the student can lay claim to ownership of his findings. Further by this the research value of the journal will be raised. More funds must be made available for frequent and regular issues. So that the journal will be an effective outlet for the research done.

MEDICAL COUNCIL OF INDIA.

1. (a) A number of medical colleges publish students' magazines. The quality of work in them needs considerable improvement. The staff particularly of the clinical subjects should devote more time for guiding the students in writing up and presenting the material. Many of them leave the impression, on reading, that they are to serve as trumpets blown for the edification of the local staff.

(b) There have been hardly any publication of studies on medical topics by universities.

2. The Inter-University Board might have a Committee that should review these students' magazines and try to set a higher standard of editorial ethics. There might be a system of awarding stars for level of achievement.

3. University should publish summaries of the relevant and important portions of students' thesis which besides being an encouragement to the scholars will also guide other workers in the same field and much unnecessary repetition in investigation work will be avoided.

4. The owning of presses by universities is an economic question. It can safely be said that in many instances the losses due to inefficiency and lack of competition in a departmental press can easily be set off against the saving of profits payable to private presses.

5. If the universities do decide to have presses they should be run on commercial lines strictly.

MEHTA, K. C.

There should be an up-to-date press maintained by the Provincial or State Governments for all the universities in their respective areas taken together. Such presses should undertake exclusively the work of publication of university journals, abstracts of theses and also original contributions on scientific and literary subjects made by the teachers employed by universities and affiliated colleges.

MENON, C. N.

(1) (a) A college magazine is not to be judged by the quality of the work; we should not expect young immature minds to produce work of very high quality. What is important is that the students should express themselves. Articles should not be 'corrected' or improved by elders. Youth cannot conform to the standards laid down by the old people.

(3) Every approved thesis must be published.

(2) All the universities and research institutes should jointly organize one research journal for each subject. Only work of high quality should be published. Immature or shallow work must not be published.

MERASHI, V. V.

1. Work of a high standard is not published in university journals as they have not attained the reputation enjoyed by journals of research societies such as R.A.S. or Research Journals such as Epigraphia Indica, Indian Historical Quarterly, etc.

2. If the teaching staff of universities is asked to publish their work in these journals exclusively, the standard would be raised.

3. Yes.

4. Yes, Individual universities.

5. As other presses do, their being a committee to supervise it.

MOGHE, DR. M. A.

1. (a) College magazines are very poor. University journal (Nagpur University) does contain some original contributions, but it is published only once a year. It has not got a wide and international circulation.

2. At present, individual research workers would like to publish their good papers in journals well recognised all over the world. Probably, this mentality may change. It would depend on the quality of university journals. I do not think that the output of research at present is so great that every university should have a journal of its own.

NAG, U. C.

1. (a) Scarcely any value as research papers.

(b) These have value as research papers.

2. By publishing them periodically at the cost of the university. The quality of the papers to be first judged by a competent authority on the subject.

3. Yes. If possible.

4. No.

NAIDU, P. S.

1. (a) Poor.

(b) Satisfactory.

2. With the improvement of facilities for research, there will be general improvement in publications.

3. Yes.

4. Yes.

PANDHARIPANDE, S. L.

1. The standard of magazines of colleges is very low.

2. Prizes should be awarded for articles on subjects already notified for guidance.

3. Yes.

4. Yes.

PANDE, SHIVADHAR.

1. (a) Poor, except very occasionally.
(b) As good as its research-reputation.

2. (a) By making writing compulsory for all teachers.
(b) By improving research after giving facilities for it.

3. No. considering their present standard.

There is little initiative or imagination or study. Much is mere dull extraction.

4. Every university should have a good Press. If you publish you create good matter. You won't talk if you are dumb.

5. Run them on a paying basis. Devote the profits to non-paying publications of research. If necessary, publish and sell your text-books yourselves for a start.

PAPWORTH, H. C.

Universities should have their own publication departments, or it may be possible for a few universities to join together and run a publication department jointly. From these departments only books and journals of scholarship and intellectual merit should be produced and published. Abstracts of theses may find a place in these learned journals if by merit they are worthy of inclusion. It is not necessary for universities to conduct their own presses—it is better to make use of good commercial presses in the bigger cities.

The University of Travancore has its own Department of Publications, which produces learned books and translations of books. Besides, the Oriental Manuscripts Library under the University issues a Quarterly Journal of Sanskrit Studies. In addition, the University now publishes the "Journal of Indian History".

PATNA, UNIVERSITY OF.

1. The standard may be usefully raised.

2. Results of Research in the University should be published in the University Journal.

3. Yes. Abstracts of work done in the country should be published by the Central Government.

4. Yes. This University has started a Press of its own.

5. Organised by the University.

RAHMAN, HABIBUL.

1. Poor both qualitatively and quantitatively.

2. The poor quality and inadequate quantity of the work produced in university and college magazines and in university studies are again an expression of the general lowness of the standards of teaching and

research in India which in its turn are due to (i) inadequacy of library and laboratory provision (2) the existence in our universities of a large number of students who are not fitted by aptitudes or temperament or both to profit fully by university instruction and who cannot consequently produce first-rate or even high second-class work (3) incompetent teachers who got appointed or promoted to their posts for reasons other than academic (4) discouragement and sense of frustration experienced by really honest and capable teachers because of the inadequate recognition by many university authorities of their work and because of the undeserved elevation of dishonest and incompetent teachers.

The quality and quantity of the work published in magazines and in university studies will improve with the improvement of the general tone of university life and work.

RAM, MISS S.

1. (a) Most college magazines are good.

3. Theses by students should be published or mentioned in the recognised publications in the subject; if they are in local publications scientists elsewhere cannot always read them.

4. A press run as a co-operative recreational craft would be valuable in many ways.

RAMANUJAM, DR. S. G. MANNAWALA.

1. (a) and (b) The University was publishing a journal in which extracts of research work done in the University and contributed from the staff were published. The publication was suspended during the war.

2. (i) By giving grants to Colleges and Universities and even to authors for publication of research papers.

(ii) By giving grants to recognised scientific organisations and bodies for publication of papers;

(iii) By institution of prizes for best research.

3. This might be helpful to avoid overlapping of research in different Universities in the country.

4. Any business concern run by a statutory body may not be as effective as when run by private enterprise.

5. Does not arise.

RAO, K. G. RAMA.

2. Well-planned and co-ordinated research conducted under the direction and supervision of Faculty Research Councils will make available for publication sufficient material of high quality.

3. Not invariably.

4. Yes, groups of universities may have a press of their own.

RAO, K. S. RAMA KRISHNA.

1. (a) & (b) There is scope for improvement.

3. Such a step would be advantageous.

4. It is an advantage for each university to have a press of its own.

RAO, DR. M. A. GOVINDA.

Universities and individual institutes should publish their original research and contributions in professional journals of standing. They should however republish these articles or their abstracts and abstracts of thesis in a consolidated university journal.

RAO, S. V. SRINIVASA.

(i) So far as my knowledge goes, the English publications except those devoted to specialised subjects like Science, Economics, etc., are not of much value.

(a) These journals and publications should be published in the regional languages.

3. Yes.

RAY, GIRIJA SHANKAR.

1. (a) These magazines do not maintain a proper level.

2. Only if there are definite courses of study undertaken by a member of the staff who can enthuse the students about this course there may be good articles in the college magazines.

REDDY, M. GOVINDA.

1. Poor. Many universities and colleges have hardly any magazines.

2. Active discussions and exchange of thought should be encouraged among members of the teaching staff and students. Facilities for reference and suitable system of rewards for original publications will help matter.

4. Yes.

5. There should be a separate section for press and publication. As far as the administration is concerned, it must be entrusted to a technical management so as to enable it to function as a commercial concern.

RIZAVI, SYED MASUD HASAN.

1. (a) Poor.

(b) Not of a very high standard.

5. Either on cooperative basis or as limited companies.

SALAMATULLAH.

1. Generally the standard of the magazines and journals published by our universities and colleges is not upto the mark.

2. This can be improved only if the quality of the work done in our universities is raised. This will need a reorientation in teaching as well as research work.

3. All the important theses, specially Doctoral dissertations must be published by the universities concerned so that they may be available to workers in the same or similar fields.

Moreover, there must be journals to index, review and abstract the relevant researches in every field of knowledge on the patterns of journals issued for such purposes in the Western countries.

SAVOOR, S. R. U.

1—3. Taken on the whole, journals and publications of universities and colleges are fairly satisfactory.

4 & 5. Universities of this province (Madras) find that to have presses of their own will be too expensive and that it is easier to get their work done by private presses.

SETHI, DR. B. L.

2. By encouraging the students to contribute and to publish. There is often unnecessary criticism due to certain shortcomings which if properly indicated could have rendered the article worth publication.

SOONAWALA, M. F.

1. It is mostly not first-rate.

4. A university press has a useful function to perform in publishing works of abstruse scholarship which it does not pay an ordinary publishing house, to handle.

SRIVASTAVA, DR. K. L.

I would strongly suggest the publication by Universities of the abstracts of theses (and if possible complete theses) submitted by scholars for the following reasons:—

(a) It would give a general idea to other fellow research scholars and the public of the research work done on a particular subject.

(b) A scholar devotes about five to ten years and sometimes his whole life in searching original documents and drawing conclusions from them and it is a pity that the work which brings to light such important things is allowed to lie buried in a university office. No useful purpose is served by such research works except possibly a degree which the worker is allowed to add before his name.

The difficulty in getting the abstract of theses published is mostly due to the financial burden involved. But this difficulty can be overcome by enhancing the fee, by sale of the research papers to different libraries, universities and public, and by attempts to secure donations from rich people and charitable Trusts.

STEWART COLLEGE, CUTTACK. PRINCIPAL AND SECRETARY.

(1) (a) Poor.

(b) Too much concern with useless topics.

(2) (a) Subsidise those of proven quality.

SUBRAMANIAN, L. R., S.

College magazines will serve only as records of students' activities. For the publication of papers by teachers there should be a first-class journal. This should be under the editorship of a professor or board of professors, it should have adequate funds to it. Contributions should come from professors of other universities. It should have exchanges.

SWAMI, P. D.

2. Articles for publication should only be accepted after thorough scrutiny by scholars appointed for the purpose. Topics should be such as to interest a large number of people.

3. Yes.

4. Yes.

5. The university press should be under the control of the Head of Department of journalism of the university. The manager of the press should be responsible to him but must cooperate with other Heads and executive officers of the university.

THADANI, N. V.

1. (a) The quality of work produced is, generally speaking below the mark.

2. Teachers of approved merit should be induced to write for such Journals.

3. Yes.

4. It would be a great advantage for universities, where research is done on any large scale, to have presses of their own.

THOMAS, R. P.

2. It is for the Editorial Board in the College to discover talents.

5. As it is done in some Universities, *e.g.*, the Calcutta University.

UNIVERSITY COLLEGES, WALTAIR. PRINCIPAL AND DEPARTMENTAL HEADS.

2. Perhaps the university teachers could themselves provide the example by publishing a part of their work at least in such magazines and journals.

3. Indian universities may jointly organize a quarterly or half-yearly periodical giving abstracts of all theses submitted and approved during the period.

4. Each university should have a press of its own.

5. On the lines of other well-established University presses, *e.g.*, the Oxford University Press, or, if that is too ambitious, the Calcutta University Press.

QUESTION XIII.

ACHARYA, A.

1. Excepting in one or two universities, there is no provision so to say for training in surveys. This can only be possible at post-graduate stage in the university colleges and not elsewhere.

ALLAHABAD UNIVERSITY TEACHERS ASSOCIATION.

1. No.

2. Such surveys should be properly organized, if possible, in co-operation with other universities, and necessary funds and facilities provided by government.

ANANTAKRISHNAN, DR. S. V.

Surveys are usually arranged for the Biological Sciences and Geology but not as a compulsory part of a student's work. It is desirable to make this obligatory on all students. Similarly, visits to industrial and other works should be made part of the work of undergraduates in Chemistry. For these visits to be effective, co-operation from industry is essential.

ANNAMALAI UNIVERSITY TEACHERS' UNION, ANNAMALAINIGAR.

1. We do not have any organised provision for surveys of the nature mentioned in the questionnaire. Provision is available for industrial tours and excursions but not for investigational surveys.

2. At least one full-time staff member of the status of not less than a senior lecturer should be appointed to work under the guidance of the Head of the particular department. He shall carry out and organise surveys in selected localities in the province and make as much use of the undergraduate and post-graduate students as is compatible with their studies in either carrying out the actual surveys or in the further laboratory work related to the survey. He shall spend at least 40 per cent. of his time in active survey work and the rest shall be spent on teaching and demonstrative work in the university. Necessary provision should be made for finance and other facilities for this purpose. When several such people are employed in different departments of one university, a central organisation may be set up, if necessary, under a Director.

BHATTACHARYA, DR. D. R.

1. There is no satisfactory provision for surveys in any University known to me. Certain Departments can go out on excursions and conduct surveys of a limited nature. But no stress has been laid on this type of work.

2. If sufficient funds are forthcoming surveys can easily be undertaken by all universities on a co-operative basis.

EAST PUNJAB UNIVERSITY.

1. There is no satisfactory provision for any such survey but parties of students in-charge of teachers go out on Botanical and Zoological (particularly marine) excursions for collecting material both for laboratory work and for research work. No surveys of any kind are carried out as the sums allotted for the purpose are too meagre.

2. The University Executive should be asked to provide much larger funds for these parties than is being done at present and the Government may be asked to contribute *ear marked* grant for the same.

GAUHATI, UNIVERSITY OF.

2. Funds should be made available for the organisation of such surveys.

IYENGAR, G. V. KRISHNASWAMY.

1. No.

2. Research students may be asked to undertake such surveys under the guidance of the professor.

JUNG, ALI YAWAR.

1. & 2. We do not conduct any such expeditions or surveys.

KANE, MAHAMAHOPADHYAYA, DR. P. V.

1. There is no provision for Geological, Archaeological or Botanical Surveys in the Bombay University, but the Deccan College (Postgraduate and Research Institute) sometimes does undertake Archaeological Expeditions and has done useful work in this behalf.

2. I would suggest that Government should make grants to Universities for carrying on Archaeological, Botanical and other Surveys by the teachers and the students for the Colleges and the University.

KATARE, S. L.

1. As far as I know there are no satisfactory or unsatisfactory arrangements in connection with this in the universities and the colleges.

2. A substantial fund for tours and expeditions should be maintained on the lines of some of the American Universities. Field work should be organised with this fund.

KHAN, MOHD. ABDUR RAHMAN.

1. The State has special Departments for them.

2. The University may take advantage of these State Departments.

MADRAS, UNIVERSITY OF.

There are no such surveys conducted by this University.

MAHADEVAM, DR. C.

Oral Evidence.

Something like a watertight compartment is kept between the Services and the University. I pleaded that there should be periodical exchanges between the universities and the Geological Survey. The Geologists who are working in the Survey must come to the colleges and give lectures so that they may have a kind of balanced training. It is actually being done in America. It is recommended by Field Scientists.

Some of my students are working for the Doctorate degree on certain problems. I wrote to the Geological Survey to make sure that I was not duplicating the work and whether they have any objection to my students working in that area.

MALAVIYA, PT. GOVIND.

1. So far there is no provision for such surveys in the Universities or Colleges. A certain part of money is set apart for excursions but this cannot take the place of Surveys. So far as Architecture is concerned, the Banaras Hindu University imparts instructions in Archaeology, Epigraphy, etc. It would be a good training ground for students if the Universities undertake surveys in a limited scale. They are, however, handicapped for want of funds. If funds are provided such surveys can be organised.

MEDICAL COUNCIL OF INDIA, NEW DELHI.

1. Many institutions undertake students' tours which besides being primarily in the nature of holiday excursions do lead to an expansion of the students general knowledge and to some extent of particular branches of study. Serious studies especially with a view to conduct investigations or researches have not so far been undertaken in any appreciable numbers, probably on account of the lack of funds rather than of subjects suitable for such expeditions.

2. Research and some post-graduate students could well be usefully employed to help in such expeditions with mutual benefit.

MIRASHI, V. V.

1. None at present.

2. These should be encouraged by the grants of adequate funds and with the assistance of the departments.

MISRA, R.

1. There is no such provision at present, but it is highly desirable to have it.

2. Universities as local centres can feed the central survey organisations at a nominal cost if facilities such as equipment for touring and collecting data, and staff are provided. It will give the students opportunity for intensive field work.

PANDE, SHIVADHAR.

2. Send your workers to the places of interest in your province, and make them work themselves. Much can be done by even a 100 if they are willing. Any Hostel can provide that. Let the Hostels compete in this.

PARIKH, RAIKLAL S.

1. & 2. I think that there should be co-operation in the work of surveys between the Governments and Universities.

PATNA, UNIVERSITY OF.

1. Some provisions exist for Geological Survey.

2. Such survey should be encouraged, specially Archaeological Survey in Bihar.

QANUNGO, K. R.

Archaeological surveys should be left to the Centre. Universities may be more closely associated with such works. Excavations of old sites by provincial universities will be more costly and less exact and fruitful.

RAMANUJAM, DR. S. G. MANAWALA.

1. In this University provision is made for instructional tours to students of Botany, Zoology and other Departments of study.

2. In this University students are not paid the train-fare and lodging and boarding allowances, but the staff are granted allowances as per University Travelling Allowance rules. It would be helpful to the students in general, in this and other Universities, or Colleges, if management could be pursuaded to provide some relief towards the expenses of the students.

SASTRI, K. A. NILKANTA.

Some colleges send out students for excursions. Regular provision in universities for surveys and archaeological excavation in consultation with the departments concerned of the Government of India would be desirable.

SINHA, SUHRIDCHANDRA.

1. No.

2. More facilities for expeditions should be provided under proper guidance specially by the younger groups with ability and enthusiasm conducted by the academic committee.

SONDHI, G. D.

1. In the old Punjab University there was some provision for Botanical and Zoological surveys of an unsystematic kind. None in other subjects.

2. Geological survey on a very extensive scale is needed in India. Chairs of Geology should be established in each University. Geology should be included in the B.A. studies. It should also be brought into the school curricula via nature study.

TAMASKAR, B. G.

1. No.

2. There should be separate funds for this specific purpose in each branch of study and teaching.

THOMAS, R. P.

1. Not satisfactory.

2. More such expeditions and surveys are to be regularly organised and financed. This is a very important function of university work.

TRAVANCORE, UNIVERSITY OF.

There is adequate provision in this University for study tours in all important subjects.

UNIVERSITY COLLEGES, WALTAIRE (PRINCIPAL AND DEPARTMENTAL HEADS).

1. No.

2. It is desirable that attempts should be made to organize such surveys under university auspices. Such surveys will give training to students, collect much valuable local information, and will serve as a useful link in all-India surveys.

QUESTION XIV

AIYAR, C. P. RAMASWAMY.

Oral Evidence.

I see the manifestation of a dangerous mentality on the part of the students. As one connected with education for the past 40 years, I may say that the tendency of the students becoming indisciplined is steadily increasing. I don't consider that there is anything specially iniquitous or wrong about the mentality of the Indian students. It is really because they have not been brought into social contacts and face to face with the realities of the world by having communion with the teachers and those who are senior to them. There is no club life, social life, tutorial life or anything of that kind. With the multiplication of the Universities that is taking place in India, I think the time has come when insistence should be strongly laid upon tutorial system, upon accommodation of the students and a proper supervision of that accommodation, upon the environment of the students and upon extra-curricular activities. This aspect, on which I feel very strongly, has not received the attention that it deserves.

It may be that we cannot deal with it in a comprehensive way. But there appears to be no getting away from the fact that the imparting of higher education without the safeguards of joint living and an attempt to bring about a disciplined mentality is going to be a very great catastrophe.

AIYER, T. K. DURAISWAMI.

I do not think that in the circumstances of Indian life and work, indiscipline is particularly marked among Indian students. Taking account of the fact that the numbers in the universities during the last decade have doubled themselves it is amazing that with the present equipment human and material more indiscipline is not in evidence. Besides India has been having a tumultuous political life, and communal bitterness on a large scale has been engendered, affecting recruitment of teachers and admission of students. These conditions evidently do not make for discipline.

AKBAR, S. ALI.

1. Apart from poor health and physique, lack of pecuniary resources and unsatisfactory social and home life, the disabilities from which university students in India suffer are as follows :

(a) When they enter a university, they are too young and immature for university education.

(b) Owing to defective school education, students on entering a university or a college are not sufficiently equipped mentally for university education, nor is their character formed.

2. (a) Yes.

(b) External influences arising from the political and economic situation in the country in recent years.

(c) (i) Making admissions to universities and colleges on a selective basis.

(ii) Taking measures for the establishment of a closer contact between teachers and students.

(iii) Developing the corporate and social life of the university or college through extra-curricular activities, so that these activities leave the students little time for unhealthy activities outside the university or college.

(iv) Extending hostel facilities.

ALIGARH MUSLIM UNIVERSITY,

The Provost, Wardens, Proctor and student representatives.

Oral Evidence.

The Hall is made up of a number of Hostels. For residential purposes there is a Provost; and for disciplinary purposes there is the Proctor.

The Proctors exercise discipline even outside the University Campus in the town also. They are assisted by Assistant Proctors, members of the staff, and the Managers work under the guidance of Assistant Proctors and they generally recommend punishments in some cases and in other cases they make confidential reports.

All the non-resident students are also under the Proctor.

ANNAMALAI UNIVERSITY TEACHERS' UNION.

2. (b) The indiscipline is due to :

(i) Political ferment.

(ii) Admission of students not qualified enough for the course and who are eager not for the course, but for the degree.

(iii) Lack of sufficient amenities in the hostels, caused by admitting more students than the hostels can provide for.

(iv) Difficulty of getting and retaining qualified or experienced teachers on the staff.

(v) Lack of sympathetic understanding of the student mind by the teachers and the authorities of the university and the consequent non-canalising of the energies and aspirations of the student along useful and constructive lines.

ASTHANA, DR. NARAYAN PRASAD.

1. (a) & (b) Poverty.

(c) Practically nil.

2. (a) Yes.

(b) General spirit of indiscipline all round. They are trying to copy political leaders and to become leaders themselves.

(d) Courts of Honour should be established and the cases should be dealt with a strong hand.

BAHUGUNA, S. D.

1. (a) It is poor generally and neglected. Proper arrangement for good diet and physical exercise should be made.

(b) Most of the students cannot afford nutritive diet nor is there good arrangement to get such a diet within their means. This should be arranged.

(c) It is not organised. Whatever it is, it is found in small groups which are not very helpful for wider outlook. It should be organised on right lines and teachers should take a lively interest in this matter.

2. (a) Yes.

(b) Students were used by political bodies in the past and the result is the present state of indiscipline in educational institutions.

(c) No.

(e) Principals should have a free hand in taking severe disciplinary measures.

BALAKRISHANAIYA, JUSTICE, N.

2. (c) I believe that no particular action need be taken against this indiscipline. Time will cure it, and employment should also be facilitated.

BALWANT SINGH.

1. (a) Deteriorating. Compulsory sports and games should be introduced, and higher standard of food.

(b) Poor.

(c) Nil.

(d) Indiscipline.

2. (a) Yes.

(b) Mass teaching, Denominational, Low standard of living of the professors due to poor salaries, poor equipment, frustration, non-vocational teaching.

(d) The mental level of the students is too low to realise the values of Students' Courts of Honour.

BASU, A. N.

1. Poverty is the main difficulty from which the university students in this country suffer most. Poverty impels many of them to come to the university even when they are not physically and mentally fit to come there, because the stamp of the university is

essential for success in life. Poverty is at the root also of the poor health and physique of many of the students in the university. Because of the economic advantages of the university degree many of them try to get it as early as possible. It is a pitiable sight to see these young men and women, often weak in body for want of proper nourishment, struggle hard to work their way through the university. Many of them have to take up private coaching in order to maintain themselves.

It is also poverty which is responsible for the many weaknesses in the educational set-up in the colleges and universities. We have already referred to the absence of any properly organised social life there. Inspite of this there is some sort of social life as there will be when hundreds of students congregate together; but no conscious effort is made by the universities to provide these social groups with guidance and leadership. Such leadership should come from the teachers who would provide intellectual inspiration and moral support. This is due partly to overcrowding in the universities which makes closer contacts between the teachers and the students extremely difficult.

Following from the above difficulties there is one other disability of our students which may be mentioned. It is the narrow scope of student activities. The creative and recreative activities offered are generally limited and they cannot and do not provide ample scope for the many different types of students who come to the colleges and universities. Students' societies and clubs are also limited in type.

2. With the increase in the number of students in the universities there is bound to be a certain amount of deterioration in the quality of students unless careful watch is kept. I do not think that such watch has been kept.

The present lack of discipline among students is indicative of the want of hold of the teachers over them. It is a remnant of the days of political agitation. I have no doubt that with better organisation of student life in the universities this tendency will decrease. It is a fact that sometimes students' demands have been constructive and justified and the indifference of the authorities has encouraged strikes.

One way of dealing with the problem will be to attach every student to a teacher; but numbers stand in our way of adopting this method. But in the graduate and post-graduate stages this method may be tried.

BHANDARKAR, S. S.

1. (a) The health and physique of many of the students who enter the University at the age of 16 or 17 are far from satisfactory This is due mainly to two reasons :—

(i) Physical exercise is almost completely neglected especially in this part of the country. The necessity of playing

games has never been impressed upon the young mind. The result is that in colleges most of the students show utter apathy towards games or P.T.

(ii) Many of the students coming from the lower middle or poor classes have had neither the knowledge nor the means to ensure a balanced and nutritive diet.

(b) The pecuniary resources of many students are very poor indeed. But not all of them are worth helping because quite a few do not deserve to be in the university. The promising ones, however, should be in a position to get adequate scholarships to prosecute their higher studies.

(c) Their social life is very faulty. To some extent this cannot be helped because most of those coming from the districts lack the background which can help towards a proper social life in the university.

2. (a) Yes, distinctly.

(b) In recent years our education especially at the University stage has too often been condemned as non-practical, useless etc. The result has been that students have lost their faith in it. They take it only with a view to getting a degree which might give them a job. In the absence of any faith in or respect for what they learn their attitude tends to be mercenary thus encouraging trade union methods.

It cannot be denied that the recent political unrest in this country as well as in the international sphere has deeply affected the minds of young people. They feel that the present is uncertain and that future is even more so. This is an important psychological cause of the prevalent indiscipline.

(e) (i) Their faith in the intrinsic value of education must be restored.

(ii) Personal contacts both intellectual and social between them and their professors must be encouraged.

(iii) Ample scope must be given to their animal energies through compulsory games, sports, P. T. or Military training.

(iv) Their complaints or grievances must be sympathetically considered.

(v) A course of lectures on a subject like Civics by an excellent lecturer might also help.

BHASKARAM, R.

2. (a) Yes.

(b) Indiscipline is the result of (1) the tentative character and uncertain spirit of educational policy (2) the dilution of standards under democratic pressure (3) the greed of institutions that admit more

students than they can reasonably handle or satisfy. (4) extra academic influences on college life, (5) political unrest, and (6) uncertainty of a career after graduation.

(e) Complete overhaul of system and personnel in centres where indiscipline has become chronic.

BHASHYAM, K.

2. Teachers of the University including the Vice-Chancellor are not conversant with the current world affairs so as to hold discussion among students and make them see the errors of their views or their ways. I must say that in view of the prevailing conditions of the country, the parental influence has declined considerably and the students admitted in the colleges and universities do not possess that ability and character which the students of the old days had.

BHATIA, H. R.

1. University students suffer from all these disabilities and there is a growing indifference and lassitude in their work. They wish to take life easy and are less diligent.

2. (a) Yes.

(b) The authorities too are to blame. They do not enjoy the confidence and respect of the student community. The gulf between students and teachers has widened and because the number on roll is very large and the teachers are busy earning an extra income, opportunities for building up personal regard for each other are considerably reduced. University and college authorities retain the old bureaucratic ways and spirit and have not acquired the spirit of community living which is the hall-mark of life in an educational campus.

BHATTACHARYA, K. K.

1. General tone of discipline is not high at home; the teachers in the schools are low-paid and they cannot hold out any ideals before the students; the teachers in the Universities also do not take sufficient interest in the students' welfare. The relationship between a teacher and a student has come of late to be based on the cash nexus. The students are naturally bewildered without proper guidance.

(a) Very poor health and very poor physique.

(b) Generally unsatisfactory.

(c) Generally nil.

(d) They are left almost free to improve themselves or ruin themselves.

My suggestions on the above heads are : Government must provide essential food commodities for the students at half the prices current in the market; cheaper railway travelling must be provided by the Government. Cheaper clothing must be provided for them by the Government. Government should promote educational films

which should be available to the University students at half rate. More games should be provided; trainers for physical exercise and games must be engaged by the University. Compulsory military education must be imparted to the University students.

2. (b) Home atmosphere is lax, idealism is at a low ebb, contact between the teachers and students is fast becoming less and less and anti-Government forces foment the students to strike. Reactionary forces encourage the students to be more indisciplined so that the students may act as their tools.

(c) The following are my suggestions :—

More contact of teachers with students; supervision over their studies, food, general amenities of life, morals, picking out the best student for good behaviour, discipline and studies to assist the proctorial board, more emphasis on body-building, sports and games; opening of Elocution and Journalism classes in the University; good conduct and social service prizes to be instituted on a more liberal basis; Government to recruit, other things being equal, students whose conduct is good and who have rendered social service. All-round developments, intellectual, moral and physical, of the students, should be aimed at. The teachers generally do not take sufficient interest in the students' welfare, think their duty is over as soon as their period of teaching is done.

BHAVNANI, G. D.

2. (a) No.

(b) and (c) The present day tendencies of students are just an expression of their extra energies which are not properly channelled. Students could easily be imbibed with a sense of responsibility, by tactful handling by teachers. Teachers should run neck to neck with students and create a sort of family atmosphere and feeling. Students come with an open mind in general, to learn or relearn. Indiscipline is generally the outcome of lack of understanding between the teachers and the taught; and for this the teacher has to show adaptability and tact. Cases are known even in the universities in U.K. and U.S.A. where a teacher deficient in tact and adaptability is generally the cause of indiscipline. Parent-teacher Associations are helpful in many seemingly unmanageable cases of students.

BHAWALKAR, D. R.

Physical training should be made compulsory and rigorously followed under trained persons and arrangements be made for supply of cheap and fresh supply of milk, vegetables and fruits.

(d) Other disabilities are

(i) Lack of thoughtfulness, idealism and character.

(iii) Lack of seriousness, sympathy and sentiment.

(iii) Craving for cheap entertainments, vices like smoking (and in some cases even drinking) sensuality etc.

(e) Following steps should be taken to remedy indiscipline.

(i) Leave universities alone, uninterfered by the press.

(ii) Guardians should buy all the necessary books and equipment for their wards and pay all the fees in advance directly to the university. Subsequently only such amounts be sent as are necessary.

(iii) Degrees should be awarded on the satisfactory progress right from the beginning to the end and not by obtaining a certain percentage of marks only in one examination. Any gap etc., should disqualify a student.

(iv) A student with persistent unstudent-like behaviour should be expelled.

BOYD, REV. A. J.

I consider that a primary necessity at present is the creation, or the restoration, of a proper conception of what a college is, or ought to be. The outbreak of strikes about "selection examinations" etc., seems to me to be mainly due to the lack of such a conception in the minds of students, and sometimes, even of teachers. The strike habit has not, since 1947, persisted in institutions which have a strong sense of corporate dignity. The conception of a college as a community, consisting of seniors and juniors, all of them together living a disciplined life, the seniors ultimately responsible, but the juniors co-operating, seems to me to appeal readily to students when it is offered to them. It is of course, most easily realised in residential institutions, where students and teachers can be in constant personal contact with each other, but I think that the mere presentation of such a conception would be responded to even where it can only partially be realised; and I think it is urgently necessary at this moment, when some are constantly endeavouring to use Colleges as centres of widening disturbance.

CALCUTTA, UNIVERSITY OF.

Health and physique—This University has organised a department of its own termed the Students' Welfare Committee for examination of students and for giving advice to them in regard to their health and physique. It also encourages games and sports. A more extensive organisation is necessary for the examination of the health and physique of each student in a college affiliated to this University. More adoption of prophylactic or even curative measures cannot improve the health and physique of students in a province suffering from deficiency and insufficiency of food. The rationing system merely keeps adult students alive. The problem of the cost of living in this province has reached a climax.

The proposal of reserving even 25 per cent of the seats in College and the University to very deserving students is a proposal which is at present outside the realm of practical finance.

Yet even Ceylon with its small population has succeeded in establishing college and University education on a free basis. Provincial finances in this country will not bear that strain.

Encouragement of social life depends upon more accommodation, and more finance. Both are not available in Calcutta at present.

The affiliated Colleges in the districts within the jurisdiction of this University are happier than Calcutta colleges in this respect.

2. (a) This is a general question involving an expression of opinion. Sudden expansion of education in India may have led to deterioration of standards in the case of every student.

(b) The prevalence of indiscipline referred to is due to a variety of factors, not the least amongst them is the encouragement given by the leaders of action in this country in a world which is dominated by power politics. The ethical values are at present at a low ebb. Strikes are frequent. They are often condoned. Governments of the day do not issue stern warnings against the occurrence or the recurrence of strikes. Even in small matters resort to the weapon of hunger strike is made. For example, in Behar this very month, the students refused to appear at their test examinations and went on hunger strike. In Calcutta last year, the students of the Medical Faculty resorted to hunger strike and adopted also penal methods because the medical examinations were not postponed to a date proposed by the students.

(c) This system with profit may be introduced within the jurisdiction of this country.

(d) This system might also be introduced.

(e) A change in the way of life, co-operation from the Government, the press and the public are essential in solving the problem of indiscipline mentioned under this item. All these are long processes. Frequently students are incited into strikes on issues which are of political or of a non-academic nature. They have nothing to do with academic grievances. In fact, they are utilised by unscrupulous persons.

CALCUTTA UNIVERSITY : TEACHERS OF AFFILIATED COLLEGES.

Oral Evidence.

Indiscipline is the great problem of the day. We must recognise that half the strikes are not always due to indiscipline. In a majority of cases it is due to certain grievances, namely, the students' sense of dissatisfaction with the sort of administration.

Most of the grievances may be easily met with a little tact, and firmness on the part of the authorities concerned. We feel that we

have got certain duties to perform. This lack of discipline is due to a lack of perspective on the part of the teacher and the impatience of fresh youth and the conflict between the old and the new ideas. It is fatal to expect that they should submit to this sort of super-imposed discipline like fines, rustication, and expulsion. They will not submit to these. They do not hold out any terror for them. I think there is no better discipline among students than the discipline of freedom, especially for cultural purposes. We should try to canalise their youthful experience by taking a sort of lively interest in the legitimate activities of the students and guide them in the College Unions and Debating Societies instead of mechanically following the time-tables. We should tell them about the true relationship between our country and the rest of the world. If we diversify the students' activities we may do something to maintain discipline among the young boys and girls. They have got a terror for the examinations and the educational syllabus. If they are directed to more extra-curricular activities a better sort of discipline can be maintained.

The number of students in colleges is very large. With such large numbers it is not possible to maintain discipline. But the Colleges have to depend on their tuition fees for the maintenance of the colleges. (President, Teachers' Association).

These outbursts of indiscipline have no academic aspect about them. While I entirely agree with you that there is a vital necessity for personal contact between the teacher and the taught, yet even under existing conditions we would claim that the influence exercised by the teachers upon the students has nothing unwholesome about it. We are discontented. We are starving members. But we are doing our best. Inside the class room, inspite of the large numbers, we do exercise some inspiring influence on our students. One thing is definite : the students of to-day have not that wholesome absorption in studies which the students of even 10 years ago had. My experience as a member of the Mal-practices Committee tells me that unfair means are adopted in examinations, which is the only noticeable element of academic indiscipline that we can charge ourselves against. Even if we had ample residential accommodation in Calcutta and ample provision for personal contact between the teacher and the taught through extra-curricular activities, those forces that are working upon youthful minds will prove too strong for us. The only safeguard would have been wholesome absorption in study, which is a thing of the past altogether. They have no interest in their studies. The majority of the students are in the right line. We should try to keep a watch at the time of admissions upon those students who belong to particular political organisations, come into colleges, capture seats in the Union and do the whole of the mischief to the annoyance of the vast majority of the students who do not want to be disturbed in this manner. It is necessary to eliminate those insurgent elements who could be spotted. (Prof. Guha)

I am against what Mr. Guha has said. We must remember that the students do not live in a vacuum. They have a social and political background and political men encourage students to take interest in the social and political interests of the country. The students are suffering to-day from a sense of frustration. They expected much after the dawn of freedom. We have tried our very best to exercise our influence upon them. We have to deal with very large classes. We cannot establish personal contacts. Tutorial system is non-existent. So we are not able to exercise the influence that is necessary.

Secondly the position of the teachers in society is very low, where the importance of a man is judged by the income he gets.

Thirdly, students do not take us so very seriously, because they know we have no voice in the administration of the University. They know that the administration of the University is mainly run by the people who have no heart in education, who use the University as a jumping-ground for political career. They are being convinced that we have no place in the University and that we cannot exercise that amount of influence which we would otherwise do. (Dr. Bhattacharya).

There are certain things which are peculiar to Calcutta. The first is very large number and very inadequate salary paid to teachers. There is little opportunity for personal contact between the teachers and the taught and the leadership has gone out of the hands of the teachers. Things have not gone to such extent in some other Universities in Upper India. (Principal, Vidyasagar College).

My experience in the Presidency College is that if students are allowed to thrash out questions amongst themselves this tendency to indiscipline dies a natural death. Even in cases where strikes are organised by outside influence, a large majority of students, if they are left to thrash out questions amongst themselves, are in favour of restoration of discipline. I am in favour of leaving things mostly to the good sense of the students. It has succeeded in a big College like the Presidency College. (Principal, Presidency College).

We have no discipline whatsoever from the home up to the University stage. The students should have a compulsory Military training for a year or so, so that they may get the spirit of discipline in them. Here in the Calcutta University the number has swelled because of the peculiar position of refugees who have been forced to go from East Bengal to West Bengal. The Government have requested the Principals of different Colleges to come to their help by admitting more students than the Colleges could admit. Without State help no University in the world, no College, can work. Both the University and the Colleges are dependent on public charity Unless that position changes, any kind of reform you have in view will not succeed. There should be a Board which should have a

large fund at its disposal to give to the colleges, and then all the discontent you find will disappear. It is the political leaders of the country that are responsible for this indiscipline among students.

Being a graduate is a kind of qualification for appointment. So a large number of students come. If they are diverted to technical studies, such a large number of students will not come for purely academic studies. The reform should take place in such a way as to find for teachers of the different colleges and the post-graduate teachers, a majority of seats in the Bodies. That is the view of the Association also. The University is very largely run by people who do not possess the knowledge or inclination for doing so. (A Professor of St. Xavier's College).

CHAKRABORTI, M.

2. (b) The prevalent indiscipline among students can be partly accounted for by their immature dabbling with current politics for which the encouragement often comes from professional and designing political leaders who do not hesitate to use students as pawns in their political games. Happenings in the world outside their *Alma Mater* have also influenced young minds which are more sensitive to the glamour than to the moral significance of an action, and have made them think of collective disobedience as a sure method of coercing authorities.

DELHI UNIVERSITY.

All India University Teachers' Convention.

1. (a) Unsatisfactory in a vast majority of cases. Remedies suggested are :—

(i) Thorough medical examination of every individual student at least once a year followed by suitable advice and treatment.

(ii) A compulsory course of physical education for every student.

(iii) Provision of nutritious diet and healthy residential conditions.

(b) The pecuniary resources of a large number of students joining the University courses are not satisfactory. They suffer from serious handicaps which affect their physical and mental vigour and even their moral outlook. The financial help available in colleges is only nominal with the result that it is only a small minority of students coming from well-to-do classes who can devote their wholehearted attention to their studies and derive full benefit from University education. But a vast majority of students are too engrossed in finding their expenses to take any living interest in their work. The remedy lies in providing more extensive and more substantial help to deserving students on the part of the state and institutions.

DIWAKAR, HON'BLE R. R.

1. (a) Want of regular physical instruction in the early stages, disinclination to take physical exercise, lack of any ideal in attending a particular physical standard, and poor nutrition.

(b) In many cases, poverty is the cause of bad housing, malnutrition and want of congenial surroundings for study.

(c) Facilities for social life are poor.

DORAISWAMI, M. S.

1. (b) The Indian student is often too poor to pay for his tutition or buy the necessary text-books.

2. Not much.

DUHR, REV. J.

Oral Evidence.

I do not believe that the present students are in any way inferior to the old students. In fact they are quite intelligent and have more general knowledge. The only trouble is lack of discipline, which can be put right.

DURGA DAS.

(a) Students whose health is poor and who are unable to bear the strain of studies should be refused admission. A medical test be held at the commencement of the university career. For maintenance of good health medical tests should be held annually. Defects in eye-sight etc., be attended to forthwith. Food arrangements in hostels are generally unsatisfactory. Students should be made to take part in hostel management under the guidance of some members of the teaching staff.

(b) Generally, bright students are poor. They should be given stipends and concessions by the university and the Government.

(d) Their chief disability at present is want of personal attention and interest from their professors.

2.(a) Not appreciably.

(b) All this is due to political movements which encouraged and induced students to take active part in the country's struggle for freedom. Non-co-operation movement gave birth to the spirit of indiscipline among Indian students. Since then, it has received impetus from strikes by labour and government employees. The whole atmosphere in the country is vitiated by indiscipline and lawlessness. We are reaping the crop of what our political leaders had sown. Nature's laws are inexorable.

(c) It did not succeed in the Punjab.

(e) Deal with them fairly and generously. But do not hesitate to take strong action whenever deemed necessary. They should be treated as our own children.

EAST PUNJAB UNIVERSITY.

(Vice-Chancellor and members of Syndicate).

Oral Evidence.

If we want to come into touch with the students, there must be an optimum number. Now we do not know the students even by name. We have no corporate life now. (Vice-Chancellor).

My own view is that politics are the bane of the community. In the Punjab there are many student organisations, namely the Students' Federation; Socialists; Students' Congress; National Students' Congress; R. S. S. and the Sikh Students' Federation. The Students' Federation asserts itself. The other four Associations think that they should also assert. If we ask the Ministers to give us audience, they do not give. But if four students go and shout slogans, audience is given and promises are made and those promises are not fulfilled and the worst happens. If you make the political parties realise that they should not interfere with the students, then only there will be some hope. If they want to deal with the students, why not deal with them through us ? (A member).

G. B. B. COLLEGE.

Muzaffarpur (Staff).

Most of our students are lamentably below standard in health. The reasons are—defective home training, lack of proper nourishment, apathy to sports and physical culture (or absence of facilities for these), absence of proper residential conditions. There is only a feeble attempt to give them at school the knowledge of elementary rules of health. Guardians have themselves to be trained in the guidance of their children. More and better hostels have to be built. With the co-operation of the guardians, better arrangements for the students' good can be made.

The problem of indiscipline has now become almost paramount. Indiscipline is due to several factors; to the meagreness of extra-curricular activities of an interesting and creative type, and the consequent temptation towards mischievous channels : to the disturbed condition of political and social life, to the absence of constructive social service by teachers and students; and, indirectly, to the lack of autonomy in the universities. If a healthy youth movement is built up by teachers and students together, the colleges and universities will no longer be fields for petty politics and spurious agitations, as they are now. There would then be no room or occasion for strikes and cheap slogans.

For all this, universities must have the resources they need. It is also absolutely necessary that they should have freedom from non academic pressures. One of the chief reasons for the disintegration and indiscipline in university life to-day is that the students and in

some ways the teachers look to sources of power and authority in the government and among non-academic persons. It should be recognised that the teachers who have the chief responsibility for the student's welfare and progress while he is at the university must also have the fullest power and authority. Otherwise the lost discipline can never be restored.

Once this is conceded the teachers themselves will welcome an increasing element of democracy in academic life. We are anxious to develop the sense of responsibility among students and to give them all the freedom compatible with academic life. But when extraneous influences are allowed to disturb university life, we can hardly attempt democratic experiments with any hope of success.

GHOSH, P. K.

1. (a) Generally indifferent.

(b) Low.

(c) Practically nil.

(d) Under-nourished.

2. (a) Yes.

(b) In the past they were used by politicians. The habit of striking persists.

(c) Not in non-residential universities.

(d) Not much.

(e) Utilize College Unions for the purpose.

GUPTA, S. K.

1. (a) Health and physique suffer since they do not get the right type of nourishment. There are no adequate arrangements for games, sports, or for physical exercise in most of the colleges. Living arrangements are not satisfactory. Discourses on the way of living and temperance are badly needed.

(b) Most of the students are very poor and find it difficult to pay their fees and to buy books.

(c) Social life is organised in some colleges but not in all. Even then it is not on right lines. The life of the country is far different from what the students learn in Colleges. They learn to lead a life more costly than they can afford to. Even a University like the Delhi entirely lacks such an organisation. The University and Colleges in the Punjab and Delhi have failed to discharge their duties satisfactorily in this respect.

(d) Their ideals are not very high. They have no self-confidence or have over-confidence. Many suffer from superiority and inferiority complexes. Students have a wrong impression of liberty. They seldom have an idea of the responsibility that is put on their shoulders at the time they join the University.

2.(a) Yes, in majority of the cases.

(b) Wrong notions of liberty and personal right and self-respect, absence of discourses on discipline and fulfilment of duty, lack of discipline and cooperation among the teachers themselves. The schools do not discharge their duty properly to train students in discipline. The problem should be attacked in schools rather than in colleges. The attempts in the colleges can be only to retain what they have learnt in the schools. There a wholesale change is impossible unless a miracle wand is used.

(e) We should better be tolerant and try to persuade them to leave their habits by discussion, personal examples and psychological corrective methods. Force of any type may prevent the occurrence of indiscipline but it is not likely to have a permanent and a good moral effect upon the students. For this purpose the teachers must be of a very high character and practical votaries of non-violence.

IVANIOS, REV. MAR.

Oral Evidence.

I have found that our students in this country have no interests outside the college studies. Therefore they turn to mischief. Recently there have been strikes put up by students in various colleges. I have felt that these students have nothing to interest themselves in and that they are foolhardy. In various colleges there are societies, photographic, dramatic, etc., and these must be developed in every institution to wean away the students from unhealthy propaganda.

I want to have some students' guilds and students' associations, running their messes, physical associations, etc.

IYENGAR, G. V.

1. (a) A large majority are of poor physique and health.

(b) Very few can well afford a college education.

2. (a) Yes, both in ability and character.

(b) The advice of leaders when it suited them. In most cases the strikes are ill-advised. A little persuasion and waiting usually solve the problem.

(e) Admit only students fit for the course and those who are anxious to have the course. The student must be kept fully engaged with one thing or another.

IYENGAR, T. S. RAJAGOPALA.

1. (a) Health and physique not properly attended. Neither the students nor the University give adequate attention in this behalf. Parents are also to blame for lack of proper physique.

(b) Parents are poor and thus are not in a position to give proper nourishment to their children. Colleges may run free canteens. Tackling at the root would mean improving the resources of the parents.

(c) The communal outlook and the caste-ridden outlook have imposed disabilities on certain sections of students.

2. (a) Yes. There is deterioration, both in ability and in character.

(b) Students were asked to violate law, participate in political agitation, and strike work and disobey the lawfully constituted authorities during the civil disobedience days. No doubt that was justifiable then. But students who were given the weapons of Satyagraha and strike into their hands for some purpose are using it now for all and sundry. They are made to feel that they are a power, and united they could do anything. What is more, because of the fear of vote and organized opposition the leaders who could give a lead are afraid to condemn their illegal actions.

(e) They should be strictly and impartially dealt with. The students' council also may be taken into confidence and consulted in things when they should be consulted.

JAYALAKSHMANI, SM. M.

Oral Evidence.

When compared with the other colleges in respect of discipline, our college (Maharani's College, Bangalore) is better. Even during the political agitation, there was not much difficulty. Even during the time of examination, there will be perfect discipline. There are very few cases of mal-practice, say one or two in three or four years.

JHA, DR. AMARNATH.

Oral Evidence.

When I went to the United States of America, one thing very greatly impressed me and that was their system. It is a Committee system entirely of the Cadets and they deal with most of the offences committed by the Cadets. There is no member of the staff on that Committee. If that Committee recommends that a Cadet is not fit to remain in the Academy, the Cadet has to leave. If in our institutions we develop something of that kind and put upon the student body the responsibility of dealing with indiscipline. I think a great deal can be achieved.

My experience has been that except when there has been a political tinge given the students are amenable to discipline. My own experience, except during 1942 (movement) when they refused to listen to me, has been that I have very rarely had to appeal to them in vain.

The students did defy here Sec. 144 once. They burnt the effigy of the Chancellor. But by and large they have behaved well. Small tutorial groups will put an end to this.

JHA, I. S.

1. (a) Irregular habits and less of physical activities including outdoor games and play.

(b) Some are in great pecuniary difficulties and others who can afford spend money over harmful luxuries.

(c) There is total loss of social life and contact with the world outside.

(d) They always think in terms of securing some Government job.

2. (a) Yes.

(b) Loss of personal contact with the professors, encouragement from anti-social groups like the communists, a desire to become great by following in the footsteps of Congressmen who are now in power. Ideals of social service are not infused by the teachers who are out to sell their training for money on commercial basis by conducting private tuition. and as such their words do not carry weight with the students.

JHAVERI, K. M.

Oral Evidence.

Indiscipline has increased recently. There are strikes, non-co-operation movements and hartals about and you cannot expect the students to be unaffected. I am conducting an orphanage and the inmates have offered satyagraha saying that they did not like the Superintendent and the newspapers are there to give wide publicity. I think the newspapers promote Satyagraha.

JODH SINGH.

2. (a) Yes, they are not very serious about their studies.

(b) It is a legacy left by the various political parties in asking the students to take active part in the political activities of the country.

(c) We have no such system in this college (Khalsa College, Amritsar).

(e) Strong action against cases involving moral turpitude. My experience is that the students come to their senses very soon if left to themselves.

KANE, MAHAMAHOPADHYAYA, DR. P. V.

1(a), (b), (c) and (d). The main difficulties from which the University students suffer are that they are crowded in cities and towns where there is very little accommodation for them and their pecuniary resources are very poor. Therefore Government should make either non-recurring grants or should advance money without interest for the building of hostels by the university and colleges on a very large scale. Further, as intelligent students are often very poor, Government and universities should grant substantial scholarships to poor and deserving students. At present provision on this head is very meagre.

2(a) In my opinion there is no serious deterioration in the quality of students coming up for University education in respect of ability and character.

(b) The prevalent indiscipline among students and the frequent resort to strikes are more or less due to political causes. When India was under the British domination students were often encouraged by public speakers and some leaders to go on strike, to make demonstrations and disobey their teachers and principals most of whom were often Englishmen or foreigners. We are reaping the consequences of this teaching by public leaders and politicians. Now that India is free it behoves public leaders and politicians to desist from encouraging students in the matter of resort to strikes, indiscipline and similar weapons.

KANUNGO, MR. NITYANANDA.

Oral Evidence.

I do not suggest uniformity in dress, but just a certain amount of elegancy. I am told that among Chinese and some other people there are some uniform standards of dress. In our ancient times there was a certain elegancy in the standard of dress which is lacking to-day as we find when we go to a hostel or a college. The word ' dress ' is an awkward symbol for elegancy.

KATARE, DR. S. L.

2(b) Causes of the prevalent indiscipline—

(i) Influence from outside politicians.

(ii) University education has become dull and sometimes shorn of any values and cannot mobilize the dynamic urges of students.

(iii) Indifference of teachers to students, caused by stepmotherly treatment given to them.

(iv) Because of bad courses and syllabuses and lowering of the examination standards students do not have to devote much of their time to studies and thus their empty brains become devils' workshops.

KAUL, R. N.

2(a) There has certainly been some deterioration in the quality of students coming up for University education in respect of ability and character, as they come up from schools and colleges where adequate instruction and opportunities for personality building are not available.

(c) The proctorial system is not adequate. There should be more proctors, with a number of paid assistants, with cycles, motor-bikes and other facilities for checking.

(e) Indiscipline can be rooted out among students only if (i) their social life is better organized, (ii) teachers enter into the life of the students with sympathy and understanding, having more social contacts with them outside the lecture hours, (iii) teachers understand the psychology of adolescence.

KHAN MOHD. ABDUR RAHMAN.

1. Communal discords.

2. (b) Influence of certain type of leaders.

(e) Teachers should win the respect of students by their work and character.

KRISHNAN, DR. B. T.

As there is no moral training from the lower standards upwards, general discipline has deteriorated, respect to teachers and elders is lacking.

KUMAR, B. R.

2. (a) Yes.

(b) Twenty-five years' teaching of indiscipline by politicians.

(e) Remove the politician from the scene.

LUCKNOW, UNIVERSITY OF.

1. The main disabilities are poverty and absence of satisfactory residential arrangements.

(a) The existing arrangements for physical culture are inadequate. Medical services also are not adequate. Games and sports which are organised in the University by Athletic Associations cater only for the few. Unless we have more playgrounds and a better equipped gymnasium we cannot cope with the problem.

(b) Poverty of students is another handicap. This disability can be partially remedied only if the number of assisted students is sufficiently large and maintenance grants are liberally given to meritorious students.

(c) Poverty compels students to live in unhealthy surroundings. Hostel fees should be reasonable so that poor students may find it possible for them to enjoy the benefits of the residential system.

2. (a) We do not think so.

(b) There are many factors which are responsible for the prevailing indiscipline. In the first place we should not forget that we are living in a period of confusion and conflict. This is a world-wide phenomenon. This has had an unsettling effect on the youth of every country. Over and above this we had, in our country, a powerful political movement for freedom and it is obvious that the student community could not remain unaffected by the spirit of revolt. In every subject country students are known to have taken a prominent part in

the national struggle for freedom. India could be no exception to this. Whatever indiscipline is visible today is a hangover from the past. If we direct the energies of our students in constructive channels and if teachers come in closer contact with them the task of maintaining discipline will not be so difficult.

(c) Not quite satisfactorily.

(d) We have no experience of the working of Students' Courts of Honour.

(e) Cases of indiscipline are quite few and they can be dealt with successfully by combining firmness with sympathy.

MISS N. ROY.

(d) They suffer from a sense of futility and frustration because of the lack of opportunity in store for 90 percent. of their number after graduation due to wanting in training for a profession, the existence of nepotism and communalism, caste and sub-caste discriminations on the part of officials commanding patronage.

2. (b) Their sense of frustration, too much time and very little to do, socially empty lives, cheerless homes offering no attraction, and stimulating no ambitions, no idealism inculcated by parents, or by teachers either by precept or practice (being indifferent to their obligations in these matters)—hence with unspent energies and very little to stake they find outlets in strikes.

MADRAS, UNIVERSITY OF.

1. The main disabilities and difficulties of University students are the lack of proper facilities for accommodation in hostels, etc., and the limited financial resources of most of them. The social life depends much upon the College concerned. Where hostels exist and the teaching staff take some interest, the social life of the College is naturally much more vigorous. The deficiency in hostels is not only in regard to aided institutions, but even more so in regard to Government Colleges.

2. (a) There has been no deterioration in the quality of students going up for University education, but in view of the larger numbers, personal contact between teachers and students is very much less.

(b) The present state of indiscipline among students and resort to strikes and other trade union weapons must be viewed from the broader point of view. It cannot be doubted that students' minds have been influenced by many incidents occurring in far-off countries. The political turmoil through which the country passed recently has also contributed its own share to the growing indiscipline, which it will doubtless take some time to eradicate. Ill-digested ideas of the elements that go to build a true democracy and an imperfect realisation of what independence stands for have also contributed to the present state of affairs. It is hoped that this is, however, a passing phase, as on the whole, the bulk of the students are disciplined, well-behaved and easily amenable to the influence of teachers.

(c) & (d) No proctorial system exists in this University, nor are there Courts of Honour.

(e) While the University and the Colleges concerned are taking every step possible to wean students from this indiscipline, it must be confessed that the authorities of the Universities and Colleges cannot cope with this situation unless public opinion veers round and leaders also realise their responsibility in addressing students and advising them properly whenever they have an occasion. The State has also a duty in this respect and the more the Universities and Colleges are left to manage their own affairs, the better will be the discipline.

MAHARAJA'S COLLEGE, MYSORE, PRINCIPAL AND STAFF.

The present state of indiscipline among students in the country is due to political, social and economic reasons. It can be tackled with success only when the Government, the public, the parents and the educational authorities fully co-operate towards that end.

We believe in the sobering and steadying influences of the Tutorial system. We have no faith in Students' Courts of Honour.

MAHARAJA'S COLLEGE, MYSORE, PRINCIPAL AND STAFF.

Oral Evidence.

Students have no faith in a Court of Honour. We tried it for about 3 years. It failed. The other students who are not on the Court of Honour will be jealous and it will create party feelings. A sense of responsibility must be developed in the students. There must be what is called social change in the present conditions.

MANGALMURTI, JUSTICE K. T.

Oral Evidence.

About discipline amongst students, I must begin with my own experience. I was the most mischievous student in school days and I should say there is too much criticism of students these days and at least 90 per cent. of it is irrelevant. The fault begins with the parents. The parents today do not give them any moral education. They think it is a good riddance for six hours a day if the boy goes to school. Several parents do not know in what class their child is studying or the subjects he studies. I think that dire neglect on the part of the parents, dire indifference on the part of the primary teachers, and dire neglect of the responsible citizens has brought about the present situation.

And also, lastly, presentation of the future by the authorities to the boys will help a lot towards discipline. Today he knows there is nothing awaiting for him. He has got to begin a life of drudgery. He says, "After all there are 10 posts and there are 300 boys and so what am I going to get ?" So why should "I bother" and he becomes a cynic. This has resulted in deterioration in many directions.

Today the boys do not devote as much energy as they ought to for physical development. Of course, cinema has contributed to this misfortune of ours. Less attention is paid to sports and to physical development. So the authorities and the leaders of the society should try to show them what is waiting for them in future, how the country is going to develop, how they are going to benefit, what part they are going to play and what preparation they must make. There should be a definite propaganda for this and I am sure that it will lead to betterment of the present conditions. We find that the health and physique of the boys have not improved and I have reasons to think that it has actually deteriorated. Definite efforts should be made in schools and colleges at each stage to see that the boy takes some physical exercise and also sufficient attention should be paid towards the food he eats. There is too much ignorance about food matters. He does not know the food values of different articles. If a boy likes rice, he simply goes on eating rice both the times. To avoid this a sort of general lectures to him during the High School stage on dietetics should be given.

Today the education has become very expensive and parents have to keep back their children. This is specially true of the middle class. My idea is we have too many students in the universities. We ought to widen our courses of Matriculation and those boys who are going there simply to get jobs, they should have all they want in the High School course and recruitment to services should have nothing to do with the university. For every job there should also be competition so that all the factors which are creating dissatisfaction in the country today will disappear. Once we have the competition, every boy will not rush to the university. But we must make provision for the poor and deserving boys in the university. I would not mind taxing the rich to the maximum extent simply for educational purposes. I would even suggest that a special tax be earmarked for that purpose.

MATHEW, C. P.

Oral Evidence.

More often than not, the communist elements in the country are rousing the students to strike. They resist all authority and they are rousing the students as ready implements in their hands. And the careless students respond to them readily.

MATHUR, K. L.

1. (a) Health and physique are generally very poor, the main cause being the underfeeding of students. Universities should wholly or partly contribute funds for this item of nutrition during the hours of study in the College.

(b) Pecuniary resources are also very meagre in most cases. Help by way of scholarships, freeships, etc., should be increased over the present scale if any.

(c) Social life outside College premises is not controlled by the Colleges or Universities. Some effective measures through the help of the teachers and the parents should be taken in this direction.

(d) They need improvements and expansion in their intellectual outlook.

2. (a) There is some deterioration; but it may disappear as soon as the Secondary education is made more efficient.

(b) Lack of sense of responsibility on the part of the students in general.

(c) Yes, to some extent.

(d) It may inspire in them a keen sense of responsibility if properly looked after.

(e) Closer contact and intimate mixing with the students inside and outside the college will go a great way in solving this problem.

MATHUR, S. N.

1. (a) On account of adulterated food of low nutritive value, the health and physique of the students remains below normal. Government should be moved to take stringent measures against this. Moreover, self-abuse among both sexes is undermining their health and vitality. Right type of sex knowledge, strenuous body-building occupations and regular weighing of each individual should be introduced.

(b) Pecuniary resources of the students are not satisfactory. Inflation has aggravated the trouble.

(c) Depressed and minority class students do not mix with the students of majority classes on social equality level. They move in their own social groups. Picnics, community singing, social uplift work should be employed for breaking this insulation.

(d) Most of the students suffer from an inferiority complex. Sex complex and lack of power of expression and want of a cultural background also prevent the students from mixing freely. Democratic ideas and patriotic feelings and needs of the nation should be impressed on the minds of the students.

2. (a) Yes.

(b) (i) The students have not realised the needs of democratic government.

(iv) These are temporary phases and they will soon disappear when the right type of education will be introduced.

(d) Students' Government and Courts of Honour (Youth movements) have been very successful in the universities of Europe and America and are expected to give the same results, if tried in India.

(e) Students' indiscipline can only be controlled by the students' own Courts of Honour, by a sympathetic treatment from their teachers.

MEHAR CHAND.

1. (a) Not many.

(b) Not majority especially the intelligent youngman entering the Universities. Government should grant large number of stipends and exemption of fees to a larger extent than at present.

(c) Not many in the Punjab.

2. (a) No. Except that the tendency to put hard work is on the decrease.

(b) Easy examination and threats to hunger strikes etc. leading to easy acceptance of their demands reasonable or unreasonable and no importance being attached to regular home work and regular attendance to lectures.

(c) No.

(d) They may in the long run improve the situation.

(e) Principals and Professors when issuing a certificate should categorically say if he ever took part in a strike or not.

MEHRA, DR. P. N.

2. (a) Yes.

(b) Failure of our best students to get suitable employment resulting in a sense of frustration. Mainly the jobs go by recommendations and not by qualifications.

MEHTA, K. C.

1. (a), (b), (c) & (d) The health and physique of students in the Colleges and Universities is far from satisfactory and the same applies to the population in the schools. The disability is mainly economic in so far as the parents of most of the students cannot afford to provide good and wholesome food for their children.

2. (b) The most obvious cause is the 'hangover' of the technique employed during the political struggle for the last few years. Perhaps it was inevitable but the public men and the Government authorities should strengthen the hands of the teachers as well as the administrators of the Universities and Colleges by taking a firm stand whenever imposition of punishment for indiscipline becomes necessary. Besides, all students' organisations with a political programme and affiliated to the various political parties should be discouraged.

(d) Experience of the Students' Court of Honour. started recently at this College, has been quite satisfactory.

MEHTA. J. M.

Inspite of the fact that the foreign rule has disappeared, the sense of discipline has not yet been restored in the students' world. This is extremely deplorable.

MENON, DR. C. N.

Oral Evidence.

Regarding discipline in the university I think if the students take to their work seriously, there would not be any trouble about discipline. Teachers should not try to exploit the students.

MERCHANT, K. T.

Oral Evidence.

Discipline has been going down and down. It will not be proper to find fault with students alone although to a great extent they are at fault; in the context of our political conditions, discipline has become a casualty. Perhaps it may be due to the influence of strikes, civil disobedience, hartals and the like during the pre-independence days.

MISHRA, DR. U.

Oral Evidence.

It seems to me that in some form or other we have to introduce the system of appointing tutors—something of the sort that really existed in ancient India. There was a sort of intimate contact between the teacher and the student in the Gurukulas. If we can catch that spirit, then my feeling is that much of the indiscipline will disappear.

NARAYAN, DR. A. L.

2. (b) Injurious political doctrines of a foreign brand are responsible for the present indiscipline.

(e) Expulsion is the remedy.

NARENDRA DEO, ACHARYA.

Oral Evidence.

There is a Proctorial Board in the University with which students are associated. The students of Science are found to be much better disciplined than the students of the Arts Faculty. They are kept busy from early morning till afternoon. They cannot miss the lectures. If they do they cannot pass their test. The number is small and they come into better contact with the teachers. The Faculty of Arts consists of more than 2,000 students. The number is strictly limited in the Faculty of Science.

NAYAR, DR. A. S. MANNADI.

1. (a) Every university student should have a Health Card which contains the record of the initial physical examination which should be complete, of six-monthly periodical examination, of defects noted and remedial measures taken, and of illnesses and accidents, etc.

(b) Helpful if there is a "Social Card" which contains all other information of (b), (c) & (d).

2. (a) No.

(b) I have not noticed any indiscipline among my students. Teachers who cannot deal with students tactfully and with affection, should leave the teaching profession. Men of high integrity of character and discipline should be employed for teaching profession. Best men available alone should be recruited for teaching profession.

PANDE, SHIVA DHAR.

1. (a) Poor.

(b) Very poor.

(c) Negligible.

Education must be made cheap, as economic conditions will not improve rapidly. That means change of system in fees, teaching, residence, all round.

2. (e) Remedy their grievances. The Indian student is among the best students in the world,—a real student. It is our system, which is wrong. Indiscipline is only a symptom. The boys now being educated from the masses for the first time feel towards letters as Keats felt towards Chapman's Homer.

PAL, DR. S.

1. (a) Health and physique are very poor. Key stone of Dental Arch, the sixth year permanent molar (grinder) is often neglected.

Should have compulsory Military Training in addition to playing games, like Hockey, Cricket, Football, etc.

(b) If necessary the Provincial or Central Governments should come to the rescue of the Universities.

2. (a) Yes.

(b) The right type of students for forming the Universities do not come forward.

Their main idea being to just get a pass in their examination and the idea of their strikes, etc., is to evade studies as they have no real aptitude for them and in majority of cases the parents have chosen a wrong profession for their wards.

(e) Strict disciplinary action should be taken and if necessary they should be expelled.

PAPATLE, LT.-COL.

1. (a) Yes. Better food in hostels.

(b) In the case of the majority of the students, adequate help by way of scholarships.

2. (a) To some extent, but not a serious deterioration.

(b) The prevailing atmosphere as a result of the changed political conditions during the last war and its aftermath.

(e) Tact and taking into confidence the secretaries of the Students' Unions and impressing on the students through them the importance of discipline.

PAPWORTH, H. C.

1. *Health.*

Medical inspection has been insisted upon in the case of Intermediate students since the foundation of the University of Travancore. An analysis of the medical reports reveals that a very large number of students suffer from physical defects, but a careful scrutiny of these defects shows that the majority of them are childish ailments, like defective eye-sight, mastoids, adenoids, etc., which should have been rectified in childhood. This is an instance of an activity being begun in the University which should have been begun years before, in the primary and middle schools. Another activity which is begun too late by Universities is compulsory physical training. To be of any genuine use to the youth of the country, these activities must be begun many years earlier. The University stage is much too late.

2. (b) *Students' indiscipline.*

With regard to discipline, it is well known that this has completely broken down amongst University and college students. It has also broken down amongst school pupils. The blame for this, in my view, must be laid upon the politicians and 'leaders' of the country who for the past twenty years have not scrupled to use students to aid them in making mass demonstrations. These leaders have for years taught pupils to defy their schoolmasters, their professors and principals, and have openly encouraged strikes, satyagrahas and mass demonstrations. Many of these leaders are now in office, and are themselves reaping the results of the evils they formerly encouraged. The result is that the situation is quite beyond control, and the University and college authorities are impotent in the matter.

The only remedy that I can see is for the Governments and Universities together to abandon bravely and openly their present policy of surrender to mob-indiscipline by students. Governments, sooner or later, will have to declare students' strikes as illegal, and Universities will have to expel, without exception and with Government support behind them, all students who take part in strikes and in other forms of subversive activity. Then, mass demonstrations by students will have to be dealt with by the ordinary civil forces of law and order.

PAPWORTH, H. C.

Oral Evidence.

Wherever there is an opportunity of getting a mass gathering people get students to demonstrate for them. For the past many years the political party in power was put in an embarrassing position on account of this.

PATNA, UNIVERSITY OF.

1. (a) The health and physique is not so poor as to disable them from pursuing their present studies.

(b) Pecuniary difficulties do present difficulties to some extent.

(c) Social life and amenities in India are still medieval and do not fit with ideals and methods of modern education. The remedies are residential Universities and visits to different parts of the country and occasionally abroad.

(d) (i) Adequate recreation facilities with special reference to games and sports and opportunities for proper use of leisure.

(ii) Lack of proper hostel accommodation.

(iii) Laboratory and common-room facilities.

(iv) Stifling of natural curiosity of adolescent students. Another important disability is the absence of expert educational and vocational guidance.

2. (a) Yes, to some extent.

(b) A passing phase : A national life. As a result of continuous struggle against British Rule during the preceding 40 years.

(c) No direct experience here.

(d) Do.

(e) (i) Stiffening of University standard of admission.

(ii) Healthy facilities for residence and use of leisure.

(iii) More personal contact between teacher and taught.

PILLAI, K. P. PADMANABHA.

Oral Evidence.

In the last few months, we have witnessed indiscipline on a terrific scale. It is not easy to suggest the remedy but a joint effort by all universities and colleges must be possible. You must see that only proper persons are admitted to the university. For example, here, when students were admitted to the college last June, fees were paid by the communists to certain students.

We do not want that communists should not study. But they cannot squeeze the students inside the colleges. Those who want to read must be allowed to read and those who do not want should be left free. After all 90 per cent. of the students come for studying and they will surely obey their parents.

PILLAI, MALLOOR K. GOVIND.

Oral Evidence.

Now the atmosphere is almost always surcharged with indiscipline. Demonstrations take place every now and then. And the managements and the college authorities are helpless in the matter. Here we have had a recent strike against the practice of detention in the junior classes. The students show no sense of responsibility. They strike for all kinds of petty things and even for imaginary grievances. Everyday the newspapers are full of news of strikes of students.

PILLAI, P. S. ATCHUTHAM.

Oral Evidence.

It is very difficult to maintain discipline on account of the frequent strikes. The students think that it was on account of their agitation that Responsible Government has been introduced in the State. So they think that they can change the system of examination also through strikes. The student leaders are under the impression that they were responsible for bringing about the present system of Government.

I agree that it is because they think that the local University or the Provincial Legislature can abolish examinations and that they could bring some pressure on them by these demonstrations, that they strike. If they understand that the pressure ought to be brought on the centre, which is far away, they will acquiesce and not make such agitations.

PRADHAN, N. C.

1. Malnutrition as a result of scarcity and rise in prices of foodstuffs is responsible for the present bad health of students. Adequate hostel accommodation, liberal State help to a majority of promising and needy students would go a long way in removing the existing disabilities and difficulties.

2. (a) Yes.

(b) The forces of political transition in the country, giving no opportunity for getting a clear sense of values, are responsible for the prevalent indiscipline among students. Of late, certain sections of people have started to influence the students and divert their attention from their legitimate work to exercises in politics, as a result of which the objectives of student life have been distorted.

(c) Mass indiscipline requires a stern attitude on the part of authorities.

PRADYUMNA, C. JOSHI.

Firmness coupled with tactful and responsive approach seems to me the only means of ensuring discipline. There is nothing like good humour and a sense of proportion in resolving indiscipline among students. Regulations cannot be a remedy but it is susceptible to a personal human approach. Proctorial system is needed but it must not impose itself too much, as it did in Aligarh, nor should it become a constant irritant, but the powers should be well-defined and given in firm hands. Discipline is an everyday matter and the regularity and orderliness of life is by the inculcation of habits and wholesome conventions. Students' Courts of Honour will tend to become hunting grounds for retaliation and vengeance. Selective admissions and proper staffing are important elements. The institutions should be able to develop loyalties which are the sweetest bonds to keep everyone in check and all in amity.

RAHMAN, HABIBUL.

1. (a) Extremely unsatisfactory provision is made for the health and physique of students. The food provided in most hostels is neither tasty nor balanced and is generally inadequate. The provision for physical exercise is hopelessly inadequate and is confined to a few dozen students who play organised games or participate in sports. Dispensaries or hospitals attached to universities are also generally unsatisfactory in their equipment, staffing and working.

(b) Inflation has hit everybody hard. One finds in the universities of India to-day an alarming proportion of indigent students. The number of available fee concessions is very small. Universities cannot do anything unless the Central and Provincial Governments come forward with generous grants.

(c) Their social life can hardly be called rich. Students' clubs and societies in Western universities provide a much richer programme of social activities than those in Indian universities. In non-residential universities there are hardly any social contacts between students and teachers and even in residential universities such contacts are very limited.

2. (a) Yes.

(b) Several reasons. (1) Youth is in revolt against old-fashioned methods of oppression all over the world (2) Much of the teaching in class rooms fails to inspire the students and consequently to evoke genuine respect for teachers. This loosens the teacher's moral hold upon the students (3) The absence of any strong intellectual or other worthwhile interests through curricular and extra-curricular activities intensifies the students' sense of the emptiness of their lives, and since no constructive lines of action have been provided for them, they resort to destructive methods of ventilating their youthful energy.

(d) I consider them valuable means of reducing indiscipline through the development of a sense of responsibility amongst the students.

(e) They will almost disappear if teachers plan a rich and varied programme of activities, curricular and extra-curricular, which might canalise their energy along the lines of their varied interests.

RAMANATHAN, V.

2. (b) Public men should be required not to encroach on the sanctity of academic life and all attempts to entice students into party struggles or faction squabbles should be positively discountenanced.

RAMANUJAM, DR. S. G. MANNAWALA.

1. The main difficulty is lack of proper accommodation in hostels and of amenities necessary for a corporate social life therein. Students are often overcrowded in rooms due to want of sufficient number of hostels in relation to the strength of the institutions.

(a) There is no proper medical examination of the students in Colleges and where some sort of an examination obtains there is very little of follow-up work or of active help given for the correction of defects pointed out by the doctors.

The physique of the University students is rather poor in general. While provision is made for physical training classes in the University, full advantage is not taken of it by the students; nor is it possible for Colleges and Universities to provide recreational facilities for all the students.

Usually hostels have no recreational side attached to them. Many parents cannot afford to give their children adequate and necessary nourishment needed for the proper growth of their bodies. Individual dietetic needs cannot be catered for by the hostel.

(b) The pecuniary resources of the students are generally poor. The remedy is award of scholarships of increased value so as to cover tuition fees and boarding and lodging expenses.

(c) Lack of a common type of food amongst the different sections and the different communities within the country stands as a handicap for intimate social contact. The present day territorial, linguistic and communal tendencies stand in the way of more intimate social life.

2. (a) A marked deterioration is noticeable due to lack of adequate preparation in the School for University education.

(b) The teaching and the example set up by politicians. The politicians get into contact with the office-bearers of College Unions and Societies and try to use them for unacademic activities. Certain political organisations seem to subsidise a number of students and manage to get them distributed to a number of institutions. Student organisations have been formed and when trouble starts in one institution, they get busy and try to bring about a general situation.

The political evolution of the country has perhaps necessitated such a procedure; but it is to be hoped that this is only a temporary phase.

(d) It has not been tried to any extent in this part of the country.

(e) (i) Politicians keeping their hands off from the students and academic institutions;

(ii) Government and Universities giving full freedom and support for managements to deal with the situation;

(iii) Creation of public opinion against such indiscipline;

(iv) Heads of Institutions keeping record of the activities of the students and making proper use of these when issuing testimonials and answering references.

RAMASWAMY, P.

Students at present suffer from various handicaps in colleges. For one thing sufficient attention cannot in the very nature of things be paid to their health and physique. The pecuniary conditions of many of the students are not such as to make their stay in the University as pleasant and useful as it ought to be. Cultured social life is not well developed and there is no organised attempt to provide outlet for the surplus energies of young men at the colleges and Universities. It is the non-canalisation of this surplus energy that accounts for the restlessness of the present-day students and its consequent manifestation in undesirable forms. The deleterious influence exercised upon these youngsters by uncultured and unscrupulous politicians more intent on establishing their influence than on assisting the development of youngsters is also responsible for strikes, employing trade union methods for exerting pressure on authorities. It need hardly be stressed that efficient instruction resulting in intellectual regard and the constraining influence of the superior personality of teachers are the factors which alone can render proper discipline possible. The cases of indiscipline should be dealt with not by the imposition of arbitrary penalties, but by students' " courts of honour ". Even here the emphasis must always be on an appeal to the students' self-respect and sense of moral dignity.

RANGAIYA, M. VENKATA.

2. (b) The indiscipline among students is due to three factors in the main. There is in the first place the growing influence of communistic organisations. Many students are members of such organisations. And one of their activities is the fomenting of trouble all round. Many of the strikes are due to their activities. Students who do not belong to these organisations are not able to resist the pressure exercised by them. In the second place colleges and Universities have not been interested in organising contacts between students and the teachers with a view to the latter exercising real influence on the former. Universities have no interest in directing positively the conduct of students or shaping their character. They rest satisfied with giving instruction for them in the class-room with the limited objective of enabling them to pass examinations. In other respects they prefer to adopt a policy of *laissez-faire*, leaving students to themselves. And as it is possible for persons to secure a pass in the examination by unacademic methods which are coming more and more into vogue even the influence exercised through class-room instruction is becoming less and less. In the third place, in several educational institutions there is very little effort made by managements to employ the best staff and to equip properly their libraries and laboratories or the playing-fields. Students feel that they do not get a fair return for the fees they pay. And this also is responsible in many cases for strikes. Colleges admit students even when they have no accommodation. They encourage students to stay away from classes. They tolerate students loitering in the verandahs and college compounds. All this creates an atmosphere of indiscipline. It is no wonder that under

circumstances like these strikes have become more frequent. There are University authorities or College authorities who are so much afraid of the use of physical force by students or of becoming unpopular with them that they hesitate to take disciplinary measures even when such measures become necessary.

A better atmosphere can be created if colleges give up their policy of *laissez-faire*, if teachers come into more intimate contact with students and if more attention is paid to provide students with better teachers and teaching and with better facilities for education.

RAO, P. RAMCHANDRA.

1. (c) In certain universities, the communal differences are assuming dangerous proportions. This makes the students' outlook gloomy. This must stop at once, and the Central Government must take urgent steps to stop it.

RAO, S. V. SRINIVASA.

2. (a) Yes, in respect of ability, because of popularization of education. It is a temporary phase. A university degree is a passport for Government service. As more and more technical courses are introduced, this rush to universities will cease and the quality of students seeking admission to universities will improve.

(b) It is a purely temporary phase. Let the universities mind their business and do it well.

RAO, SANJIVA.

1. In my experience as a University teacher for 32 years the chief disability is the poverty of the average student in an Indian University. Poverty of the student is responsible for his not taking any advantage of the social amenities in the University.

2. (a) &(b) There has been some deterioration but I consider it a passing phase. The Second World War and the political struggle in India have had an adverse effect on students.

RAO, DR., V.K.R.V.

Once over-crowding is removed from colleges, and suitable provision made for personal attention to students, I think that the problem of discipline will solve itself. The encouragement of extra-curricular activities will also help in the same direction.

RATH, G. C.

Oral Evidence.

Another thing I have come across during my experience as a teacher is the lack of discipline amongst the students in spite of the best care on the part of the teachers. I have always felt that unless

the University and the Government joined together it would not be possible to enforce discipline. I mean the Universities must have the backing of the Government and no legislation is necessary.

SAHU, LAXMI NARAIN.

1. From politics.

(a) Compulsory Physical Education throughout should be enforced

(b) Tiffin and dress should be provided.

2. (a) Yes.

(b) Politics.

(c) No politics, no pride of nationalism.

SARKAR, N. K.

1. (a) Satisfactory arrangements should be made for the improvement of students' health by making physical exercises compulsory for all, arranging open air excursions, healthy food in hostels, exercises in gymnasiums, etc. The health of our boys is generally poor.

(b) Most of our students are too poor to afford the expenses of College education. They should earn and learn at the same time. Liberal concessions and stipends should be offered to poor and meritorious students. We can also help them through "Poor Boys' Fund", "Students' Mutual Aid Fund", "Poor Boys' Lending Library", etc.

(c) There is not enough scope for corporate and healthy living and social contacts.

2. (a) Yes. At the time of University examinations we find that many students try to have recourse to unfair means. Sometimes they write anonymous letters threatening the invigilators who are strict and conscientious. Formerly almost cent. per cent. students would salute the teacher when they met him but now very few students would do so. Saluting a teacher respectfully is the exception rather than the rule today. Students are too often made play-things in the hands of leaders of parties so that they have lost the power and the habit of independent thinking and forming level-headed judgement on men and affairs after cool and dispassionate deliberation.

(b) & (c) I have no complaint regarding discipline among the students except the fact that sometimes they lose their balance, go on strikes, shout slogans in compliance with directions from students' organisations or from leaders of different political parties in the country. This is a very unhealthy and undesirable state of things. The strikes are often only partial, but they are very detrimental to the maintenance of discipline. We follow the University Circular on these occasions and keep the college open, hold the classes as usual

and mark the strikers absent on the class registers. The students then behave like multiheaded rabble and will not listen to reason or good counsels as they owe their loyalty more to their political party-leaders than to the College. The situation needs furious thinking and tactful handling. I am cent. per cent. in favour of discipline. The students must observe the rules of the College, maintain discipline or leave the College. But any drastic action like expulsion of strikers would be a remedy worse than the disease now. In explosive times like the present, we have to proceed with circumspection and sense of reality. I would suggest moral pressure, radiant persuation rather than stiff disciplinary action for the present in dealing with mass indiscipline among the students who are often misled by outside influences. Gradually we must assert our natural leadership as teachers and wean them away from such unhealthy influences. I should also point out the impossibility of taking disciplinary action against students on a large scale when we have to depend largely on fee-income from students for balancing our budget as public endowments are rare and Government Maintenance Grant inadequate.

SARMA, D. S.
RAO, V. APPAYA.

2. (a) There has been some deterioration on account of (1) much larger number of students now seeking admission into College and (2) the lowering of standards of admission for various reasons.

(b) The political atmosphere in the country is chiefly responsible.

(c) There are deep-seated, irresponsible, political agencies working underground which create confusion in the political and economic set-up of the country. Unless the Government tackles these firmly nothing that the Colleges could do can help the situation. Also the false sympathy expressed by some political leaders towards the indiscipline of the students has been worsening the situation. More intimate contacts must be established between the teachers and the taught and the active co-operation of the parents also secured.

SATYANARAYANA, R.

1. (b) A scholarship amount should be enough to cover all expenses (i.e., tuition, clothing, books, board & lodging) and we should be able to give scholarships to all those boys who are fit to study in the university, who are willing to study but who cannot afford to study because of lack of finances.

We may give the amount as a loan without interest and try to recover it in easy instalments when the person begins to earn. This method should enable us to give larger amounts to greater number of persons than we are doing at present.

SAVOOR, S. R. U.

1. Poverty and malnutrition are the bane of the majority of University students and these two stand in the way of all their activities. Even though Universities have done something in the matter of medical inspection, due to the poverty of the average parent it has not been possible for him to do much. At present University and Government scholarships perhaps do not cover even the fees that a student has to pay to his college. Really capable students should be given scholarships which can cover both his fees and boarding and lodging to a large extent, if not fully.

2. There has been serious deterioration both in the quality of students as well as their discipline owing to

(a) migration of teachers, who can, to more profitable employment,

(b) the tendency to take up the profession of teaching only as a last resort,

(c) the large number of students wanting admission to any University course of study, whether they are really fit for it or not, and claiming admission (at least in this province) because of the community to which they belong, and thus making the ratio of students to teachers in any institution too large for individual attention, and

(d) the unfortunate fact that in most cases a student's ability is judged not by his day-to-day work but only by his performance in terminal, annual or selection examinations. Even these examinations are nowadays considered by students as a nuisance.

SESHAIYA, R. V.

2. (a) Yes, but not more than the deterioration in the quality of teachers.

(b) Improper education; minds are vacant; no hobbies; high ideals not inculcated in the minds of the young, not even good stories are told in elementary and secondary schools. The minds are fed on filthy trash in the regional languages. The minds are not trained to dwell on pure and noble ideals.

(e) Teachers should read and think over at least "Talks to Teachers" by William James. Few teachers know the psychology of young minds.

Politics should be excluded. Universities should not be platforms for political agitations.

Teachers and students would be able to adjust many matters between themselves, if outside influence and politics do not vitiate these relations. Universities may be left to themselves to manage their own problems.

SETHI, B. L.

1. (a) & (b) The average health of a student is poor. His physique cannot bear the strain of hard mental work and much less it is attended by physical strain as well. His diet is very poor. Mess arrangements are defective. Majority of the students do not get full nourishment required for their normal growth, physical and mental work, due to financial stringency.

(c) and (d) Social life is equally defective.

2. (a) Yes to some extent.

(b) Lack of home control, defective school training, admission of unsuitable students for University education and indiscreet kindness and sympathy.

SINGHANIA, PADAMPAT.

1. (a) Compulsory physical training must be introduced and Students' Unions should be fostered.

2. (a) Yes.

(b) The tactics of the Indian leaders adopted for achieving freedom have been copied by students for redressing their grievances.

(c) No.

(e) Fines in ordinary cases and expulsion in serious cases.

SHIVESHWARKAR, S. W.

1. (a) The physique of an average student is not sound.

(b) Pecuniary resources of many are not adequate.

2. (b) Children always imitate their parents. So the students imitate the elders. They seem to be thinking that the college is a State and they are the citizens.

SONDHI, G. D.

1. There are not enough scholarships for the deserving poor students. Poverty prevents many from feeding, clothing generally equipping themselves even up to the minimum standard.

(a) In hostels there is a woeful neglect of wholesome diet. No attempt is made to have a balanced diet. Supervision of preparation of food is altogether absent. Generally this matter is left to students to manage. It should be the care of a special member of staff, who should also be the college doctor, or a person with Physical Education diploma or degree.

(b) More and sufficiently high scholarships.

(c) Social life is too circumscribed. Little contact with the older generation and the other sex. The latter must be brought about in an unobstrusive but competent manner. Furtiveness should give place to healthy and open association.

(d) Not enough, or any, opportunities for developing artistic, dramatic and administrative tastes and abilities. We forget that a student is more than a 'head'. His body is neglected, his emotions bottled up. Our over-Puritanism is to blame in a good measure.

2. The attitude of the older generation is often wrong. They take the young to be 'grownups' on a smaller scale. This is not true to facts. The young are a different species, with their own mentality and needs. A better approach is needed.

(a) Not in ability. But in character yes. The example of their elders has perverted the young.

(b) Political struggle and methods have coloured the minds of students. Disobedience of laws (however justified) has led to a weakening of discipline. Moreover, emerging from a static social life into a dynamic one, our society has not had time to adjust itself. This is the real cause of indiscipline.

2. (c) Not at Lahore. This system is possible only where there is a distinct student type, as at Cambridge and Oxford. But our students are indistinguishable from the rest. The wearing of special gowns or carrying of identity cards does not help here. A student can always pretend to be some one else.

(d) These should be given extensive trial. I have found that there is considerable difference between the attitudes of student-judges and of staff-judges. The latter are not sufficiently 'understanding'.

(e) Give students ampler opportunities for activities, under sympathetic guidance. 'Frustration' should be met by opportunities for 'expression' in several directions.

The employment of worthwhile teachers, who are generally interested in education, and are not there for merely earning a living, will help considerably.

STANISLAS, REV. SISTER MARY.

1. (a) Many students stay in small groups all over the town in very poor lodgings which are unhealthy.

(b) There is no proper provision for deserving candidates of the non-backward classes to carry on their study if they happen to be poor.

2. (a) Yes.

(b) Political unrest and liberty is taken to mean unbridled freedom. The relationship between the management, teachers and the taught is far from being cordial in general.

SUBRAHMANIAM, L. R. S.

1. The health of an average student is poor. There should be better medical examination and more facilities for games and exercises.

Far more students than can afford the expense come.

There is not sufficient social life. Healthy union activities should be encouraged.

2. (a) Yes, on the average.

(b) Most of the indiscipline is the result of former incitement by politicians.

(c) If admissions are properly controlled, if in a Hall or College there are not more students than the teacher can individually supervise, there will be no such frequent occurrence of collective indiscipline. If a single student frequently misbehaves, he should be sent out of the University.

SUBRAHMANYAM, M. V.

(c) Public opinion must condemn students' strikes, government must support the management during the strike period, and the student leaders of strikes must know that their strike lacks public and government support.

SYED, M. HAFIZ.

2. (a) Yes, I do think that there has been serious deterioration in the quality of students coming for University education, in respect of ability and character, because quite a large number of them are drawn from such schools and colleges where adequate instruction is not given, and where teachers have not learnt to undertake the all-important work of personality-building.

(c) Frequent cases of indiscipline among students can only be dealt with by such teachers as have an insight into the psychology of adolescence and consider it a part of their duty to associate with their pupils freely and in a friendly way, to understand their tastes, talents and tendencies to be able to guide them properly.

TEWARI, PT. K. D.

Oral Evidence.

Discipline among the students has been deteriorating for the last 10 or 15 years. That is my experience. The political agitation did have some share in it. Other economic factors also are contributing to the spread of indiscipline among the students. My personal observation is that there is some kind of frustration among the students and they fall an easy prey to any kind of agitation or movement. One

obvious factor is that in the schools and in the Intermediate Colleges teachers do not have that much of control on the students as they should have and indiscipline takes root in the Secondary Schools and it is very difficult to improve matters in the University.

So far as the University is concerned, all teachers want to maintain discipline. They do not shirk work. In many schools and colleges the number of students has grown considerably. There are no proper hostels.

I consider residence in Hostels very important for discipline and for general academic tone.

TRAVANCORE, UNIVERSITY OF.

1. Generally speaking, the boys and girls who seek admission to the University are found to be poor in health and under-developed in physique. The vast majority of students are also seen to have very limited financial resources, and the University is rendering financial aid by the grant of free concessions. As stated elsewhere, there is at present little scope for the development of social life in colleges.

2. There has been a steady deterioration in discipline among students during recent years.

UNIVERSITY COLLEGES, WALTAIR. (PRINCIPAL AND DEPARTMENTAL HEADS).

1. (a) Poor; (b) Poor and (c) Poor. We have extremes like spectacled book-worms, or overgrown ninnies or perfumed dandies who come to college to have a "gay time". The ancient ideal of a healthy mind in a healthy body is a thing rarely realized in flesh and blood in our institutions.

2. (a) There is no discernible deterioration in ability but only too often is it dispersed in a variety of directions. As for character, well-perhaps, on the whole, there is a certain deterioration in character.

(b) The Time-Spirit, outside influences, weakened appeal of the friendly advice of the teacher as compared with that of an unsigned cyclostyled sheet—all these account for the unsavoury state of affairs. Has the teacher failed to rise to the full height of his position as "friend, philosopher and guide" to the student? That is the question.

VAKIL, C. N.

Oral Evidence.

Indiscipline is due to the so-called right to resist authority which has been inculcated in the students due to outside influences. Cases of indiscipline should be handled tactfully.

VENKATACHAR, A. R.

Discipline among students has definitely undergone a change for the worse in recent years. Steps are necessary to inculcate a sense of discipline by example and by teaching in all students and this is one of the first essentials of a sound education. Persuasive and psychological aids to the habit of discipline must be used instead of the other methods.

WADIA, P. A.

What is urgently needed is a committee of representative students in each college elected by themselves, appointing their own office bearers and working as a self governing body. Such a body would be the easiest method of solving all problems of discipline as between the general body of students and the college authorities. The college societies and the unions that exist at present do not command the confidence of the general body of students. The deterioration in the ability of the students, if any, may be accounted for by remembering that in the earlier days the students who were attracted to higher education were of a picked quality who took to education not as an avenue to employment, though employment was easily found for them in the conditions that prevailed. Today a degree is sought purely from a commercial point of view, with a desire on the part of the student that he should get the degree with the minimum of mental exertion and with the help of cribs and the professor's notes.

QUESTION XV.

ALLAHABAD UNIVERSITY TEACHERS' ASSOCIATION.

1. (a) We have a number of hostels which accommodate about 50 per cent. students in the university, about 2,000 out of a total of 4,500 students. There are also hostel annexes. Day scholars are looked after by the Delegacy which runs a number of recognised lodges in the vicinity of the university.

In hostels, the size of rooms is 10 feet by 11 feet to 12 feet by 14 feet. Originally single-seated, they have now been made double-seated to meet the increasing rush of students every year. Even hostel halls have been turned into rooms by the erection of partition walls, thus cutting at the root of a common social and intellectual life in the hostels. The number of inmates having been almost doubled, the problem of bath-rooms and lavatories has arisen, there being now only one bath-room and one lavatory for every 10 students. The sanitation of the hostels has suffered in consequence. For messing, no satisfactory arrangement exists. Most popular is the "Maharajas" contract system : one cook supplies two meals a day to about 10 to 15 students and charges Rs. 30 to Rs. 40 a month (without ghee). The food served is miserable and not always wholesome. In some hostels there are dining rooms, but generally students like to eat in their own rooms; the practice of eating in kitchens has almost disappeared. There is one servant for every 12 students. As for games, Tennis and Badminton are played regularly by those who are interested; Volley ball, Basket ball, Cricket, Hockey and Football are also provided in some hostels. B.A. First year students have to attend compulsory P.T. in the morning thrice a week. But the majority of students do not play in the evening : they either sit and talk or go out for a walk.

Every hostel has a library of its own and charges Rs. 5 to Rs. 7 per year from each student. In some hostels tutorial classes in all subjects are held in the hostel premises. In each hostel there is a resident superintendent who is paid Rs. 50 per month with free quarters; there is also a non-resident warden who is paid Rs. 100 per month.

The Delegacy charges a fee of Rs. 85 per year from each student. The city is divided into 4 Wards—North, South, East and West, and each Ward is sub-divided into Zones. There are no Delegacy Centres in the city but each Zone is supervised by a member of the staff. There is a Delegacy Chairman assisted by a committee. There is a Delegacy Library situated in the University. Arrangements for games for Delegacy students also exist within the University Campus.

2. (a) Not fully. Less than 50 per cent. students reside in the university.

(b) Not much. Distance is a great handicap at Allahabad.

(c) The system of "attaching" non-resident students to hostels exists but is not much of a success.

3. (a) No. The number of students to be looked after is too large. There should be one superintendent for every 50 students and they should each be given Rs. 50 per month with free quarters within the hostel campus. Then alone proper supervision is possible.

(b) Merely associating members of the staff will not do. There should be more resident superintendents (See Q. 3 (a) above).

(c) & (d) No, tutorial or seminar classes must be held in the university.

AMIR CHAND, LT.-COL.

The facilities for residence of students in the University towns are wholly inadequate. The College kitchens were managed by the students themselves which meant that they were managed by servants, students taking very little interest in them. Consequently the costs were very high and the meals provided were unsatisfactory regarding the range of food and the selection of proper food stuffs. The running of kitchens is a specialised work and should be undertaken by trained caterers who should be on the staff of the College. The hostel should provide rooms for tutors where the Professors and other men of the teaching staff can contact the students. All the tutorial classes should be organised in the hostels and not at the Colleges.

AMMA, KUMARI BHAGIRATHI.

Oral Evidence.

We have at present 95 students in the Women's Hostel with a slight difficulty. The Music students are put 6 in a room, a big hall. They do not need many tables and chairs. They have got a big compound where they sit and work. The students of vocal music sometimes assemble together and sing. We are managing somehow or the other. We would like to have another hostel. Normally this hostel can accommodate 50 students. The Ladies' Club is only a temporary hostel.

AMRIT KAUR, HON'BLE RAJKUMARI.

I am a great believer in hostels for students without any regard for caste, creed or community. I would recommend women to be in charge of the food in these hostels and I am in favour of a system of resident tutors. I do not consider that sufficient facilities for hostels have been available for our students in Universities up to date.

ANDHRA TEACHERS' FEDERATION.

1. (b) Facilities for hostels and halls are not adequate. All non-resident students of the college must be made to live in hostels and halls, to ensure better discipline, under the careful supervision of wardens and superintendents.

3. (c) Resident tutors in hostels would have many occasions to come into close contact with students and give them good training in citizenship.

ANNAMALAI UNIVERSITY TEACHERS' UNION, ANNAMALAINAGAR.

1. (a) Out of the 1,600 students of the University, the University hostels provide accommodation for 1,200 students. The other 400 students have their residences within a few miles of the University campus, at Chidambaram, Sivapuri etc.

(b) The facilities are not adequate. It is hoped however that in view of the proposed construction of more hostels at the University campus and the growth of the neighbouring town of Chidambaram, they will become adequate in a few years.

2. (a) This University is completely residential. The number of students that come from beyond the University area is not likely to be even one per cent. Seventy-five per cent. of the students reside in the University hostels.

(b) Yes. The non-resident students take a good share in the social and corporate life at the University.

(c) No.

3. (a) To a certain extent, yes. A decentralisation of hostels will be more conducive to proper supervision and closer personal contacts of the students and resident tutors.

(b) &(c) Yes. We are having a system of "Resident Tutors". Besides these a number of teachers of the University reside in the hostel.

(d) The suggestion is superfluous here, as certain parts of the hostel are nearer to the College buildings than to the other parts of the hostel.

ASTHANA, DR. NARYAN PRASAD.

1. (a) At Agra there are a large number of colleges and communal hostels.

(b) No.

2. (c) They should be organised properly as separate Units with their own wardens, sub-wardens, common rooms and games facilities.

3. (a) No.

(b) Yes.

(c) Yes.

(d) In hostels.

BALAKRISHNAIYA, JUSTICE N.

1. a. The residence for students in cities like Bangalore and Mysore is deplorable. They are so poor that they cannot afford to live in Government Hostels which are too expensive. I am therefore in favour of the university insisting upon engaging certain lodgings to which a good contribution must be made by the University.

BENGAL ENGINEERING COLLEGE, STAFF.

Oral Evidence.

Our difficulty is not so much of lack of accommodation for students as of want of accommodation for the staff. About 40 teachers live in the premises and about 22 live in the City. There are plans for getting them accommodated in the Campus.

BHAGWAN DAS.

The spirit and practice of the old Guru-kulas should be revived with necessary modifications in details in accord with changed conditions.

BHATTACHARYA, K. K.

1. (a) Students in the Allahabad University live (i) in hostels or, (ii) university lodges or, (iii) with their parents. As regards the hostel students, there are fairly satisfactory arrangements for games, physical exercises, etc. But as regards (iii) such arrangements are not satisfactory.

BHAWALKAR, DR. D. R.

1. (a) Hostels run by the University.

(ii) Approved residences.

(b) Fairly adequate under the present circumstances, but they need considerable improvement.

2. (a) Not much, if one judges them by the standard of the Western universities.

(b) No.

(c) Yes, but at times it may not be possible if the student is staying a few miles away.

3. (a) No. The number of students under a warden is too large.

(b) Resident tutors in hostels would be the best.

BONDADE, S. B.

3. (a) Not quite.

(c) Yes.

(d) Tutorial classes, if constituted properly and satisfactorily would increase the expenditure two or three-fold. In my opinion, the idea of tutorial system should be given up. Otherwise it will be a monstrosity under the name of tutorial system.

BOYD, REV. A. J.

1. (a) The residential facilities, as I know them, range from excellent to very poor.

2. (a) The 'Hall' system at Tambaram works very satisfactorily. The essential features are :—All teachers and students, whether resident or not, are members of one of the three Halls; each Hall has at least two lecturers and at least five junior tutors living in, with several married teachers in houses nearby, within 5 minutes' walk of the Hall; each Hall has its own organisation for debates, athletics etc., in addition to the larger College societies; all resident members (including teachers who live in) have their meals in the Hall; every member of a Hall, resident or non-resident, (except Honours students) is under the general supervision of a senior tutor belonging to his own Hall; resident Intermediate students receive a certain amount of assistance in their studies from the resident junior tutors, each Hall having a junior tutor in English, Mathematics, Natural Science, Physics and Chemistry.

The most difficult part of the system is the work of the senior tutors with their groups of 'pupils'. Some do excellent work and establish a most valuable relationship; others are apparently incapable of doing it well. Naturally, it works better when the ratio of teachers to students is high so that finance is again a very important factor. But the personal factor is the most important. Some teachers easily establish a most useful, and pleasant, *guru-sishya* relationship; a minority make little or nothing of it.

CALCUTTA, UNIVERSITY OF.

1. (a) A brief account of the facilities for residence of students in Calcutta has been given elsewhere. Colleges affiliated to this University functioning in district towns within the province have also facilities for residence of students. Necessary information in regard to details, if necessary, can be supplied to the Commission by the Inspector of Colleges, the Inspector of Hostels and Messes and the Inspectress of Colleges, the Inspectress of Hostels and Mess and the Inspectors of Hostels and Mess, Calcutta University. There are 45 colleges outside the limits of the town of Calcutta. Necessarily arrangements for the residence of students in these colleges vary. Broadly put, each college has arrangements for the residence of some of the students. Many of the students live with their parents and guardians.

(b) The facilities are not adequate. If this University has to be developed into a residential University better arrangements must be

made for the residence of students. The difficulties of this University have been enhanced by the influx of displaced students from Pakistan. The question of accommodation is a very difficult question. When Calcutta was in the war zone the town emptied itself and the total population of Calcutta came down below the million mark. Today due to a variety of reasons, not the least among them are the flood and famine in Bengal, the communal disturbances as also the partition of India, the total population of Calcutta has gone up to more than 6 millions.

2. (a) This is a matter for residential Universities.

(b) The same answer.

(c) The same answer.

3. (a) The University hostels are in charge of Superintendents as also Prefects elected from amongsts the students. They supervise the student life in the hostel. Some of the colleges affiliated to this University have attached hostels. They are run on English model.

(b) The answer is in the affirmative. This is done in Calcutta.

(c) In some colleges affiliated to this University we have the system of resident teachers.

(d) This is not possible in Calcutta.

CHETTY, R. KARTURI RAJ.

Oral Evidence.

There are quite a large number of communal hostels. They are cheaper and further they have good buildings. Hence most of the boys prefer private hostels.

DAS, NARENDRA PRASAD.

(a) Accommodation for the students in the hostel is not sufficient. They live there over-crowded. Those who live in private messes do not live under proper supervision. They are practically left to themselves and no care is taken of their health.

DEB, S. C.

Oral Evidence.

Students live in tenements so bad that it would be a shame to call this university a residential university. University education and teaching are a meaningless farce and a cruel farce if you will allow a student to live at a distance of 4½ miles and insist o nhis attending from 10 A.M. to 4-30 P.M. and if you do not have even an arrangement whereby cheap food could be supplied in the noon. That kind of thing has been a disaster.

There should be a food officer for the University.

DELHI UNIVERSITY TEACHERS' ASSOCIATION.

1. (a) & (b) The University of Delhi provides fairly good facilities for residence. Colleges also have their arrangements, but they are not adequate and except in cases of the St. Stephen's and Indraprastha Colleges cannot be said satisfactory.

3. (b) No. This will create complications.

(d) Yes. This will be ideal but impracticable unless the members of the staff stay on the premises.

DESHMUKH, R. M.

1. (a) (b) Encouragement of students to reside in organised college hostels is desirable. It has however to be said that adequate facilities do not exist.

2. (c) This might be an advantage. Students living with their parents and guardians under the same roof shall not be compelled to take up residence in a college hostel. Even for such students a system of association in this manner would be useful.

DONGERKERY, S. R.

1. (a) The situation is highly unsatisfactory. A very small proportion, not even 25 per cent., reside in university or college hostels in affiliating universities. The rest reside in crowded houses or rooms. Except in the case of those who live in hostels or with parents or guardians, there is no supervision or control over the private life or activities of students.

(b) No.

3. (a) Yes.

(b) Yes.

(c) This would be excellent, if only it were practicable. Lack of accommodation in hostels comes in the way.

(d) This, too, is highly desirable, but impracticable for the same reason as that mentioned in the last answer.

DORAISWAMI, M. S.

1. (a) There are 6 hostels attached to the Osmania University with accommodation for about 750 students. An extension of these facilities is urgently necessary.

(There are also hotels attached to each college both in the city and in the districts).

3. (a) Yes.

(b) Too much supervision is generally resented by the students, as an infringement of their privileges.

(c) Definitely yes

IYA, DR. K. K.

1. The facilities for residence of hostel students in St. Xavier's College, Bombay, where I lived for 2 years were very adequate. The rooms were single-seated with satisfactory furnishings. There were adequate arrangements for food, and medical service. There was no library for the hostel and social gathering did not exist. The supervision of the students was quite strict and in later years has become worse I am told. That may be due to the religious influence of the authorities. The room rents were very high ranging from 60 to 108 rupees per term and probably have gone up now.

(b) Yes, but they could be improved.

IYENGAR, G. V. KRISHNASWAMY.

2. (a) They justified their designation at the start : slowly the proportion of non-residential students is increasing due to pressure.

(b) Not quite.

(c) It will not work ; distance is against it.

3. (a) Yes if he has to tackle a reasonable number.

(b) Yes, with a view to supervision of their activities.

(c) & (d) Yes.

JHAVERI, K. M.

1. (a) Colleges affiliated to the University of Bombay have, under the Act, to provide hostels.

(b) No. A larger number is wanted.

2. (b) Partly.

3. (a) Yes.

(b) Is favoured.

(c) Hostels should remain hostels and not become teaching classes.

KANE, MAHAMAHOPADHAYA, DR. P. V.

1. (a) and (b) The provision for hostels in the University towns like Ahmedabad, Poona and Bombay is very poor and I consider that the hostels provided are most inadequate.

2. As there are no residential universities so far except in one or two places I have nothing to say on that point.

3. (a), (b) and (c) I would suggest that a member of the teaching staff of a college or university should be the warden or the superintendent of a hostel but not the Principal or Director, because if students have any complaint to make against the superintendent it is impossible for them to do so if the Principal himself is the superintendent. I would favour the system of some resident tutors in hostels when the hostels are large enough.

KARIAPPA, S.

1. (a) There are college and communal hostels in all the University colleges. There are 20 hostels in Bangalore. Nearly the same number in Mysore. Nearly 92 per cent. of these hostels are communal. Many of them are well-managed. Few of them are so ill-managed that physical and mental aspects of the life of students there have been deeply affected. Nearly 20 per cent. of them are ill-housed. The food in those hostels is very inadequate. So far as the quality is concerned the nutritive value of the food is 9-10 times lesser than the standard fixed. In such hostels though the number is big in the beginning, it gradually dwindles away. It is very regrettable to note that one or two of them are run for profit at the cost of health of poor boys.

(b) Though the number of hostels is very huge, there are students who are still in need of hostel facilities. But many of these hostels are no better than hostels where there is no warden with some status, where there is no medical supervision.

2. (b) & (c) It is a good idea to associate the non-hostel students with students living in hostels, for purposes of social and corporate life. College teachers should create a common ground for the hostel and non-hostel students to work together to some common end.

3. (a) 50 per cent. of the hostels have no wardens or superintendents for proper supervision of the hostels. It is my belief and experience that if hostels are well-managed, 75 per cent. of revolts against authorities in universities could be curtailed.

Generally the various student-movements have one or another of the hostel boys as their leaders. So the care of hostel boys is a supreme necessity. The lack of it contributes to troubles in the university. Therefore the University teaching staff should try to shoulder the responsibility of supervising the hostels by frequent visits, discourses, lectures and tuitions for the backward section of the students.

A resident tutor is a necessity in the hostel. The best substitute for resident tutors is the conduct of tutorial classes in all the subjects of studies organized in the hostels.

KHAN, DR. K. A.
RAGHAVACHAR, K. V.

The Cambridge and Oxford system, with any necessary changes to suit Indian conditions, can profitably be adopted.

KRISHNAMURTI, K.

1. Facilities for residence of students are inadequate. Insufficient accommodation, overcrowding, inadequate control and insufficient moral influence. Deficiency in the quality of food supplied.

2. (a) & (b) Only partially.

(c) Certain societies and other institutions can be organized to associate non-residents with social and corporate life of the resident students. This can succeed only if the number of students is not unwieldy.

3. (a) There is nothing wrong in the system provided the right type of men are appointed as Superintendents.

LAKSHMINARASIMHIAH, M.

1. (a) and (b) The rich join the hostels maintained by the University or communities. But the hardships of the poor students are unimaginable. They live in households which may not have even a room. Sometimes three or four students together engage a room which may not command the minimum amenities of water and electric light, if it is not well-located also. Many of them are seen reading under street lamps or the light of public buildings like schools and offices. Many starve for at least 2 or 3 days in the week, not having secured householders who could feed them.

2. (a) Since the percentage of non-residential undergraduates has gradually increased, the designation is fast becoming a travesty.

(b) Not fully.

(c) If otherwise feasible.

3. (c) and (d) Both the systems would exclude the non-resident students where number is increasing.

LUCKNOW, UNIVERSITY OF.

1. (a) There is an acute housing problem in University towns. Hostel accommodation is inadequate and it is very difficult to get lodgings in the city.

(b) There are no adequate facilities.

2. (a) They have not.

(b) No.

(c) We favour the idea but it is not workable.

3. (a) No.

(b) We favour the second alternative.

(d) The tutorial classes should be organised at the University.

MADRAS, UNIVERSITY OF.

Reference is invited to Chapter IX relating to Hostels in the University General Inspection Commission Report, where full details on this point are available.

MADRAS COLLEGE TEACHERS' UNION.

1. (b) Very inadequate.

2. (a) No.

(c) Yes.

3. (b) & (c) Both may be combined.

(d) This is not desirable.

MAHARAJA'S COLLEGE MYSORE, PRINCIPAL AND COLLEGE COUNCIL.

1. (b) Provision for the poor students is inadequate. We suggest Vidyarthi Bhavans for these students, run on the most economical lines with standardized diet, simple furniture and low overhead cost. Communal hostels as such should be discouraged and where they claim a grant they should be compelled to reserve 30 per cent. of the seats for students belonging to other communities.

MANJUNATH, DR. B. L.

Oral Evidence.

Some years ago there used to be inspection of these private hostels. But now there are committees and they visit these hostels—but it is more formal.

MEDICAL COUNCIL OF INDIA, NEW DELHI.

1. There has been very little expansion in hostel facilities for the last ten years while there has been a very considerable increase in the number of students; the result is that there is considerable disparity now between the students who want accommodation and the number available. Many are forced to live in rented houses under conditions which are not even tolerable.

2. (a) Residential universities have not been so successful on account of the large numbers of students who have to shift for themselves.

(b) The non-resident students have been provided with some facilities but on account of distances from the parent body, these outflung centres are not so successful as their cost of operation.

(c) Though their method would be very desirable it can at best work in those areas alone which are adjacent to the hostels.

MEHTA, K. C.

So far the universities and colleges have not been able to associate to a satisfactory degree the day-scholars with the social and corporate life, excepting in the College Unions and games. It would be very useful to associate day-scholars with a particular hostel for social and corporate life.

The present system of wardens has worked on the whole quite satisfactorily for purposes of supervision of student life in the hostels chiefly because the wardens have been members of the teaching staff. Other members of the teaching staff may, with advantage, be associated with the hostels.

The system of providing resident tutors in hostels cannot be recommended too strongly. Their presence in the hostel premises would undoubtedly exercise a very healthy influence on the students and this would go a long way to enforce discipline in the colleges and universities. Experience has shown that most of the strikes are engineered by students residing in the hostels wherein they live day and night and the college authorities are usually taken by surprise. There should be at least one resident tutor, if not more, for every 50 hostellers.

MIRASHI, V. V.

1. (a) In Nagpur, each college has a hostel attached to it, but the accommodation is extremely inadequate. Besides, the University provides some additional accommodation in the former military barracks which are not quite decent or healthy.

2. (a) They are not fully residential.

(b) Not fully.

(c) They may be so associated if they live not far from the hostels.

3. (a) Yes, where the number is not too large.

(c) The system of resident tutors would be preferable.

(d) They are better organised in the university.

NAGENDRAN, R.

In Mysore city, residential accommodation for students is inadequate. Majority of the students have to shift for themselves when accommodation is not satisfactory and environments bad.

NARAYANA, DR. B.

1. (a) The different colleges have their hostels specially meant for the students of the particular college.

(b) No.

2. (a) They have done it to some extent.

(b) Partially.

(c) Yes.

3. (a) There should be more wardens if proper supervision is desired.

(b) Members of the teaching staff should be associated with the hostels.

NARENDRA DEV, ACHARYA.

Oral Evidence.

Twenty years ago the enrolment was less than 1,000. We now have about 4,000 students including the Medical College which is an independent one. There has been no corresponding increase in the hostels and staff. There are only 5 hostels and we are constructing a new hostel for about 150 students. About 700 students are being accommodated in the hostels.

Other students live in their homes and in Delegacy centres. They provide amenities and games for those who are in that area and the teachers come into contact with the students residing in that area. But it is not working properly. Our urgent need is for more residential accommodation.

PADHE, HARISCHANDRA.

1. (a) Madras has got decent hostels.

(b) Better facilities are necessary.

2. (a) Much remains to be desired in the shape of supervision, etc. They are to be standardized avoiding luxurious food. Catalogues and the menus thereof have irregularised the habits of students. Family environments are to be created.

(b) Non-resident students are suffering a lot depending on hostels which mean incorrect food.

3. (a) Wardens have behaved as fathers and are giving good lead as good men.

(b) Better social contacts are necessary between teaching staff and students.

(c) I don't favour the system of resident teachers in hostels.

(d) Tutorial classes should be held in college blocks. Otherwise neighbouring students will be disturbed.

PANNIKAR, P. R. PARMESWARE.

In ths University it has been possible to provide hostel accommodation only for a small proportion of the total number of students.

The Wardens and resident tutors in our hostels are selected from the teaching staff, and consequently there has not been any difficulty in the matter of effective supervision of student life in hostels.

PAPATLA, LT.-COL., P.

1. (a) Fairly good in this city.

(b) Not adequate.

2. (a) Well justified.

(b) No.

(c) Yes.

3. (a) Yes, but assistant wardens or assistant superintendents are also required in cases of larger hostels.

PATNA, UNIVERSITY OF.

1. (a) The following are the facilities for residence of students :—

(i) College hostels mostly in college grounds each with a resident Superintendent and an Assistant Superintendent and in some cases with a Warden as well and under general supervision of the Principal.

(ii) Messes in town recognised by the college with either a member of the staff in residence or under general supervision of a member of the staff living in the neighbourhood.

(iii) Houses rented by the students themselves and under no supervision at all.

(iv) Hostels : some of them of doubtful respectability.

(v) Parents and natural guardians.

(b) They are not adequate. The demand is much more than colleges can meet.

2. (a) This University has no first hand experience.

(b) This University has no first hand experience.

(c) Generally favour the idea; but it may not be practicable in view of the conditions obtained here.

3. (a) Only in respect of hostels in Government institutions to some extent.

(b) Yes and generally supervising their activities in such messes where there are no resident Superintendents.

(c) Yes, but practicable only in Residential Universities.

(d) The answer is the same as in (c) above.

PRADHAN, N. C.

1. (a) Students at Cuttack live in hostels, messes and hotels.

(b) No.

3. (a) Yes.

(b) Wardens and Superintendents are members of the teaching staff.

(c) No.

(d) No.

RAM, KUMARI, S.

1. In the Hardinge College the students are still resident, which is very satisfactory, but there is no longer a room per student and this has proved unsatisfactory in many ways.

2. (c) Non-resident students should be associated with particular hostels.

3. (b) Non-resident staff (there should be few of such unless they are resident near the university laboratories) should also be associated with hostels.

(c) There should be resident tutors in hostels.

(d) Tutorials should be arranged in the hostels.

RAMANUJAM, DR. S. G. MANNAWALA.

1. (a) Many colleges have hostels attached to them for accommodation of students coming from long distances. In the Annamalai University, there are several hostels.

(b) Not adequate.

2. (a) Partly.

(b) Yes, partly by participation in athletics and literary activities and in social work.

(c) Yes.

3. (a) Very little on the moral and on the educational side except in missionary institutions.

(b) No, as it has been found to be ineffective.

(c) Yes, if it is properly worked out.

(d) No.

Oral Evidence.

We do not supply cots to any student here excepting a few to the Women's Hostel. In this part of the country, most of us sleep on the floor. We are not providing cots. It is not necessary either.

I would rather dissuade people from having cots. Dirt accumulates. Our rooms are small and two cots would mean overcrowding.

RAMASWAMI, E. K.

1. (b) No. For a strength of 750 students the accommodation is only for 68 students and that by crowding 3 into a room.

3. (a) No. At present all hostels have no facilities for wardens to reach nearby.

RAMASWAMY, PEDDADA.

Oral Evidence.

We have no hostels of our own. We have rented buildings. Some rich man in the city built blocks of rooms and we have taken them on hire and we are able to accommodate about 200 students.

We do not make money out of the hostels.

On the other hand, we are contributing. We are collecting rent from the students only for 9 months. The owner is paid for all the 12 months. This additional expenditure plus the cost of the establishment we are bearing. It is worked more or less on a co-operative basis.

Our accommodation could not keep pace with the strength.

Our immediate needs are accommodation. We want first class buildings.

RANGACHARI, M. V. V. K.

1. (a) Very meagre facilities for residence of students in university towns which are too overcrowded to give any room to accommodate them.

(b) Emphatically no.

2. (a) Partially.

(b) No, even residents in hostels have no social or corporate life worth noting.

3. (d) No, tutorial classes may be organised in the hostels to supplement those at the university to make up deficiencies.

RAO, K. S. RAMA KRISHNA.

1. (a) Few university towns have proper facilities for the residence of students outside.

2. (a) Even in residential universities there are many day-scholars and even those that reside in the hostels are not cut off from life and influences outside.

(b) Not much I fear.

(c) Although they may be nominally associated, I doubt if such association will really help to enrich the social and corporate life of the university.

3. (a) No.

(b) It may be productive of good results.

(c) The system of resident tutors is helpful.

RAO, P. RAMACHANDRA.

1. (b) Hostel and hall accommodation is inadequate.

2. The present residential system is a poor show. Both the teachers and the taught should be on the university or college premises, as residents.

3. (a) Yes.

SAHU LAXMI NARAIN.

1. (a) Very meagre.

(b) No.

2. (c) Yes.

3. (c) Yes.

(d) Tutorial classes should be at the university.

SARMA, D. S.

1. The hostel accommodation for students should be increased and facilities for medical relief should be improved.

SAVOOR, S. R. U.

1. The problem of accommodation is at present universal and students are feeling it in the same way as residents of towns. Although universities have more or less insisted on each college having hostel facilities for its students, these can at the most accommodate about a third of the total number of students.

2. Amongst the universities in this province, the Annamalai University which has about 75 per cent. of its students resident in its Hostels may perhaps be rightly called a residential university.

3. I am in favour of the system of resident tutors in hostels. If they are easily available to the students the personality of the teacher will have an influence on the students.

SESHAIYA, R. V.

3. (d) No, they are seldom academic, keeping out narrow politics.

5. (b) No; self discipline and self knowledge first.

(c) No.

SHIVESHMARKAR, S. W.

1. The facilities in general are meagre.

3. (a) No.

(b) Yes.

(c) Yes.

SIBAIYA, DR. L.

1, 2 & 3. Students, who can afford, live in hostels run by the university under a warden who is a senior staff member of the university. College hostels are open to all communities alike and are commendable. But a large majority of students are attached to the communal hostels and such hostels do a disservice to the country by emphasising what is best forgotten. Law should forbid all hostels run on such basis and convert them into hostels open for all communities. Residential universities are ideal for purposes of social and corporate life of the university unless they become very unwieldy.

SONDHI, G. D.

1. (a) Students of colleges at Lahore resided, a smaller number in college hostels, and a larger number in lodgings and privately managed, and nominally supervised by the University, hostels, and with their relations.

2. The benefits of residential universities, in abstract, can to an extent be realised even in affiliating universities through their colleges.

SRINIVASACHARI, C. S.

Residential universities have not fully justified themselves by results emanating from their assumption of a special character. They only reproduce largely the conditions of hostel and social life in smaller units. The halls system has been tried in some places and deserves extended application.

SUBRAMANIAN, A. C.

Oral Evidence.

We should have more separate hostels, instead of having a hostel which accommodates 1,000 students in one block.

SUBRAMANIAN, L. R. S.

Ordinarily a Hall should not have more than about 200 students. No room should be more than single-seated. Where possible the senior students should have a sitting-room and a sleeping-room. In the hostels there should be a common mess, controlled by a central organization under the supervision of the Head of the hostel. Hostels should be cheerful places, clean and healthy. Only teachers should be wardens and it is better that tutorial work is arranged in the hostel.

SUNDARAM, P. S.

1. In this college, e.g., with over 1500 students, the hostels provide only for about 500 students, and this by making normally three-seated rooms into five-seated.

2. (b) Some of them—for example Annamalai University.

(c) Not until the present hostels have bigger and better common rooms, greater facilities, etc.

3. (a) No. Smaller hostels (say of 50 boarders each) would be ideal.

(d) This might be tried. A number of resident tutors in the hostel would be a good thing.

STANISLAS, REV. SISTER MARY.

1. (a) Some of the colleges do not provide suitable hostel arrangements and students suffer great inconveniences and expense. The rooms are over-crowded and there is no proper furniture and lighting. Cultural and social life could be promoted if residential system is a reality for students and staff.

2. (a) Not in all cases. Besides all the members of the staff do not live on the premises.

SYED, DR. M. HAFIZ.

3. (a) The present system of wardens and superintendents have not ensured the proper supervision of students in hostels. They are so pre-occupied that they have no time to visit students as often as desirable.

(b) I strongly recommend the idea of associating members of the teaching staff of the university with various hostels, with a view to establishing social contacts and generally supervising their activities.

THADANI, N. V.

1. (a) The University has its own halls, and colleges their hostels. There are no approved lodgings for the residence of students in this University.

(b) Except for the University and some colleges, the facilities are not adequate.

2. (a) So far as Delhi University is concerned, I do not think it can be styled residential in any real sense of the term.

(b) Students, not residing in the hostel, have a certain degree of social and corporate life; but it could easily be improved.

3. (a) I am not sure.

(c) Yes.

(d) No, I would have tutorial classes mainly in the college under a federative scheme. In a residential university too it would be advisable to have tutorial classes at the university. Hostels may supplement the work done at the university.

UNIVERSITY COLLEGES WALTAIR, PRINCIPAL AND DEPARTMENTAL HEADS.

1. (a) The University Hostels provide facilities of residence to about 600 students—about three-fourths of the entire strength of the University Colleges.

(b) About half the number are in temporary war constructions, and the pressure on space is increasing every year. It is most urgently necessary to put up more permanent structures.

2. (a) To a considerable extent.

(b) To a very limited extent, e.g. at the time of the annual socials, dramatic entertainments, etc.

(c) Certainly, if practicable.

3. (a) Yes.

(b) Yes, wherever practicable.

(c) A system of resident tutors is in force in the Andhra University hostels.

(d) Neither practicable nor desirable.

URS., NANJARAJ.

Oral Evidence.

These communal hostels are very many in number especially in South India. I think, these communal hostels should be abolished.

VENKATACHARI, A. R.

Suitable residential accommodation should be provided for a percentage of the total strength in every college or university.

QUESTION XVI.

AIYAR, ALLADI KRISHNASWAMI.

3. The Students' Union in different colleges instead of devoting themselves to inviting distinguished men known to the outside world, must promote discussion and debate on particular subjects and study.

AKBAR, S. ALI.

1. No.

I attach the greatest importance to outdoor games, especially hockey, football and cricket and I think that it is necessary to provide adequate facilities for outdoor games in every university or college, the aim being that as many students as possible should take an active part therein. As regards debates, care should be taken to see that they are conducted in the right spirit. Educational excursions should receive greater attention.

2. Rovers, especially for social service.

3. No. Usually the lighter side is lacking. Attendance should also be improved.

5. (a) An important part. Vacations should be utilised for this purpose.

(b) No.

(c) Yes.

AKSHAIBAR LAL.

2. Departmental associations for discussion of various academic subjects should be increasingly encouraged.

3. Not functioning properly. Academic and social topics for discussion should be given greater attention than political topics.

5. (a) Universities and colleges can play a very useful part by giving occasional lectures on Social Service topics to students and others. Adult Education should be left over to school teachers and such University students who have taken training in Social Service work.

(b) Conscription is a desirable expedient.

(c) Yes.

ALLAHABAD UNIVERSITY TEACHERS' ASSOCIATION.

3. No, they are not functioning properly. They hold no regular debates. They only arrange lectures by public men. They have become political cockpits for rival groups of students. Their chief activity is holding elections and creating agitation among students. They

should be reorganized, cultural and scientific activities should be emphasized, and academic discussions of political, social and economic problems encouraged.

AMRIT KAUR, HON'BLE RAJKUMARI.

The field of social service in our country is so vast that university students can certainly play a tremendous part in this vital work. While I am not in favour of conscription in any form I have a feeling that if the professorial staff could give the lead by personal contact and influence, students could use some part of their leisure during term and certainly some portion of their vacation for social service in general and adult education in particular.

ANDHRA TEACHERS' FEDERATION.

Clubs, Social Service Leagues, Debating Unions, Adult Education Societies must be organised and be made part and parcel of instruction and training imparted in colleges.

ANNAMALAI UNIVERSITY TEACHERS' UNION.

1. Some of the extra-curricular activities of the University students are (1) going on excursions to places of scientific, industrial and historic importance; (2) Scout and Rover activities and (3) social work. These are sufficient for the present because the inclusion of too many extra-curricular undertakings will seriously interfere with the study of the students.

2. Along with the present extra-mural activities such as Inter-University debates, and Inter-College discussions we can include investigation and understanding of rural social and economic conditions. This will help the students to understand the real state of affairs in Indian villages.

3. The standard of students' unions and debating societies has considerably come down. Hooliganism and irresponsibility are quite evident in the debates of the students. Unnecessary, irrelevant and unimportant topics are sometimes debated. These defects must disappear. There must be a new orientation of unions and debating societies. For that we can suggest :

(i) Regular meetings according to schedule,

(ii) Avoidance of frivolous subjects,

(iii) Elimination of undesirable characters who create disturbance in the meetings, and

(iv) Encouragement of budding orators.

4. (a), (b) This is a question fit to be answered by the students. But, as teachers, we can say that 'clubs' for students should be based upon literary and recreational activities excepting that of playing cards.

There may be separate organisations like the Literary Club, Cricket Club and Football Club.

5. (a) With regard to social service in general University teachers and students can take active interest in the following services :

(1) In spreading useful and cheap methods of agricultural operations.

(2) Prevention of diseases to crops and cattle.

(3) Sanitary habits, such as drinking good water, keeping the village roads and streets clean and useful.

(4) In disseminating the knowledge about the futility of untouchability and the evils of the drinking habits.

(5) Cooperation and collective farming, with their immense benefits to the rural population may be promoted.

For an illiterate country like India, universities and university students are the important means for educating the adults. Universities can organise night schools in convenient centres and request the students to teach the adults. Adult schools may be started by the universities themselves and adult students must be encouraged to attend the schools with concessions like free food, free books and pencils and even small sums as stipends. A night school is run here by the Social Service League for children of the neighbourhood; and there is an adult education school conducted during the summer vacation by the University.

(b) Conscription for social service is unnecessary. Social service on the point of sword is no real service. It must be left to the option of the students. Special concessions may be given to those who had done real and sincere social service.

(c) Summer vacation may be used for the above activities.

ASTHANA, DR. NARAIN PRASAD.

3. No. They are working more or less as Trade Unions.

5. (b) No.

(c) Yes, on a voluntary basis.

AYYER, G. R. NARAYANA.

2. When the students are made to take greater interest in all activities of their colleges, the existing provisions will be attended with greater zeal.

3. To some extent.

5. (a) By extension lectures and periodical social service excursions.

(b) Yes, at least for the Humanities.

(c) Some part of the vacations.

BALAKRISHNAIYA, JUSTICE N.

5. (a) I have been in charge of the Adult Education Council in the State as a Chairman for sometime. Students are not taking satisfactory part in this movement. Social welfare work has been attached to this Council. They are earnest and doing good propaganda work. The University Unions give adequate club life to students.

BHAGWAN DAS.

(b) & (c) It seems to me that conscription for social service is desirable and vacations should be utilised for it along the lines of William James' 'moral equivalent of war'.

BHASKARAN, R.

5. (b) The idea of conscription for any purpose in a university is indefensible.

BHATTACHARYA, DR. D. R.

1. & 2. Adequate provision does not exist for all extra-curricular activities. Classes in Elocution, Journalism, Social Services & Local Self-Government on a more satisfactory basis should be arranged. Here again the question of funds arises.

3. Fairly satisfactory.

4. (a) There are about 30 Associations in the University. These provide ample opportunities for the growth of club life.

(b) No, nothing more is needed.

5. (a) If funds are forthcoming a good deal more can be done in this direction.

(b) No.

(c) Yes.

Oral Evidence.

The Students' Union is a social club. In the beginning, membership of the Students' Union was compulsory but later it was made optional with the result that the membership dwindled to a few hundred. I had to make the membership now compulsory. It has to be made compulsory, otherwise there won't be funds to run the Union. Every student has to pay Rs. 2/- for the session which means the Union gets a sum of Rs. 8,000 at their disposal, which is generally spent in inviting Communist and Socialist leaders and giving them tea and entertainment. These leaders deliver lectures. Students do not care to seek the formal permission of the Vice-Chancellor in inviting these leaders.

CALCUTTA, UNIVERSITY OF.

3. The sutdents' debating unions are functioning quite properly. Full particulars of these unions can be supplied by the Registrar, if required by the Commission. There are so many unions of college students.

4. (a) & (b) The answer is in the affirmative. Clubs among students should be organised under the supervision of the University or the Colleges The composition of the clubs is a matter whish should be left to individual clubs themselves.

5. (a) The Universities and colleges should be in a position to play a great part in social service particularly in regard to adult education scheme. The students and the teachers in the University usually enjoy holidays to the extent of more than 5 months in the year. Two of the vacations are of very long duration. The Summer Vacation is about two months long and the Puja Vacation covers 5 to 6 weeks. The majority of the students after completing their University examinations have to wait for two or three months for the publication of the results for admission to their respective colleges. In these circumstances both teachers and students may be organised for the purpose of effecting social service in general and adult education in particular, if education in its elementary stage at any rate has to be made free and compulsory without the voluntary cooperation of the teachers and students of this University.

(b) The answer is in the affirmative.

(c) The answer has already been given above.

CALCUTTA UNIVERSITY. REPRESENTATIVES OF POST-GRADUATE TEACHERS.

Oral Evidence.

When our teachers read papers, we invite others in the city who are interested in the subject. Department of Ancient Indian History is an exception because here the subject is a highly specialized one.

There are such organisations, as for instance, Geographical Society, Anthropological Society, Psychological Society and Darshan Parishad who organize such discussion. (*Vice-Chancellor*).

Both college teachers and outsiders are invited to attend and participate in the discussions. (*Susilkumar Maitra*).

In our Department there are Arabic and Persian Society and Islamic Culture Society. There the students and sometimes teachers read papers. People from other colleges who may be interested in the subject are invited to take part in the discussion. (*Siddiqi, Muhammad Zubair*).

CHAKRAVARTI, S. P.

5. (a) Two adult education classes are being held at this College after college hours.

(c) Not for engineering colleges where students have to go for training during vacation.

CHERIAN, M. C.

3. Yes. Inter-Union debates or extending invitations to other sister unions to take part in the debates will be desirable.

4. (a) Yes.

(b) Freedom should be given so long as it is not political.

DELHI UNIVERSITY TEACHERS' ASSOCIATION.

1. No. There is a very small precentage of students which takes any part in these activities. A vast majority is indifferent. The undue importance which the examination occupies at present is one of the reasons. Other reasons are long distances from which the students and teachers have to come, unsatisfactory buildings, want of playgrounds on the premises, etc.

2. Visual Education.

5. (a) They can play a very important part. But their efforts should be properly coordinated by some coordinating body. So far they have been sporadic and isolated.

(b) No.

(c) Yes. Part of vacations.

DIWAKAR, HON'BLE R. R.

1. I am not satisfied. For instance, if the universities are to be felt by the people in general there can be no other way but the organisation of extra-curricular activities.

2. Schemes of mass education should be taken up by organising lecture parties, film shows, publication of simple books, and social service during fairs, exhibitions, etc.

5. (a) Universities and colleges can and ought to play a great part both in social service and adult education. It should be the duty of every student to teach his ignorant brethren. This should arise out of a consciousness of obligation to give back to society what he has got from it.

(b) It is necessary in India today.

(c) Certainly.

DONGERKERY, S. R.

1. Most universities make provision for extra-curricular activities like sports and games, dramatics, debates, reading of literary and scientific papers and excursions to places of archaeological, historical and architectural interest. The important thing is not to add to the number of these activities but to see that students take advantage of them in larger numbers. Whether they do so or not can only be found out by

questioning each student. This is only possible if there is personal contact between teachers and students. Extra-mural activities, such as extension lectures for adults, evening classes for workmen, citizenship schools, popular instruction in radio, and automobile engineering and refresher classes for teachers, which are also known by the name of "University extension", are almost non-existent in our universities.

2. I would include all the activities enumerated in the second part of my answer to the last question in the programme of every university, and give them impetus by grants from the Central Government as part of the post-war reconstruction programme.

3. No. Outsiders should be invited to take part in them. The choice of topics of a controversial character and of current public interest would make such unions more popular.

4. (a) Yes.

(b) I would organize their activities on non-communal lines.

5. (a) Universities and colleges must play an increasingly important part in adult education. They have teachers and other facilities. By interesting their advanced students in schemes of adult education teachers can train up an efficient army of educators who could use part of their long vacations in teaching adults. This would provide very useful training for future teachers, and also a form of social service.

(b) I am against conscription for social service.

(c) It would be one of the best ways of utilizing vacations.

DUTTA, DR. R. N.

5. (a) Universities and Colleges can play an important part in regard to social service in general and adult education in particular. Students have ample time at their disposal to do humanitarian work. This type of service will make them good citizens in future life. "Each one teach one" should be the motto of the students, so that they will be serving the nation in respect of their rights and privileges in free India.

(b) In a country like India where illiteracy is rampant, it is desirable that students should attend to illiterate men and women during vacations so that literacy may spread in our country.

DWIVEDI, M. M.

5. (a) Students may visit villages in holidays and vacations and work as Gram Sevaks. They may also help in running classes for adult education.

(b) Conscription may not help much. What is done voluntarily may be more effective.

(c) Yes.

GUNDAPPA, GOWDA.

Oral Evidence.

They must be made to do some social work for a year at least before they get their degree.

They can help in liquidating illiteracy, in clearing the doubts of the people residing in slum areas and making them keep their homes clean.

IYENGER, T. S. RAJAGOPALA.

1. & 2. No. There must be lectures, debates, Radio talks and lantern lectures.

5. (a) The teachers could participate in extension lectures in rural parts, social service, adult education, bringing about communal harmony, etc. So also students could participate in social service, in rural parts particularly.

JHA, DR. AMARNATH.

Oral Evidence.

I drew up during the 3 years I was Dean, a very elaborate and attractive set of lectures designed for persons who were not in the University. I invited a number of persons from the High Court and public life here and lectures were given by them but hardly any body not connected with the University came. I thought that the reason was that the lectures were given in English. The next year I arranged that some lectures should be given in Hindustani. The response was slightly better but not encouraging. That is so far as lectures were concerned.

Then we started what we called Social Service League which ran Night Schools and had taken two villages within 5 miles of the University Campus where a good deal of useful work was being done,—sanitation and things like that. But as regards real extra-mural work by which I think what we mean is getting people for further education, I have a very sorry experience.

JHA, I. S.

5. (a) Service as 'sevadals' during the time of fair, famine, flood and epidemics and inculcating the spirit of co-operation and sanitation among villagers.

(b) It is properly carried out. Merely formal conscription without real work will be rather detrimental.

JHAVERI, K. M.

3. Yes.

4. (a) They already exist in one shape or another.

5. (a) Such services can be rendered optionally by students. They should not be made compulsory.

(c) Vacations may be so utilised.

JUNG, ALI YAWAR.

This is being answered generally. Insufficient attention is given to Study Circles in which members of the staff and students could combine for discussion of particular subjects. Excursions usually degenerate into mere sight-seeing and require being planned with greater care. The different students' associations tend to become either too formal or too social and there is little intellectual effort put in by the students themselves; it would be desirable to encourage these associations to take up the study of the latest literature on the subject with one of the members reviewing a book or raising a discussion and participants putting forward their views. General knowledge lectures are suggested on different subjects throughout the academic year, including international politics, world history, problems of rehabilitation, industrial problems, travel, etc. Apart from the temperamental difficulty that controversial subjects are not usually treated academically by the students, there is a marked tendency on the part of the Union executives to regard themselves as 'Cabinets' and the Union itself as a kind of guild or trade union for so-called students' rights or grievances. Such Unions provide good ground for political wire-pulling from outside and students themselves, in contesting elections, exult in formulating extreme demands and promising fulfilment. The Unions are apt to treat debates as the least part of their functions. Greater interest taken by the authorities may correct these tendencies but University Unions should be made to confine themselves to debates and social and cultural activities. This should be laid down in their constitutions. The establishment of students' clubs would be easier in residential Universities and should be encouraged. Their activities should be purely social and they should be associated with the different hostels. Teachers can play a useful part in adult education, both in organizing the classes and in teaching. Students can also be used for the purpose but only after a short period of training which can be given during the vacations. I do not favour conscription for Social Service but, depending on local conditions, I think University extension movements are desirable. It is mainly the summer vacations which can be utilised. The summer vacations can also be used for enabling poor students to 'pay their way' to education. A note on one such scheme started some time ago in the Osmania University is attached. It is being revised.

Note on the System of 'Paying the Way' to Education.

Re. 1/- a year is collected compulsorily from all students and donations are collected from the staff. The different Faculties, offices and institutions of the University are asked to specify before the summer vacation the number of clerical hands they require for such work as (1) annual stock-taking of furniture and fitting, (2) annual stock-taking of apparatus equipment and books, (3) preparation of glossaries and

indices for books under publication in the Translation Bureau and (4) other such work as sorting out and pagination of office files, etc. These figures are checked in the light of the available fund in such a way as to see how many students could be provided with clerical work during the summer vacation and paid an amount sufficient to enable them to pay their tuition fee, games fee, Union fee and examination fee as well as an allowance of Rs. 20/- per month for the duration of the summer vacation. The selection is made from among the poorest students and the work allotted is, as far as possible, such as to suit them (*e.g.*, checking-up of lab. apparatus and equipment for science students etc.). The students thus earn their way to education for a year and are eligible for similar work the following year. The amounts are paid directly by the University to its own teaching and examination sections on behalf of the students concerned. The grant is intended to be further augmented by a certain percentage of the profits of a Cafeteria which is to be opened for service of lunch to day-scholars and light refreshments and afternoon tea to residential students on a co-operative basis, both staff and students to take shares in the concern. The entire system has the advantage of preventing students from begging, and making them feel that they have earned their way to education in an honourable manner. Strict attendance and particular attention to training are necessary requirements and the offices where they work have instructions to that effect. There is the further advantage of the students receiving training in the work allotted to them.

KANE, MAHAMAHOPADHYAYA DR. P. V.

1. 2 and 3. There are hardly any extra-curricular activities for students in the Bombay University, except being members of the National Cadet Corps. There are some debating unions in some colleges but none in the University as a whole and I am not in favour of having a debating union as a whole for the University until the position of discipline among students improves a great deal.

5. (b) and (c) I am not of the opinion that conscription for Social Service is a desirable expedient and I do not think that the vacations that I propose above should be used for this purpose.

KAPPANA, DR. A. N.

Oral Evidence.

About the extra-curricular activities, much emphasis is laid by provincial governments on these. But if you adopt not the affiliated type as the standard but the residential type and if you have big universities, you will have a number of proctors and they will be able to look after these activities well. You may have one provost for every 400 students, as in the University of Dacca. I find that it works fairly satisfactorily and the house teachers or superintendents of the hostels should be responsible for looking after the extra-curricular activities.

KARIAPPA, S.

3. Students' unions should be organised on sectional basis. What the 'General Unions' organise is limited in scope for the majority. The sectional unions give scope for all. So unions like Chemistry Union, Physics Union, Biological Union etc. should be organised.

4. (a) Yes, I favour the growth of clubs among students.

(b) These clubs should be organised on the basis of talents. All students with musical talents should form music clubs, similarly there should be wrestlers' club, story writers' club, poets' club etc.

5. (a) The aims and functions of universities are not only to contribute to the wealth of knowledge and culture but also to increase the national wealth by its research and practical and technical education. Where there is darkness, the torch of sweetness and light should be carried. So the universities, not confining their activities to their students, should extend it to the poor, illiterate, ignorant and superstitious brethren in villages. They must run social service camps and along with it adult education drive.

(b) There is greater enthusiasm on the part of students for social work. But only direction and facilities are needed. The question of conscription may, therefore, be deferred.

(c) No doubt vacations can be better utilised for this purpose. Any period other than this would interfere with the academic studies.

KRISHNAMURTI, K.

1. Adequate provision exists for extra-curricular activities. But the students are not sufficiently enthusiastic about all.

3. No. The students' debating societies are not functioning properly due to indiscipline, low standards and bad tastes. The attitude of students has to be changed for the better.

4. (a) No, not the usual type of club.

5. (a) Universities and colleges should play an important part in organizing social service, adult education and rural uplift.

(b) Conscription for social service or adult education can be resorted to, if appeals for voluntary help fail.

(c) Vacations can be used with advantage and also week-ends and evenings.

LUCKNOW, UNIVERSITY OF.

1. No.

2. Social service activities, social and economic surveys of neighbouring villages, literacy work, provision of instruction for non-degree students, organisation of popular lectures and excursions are some of the activities which we will recommend. Some of these activities are already undertaken.

3. They need improvement.

4. (a) Yes.

(b) This should be left to students themselves.

5. (a) An important part.

(b) We favour conscription. It is desirable.

(c) Yes.

MADRAS, UNIVERSITY OF.

Reference is invited to Chapter XIV of the Report of the General Inspection Commission of this University.

MADRAS COLLEGE TEACHERS' UNION.

1. No.

3. No. There is a general lack of interest.

4. No.

5. (a) Only to a very limited extent. The modern student has too many calls on his time and energy, which is not realized fully.

(b) It should never be compulsory.

(c) No. The recuperative effect of rest and freedom should not be lost sight of.

MALAVIYA, PT. GOVIND.

5. Compulsory social service is not likely to succeed. Compulsion will lead to faking reports. Provision may be made for voluntary work in and outside the University or College and credit may be given for such work in term-time and vacations.

MEDICAL COUNCIL OF INDIA, NEW DELHI.

1. Efforts at providing extra-mural education have not been very successful at Lucknow. The extra-curricular activities have been a little less unsatisfactory as it was developed with Hostel as the base.

2. The series of lectures, demonstrations, conversations, and exhibitions that are being organized in the Lucknow University during the convocation week are a feature that can with benefit be extended over a period longer than a week-end, and should provide valuable instruction in some of the basic principles of Science not only to the students of other subjects but also to the public at large.

3. The unions need more guidance in developing along right lines. The activities of the students have to be diverted from disruptive lines and directed into constructive channels.

4. (a) Clubs should be chiefly designed for social amenities but some of them are hardly developing on the right lines.

(b) They should be fully controlled so that none but the approved activities be undertaken there.

5. (a) So far very little interest is evinced in social service, or adult education.

(b) The U.P. experiment for conscription is to be watched.

(c) Vacations in the North Central plains are hardly suitable climatically for this work unless it be undertaken in the hills for which the language problem might prove a hurdle to some.

MEHTA, K. C.

1—5. The services of the student community should be utilised for adult education, social service and development of civic sense in the public residing in the neighbourhood of colleges and universities. Every student has ample leisure for this work during stray holidays, short and long vacations.

MIRASHI, V. V.

1. There is provision for these, but the success in each case depends on the initiative and drive of the lecturer in charge.

2. They are not functioning properly due to the lethargy of students.

5. (a) Universities and colleges can organise these activities, but they will after all be only symbolical. The problems are too great to be solved by these means.

(b) I do not think that conscription will work in practice.

(c) Vacations can be utilised for this purpose, but the work must be continued after the vacation if lasting effects are to be produced.

MITTRA, KUMARI B.

1. No. There should be a large number of different extra-curricular activities, e.g., music, Home Science activities, lectures, study circles, debating societies, literary societies, dramatic and entertainment societies, games—indoor and outdoor, etc.

Vacation Courses, travelling lectures, social service camps, extension lectures, etc.

5. (a) Students can do such things during a certain part of the vacations.

(b) Yes (for a short period during vacation).

MOGHE, DR. M. A.

1. Adequate provision exists but students are reluctant to take any advantage of these.

2. All 'societies' now existing must be abolished. New ones should be started if and when there is a demand for them. All 'societies' should be run by students. This does not apply for tutorial and seminar classes.

3. No. They do function but the level of debates is not high for want of study. Subjects chosen are too commonplace and invariably Women must figure in the subject. Otherwise attendance is poor.

4. (a) Yes, provided the demand comes from students themselves.

(b) It is easy to organise. First, the objective must be clear-cut and the enthusiasm of students must be sustained

MUKERJEE, DR. RADHA KAMAL.

Oral Evidence.

University can play its role in regional development and revival of the village. In our Department we propose to have a special course for the post-graduate students on Rural Reconstruction. Apart from the ordinary lectures, students as well as teachers are expected to go out into the villages and organise Co-operative Banks, Multiple-Purpose Societies, whose Depots take part in the federation of holdings. All this work must be part of the University teaching and education programme. I have suggested to the Government that rural reconstruction programme might be sanctioned and in fact, as you might have heard, we have a donation of Rs. 2,20,000 for starting this institute from next year. One of the conditions is that we would have two kinds of diplomas—one for the rural side and the other for the labour economics and welfare. The students do actually take part in University settlement work or adult education in the slum areas, or in the betterment of conditions in the slums.

Every University ought to give a Diploma to students who do this kind of Social Welfare or Adult education. This would bridge the gulf between the illiterate mass and the students

NAG, U. C.

1. I should encourage study and discussion of literary and artistic activities in different provinces of India, by organising lectures with and without illustrative lantern slides or cinema films, and gradually extend it to other countries of the world.

5. (a) By organising night schools and by helping reconstruction of village economy in selected areas close to the university.

(b) Conscription may be necessary for running adult schools only but some training will have to be given to the conscripts.

(c) Yes, to some extent only.

NAGANDHARAN, R.

5. (a) Universities and colleges can play an important part in rendering social service and in adult education. University students should be conscripted for social service particularly in rural areas. All those who have passed Intermediate examination should be made to attend to rural areas for one year; before doing so, they should be given the training necessary for the purpose. In addition during the vacation, they should be made to work for one month rendering social service.

NAIDU, S. PARTHASARADHI.

1. Same facilities are offered for excursions, periodical staging of short scenes, etc. Much more should be done.

3. Not very satisfactorily. Attendance should be made compulsory at such union meetings and some members of the staff may be deputed by means of shifts to supervise.

4. (a) No.

5.(a) Very little.

(b) To a certain extent, yes.

(c) Yes.

PANDE, SHIVADHAR.

1. No.

2. Universities supply new ideas. They deal with all aspects of life, and should naturally have much to say on all of them with profit to everybody, if they are themselves alive and kicking.

3. Students don't prepare enough for them. Clap-trap is not Debate.

4. (b) Bring students' clubs into relation with teachers' clubs.

5. (a) Practice is more than precept.

(b) Neither desirable nor expedient when it is unwelcome to the people for whom it is meant. The first ingredient in service is sympathy, the second consent.

(c) Certainly not. Why don't rural students effectively utilize their vacations for this ?

PANNIKAR, P. R. PARMESWARA.

It is well known that extra-curricular activities are not adequately undertaken in Indian Universities. The students themselves do not form clubs or unions mainly because they cannot afford to do so. The foundation of unions by universities has not worked well, because they are necessarily financed and controlled by authority.

PAPATLA, LT.-COL., P.

2. Tours and Excursions.

4. (a) No, but " Students' Unions " are in vogue instead of " clubs " and these are working satisfactorily.

(b) Principal sends a professor as an " Observer " to some of the meetings of the union to be in touch with their doings and to advise them if necessary.

5. (c) Yes—But only on a voluntary basis—not conscriptive.

PATNA, UNIVERSITY OF.

1. There is no provision as yet.

2. Occasional extra-mural lectures are delivered under the auspices of College Societies and University departments.

3. There is no Students' Union under this University.

4. (a) Yes.

(b) The clubs should be run by students suitably trained for assuming social responsibility and leadership.

5. (a) Properly organized Universities and Colleges can play a large part in regard to social service.

(b) On voluntary basis.

(c) To some extent.

PATTANAYAK, DR. G. C.

5. (a) The students and teachers should be encouraged to engage themselves in social service and adult education in their spare time.

(b) Conscription for social service is not desirable even if it is necessary.

(c) Vacations can profitably be used for social service but it must be on voluntary basis. Each college under the general guidance of the university and with the co-operation of Government should invite volunteers from among the students and teachers to take up some item of social service in spare time and in vacations. The expenses will be borne fully by the Government or university or both. Suitable press publicity may be arranged to boost these schemes for attracting students. Recognition of meritorious work must be freely given by means of awards of prizes, medals and popular titles like Desasevak, Desasevika, etc. Much social work can be arranged around summer schools.

PRADHAN, N. C.

1. No Extracurricular activities should be supervised by members of the staff having proficiency or by expert outsiders.

3. They are functioning properly. The meetings should, however, be more frequent.

4. (a) Separate clubs are unnecessary.

5. (a) College students can help in a well-planned Adult education scheme by working in groups.

(b) No.

(c) Yes.

PRADYUMNA, C. JOSHI.

Universities and Colleges can play a great part in social service and adult education, but conscription would, I think, defeat its purpose. Even as it is, a fetish is being made of these objectives and despite the great publicity attached to the schemes the governments in the provinces are sponsoring, the results are negligible and wasteful.

I think these are spheres where the educational administration should be asked to make a planned effort through special officers trained for the purpose. Public-spirited volunteers would naturally make their own contribution. The moment it is taken out of these two spheres—like enjoining upon the students to work in the vacations—it would deteriorate into a formal conformity and an insincere allegiance. A system of credits may, however, be evolved for such work and it can give much wholesome encouragement. It is the ideal work for a missionary spirit and should be left to men who are zealous and enthusiastic.

HABIBUL RAHMAN.

1. No.

2. Adult education and rural uplift work.

3. No. Teachers should take a more active and sympathetic interest in them. They should suggest not only programmes but also readings and should train young students in the technique of public speaking. Most of these unions do not have their programmes for the whole year carefully chalked out and individual students are not helped with suitable references and cannot therefore prepare themselves satisfactorily for performances on the dais.

5. (a) They can play a very important part in regard to both social service and adult education.

(b) Instead of conscription we should try to evoke in our young men and women a genuine interest in social service. Beginnings should be made on the university campus.

RAM KUMARI, S.

3. There should be no prize-giving at debates.

4. There should be clubs for particular purposes (reading, drama, music, games, etc.), but not for particular social sets. The principal's permission should be obtained before a club is founded.

5. (a) University students can provide literacy classes, co-operative societies, lectures on general subjects, classes in First Aid etc., classes in Music, Art and Handicrafts for the menials.

University can provide revision course for teachers, general culture course for factory and domestic workers, extra-curricular lectures and demonstrations for the public.

(b) The above work should be voluntary.

(c) When students go to the country or the hills during vacations there they could start dramatic clubs, literacy classes etc., which the residents could then carry on themselves. I have heard that this is done in China, especially in Red China.

RAMACHANDRA, S.

5. (a) and (c) : Colleges may play some part in social activities. Students may take part in them during leisure time. Removal of adult illiteracy may be tried.

RAMANUJAM, DR. S. G. MANNAWALA.

1. No. In most Universities, extra-curricular activities consist of the activities of the Unions and Societies, Clubs, etc.

2. Instructional tours, rural uplift work during vacations etc.

3. No. Because Trade Union tendencies have begun to colour the activities of the University Union, often times resulting in mass action. In most Colleges and in this University, the Union has compulsory membership of all students. Office-bearers have been encouraged to establish the view that they represent the entire strength of students, and that has led to a policy of dictation by the executive of the Union. The Executive of the Union are often contacted by political parties for their own purposes. The Unions have cause to be truly academic and have developed political tendencies in their activities.

Suggestions : By making membership of Unions optional and giving a more literary and academic bias than exists now.

4. (b) Through the Department of Physical Education.

5. (a) They can organise Social Service groups and adult education classes for the benefit of persons living in the vicinity.

RAMASWAMY, PADDADA.

1 and 3. It is a painful fact of experience that the provision at present in colleges and universities for these is very inadequate. Students' debating unions are not functioning properly and have not become, as they ought to, centres of social and intellectual communion.

5. Colleges and universities can play and execute social service and adult education campaigns in holidays, these being undertaken jointly with teachers themselves. Conscription for this purpose would not work successfully. The real thing is that the zest for social service must be roused in their minds, and vacations should be used for the purpose.

RAO, H. S. MADHAVA.

(2) Visits to rural areas.

(3) Not properly working. It should not be confined only to students. Debates should be open to public, more inter-university and inter-college debates. Such activities should be taken into consideration in after life.

(5) (a) Social service and adult education especially in vacations should be made compulsory.

(b) Yes.

(c) Yes.

RAO, K. S. RAMAKRISHNA.

5. (a) The truth is that few university students show any sustained interest in the imparting of adult education by reason of the tediousness of the task. In the hot summer months of the vacation students are scarcely inclined to launch on any scheme of adult education because most villages are uninviting during this season.

(b) It is not necessary or desirable.

RAO, DR. M. A. GOVINDA.

4. (a) "Crafts Clubs" should be encouraged in order to foster a healthy interest in handicrafts and mechanical hobbies.

RAO, P. RAMCHANDRA.

5. (a) For students, schemes of social service and adult education are only showy and have an unhealthy tendency to foster a sense of self-importance. On the other hand, self-help efforts have a better educative value and bear solid fruits. Say, once every month, for a period of twenty-four hours, the students must be fully self-dependent, cooking their food, washing their clothing, cleaning their rooms and premises etc. This inculcates dignity of labour.

(b) All conscription, except during national crisis, is an unhealthy form of slavery and must be avoided. Conscription tends to youth revolt.

RAO, S. V. SRINIVASA.

1. No. There does not exist adequate provision. Most of the students like to do some social service to undertake investigation of social problems like beggar survey and rural indebtedness. Such activities, in addition to helping the public at large, help to bring the students into living contact with life.

2. University settlements, where students are given training and offered opportunities for coming into contact with the masses should be established.

3. I am afraid debating unions have encouraged too much of talk and talk for the sake of itself. This is probably the result of the use of a foreign language. Teachers have been anxious to practise talking in English.

4. Yes, clubs devoted to certain interests. Teachers of the university will organise them and help students in the clubs' activities.

5. It is my experience that students enjoy doing some social service and teaching adults or lecturing to them. I am afraid conscription will take the flavour out of the work. If there are ample opportunities most of the students will take advantage of them. Vacations can be used for this purpose. When they go home they may be allowed to do adult education or some other form of social service in their native and surrounding villages or in the labour area. Every college should organise one or more teams of social service, teachers of the university too joining them. These teams may assist local organisations like adult education committees set up for the purpose or work independently, if no such organisations exist.

I would recommend, in addition to other types of this work, a caravan of bullock carts carrying members of the team, with all equipment from one village to another. They halt in a village, lecture, give shows, stage dramas, sing songs, and mix with the village folk and then move on over to the next camp. Motor or other fast vehicles are not suitable for this purpose. Those using them have a tendency to return to town as early as possible.

RAY, GIRIJA SHANKAR.

2. I would provide cultural contacts by inviting men from other universities to deliver lectures as also by taking the students to different centres under the teachers to study things.

3. No.

4. (a) Clubs among students under the present circumstances will become political clubs.

5. I do not think such conscription is possible; that would result in half-hearted work.

SINHA, SUHRIDCHANDRA.

5. (a) Social Service can beneficially be worked under proper guidance of enthusiastic young teachers, adult education can be planned during the vacation.

(b) At the present condition of India conscription to social service is absolutely necessary.

RUSTOMJI, FARIDOONJI, MRS. HILLA.

1. No.

5. (a) A very great part indeed.

(b) No. Every effort should be made to enlist voluntary service.

(c) Yes.

SAHAI, DR. HARGOVIND.

(4) (a) No, except the athletic clubs.

(5) (a) They can play a very large part in both.

(b) Conscription is desirable only provided that proper facilities for training are available under expert personnel. Their time should not be wasted at imperfect training centres or in doing social service on paper.

SAHU, LAXMINARAYAN.

1. No. Teachers and students must work together in the libraries at present, they don't do it.

2. Professors and students must spend weeks during vacation in village areas and spread their knowledge among village folks.

4. (a) Yes.

(b) Each must have its own ideas and rules.

SARMA, D. SUBRAMANIA.
RAO, V. APPAYA.

3. Students are not satisfied with getting outsiders prominent in public life to come and speak to them. This may be done only occassionally. But the bulk of the work of the college associations should be to draw up a programme of debates on important questions at the beginning of the year, apportion the work among the students, and make them prepare thoughtful papers on the subjects.

5. Some students for social service are neither desirable nor practicable.

SAVOOR, S. R. U.

It is desirable that each college has a Social Service League led by one or two enthusiastic members of the staff who can devote a part of their holidays or vacations to social service work. This kind of work must necessarily be voluntary and be confined to the few, at least in the first few years, until there is established a tradition for social service work. I do not think that conscription for social service is a desirable expedient in existing conditions, but the State may make one year's social service work a part of the probation that a public servant has to put in before permanent employment in the State service.

SETHI, DR. B. L.

1. No.

3. Yes, to fair extent.

4. (a) Yes.

(b) Conscription for social service or for adult education is essential.

SETTY, K. SUBBIAH.

3. No.

4. (a) Yes.

5. (a) By mixing freely with the people of the cities, towns and villages during vacations and in times of need.

(b) Yes.

(c) Yes.

SONDHI, G. D.

1. There is too little provision or even encouragement for these.

There is hardly any attention paid to Fine Arts, Drama, Music; games and sports facilities are quite inadequate and there is not enough diversity in those that are provided. Hiking and mountaineering, camping, etc. are absent.

2. I would include the activities and pursuits mentioned above. In general the emotional side of the students is sadly neglected. Partly this neglect is responsible for the hooliganism of students. They have no decent avenues for letting off their urges.

3. No. Though 'talk' is the biggest industry of India, students of the Punjab at least, did not care much for the routine debates. But attempts must be made to make the debating societies more attractive,

(a) through debates on ' live ' issues,

(b) through inviting well-known persons to join the debates,

(c) through providing a more suitable background, special rostrum equipped with light, special chair for the president, etc., and by introducing some ceremony into the proceedings,

(d) till such time as the students can manage the clubs themselves they should at least have a member of the staff as a treasurer. He will also help and advise the student office-holders.

5. (a) Universities and colleges should first of all try to give a social service bias to some of the students' activities. They should also from Rover Crews to help at fairs and melas and in emergencies.

In my college (The Government College, Lahore) the Social Service Squad gave ' blood donations ', visited hospitals to read to patients and to write letters for them, etc.

(b) Conscription I would not recommend.

(c) Yes. Village uplift work can be undertaken by students through camping in neighbourhood of selected villages, for say 4 weeks of their long vacation.

STEWART COLLEGE, CUTTACK.

(Principal and Secretary).

(1) No. Students are not much interested as these activities do not appear to help them pass examination. Only a small percentage is genuinely interested in extra-curricular activities.

(5) Do something instead of talking. Go out to the villages in two vacations. Teach the villagers the 3 R's and sanitation. Work amongst lepers. Work in jails.

SUNDARAM, P. S.

3. No. Even with the institution of Inter-collegiate and inter-University Debates, most of our colleges and universities do not turn out good speakers and debaters. So far students have been concentrating on ' direct ' action. Things might improve now.

4. Clubs would not be bad. I think young members of the staff should also join these clubs, to give our boys and girls the right bent in these matters. If girls as well as boys are made to join the clubs, they will take far greater interest.

5. (a) Adult education should be tried by our staff and students.

(b) I am not for conscription. Anything done under compulsion is seldom well done.

(c) Some part of the vacation may be utilised.

THADANI, N. V.

1. There is some provision for these activities. There is considerable room for improvement.

2. Social work, night-schools.

3. Fairly satisfactory, so far as this College (Hindu College, Delhi) is concerned. There should, however, be a University Union and more inter-collegiate association in debates between the colleges in Delhi.

4. (a) Yes.

(b) They should be managed primarily by students. The college teachers may give advice and such further assistance as they can. In case of a break-down or mis-management, the authorities should have power to put things in order.

5. (a) A great deal. They can organize—both students and teachers—to play their part.

(b) I do not think so.

(c) Yes.

THOMAS, R. P.

1, 2, 3 and 4. The students' unions now existing serve the purpose of a club.

5. Lectures should also be arranged for the public in general on matters relating to village and town uplift especially in regard to health and sanitation including cleanliness. Reading and writing are not so much important here as proper systematic information on various important subjects having direct bearing on practical life with a view to creating in the public a proper and wider outlook on life.

(b) Compulsion is not necessary at present.

(c) It is not necessary to use the vacations for this purpose. But this may be tried where favourable.

VAD, DR. B. G.

Most universities make provision for extra-curricular activities like sports, debates, excursions, etc. There is, however, a tendency in some places to organize clubs and associations on sectional, sectarian or communal lines which must not be allowed. Universities should and can play an important role in regard to social service in general and adult education in particular. The village and rural population today is living in a world of its own, quite distinct and different from

the urban one; and in the greater interests of the country it is essential to level this up, which can only be done by closer and more intimate contact between the two. If the universities harness their academic resources for this cause, the problem can be more easily solved with benefit to the country and the university alumni. The long vacations should be utilised for this purpose. In the organization of this rural work difficulties are bound to be great and many, but certainly not unsurmountable to men of administrative experience, national outlook and patriotic vision. No effort is too much, no sacrifice too great in this vital problem of national importance.

VAKIL, C. N.

Oral Evidence.

We must leave social service as an optional thing. You can't do it by force. Unwilling work may be rendered if you make it compulsory.

VAKIL, R. N.

University students, if properly guided and inspired, can be of immense help in the national programmes of literacy. If they are employed during the long vacations by the government for literacy work, they will be able to earn a little, while they work a practice worth all encouragement in a country like ours. It will be also cheaper for the provincial Governments to employ such Student Teachers. Moreover, the enthusiasm and energy of the young generation will be directed to nation-building activities; and this will prevent them from indulging in unhealthy and unprofitable political activity.

(b) I do not think so. Compulsion of any sort breeds more evil than good.

(c) Yes.

VARADACHARIAR, S.

5. (b) I strongly deprecate the proposal to conscript students for social service. If conscription is considered inevitable, it must be applied only to young men who have completed their studies.

QUESTION XVII.

ALLAHABAD UNIVERSITY TEACHERS' ASSOCIATION.

1. Physical training is compulsory for all B. A. I year students except those who join the National Cadet Corps. Hostel students have P. T. in the morning thrice a week. Delegacy students attend P. T. classes from 1-30 p.m. onwards in the gymnasium thrice a week. P. T. classes are not taken seriously by students. There is a swimming pool but it is often without water. There is no proper, well-equipped or attractive gymnasium. There is an Aquatic Club and aquatic sports are held every year in the Yamuna, but it needs boats and other equipment. There are university teams in football, hockey, cricket, tennis, badminton, squash racket and volley ball, each looked after by a Committee. Interest in sports is keen but not widespread.

For a large majority of students there is no arrangement for games in the university, though every student has to pay a games fee.

2. (a) Yes, compulsory P. T., and facilities for games for all those who want to play, but not compulsory games.

(b) Throughout the period; 45 minutes P. T. every morning, not at any odd hour in the day.

3. We approve of them.

4. (a) Yes.

(b) Does not arise.

5. (a) Inadequate.

(b) Part-time doctors.

(c) We need more nurses, more beds, more buildings, more equipment and more isolation wards.

AMIR CHAND, LT. COL.

The physical education should be compulsory for the first 3 years of the college. The present arrangements for the medical inspection of students and medical attendance are inadequate. Unless the students are examined yearly and reports submitted to the University the periodical medical inspections lose much of their value. Defects pointed out by the medical men can only be attended to if there is a well-equipped dispensary attached to the institution. Such dispensaries do not exist.

KAUR, HON'BLE RAJKUMARI, AMRIT.

Physical education and sports must obtain in every university. Sports in particular will have a very healthy effect on character-building. Physical education should be compulsory and there must be compulsory medical inspection of students and proper medical facilities for illness.

ANDHRA TEACHERS' FEDERATION.

(1) Physical education and games must be made compulsory for all students. Arrangements should be made to enable students to spend half an hour per day, on at least three days during the week, in playing some game or taking part in nature gymnastic exercises.

5. Every college should have a qualified medical inspector as a member of the staff with a well-equipped dispensary.

ANDREWS, DR. G. F.

1. There does not seem to be any carefully thought out arrangement for Physical education and games in the universities either for those resident in hostels or those not resident in hostels. Provision is made for some games in which those most interested take part. University has no plan or programme according to which all have the opportunity for regular physical activities or games.

2. (a) In our country it is only compulsion that works. We want our young men and women to take an intelligent personal interest in their physical welfare. At present they have no knowledge of how to take care of their body ; neither are they in the daily habit of exercising their body because this habit has not been ingrained in them by constant enforced practice in the earlier years. Consequently they have no interest even in their physical development, health and welfare. All young men and women should leave the university physically well-equipped for their future. Nothing but compulsion will give them this equipment.

(b) A student may choose tennis, another may choose football, another hockey, and so forth. In the seasons when these activities are not available they should have choice of other activities like swimming or physical jerks, or Tennikoit or folk dances and so on. The compulsion should be in that every student is required to engage himself or herself in some vigorous activity or the other everyday for at least an hour, the freedom being in the choice of activity according to the season or according to the interest of the student.

4. (b) The reorganisation would take the form of the appointment of a fully qualified technical secretary for the Sports & Games section of the Inter-University Board.

The organisation of Inter-University sports and games for women also needs more attention than before.

ANNAMALAI UNIVERSITY TEACHERS' UNION.

1. No, they are neither adequate nor comprehensive.

(a) Hostels do not generally provide adequate amenities and other active recreations (open air games) or facilities for approved health practices including opportunities for attaining physical fitness on right lines.

(b) Games for non-resident students are not provided separately and these students do not get sufficient time and opportunity to play in groups or develop proper health practices.

Note.—The term 'physical education' must also include health education as health education can hardly be separated from the practice of physical education.

2. (a) Yes.

(b) It is desirable to make these compulsory throughout the period of stay at the university : but post-graduate students may be exempted.
Note.—The terms 'physical education' and 'games' seem to be differentiated, and it is not easy for an expert to agree with the distinction made. Games form an integral part of physical education.

3. If physical education is to form an integral part of education, emphasis should be placed upon general, biological, social, sciences. The health of body and mind can rarely be attained without expert care and guidance. The teacher of physical education is essentially concerned with "human engineering" and rehabilitation and his equipment should accordingly be as adequate and sound as that of any scientist. Degree courses will help to give physical education its due status and role and also endow the teacher of physical education not only with knowledge and ability needed for his competence but also the capacity for scholarship and study.

4. (a) No.

(b) There should be an expert at the centre (as the executive assistant of the Inter-University Sports Board) entrusted with the task of guiding and organising the tournaments.

Every university must have an expert on its council both to guide and execute practices in physical education before these tournaments can be rendered really useful.

On the basis of the experience of these tournaments since their inception, the tournaments can be divided roughly into two classes : the popular and the less popular ; and the less popular tournaments may be conducted once in three years or so, instead of annually.

To stimulate regular entries all-India or inter-zonal tournaments should be held only once in three years while zonal tournaments may be held annually. Inadequacy of funds and interference with examinations are common complaints now made against some of these tournaments : and they need to be given due consideration both in the interests of participants and the future of inter-university sports.

The real and ultimate success of inter-university tournaments must depend upon the adequacy of provision made for physical education in universities and their constituent and affiliated colleges.

5. (a) No ; not in many universities.

(b) No. ; not adequate.

(c) Well-equipped dispensaries are rarely found. There should be hospitals in residential institutions. Here these provisions obtain to a satisfactory level.

ASTHANA, DR. NARAYAN PRASAD.

1. (a) Yes, to a large extent.

(b) No.

2. (a) Yes—it should be compulsory throughout the period of stay.

5. (a) Yes, to some extent.

(b) No.

(c) No.

BALAKRISHNAIYA, JUSTICE N.

5. Attention to the medical needs of the students is very meagre. I am in favour of a well-equipped dispensary being located within the college premises, or a mobile dispensary moving from institution to institution.

BHATTACHARYA, DR. D. R.

1. (a) Fairly satisfactory arrangement, which has ample room for improvement, exists in hostels.

(b) No satisfactory arrangement has been made. Here again funds for establishing several city centres are sadly lacking.

2. (a) Yes, except in cases of those declared medically unfit.

(b) It is partly at present, but it should be made compulsory throughout the period of their stay.

3. It is an admirable idea.

4. (a) The present arrangements are not working satisfactorily due to lack of funds. More encouragement in this direction is absolutely necessary.

(b) If funds are available reorganisation will take no time.

5. (a) The provision is inadequate.

(b) Inadequate.

(c) Most inadequate.

2. (a) Yes.

BONDADE, S. B.

(b) Throughout the period of stay at the university. At least twice a week.

3. There is no need for Degree courses in Physical Education.

BOYD, REV. A. J.,

2. (a) I am in favour of compulsory physical education and games at the Intermediate stage, but not at the Degree stage.

2. (a) Yes.

BHAWALKAR, DR. D. R.

(b) Compulsory throughout. This is not only a personal necessity for the student, but a national necessity also.

3. Degree courses should be started provided qualified teachers are available.

CALCUTTA, UNIVERSITY OF.

1. (a) & (b) The present arrangements for physical education and games in the Universities are satisfactory so far as they go, but more should be done.

2. (a) & (b) This University was in favour of compulsory physical education and games. A conference of the Principals of Colleges approved of the scheme which was put up before the Syndicate for their consideration and decision. The Syndicate under the advice of the present Premier of West Bengal, who happens to be one of the most eminent medical men in India, decided to postpone the consideration of the scheme in view of the fact that the students were not being fed properly due to food shortage and the system of rationing in this province.

3. This University will favour the institution of a Degree course in Physical Education.

4. (a) & (b) Re-organisation of the present arrangements for University tournaments and sports is necessary. There are Athletic Committees for the purpose, and they should be called upon to formulate schemes to be approved by each University in the first instances and by the Inter-University Board with the ultimate object of introducing uniformity.

5. (a) The answer is in the affirmative.

(b) Medical attendance in case of illness should be better organised by this University. In fact this University made representation to Government for purpose of reserving a certain number of beds in hospitals for various cases amongst the students. The matter has not proceeded far and efforts should be made in this direction again.

(c) A well-equipped dispensary intended solely for students is a great necessity and this University will press its claims upon the attention of the Government in regard to this matter.

DAS, NARENDRA PRASAD.

1. No.

2. (a) Yes.

(b) Throughout the period of stay at the university.

3. Should be introduced.

5. (a) No.

(b) Not satisfactory.

(c) No.

DELHI TEACHERS' ASSOCIATION.

1. (a) and (b) No. A very small number participates in games and there are practically no arrangements for physical education.

2. (a) & (b) Yes. Every student should be required to attain a minimum standard of physical efficiency before he is awarded his degree. Also he should develop an interest in his physical development. For all this physical education should be compulsory for at least two years of his stay at the college or the university. If it can be made part of military training it will be still better.

3. This is necessary in order to have good instructors.

4. (a) No.

5. (a) No.

(b) No.

(c) No.

DONGERKERY, S. R.

1. There is sufficient provision for physical education and games in the universities.

(a) & (b) Students resident in hostels participate in games to a greater degree than day-scholars, because tennis and badminton courts are generally part of the hostel compound. They have an advantage over the day-scholars, who have less time to spare on account of the time required by them to make the daily journey between home and college. The latter would be required to make a second journey each day, if they wanted to have a game of tennis early in the morning.

2. (a) Yes, since I consider them a part and parcel of a sound system of education.

(b) I would make it compulsory only during the first two years.

3. I would welcome them as they would provide an opportunity for directors of physical training who are only diploma holders of physical training colleges to raise their status by obtaining a degree. The posts of directors of physical training in colleges would perhaps attract better types of persons than they generally do to-day.

4. (a) I do not see any reason for complaint.

5. (a) An annual medical inspection used to be made in the Bombay University till a couple of years ago, but it was dropped on the ground that the inspection was very perfunctory, and cost the University a sum of Rs. 20,000 annually, which could be ill spared on account of budget deficits in three consecutive years. I think there should be periodical medical inspection throughout the student's undergraduate career, whosoever may pay the cost. The inspection must, of course, be done properly.

(b) University hostels and some college hostels have medical attendants.

(c) No.

DUBE, A. P.

The old Indian method of wrestling with oil massage was excellent. Writer has played all games from polo downwards and played them well. He thinks there is nothing like the Akhara. If one resorted to Akhara for one year and wrestled according to old methods with oil *malish*, a life-time foundation will be laid in all-round body development.

Games are good but permanent body-benefit comes from hard, uncomfortable laborious exercise. Akhara is very cheap. European games are very expensive. They should also be played but a minimum or maximum of strength should be secured.

Let democracy have its limits. Compel where you can. Herbert Spencer was averse to apply his whip to the horse in his trap. The result was the horse would do nothing but graze by the side of the road.

No money is spent in the University budgets on physical improvements. Only boys' fee is utilized.

DUTTA, DR. R. N.

1. The present arrangements for physical education are not satisfactory. Western games are the only games provided for. In my opinion these games are too expensive and not suited for a country like India. Very few take part in games.

(a) Students residing in hostels should take part in games according to their choice and it should be made compulsory.

(b) Students not residing in hostels should at least attend in the evening for games compulsorily.

2. Yes. Physical education and games (Indian and foreign) should be compulsory, as the health of a nation is the greatest asset. In my opinion physical education should be given throughout the period of stay at the university.

3. Yes, there should be a degree course of Physical Education as it is a most important factor of life : students desirous of offering degree examination in Physical Education may be allowed to do so in the interest of the health of a nation.

4. (a) The present arrangements for inter-university tournaments and sports do not fully satisfy the needs. They are all western type of sports. It is advisable to introduce Indian sports in the curricula.

(b) A committee should be set up to enquire into the details as to what system of sports and physical exercises be introduced to perfect this system of education.

5. There is no adequate provision for medical examination of students and their treatment.

(a) There should be arrangements for examination of students by a physician every month and a report should be submitted regarding physical defects, if there be any. A record ought to be maintained for all individual students and they should be sent to respective physicians of their choice for proper treatment, etc.

(b) In case of illness, special provision should be made for attendance to sick students and there should be arrangement for all systems of medicine (Allopathic, Homeopathic, Ayurvedic and Unani). Treatment should be made according to the choice of the patient.

(c) A well-equipped dispensary containing all systems of medicines should be maintained for proper medical aid and relief to the students.

DWIVEDI, M. M.

1. Yes, facilities are there, but all students do not avail of them.

(a) Resident students take benefit of the facilities

(b) Non-resident students mostly do not take the benefit.

2. (a) Yes, except on medical grounds.

(b) Throughout the period of stay.

3. No separate degree course is necessary.

EAST PUNJAB UNIVERSITY.

1. (a) No.

(b) No.

2. (a) Yes, up to the Higher Secondary stage but not at the proper University stage.

(b) Under the existing conditions for the Intermediate stage only.

3. There should be at least one College of Physical Education in the province which should prepare students for a Degree course.

4. (a) These were satisfactory till the partition of the country.

(b) On a zonal basis.

5. (a) No.

(b) Yes.

(c) Conditions vary.

GOVINDARAJULU, L. K.

Oral Evidence.

In the Intermediate class we have 3 hours of compulsory physical training a week and formal gymnastics 2 hours a week. They also play in addition to gymnastics.

In the B.A. and B.Sc. stage the presumption is that because they have been members of the University for two years, they develop a taste for physical training. In the B.A. stage we limit compulsion to 2 days in the week. They play only games.

As regards my satisfaction with the physical training which the students are having now, I would say that the boys get practically all that they should, except from the point of view of nutrition and health activities for which there is scope for improvement.

Physical training is not popular for the simple reason that in the class they do not go through the same kind of discipline. Many students who come have many bodily defects. There are defects which could be corrected if they had been discovered earlier. We consider physical training necessary as a corrective to abnormal development.

We classify students into A, B, and C categories. In the case of physical training we take them by groups of 150 or 200. Out of 1600 we would classify not more than 150 as C. 1500 would be A or B. If you make a strict classification, about 300 would come to be classed under B. It is due either to under-nutrition or on account of other causes.

GUPTA, DR. R. M.

1. No, there are not enough grounds and opportunities.

(a) If possible hostels should be near playgrounds, so that inter-hostel games can be organised.

(b) They could be associated with some hostels or with general body of students for the purposes of games.

2. (a) Yes.

(b) At least upto degree standard.

4. (a) The arrangement needs improvement.

(b) Through Inter-University Board.

IYA, DR. K. K.

1. (a) The universities are located in crowded cities and their gymkhanas or sports grounds are located far away from the college.

2. (a) Yes, with suitable supervision and coaching for improvement of standards of athletics and games.

(b) Yes, throughout the period of stay at the university. A minimum requirement of such participation (so many hours) could be laid down by the university or the college.

3. I think it is a very good idea.

5. (a) No. Except in a few instances.

IYENGER, G. V. KRISHNASWAMY.

1. (a) Yes.

(b) Yes, if they are within reasonable distance.

2. (a) Yes, throughout the period of stay.

3. I do not hold that view.

4. (a) Yes.

5. (a) This is becoming a farce, because the doctor has to examine too many students and he is not paid for it.

(b) and (c) Yes.

JHA, I. S.

2. (a) Yes, selection of games should be according to their own liking and those who are physically or medically unfit should be exempted.

(b) Throughout the period.

JODH SINGH.

In the East Punjab University, physical education is compulsory upto the Intermediate stage.

2. (a) Yes.

(b) Throughout the period of their stay at the colleges.

5. (a) In my college they are medically examined every year.

(b) Yes.

(c) Yes.

JUNG, ALI YAWAR.

1. No. There are various deficiencies, like absence of good coaches, the poverty of the students which makes it necessary for the University to supply them with sticks, bats and even boots and the

little attention bestowed on games specially during the school stages. Physical instruction, wherever compulsory, seldom takes into account the fact that in some cases it may be harmful (and the same with games). On the other hand, if these are not made compulsory, the general backwardness and lack of interest is sure to result in few taking part in such activities. The whole of these activities require being co-ordinated very closely with medical examination and the regulation even of diet. While there is difficulty always with regard to the non-resident students, even those who are resident in hostels do not take sufficient interest in games and sports. The University has itself to devote more attention to this side of the life of the students and to associate its teaching staff with the students on the fields. That would develop healthy contacts and corporate life. Encouragement should be given by way of giving preference in admissions to the University and to hostels (all other things being equal) to students who are good at games and sports.

2. (a) Choice should be given between physical instruction or games or athletic sports.

(b) May be made compulsory from the 1st to the 4th year, subject to (a) above and only to the extent of residential students.

3. If a University is able to afford taking up the subject and there is scope for absorption of those qualifying in the Degree in question, there would be justification for it.

4. Generally, yes.

5. (a) No, not adequate.

(b) Yes, in this University.

(c) Yes, in this University.

KANE, MAHAMAHOPADHYAYA DR. P. V.

2. (a) I am not in favour of compulsory physical education for university students.

5. (a) (b) & (c) In the Bombay University for some years there was a periodical medical inspection of students, but that has now been stopped because compared with the expenses the results of medical inspection were not very helpful. There is no well-equipped dispensary provided for by the University anywhere and there is no provision for medical attendance in cases of illness.

KHAN, MOHD. ABDUR RAHMAN.

2. (a) Yes.

(b) At different times of the year—seasonal.

3. Anatomy, Physiology, Psychology.

KARIAPPA, S.

1. Excepting the non-resident students others are getting some kind of physical exercise or the other.

2, (a) I am not in favour of compulsory physical education and games, for I believe that no student lags behind when facilities for games are offered.

3. I am not for Degree courses in Physical Education.

5. The arrangement is rather meagre.

KRISHNAMURTI, K.,

1. The present arrangements for physical education and games in Nagpur University are fairly satisfactory. They can be improved if more funds are available and if the right type of Physical Training Instructors are appointed.

2. (a) In the initial stages compulsory physical education and games are desirable; but gradually these can be made attractive so that the students will take to them with pleasure.

(b) To what extent they are to be compulsory depends upon the response from students.

3. A Degree course in Physical Education is not necessary. A separate diploma may be instituted for training instructors.

KUVALAYANADA, SWAMY.

Oral Evidence.

Our course lasts for only nine months and from our experience during the last nine years, we find that we are not turning out enough material or the proper type of material that is required. It is High Schools that require these teachers. Teachers are turned out by the University and yet the University confines itself with the B.T. courses and Physical Education or training is neglected.

I am connected with physical education for 40 years and I have been in charge of the Provincial Board of Physical Education as the Chairman for 10 years. We have gone round the whole of India and seen how the Universities and Colleges work and we are satisfied that unless and until a College of Physical Education is established with a four years' course after Matriculation, Physical Education in our country will not have the necessary attention and the necessary dignity.

Integration of education is necessary everywhere and particularly in the High School stage, and that is why in Bombay Province we have made it a particular point that a man in charge of Physical Education must also be a class teacher. He will be the best man to teach Physiology, Anatomy or Hygiene or Dietetics, which really speaking come within the range of Physical Education. To-day ordinary class teachers teach these subjects, who do not know anything about them.

A man in charge of a class must be able to observe the physical and mental characteristics of his boys. In the B.T. course there is a provision for Education Psychology, but the trouble is that the man does not know how to tackle a boy from the educational point of view on the playground. There are complexes developed, which can be successfully tackled only on the playground.

We will teach physiology no doubt, but physiology from the point of view of Physical education. Physiology as it is taught in the Medical Colleges is mostly superfluous and there is no application to Physical education.

The next is about the B.T. course and the T.D. course. There is a general apathy against Physical education. I think it is desirable that every teacher in the High School is a "physical education minded" teacher. Otherwise we have seen that the Physical education teacher is having a sort of isolated existence, which must be put an end to. We, in our province, have made up our mind to do one thing and that is that every teacher should be Physical education minded.

In Germany before the war, every teacher had to undergo physical training for 2½ years. I think something like that must be done here also.

The other suggestion would be to make Physical education a major subject just as in any other course. In America there are 50 Universities with Physical education as a major subject. Of course we will have to get experts in different branches of Physical education. Our teachers are not supposed to be experts in various skills and we have to get experts from outside who have got physical background. We will have to import coaches from outside.

It will be for the Universities to put physical education as an integral part of the teaching degrees. Unless and until this is done, both by the Provincial and Central Governments and the Universities, I think our level of physical efficiency and intellectual efficiency will suffer.

We in Bombay Province have offered 50 per cent. grant towards Physical education to Colleges who were prepared to meet the other 50 per cent. expenses for Physical education. No college has so far taken it.

Another suggestion is about the Physical education in Colleges. The Nagpur University has done very good work. They have created special centres where a student can go if that centre is nearer to his residence irrespective of whether his college is attached to that centre. In Bombay we find that we have no space in many cases for Physical education. I have found physical training being given at 1 o'clock in the sun. They take boys up to the roof and do it. Even in Bombay it is possible to have so many centres where students can be given physical training.

About the medical examination, the medical graduate in charge of the medical examination knows very little about Physical education as such, and he is not able to help the students in any way except prescribing glasses or prescribing some drugs for his particular difficulties. That is not what is intended or what is expected of a medical graduate who is in charge of Physical education. We have recommended in this report a one year's course in Physical education for a medical graduate. Then and then only he can work as a medical officer for a school.

LUCKNOW, UNIVERSITY OF.

1. We have already answered this question under a different head.

2. (a) Yes.

(b) We are in favour of compulsory Physical Education and games for the under-graduate classes for two years.

3. We are in favour.

4. They need improvement.

5. (a) No.

(b) No.

(c) The dispensary needs expansion.

MADRAS, UNIVERSITY OF.

Reference is invited to the relevant portions in the General Inspection Commission Report.

MAHANTY, R. N.

1. I am satisfied with regard to students residing in hostels but not with day-scholars.

2. (a) Yes.

(b) Up till the end of the Degree course.

4. (a) Yes.

5. Yes.

MALAVIYA, PT. GOVIND.

2. (a) Yes, but compulsion must begin in schools (vide reply to XIV (1) (a).

3. If we make physical test compulsory we must have teachers and a degree course is desirable.

4. (a) It is desirable to have Inter-University Tournaments but Universities are handicapped by want of funds to organise such Tournaments on a large scale.

5. (a) No.

(b) Yes.

(c) Not everywhere.

MEDICAL COUNCIL OF INDIA, NEW DELHI.

1. Arrangements for games and Physical education are hardly adequate even for the students resident in hostels, those not residing in hostels and specially those living far away from the university grounds have none.

2. (a) Physical education and games should be made compulsory but the compulsion so put into practice that its undesirable features are mitigated effectively by providing a large variety and supply of games so that every one's likes are catered for.

(b) They should be compulsory for the full length of the students' stay, though they be made less strenuous and time-consuming near the university examination.

3. Considering that Physical education has to be made compulsory for the various educational institutions, it would be desirable to have trained personnel to be in charge of this work. The Degree course should include Anatomy and Physiology as well.

5. (a) Periodical medical inspection of students is not provided for in all institutions. In some, students are examined only once and that too hurriedly. There is hardly ever a re-examination.

(b) Medical attendance in cases of illness is not very satisfactory except when, as in the case of Lucknow University, there is an attached college hospital.

(c) The dispensaries are constantly starved for equipment and supplies.

MEHTA, K. C.

1-5. Every student joining a college or a university should be examined by a qualified doctor and the physical defects, if any, be reported to his guardian at once. With the help of suitable treatment and periodical medical inspection of defective cases a good deal can be done to cure such defects. As far as possible every college with an enrolment of 500 and above should have a whole-time medical officer, a compounder and a well-equipped dispensary.

Adequate arrangements should also be made in every college for physical instruction by a properly qualified person and all such students, who do not belong to N.C.C. (National Cadet Corps, Senior and Junior Wings) should be made to take compulsory physical training.

MENON, A. GOPAL.

Oral Evidence.

We have got about 5 doctors in the University College to conduct medical examination. A doctor examines about 15 to 20 candidates a day. He spends about 3 to 4 hours.

A doctor is attached to a college.

We write to students' parents regarding the medical examination and get aid when necessary.

MUKHT, C. A.

2. (a) Yes.

(b) Throughout the stay at the university and minimum attendance must be 60 per cent.

3. There should be Degree courses also.

4. (a) Yes.

5. Not adequate.

NAGANDRAN, R.

1. Arrangements for physical education and games are not satisfactory.

Those who stay in hostels which are near the colleges, have a slight advantage over those who live elsewhere.

2. (a) & (b) Physical education and games should be made compulsory throughout the period of stay at the university. While a general standard of Physical education is desirable, suitable modifications should be made in case the health of a student is below par or where he has other disabilities.

5. (a) There is provision for medical inspection of students; but it is not adequate. They are being examined once a year. They should be examined once a quarter.

NARAYANA, DR. B.

1. No. Specially in case of those who are not resident in hostels.
2. Yes. Throughout the period of education.
3. Yes.
4. (a) No.
5. (a) It is done but should be improved.
(b) Arrangement should be improved.

NATU, M. N.

Oral Evidence.

My suggestions are that Physical education should be a part and parcel of the educational career of every student in the whole of the college life up to B.A. Even for Engineering and other Professional

colleges, it will be necessary for them to have Physical education. I might exempt them only in M.A. or M.Sc. classes. Physical education should be composed of various types of games and sports with option to choose according to the aptitude of the student, in addition to the physical training part of it. All these should form a part of the curriculum.

At present we have a regulation that every student upto the Intermediate stage must put in certain attendance, but the whole thing is not done in a proper manner. There is no definite syllabus or course. There should be a definite syllabus, course and minimum attendance and a student should be enabled to acquire skill in a game or sport of his choice.

At present the arrangement is that they need only put in three days in a week. What I would like to impress on the Commission is that spasmodic attendance at a physical course is not enough. There should be some sort of physical exercise every day to keep them physically fit.

A boy should be made to attend five days a week and for the other days he may play games only. For Agricultural Colleges, the students have to undergo certain minimum work in the fields, so also in the Engineering Colleges they have to undergo certain physical exercises, but for the Arts and Science students, they have nothing at present.

NAYAR, DR. A. S. MANNADI.

No. Hostels are not provided in all colleges and those available are not satisfactory and have not adequate accommodation, facilities for recreation, etc.

(2) On voluntary basis only.

(3) No need except to provide "Physical Instruction".

PANNIKAR, P. R. PARAMESWARA.

1. & 2. The present arrangements for Physical education and games are inevitably inadequate on account of the large number of undergraduates who flock to the university. We are not in favour of compulsory Physical education and games at the university stage. This, however, is essential at the school stage.

3. We are not in favour of Degree courses in Physical education. We prefer post-graduate diplomas in Physical education.

4. Yes.

5. All students of this University are medically inspected during the first year of their Intermediate course and also during the first year of their Degree course. Thus every student undergoes at least two medical inspections during his full college course. We may, however, point out that this medical inspection would have been more profitable had it taken place much earlier throughout the students' school career. We find that the majority of ailments from which the students suffer are childish complaints which could more easily have been remedied during the early days of their school course.

PAPATLA, LT. COL., P.

1. (a) Could be improved.

(b) Not satisfied—as they rarely take part in any games.

2. (a) Yes.

(b) Compulsory throughout the period of stay except for the higher post-graduate and research students in whose case it may be optional.

4. (a) Could be improved.

PATNA, UNIVERSITY OF.

1. (a) The present arrangements are not satisfactory. The hostels have no grounds of their own and have no funds to provide for games or to make arrangements for Physical education. The College Hostels are able to take advantage of the facilities if provided by the college but the outlying hostels are denied this. Even if funds and fields were made available the small number of students living in these hostels would make any organized games impossible.

(b) The conditions for students not residing in hostels are much worse. Students have to be in the college from 10 A.M. to 4 P.M. and they do not take any lunch during the college hours. They return to their homes after college for a much-needed meal and get no time to come back again for games. No provision can be made for students scattered all over a big town.

2. (a) Yes, for all who are medically fit.

(b) During the first four years of their degree course. The programme should be so arranged as to give more work during the first and third years than the 2nd and 4th years. During the post-graduate classes there is no need for compulsory games.

3. Not in favour. This should be a specialised course and would not fit in with the requirements of an ordinary University student.

4. (a) The present arrangements are not satisfactory.

(b) There should be an Inter-University Sports Board having 3 local boards under it to control games and sports at Inter-varsity level, the local boards controlling and working out details.

More money should be provided for enabling teams to participate in competition and friendly games and sports meets. The Central body should be entrusted with the duty of getting coaches for such players who show promise.

5. (a) A junior part-time doctor is employed for the whole of the college. A very sketchy medical inspection is held once a year. It is hardly of any use as it consists mostly of routine measurements of weight, height and chest.

(b) A doctor visits the hostel daily on working days and attends to minor ailments. (A cough and cold doctor). Other cases are treated in the General Hospital where the students have to compete with the general public for admission into over-crowded general wards.

(c) None.

PRADHAN, N. C.

1. (a) & (b) While there is some provision for students living in hostels, there is practically no provision for students who are not resident in hostels.

2. (a) & (b) Yes, in the first two years. If adequate provision is made for games and adequate hostel accommodation is provided, compulsion will not be necessary in the last two years.

3. This would appear unnecessary as a part of University education.

4. No.

5. Yes.

PRADYUMNA, C. JOSHI.

It should be made compulsory for the first two years of an undergraduate course, leaving it optional in the third year of the Honours course. The time should be divided into two days of physical training and three days of games, the entire system being fitted into the college time-table for the day-students and worked in the mornings and evenings respectively for the hostel residents.

No amount of training can replace the need of a thorough medical examination of boys. It is at present, where it exists, entirely formal and valueless. Before any student is admitted into a course of physical training, a medical check-up is necessary. Provision for exemption is deceptive in so far as the authorities shirk their positive obligation to admit those who are fit, and encourages false pleas for avoidance of the training. Running such classes this year, and having had the occasion to examine the medical report on the health of students last year during my term of Principalship, I found several cases where Physical education would have been definitely injurious, though a special treatment could make those boys physically fit. In many cases it is the poverty of the parents and the careless advice of the medical men which is at the root of the physical and nutritional deficiencies of the growing generation. It is very necessary that the health reports are made more reliable and an active crusade launched against mal-nutrition and disease.

QANUNGO, K. R

2. Yes, unless otherwise exempted by the Medical Officer.

3. No. Degree courses. Such education should be made at certain centres of semi-military character.

RAHMAN, HABIBUL.

3. The writer is in favour of the institution of Degree courses in Physical Education.

5. The arrangements for medical inspection and attendance are generally unsatisfactory and college and university dispensaries are not very well-equipped.

RAJENDAR SINGH, LT. COL.

2. (b) Physical exercise is essential throughout life. This habit can only be acquired if physical training is made a habit in the early days of a student's life. One hour a day for making the body is as necessary as six for making the mind.

RAMANUJAM, DR. S. G. MANNAWALA.

1. (a) Yes, but there is always scope for improvement.

(b) No, not in the case of non-residents coming by train or otherwise.

2. (a) Yes.

(b) Yes; throughout the period of stay except perhaps, as the students may desire, for a few weeks preceding the final examination each year. The necessary facilities for all students to participate in games of one kind or another should be provided.

4. (a) Yes on the whole; but there is a growing tendency for tournaments and sports to trench upon academic work, particularly examinations.

(b) By postponing as far as possible the tournaments and sports to a convenient time after the annual examinations are over.

5. (a) Yes; for men students in this University. Steps are being taken to have medical inspection for women students also.

(b) Yes.

(c) Yes.

RAMASWAMY, PEDDADE.

A really efficient system of compulsory Physical education can be possible only if work is organised on a different pattern altogether. Colleges and Universities must do most of their work in the fore-noons, and the after-noon hours between 3 and 6 can then be devoted to a scheme of Physical Instruction. The scheme has to be worked throughout the whole of the academic year when the students are in session.

5. The medical inspection of students, as at present conducted, is more nominal than real. Every College should have a well-equipped dispensary with a whole time doctor always present during working hours, in the premises of the College.

RAO, A. G. RAMACHANDRA.

1 & 2. Under the present arrangements, all students do not participate in sports. Compulsory Physical education scheme is not relished by the students. Better and more attractive physical exercises must be designed and statistics about the development of health and physique of students in relation to various kinds of physical exercises must be collected and analysed.

4. More encouragement must be made.

5. No.

RAO, H. S. MADHAVA.

1. (a) Residents in hostels have some facilities;

(b) Non-residents generally do not take part in games.

(2) (a) Yes.

(b) Throughout the university career. Provision to be made in the time-table. A minimum standard should be fixed for promotion. A military officer should be in charge of the Physical education.

(3) Not necessary.

(4) (a) Not satisfactory. More stress should be laid on track and field sports, swimming, riding and national games and exercise.

(5) (a) Could be improved.

(b) Yes.

(c) No. Medical college can run a dispensary.

RAO, K. S. RAMA KRISHNA.

1. (a) Only a small percentage of those that reside in hostels, (say, about 25 to 30 per cent.) engage in any form of exercise.

(b) About the same percentage of those that live outside appear on the field after college hours.

2. (a) I do not favour compulsion for the reason that any compulsory scheme will have to be necessarily formal and elaborate without any corresponding benefit.

3. It does not seem advisable for the University to arrange for specialised Physical education or to institute Degree courses in it.

RAO, P. RAMACHANDRA.

1. The present arrangements for physical culture are unsatisfactory Even the Physical Culture Directors are cynical about it.

2. (a) There is no need for compulsion. A large variety of games and sports and physical culture will attract the students. There is a poverty of material for gymnasium, etc. Government must provide richly for these.

RAY, GIRIJA SHANKAR,

2. (a) Yes, provided there is compulsory food before or after the exercise.

(b) If we have compulsory Physical education we must have it for the whole period and for every day of the whole period. Physical fitness cannot be achieved by spasmodic efforts.

3. Useless.

5. No. We should have a doctor attached to every college.

REDDY, M. GOVIND.

No. No Physical education is administered in hostels. Not many universities have any system of Physical education. This is a vital factor which is neglected. Some arrangements for games of course do exist. But it is left free for students to take or not to take part in games. Left to themselves, a large number of students do not participate in sports. But, when once a taste of games is given to them by making them participate for a time in games, they will automatically interest themselves in sports. It is also necessary to enroll every student in one or other games.

SAHU, LAXMI NARAIN.

2. (a) Yes.

(b) Throughout.

3. There should be Degree Courses in Physical education.

1. No.

SAVOOR, S. R. U.

1. I am in favour of compulsory Physical education and games at least two times a week for under-graduate students.

3. In my opinion Degree courses in Physical education are not desirable under present conditions.

4. & 5. The present arrangements for inter-university tournaments and sports are fairly satisfactory.

SETHI, DR. B. L.

2. (a) Yes. For the whole period of stay in the university.

4. (a) Yes.

5. (a) Yes. But more medical staff is needed for frequent medical inspection of students.

(b) Yes.

(c) Yes.

SETTY K. SUBBIAH.

1. No.

2. (a) Yes; together with free Government canteens to serve nourishing food as mid-day meals to students.

(b) Throughout.

SINGARAVELU, M.

Compulsion will not by itself improve matters. There must be some attraction for the students to take to these physical exercises. Competitions for good physique must be held and prizes awarded. Activities in sports and games should also be taken into consideration as one of the essential elements for a student to obtain a degree. Tests must be made in the various sportive and athletic activities and marks awarded. One other reason why students do not take to physical exercises and sports is that teachers also do not encourage boys to take to these.

I am in favour of the proposal for instituting courses in Physical education not only for a degree but also for a diploma and would insist upon a teacher before being appointed in the university taking either of these courses.

SINGHANIA, PADAMPAT.

1. Yes.

2. (a) Yes.

(b) For the first two terms.

3. It should be introduced.

(a) Yes.

(b) Yes.

(c) Yes.

SINHA, DR. H. N

I am not satisfied with the present arrangements for Physical education and games in the universities. We have in this University made Physical education, in the form of a morning drill for half an hour compulsory for all men students in the under-graduate classes. Besides there are facilities for different games for men and women students. There are no special facilities provided for hostel students. But my objection to compulsory physical training is that nobody bothers to find out if the students get two good meals a day. Physical training yields good results if students get good food. Most of our men-students come from very poor families. Even those who live in hostels do not get good food because most of them cannot afford it. It is therefore unwise to make any Physical education compulsory, unless we take care to see that those who join colleges come from fairly well-to-do families.

SHAHANI, P. P.

1. I am not satisfied with the present arrangements for Physical education in colleges and in the universities. Majority of the students neither play any games, nor have any other physical exercise. Only a few hostellers and fewer day-scholars take part in games. Most of the money collected from students is spent on a few teams—first

elevens, and some money is given to second elevens. Students in most universities have also very poor knowledge of human anatomy, physiology and personal and social hygiene. Gymnasiums are patronised by very few students. The problem is not with students who are interested in games as they take to it without asking and play for a certain period in the academic year, but the very large majority in whom the play-instinct is dead are the problem.

For any scheme for Physical education the under-mentioned measures are necessary.

(a) Physical education i.e. knowledge of Anatomy, Physiology and Hygiene (personal and social) should be a compulsory paper in the first year.

(b) 75 per cent. compulsory attendance at games and exercises not requiring apparatus.

(c) Trained Physical Instructors at the ratio of at least one for 100 students for giving exercises to students.

(d) Co-operation of teachers interested in games for games teams and others for supervising attendance, etc.

(e) Attainment of prescribed physical standards at the time of graduation to be mentioned in diplomas.

(f) So arranging time-tables that the games hour is the last hour before sunset (this will do away with the excuse of day-scholars that they had to come to the college twice every day).

(g) Arrangement for compulsory tiffin before playing games.

I had it for 12 years and it was popular and managed by students. It was almost self-supporting.

(h) Besides special lectures on balanced diet, sex hygiene, psychology of sexes, oral and dental hygiene and care of eyes should be given by experts.

SHIVESHWARKAR, S. W.

1. No.

2. Yes, throughout

SONDHI, G. D.

1. No. Facilities are most meagre. There is not enough diversity to suit the various types of physique and mind.

The residents are somewhat better off than non-residents. They are generally nearer the playgrounds and the example of one impels the others. Students living singly suffer from inertia and even though desirous of taking part in games, sometimes prefer to stay at home or loaf about.

2. (a) This question is not very clear. Physical education and games seem to be included in the same category which they are not. Probably it is physical exercise that is intended in this question. If it is so, I am in favour of compulsory physical exercise, in addition to any games that a student might play. Each game or sport, except swimming, gives exercise to special sets of muscles only and not to the whole body. Therefore, particularly when a person is young, he must be given an all-round development of his body. I can vouch for the beneficial effects of such exercise from personal experience.

(b) Physical exercise, including swimming, should be compulsory for the first two years of a student's life, i.e., in the Intermediate classes. In this connection it must be remembered that in most of the universities the students join after Matriculating, at a fairly early age when they are more in the category of school-children than of real university students. Therefore, up to the end of Intermediate classes, physical exercise must be compulsory and it should be given early in the morning. I suggest early morning purposely because we must toughen the students' bodies as part of their physical discipline. After the Intermediate classes, the physical exercise part can be made optional.

Along with this morning physical exercise, the students must be given ample facilities for games and sports. These latter give not only physical development but also afford mental relaxation and emotional release. If in this question it is Physical education about the body that is meant, then this too should be imparted through talks. In these talks rules about bodily hygiene should be imparted to students.

3. Degree courses in Physical education should be post-graduate and not included in the ordinary B.A. degree course for two reasons:—

(1) Physical education must be treated as a specialist course on somewhat similar footing as a medical course. Students at the post-Intermediate stage are mentally not ripe to get full benefit out of a Physical education course.

(2) As it is likely that a student, after getting his Physical education degree, would join service, it is essential that he should have reached sufficient physical and mental maturity before taking up his duties as an Instructor. The age of a Physical Instructor should not be less than 20 or thereabout.

I am completely in favour of instituting a post-graduate course in Physical education.

4. (a) As far as my experience goes inter-university tournaments and sports receive much less attention than they deserve. Of course, we talk a lot on occasions of sports prize-distribution about the value of games, etc., but the matter generally rests there and goes no further. One proof of it is the very niggardly financial support that universities give to the games. This aspect of university activities must receive much more attention.

Physical education should be compulsory upto the Intermediate, higher up it should be optional because in the meanwhile love of sports should have been inculcated and also because the boy is developed.

There is one practical difficulty that there are a large number of students who live far away but it should be compulsory for at least the residents. For those living in the hostel we had morning hours, for those who came from outside we had shifts in between the college periods. In American universities Physical education beyond secondary schools is optional. For youngsters, sports like tennis, badminton, etc., should not be allowed. They should be made to play team games requiring guts. The student has a tendency towards playing tennis, badminton etc. because he can exhibit himself.

SUBRAMANIAN, L. R., SIVA.

1. (a) The arrangement for Physical education of day-scholars is the poorest.

I would even have Physical education made compulsory for undergraduates if voluntary response is poor.

5. (a) and (b) No.

(c) Not in all places.

SUNDARAM, P. S.

1. (a) and (b) Facilities exist, particularly for those resident in hostels. But the problem is to enthuse them in games. These things should be attended to in schools, so that the right amount of interest is aroused early.

2. (a) No.

3. I do not think much of this.

STANISLAS, REV. SISTER MARY.

2. (a) Yes.

(b) Throughout.

5. (a), (b) and (c) not in all cases.

SWAMY, A. NARAYANA.

1. The present arrangements for Physical education and games are not satisfactory.

2. Physical education and games should be made compulsory. It is desirable to make it compulsory throughout the period of stay in the university.

(i) Difference, as well as achievement in physical activities must be credited. As a result of "Standard Efficiency Tests" in physical activities individual students must be awarded classified certificates of merit.

(ii) Exemption from Physical education may be granted to members of the N.C.C., and those that represent the university in one game, and the college in at least two games in the inter-university and inter-collegiate tournaments. The exempted students should be awarded a I Class certificate.

(iii) The holder of the 1st class certificate must be considered very favourably in the matter of award of scholarships and fee concessions.

3. In the vast country of the 'Indian Union' it is both necessary and desirable to institute Degree Courses in Physical education in every university to be able to cope with the demand for properly qualified leadership in Physical education in the colleges and High Schools the lack of which accounts for the utter backwardness all over, in Physical education.

For the whole of India there must be a *Central Institute of Health and Physical Education* which (i) controls and regulates the degree courses in Physical education in the various universities, and (2) offers advanced training for a Master's Degree in Physical education with a research background. The graduates of the Central Institute will form the directive personnel in the universities.

4. (b) Following suggestions are made in regard to inter-university tournaments :—

1. More publicity and propaganda is necessary.
2. The Inter-University Sports Board should be a full-fledged institution—the secretaryship being in the hands of a technically qualified and experienced Physical Director. The Director of the proposed Central Institute would make an ideal Chairman of the Board.
3. After thorough discussion and deliberation in the Board, a "Hand Book of the Programme of Inter-University Contests" in all its details must be prepared in advance, and strictly enforced to obviate delays and postponements.

SYED, DR. M. HAFIZ.

2. I am in favour of compulsory Physical education and games. Every student should be given an opportunity of developing his body in a systematic way. It does not matter what games he plays, and what exercise he resorts to. Alongside with his mental development, his body must be well looked after.

TAMASKAR. B. G.

1. (a) No.

(b) No.

2. (a) Yes, provided it does not interfere materially with normal health.

(b) Throughout. No student should be exempted except on medical grounds on any day. Adequate facilities should be provided for games.

3. *It should be provided for those who want to specialise in physical activities.*

TIETJANS, DR. O. G.

1. (a) and (b) No.

2. (a) Yes.

(b) Yes.

Specific recommendations.—(1) Mass physical culture as in the army for at least one hour daily.

(2) A certain percentage of marks and also attendance to be rigorously enforced for admission to examinations.

5. (a) There is provision at present for annual medical inspection of students. This can be substituted by a quarterly inspection.

VAD, DR. B. G.

1. Arrangements for Physical education and games in the University and many of its affiliated colleges is not adequate and satisfactory. Many colleges have no open playgrounds nor proper provision for games and gymnastics. The resident students naturally take greater advantage of the gymkhana than the non-resident ones.

2. I am in favour of compulsory Physical education throughout the college career.

3. The institution of Degree course in Physical education is now overdue.

4. Inter-university tournaments and sports have not gained much popularity among the general class of students.

5. There is urgent need for proper organization of periodical medical inspection and proper medical aid to the students.

QUESTION XVIII.

ALIGARH MUSLIM UNIVERSITY, HEADS OF DEPARTMENTS OF SCIENCE COLLEGE.

Oral Evidence.

When the war started there was a conference of all the Commanding Officers of the U.O.T.C. to improve the standard so that our men may become suitable officers. When you improved the training, you had to exempt them from some of the work of the University. The University could not recognise this training as part of the B.A. examination and so it was proposed that Military Science should be a subject. If people took up Military Science in this manner, they were taking Physics and Chemistry without Mathematics, and Botany and Zoology without Chemistry. It was a most unsuitable subject for a member of this Faculty. The University of Cambridge decided that it should not form part of the ordinary curriculum and it should be brought in a separate Faculty of Military History and Military Finance, etc.

We cannot undertake the solution of defence problems in the University. In most of the universities in this Province it is taught by part-time teachers who are doing other subjects. They cannot get the enthusiastic response which a Rally Mass can get from students.

Military Science as it is taught in the universities is something for which we need not take any credit and it is the last resort of the weak student who cannot pass Chemistry or some other subject. I am a member of the National Cadet Corps and their opinion is more or less on the same lines. From the side of the Defence Department they are not interested in what is being done in the universities on Military Science. It has not got any preparatory value for Defence purposes.

As regards the contents of Military Science there are two parts. One is partly academic which does not change with times, and the other is strategy, etc., that is changing. The first part has some cultural value. Military Science ought to be in a Military Academy and not in the University.

ANNAMALAI UNIVERSITY TEACHERS' UNION.

1. (a) In two or three universities in North India there is provision for the teaching of Military Science.

(b) The arrangement is (i) not adequate, (ii) not satisfactory and (iii) not realistic, because (i) the staff is inadequate and has no scope for further training; (ii) the equipment and arms have not been standardised nor are they provided in sufficient quantities; and (iii) there is lack of facilities for outdoor training and range practice.

The reasons for these defects may be found in the comparative expensiveness of schemes for teaching Military Science and the general lack of appreciation of its real importance.

(c) Suggested improvements—

(i) Government should be requested to enable the teaching staff to get improved training with the army at the regimental service and with active battalions for, say, two months every year preferably during the summer vacation.

(ii) A common syllabus drawn up by army authorities should be introduced in all universities.

(iii) There is need for the government to adopt a more liberal policy as regards supply of arms, ammunitions and equipments to the cadets in training.

(iv) More army personnel should be deputed for constant instructions.

(v) More frequent and more extensive camping facilities should be provided.

(vi) Provision should be made for compulsory periodical visits to regimental centres.

2. (b) Seems satisfactory, except as regards status both of cadets and teaching staff, which has to be raised very much higher, especially in colleges.

(c) (i) The work, being extra work and somewhat difficult, should be made more interesting, remunerative and attractive by holding out brighter prospects.

(ii) The scheme should be widened to include all suitable volunteers.

(iii) It is desirable to give special preference to N.C.C. trained students in recruitment to certain Government services such as Police, Excise, etc.

(iv) Government should adopt a policy of recruiting N.C.C. men to 50 per cent. of officer vacancies in the Armed Services.

(v) Provincial Governments should spend more money on pay and allowances for the N.C.C.

(vi) Army Certificate training should be stricter and greater concessions should be allowed as regards exemptions from taking some papers in the University Examinations to candidates qualifying for these certificates.

(vii) The ideal thing is that every college student should have at least two years of compulsory military training, preferably in the Intermediate classes.

ASTHANA, DR. NARAYAN PRASAD.

1. (a) Yes.

(b) (i) No.

(ii) Yes.

2. (a) No.

(b) and (c) On paper it seems all right but its working is yet to be seen.

One great mistake is the bringing in of a regular Military Officer as the Officer Commanding. This will take away the initiative from the teacher officers of the corps. The former U.O.T.C. arrangement of having a teacher as the C.O. and a regular Military Officer as the Adjutant was the most satisfactory arrangement.

(d) No, it is not necessary.

BALAKRISHNAIYA, JUSTICE N.

Military training should be made compulsory for all students; the present arrangement is neither adequate nor satisfactory.

BHATTACHARYA, DR. D. R.

1. (a) Yes, Military Science is a subject of study at this University. It is an optional subject for the Degree classes.

(b) (i) No.

(ii) Partially satisfactory.

(iii) More or less 80.

(c) By giving more facilities and more staff.

2. (a) Not quite.

(b) The scheme is yet in its earliest stage and only experts can give a decision.

(c) Call for enlistment of officers had met with poor response because they have to put in very hard work with no corresponding advantages. More amenities should be provided for attracting the best type of men.

The training of officers should be done during the long vacation in a cool place and financial assistance for extra expenditure involved should be provided.

(d) Yes, it should be made compulsory unless a student is medically unfit.

BHAWALKAR, DR. D. R.

1. (a) No. But it is essential and should be started in all Universities in seriousness and not in a haphazard way.

2. (a) Not much. The training should be more intensive.

BOYD, REV. A. J.

Having served for ten years as an officer in the U.O.T.C., I am sure that the Cadet Corps can make a very useful contribution to university and national life. I am entirely against compulsion, partly because the huge numbers involved would be quite unmanageable, and

partly because the spirit of the Corps would suffer. The U.O.T.C. in its latter years lost some of its popularity because Certificate classes made too heavy a demand on students' time. If parades go beyond one morning and one evening a week, they become a burden, and the student who wants to play games in the evenings (the most suitable candidates, as a rule) do not apply. The Corps should content itself, in my opinion, with fairly elementary training which will not make excessive demands on the limited amount of leisure available.

I think that the constant demand for Military Science in the universities is not much more than a catch word. The National Cadet Corps can do all that is appropriate to a university; technical teaching of a high order is for military colleges.

CALCUTTA, UNIVERSITY OF.

1. (a) The answer is in the affirmative. This University has Certificate examinations for Military Science. Certain facilities are afforded also to students in their examinations who take up Military Science as one of their subjects of study. The teachers in this Department of study are furnished by the military authorities.

(b) The arrangement in the opinion of this University is neither adequate nor satisfactory. It does tend to become thoroughly unrealistic.

(c) The re-organisation of the teaching of this subject in this University is a matter of deep concern and consideration for all connected with the University. The actual framing of the curricula and the operation of the curricula are matters for the military authorities. This University has been told by competent authorities that a sufficient number of trainers is not available in this country for this purpose. This University considers this to be a very unfortunate state of affairs.

2. The U.O.T.C. has been abolished. Its working was excellent under certain limits.

(b) The National Cadet Corps organisation has not been operated for a sufficient length of time so as to enable this University to express an opinion about it. The method of recruitment to the National Cadet Corps requires certain changes.

(d) Military training in the opinion of this University should be made compulsory in the University. Compulsory military training is not unknown to Western universities.

DAS, NARENDRA PRASAD.

1. (a) No

(b) No.

(c) Yes.

2. (a) No.

(b) Should be introduced.

(c) There should be sincerity and no show.

(d) Yes.

DAYAL, BISHESHWAR.

Oral Evidence.

I would attach very great importance to military training. Military Science was introduced here against much opposition. I am glad to hear that people have taken to the course. It has been changed to National Cadet Corps. I am not in favour of making Military Science compulsory. I am not in favour of doing every thing to encourage it. To make it successful at the University stage it should be made a subject in the Secondary Schools.

We do not have enough funds. Those people who have taken Military Science course here and who would naturally be undergoing the National Cadet Corps training should have some preference and some facilities more than others, so far as entry into military service is concerned. It would be an incentive to them to take up military training in the University.

DWIVEDI, M. M.

2. (b) The new scheme of N.C.C. deserves to be encouraged.

(d) It may be made compulsory in the Intermediate stage and voluntary in the latter part.

EAST PUNJAB UNIVERSITY.

1. (a) Provision existed under the U.O.T.C. scheme but it needs revision in view of the introduction of the N.C.C. scheme.

(b) Even the present N.C.C. scheme is not adequate.

(c) The matter should be examined by a committee of experts on which both the military and the academic side should be well represented.

GANGULI, LT. COL. N.

Oral Evidence.

In my opinion it is very necessary for everyone in our country to undergo a course of military training and all the more so because at the present time discipline seems to be slack and the whole thing appears to be very loose. If I was at the helm of the affairs, I will make military education compulsory for each and every one coming to the university, irrespective of the education we give. The education given in the university will be no good, to my mind, unless a man has character, proper sense of discipline and a good civic sense and is trained to obedience, trained to do things in the proper way and not in a slipshod manner. The idea of obeying the law, development of civic sense which is unfortunately very poor in this province, must also be inculcated in them.

If it is the training of the type which we give to our Home Guards, *i.e.*, concentrated training at a particular place, living together, playing together, I think one year will be enough. There cannot be uniformity in training in all the provinces. First of all it depends on the Officer Commanding. A fellow may be slack and may not have university education. We did very well with the U.O.T.C. We have sent about 75 to 80 officers to the Indian Army and every one is doing very well. We had two good adjutants. We are proud of U.O.T.C. It is all due to our good adjutants.

Military training will add to a student's time he spends at the university. But it will make him an asset to the country.

For my Home Guards, I started a social education centre. Out of 830 men we found that 231 were illiterate. So I started a centre and 80 per cent. have passed out. In this I got a lot of help from the Hislop College. The centre is flourishing very well. But the real difficulty is funds.

GAUHATI, UNIVERSITY OF.

2. (d) The new scheme of N.C.C. should be extended and developed by all means.

IYENGAR, T. S. RAJAGOPALA.

1. (a) Yes.

(b) (i) Not adequate. Military training must be made compulsory to all students of the university who are medically fit.

(ii) No.

KANE, MAHAMAHOPADHYAYA, DR. P. V.

1. (a), (b) and (c) There is no provision for the teaching of Military Science in the Bombay University at any College affiliated to the Bombay University, particularly because under Act IV of 1928 (the Bombay University Act) under Section 18(1)(e), the University has no power to make provision for Military Science at all but it can make provision for Physical Training.

(d) The National Cadet Corps is a good idea, but I must say that it was introduced rather in a great hurry and without properly framing rules and regulations for the guidance of the Principals of the Colleges, their teachers and students. The scheme which was first sent to the University was defective in many respects and I, as the Vice-Chancellor and the two Commandants of the U.O.T.C. and other Officers had submitted two long notes about what should be done by Government to attract teachers and youngmen to join the National Cadet Corps. Some of those suggestions have been accepted. Even now no complete rules have been sent as is contemplated in the National Cadet Corps Act and this being a new scheme there has been a great deal of confusion and irritation caused by the military officers not understanding the view-point of the Principals, teachers and students. Clarification is required on many points and the sooner this is done the better for the success of the scheme of National Cadet Corps.

2. (d) Military training can be made compulsory during the college courses but that is an ideal which is still far off and cannot be accomplished in the near future. The new scheme should be given a fair trial for at least five years and then the idea of compulsory military training should be taken for consideration.

Oral Evidence.

The National Cadet Corps is being introduced in a great hurry and without any definite rules and regulations. They promised to appoint some Committee but it has not been appointed yet.

There are matters on which the University officials and the military officers quarrel. There must be a Committee to settle these quarrels. It was envisaged that the Committee would be appointed earlier. It is more than nine months since they disbanded the U.T.C. and this scheme came into operation. It is already March and no Committee has been appointed.

KRISHNAMURTI, K.

1. (a) Military Science (in the correct sense of the term) is not taught to the members of the U.O.T.C.—as far as I know.

(b) Arrangements should be made for providing instructions in Military Science to members of N.C.C., which has taken the place of the U.O.T.C., by experienced military officers.

2. (a) The working of the U.O.T.C. has been moderately satisfactory.

(b) The new scheme of N.C.C. is supposed to be better, providing more efficient instruction in the use of arms. and more designed to train young men for military careers.

(c) Experienced military officers, who have known field operations, should be in charge of the training.

(d) It is desirable to make it compulsory for all able-bodied young men at universities for at least two years.

LUCKNOW, UNIVERSITY OF.

1. (a) Yes.
(b) (i) Inadequate.
(ii) Unsatisfactory.
(iii) Yes.

2. (a) The U.O.T.C. has been replaced by the N.C.C.
(b) It is too early to form any opinion on its working.

MADRAS, UNIVERSITY OF.

The U.O.T.C. had a useful part to play in the life of the University. It has since been changed into the National Cadet Corps, the work of which is still in the experimental stage.

MAHADEVAN, C.

1. No.

2. (a) It is capable of vast improvement where it exists.
(d) Yes. It is most urgent and vital to our renaissance.

MALAVIYA, PT. GOVIND.

Unless Military Science is recognised as one of the group subjects, U.O.T.C. or N.C.C. is not likely to succeed, because the cadet is all the time thinking of his lectures and examinations and cannot apply his mind to N.C.C. work. If Military Science is recognised then N.C.C. work will form the practical course of this subject.

MATHUR, S. N.

1. (a) Yes. In Allahabad, Banaras and Lucknow Universities.

(b) It tends to become merely theoretical and unrealistic in comparison to the high standards reached in other subjects and considering its importance. While it sinks to the verge of the fantastic when viewed in relation to standards achieved in self-governing countries.

(c) There should be a separate college of Military Science.

2. (a) No.

(b) It is a total failure.

(c) Military training should be a full-time job under the guidance and control of an Army staff, which alone knows its needs and requirements and what is stable and what is up-to-date.

(d) At the age of 18 to 20 years after the Intermediate, Military Training should be made compulsory for graduates seeking Government service.

MIRASHI, V. V.

1. No.

2. (a) No

(b) It is too recently introduced to be judged by its results.

(c) No.

(d) No; for even if it is made compulsory, all students are not physically fit for it.

NATU, M. N

Oral Evidence.

As far as the National Cadet Corps is concerned, our idea is that during the first year the boys should not be allowed to join the Corps. They should be under the charge of the Physical Education Department and after one year, those boys who are physically fit should be allowed to join the National Cadet Corps and in the fourth year there should be option for them to keep on to the National Cadet Corps or to come back to the Physical Education Department.

PANDE, CAPTAIN, S. D.

Oral Evidence.

Students in the University, whether living in hostels or in city should be given compulsory physical training in the morning for half an hour, at all stages, M.A., and M.Sc. including.

In some places in the Intermediate stage, Military Science has been introduced as a compulsory subject. You would require a large number of instructors for them. Are you going to have instructors from the Army people ?

Military Science has sufficient academic value. The subjects we teach are essential like Military History and Geography, Military Law, Administration and Organisation in the Army, etc. In 1940-42 when there was a great demand for Officers, it was found that these students were not fit to be employed as Officers. As in the N.C.C. scheme, we must have a potential reserve of Officers.

There should be much closer affiliation between the schools and colleges and the university in this matter of physical fitness. It has been my experience that children come upto the University in a state of physical unfitness. We have a two years' course for B.A. which is too short a term for a boy to understand any subject well. We must have three years' B.A. course or none at all. Then the student must be physically fit and receptive enough to profit by University education.

Either you demand physical fitness for those who are really in a position to show it, or you cannot demand it by making them take physical exercise only for 2 days in the week, late in the afternoon after 4 hours of lecture. Considering that we have something like 150 days, all told, working properly, the total number of days the students really appear in the gymnasium cannot be more than 50 days. 50 hours of this entirely ill-adjusted work is, in my eyes, a serious disservice to the student community, because it makes them look upon physical fitness as a joke. I respectfully submit that this matter should be specially examined. In the new set-up physically fit bodies and fit minds have to be developed.

PAPATLA, LT. COL. P.

1. (a) No.

(b) Not applicable as there is none in the Utkal University.

(c) On the advice of the Defence Department and with the help of officers provided by them.

2. (a) No.

(b) Better.

(c) By enlisting more and more of the students.

(d) Yes, during the 1st year.

PAPWORTH, H. C.

1. There is a U.O.T.C. in the University of Travancore, which will be converted into a Senior Division of the National Cadet Corps. It is too early to consider amendments to the present rules of the N.C.C., which have not yet been implemented.

2. There is not much point in considering the question of compulsory military training at the university stage, that is, in the Senior Division of the National Cadet Corps, without first considering it in the Junior Division of the Corps in High Schools. If a system of compulsion is found possible and desirable in the Junior Division, it can be continued in the Senior Division for as long as the Defence authorities deem it to be necessary.

PATNA, UNIVERSITY OF.

1. (a) None in this University.

(b) (i), (ii) and (iii) No opinion can be expressed.

(c) No comments.

2. (a) No. The U. O. T. C. has been disbanded.

(b) The scheme is good and promises well if it can be worked satisfactorily.

(c) The Scheme has the financial backing of the Provincial Government, but the University will have to supplement it by grants to enable the scheme to work successfully. Adjustment of college time-tables to fit in with parade hours and annual camp if the N.C.C. is not to share the same fate as U.O.T.C.

(d) Subject to medical fitness, the scheme should be compulsory for all Intermediate students. Work in the 2nd year will have to be less strenuous.

PRADHAN, N. C.

2. (b) It wil be very helpful.

(c) Provision for refreshment after college hours and before parade or exercise is essential, the cost being met by Government entirely in case of poor students and partly in case of others.

(d) This should be compulsory for all at the Intermediate stage.

RAJENDRA SINGH, LT. COL.

1. (a) Some provision in some institutions.

(c) A smattering knowledge of Military Science is dangerous. It should be handled by persons who are proficient in handling the dangerous weapons of war.

2. (a) Never.

(b) Would succeed only if we put the horse before the cart. We must have proper leaders first who would produce the right instruments.

(c) A Central School for training Military Science leaders.

RAMANUJAM, DR. S. G. MANNAWALA.

1. Not in this University.

RAO, A. G. RAMACHANDRA.

1. (a) No.

2. (a) To a tolerable extent.

(b) It is good.

(d) Compulsory military training starting at the age of 18 for 3 years may be given.

RAO, K. S. RAMA KRISHNA.

2. (a) Although its working may not be quite satisfactory the training has had a most beneficial effect on the character, bearing and outlook of its members.

(b) The training must be made compulsory to start with, for a year at any stage during the stay of the student in the university.

RAO, P. RAMACHANDRA.

Military Training of a real and modern sort is urgently necessary for all the able-bodied students of both sexes. No nation can survive nowadays without a huge army that can be mustered overnight, to meet foreign invasion. This is possible if the educated have the training. At the time of need, they can be called up. In spite of the United Nations Organisation, every nation must be militarised to its maximum capacity.

RAY, GIRIJA SHANKAR.

2. (b) and (c) These cannot function properly if students are not enthused over the programme. Hungry students cannot be enthused to take part in parades. I would make joining N.C.C. compulsory but I would also make provision of food at the canteen compulsory along with this. Only this can make it successful.

SEKHAR, INDU.

1. (a) No.

2. (a) Should be made compulsory for all male students of a college.

SINGHANIA, PADAMPAT.

1. (a) There is provision in some.

(i) Yes.

(ii) Yes.

(iii) No.

2. (a) Yes.

SONDHI, G. D.

Military science and U.O.T.C. serve some purpose.

(a) They give some training.

(b) They give a psychological satisfaction to the authorities.

I firmly believe that much more good can be done by spending all our energies in making the students physically fitter than by putting a few into uniform and giving these a smattering of military knowledge.

SUBRAHMANYAM, D. S.

No provision.

(2) Should be compulsory at some stage (after the 1st year of the Intermediate).

VAD, DR. B. G.

1. There was provision for teaching of Military Science at the Bombay University. Instead of harnessing its activities to suit the requirements of free India, the Department of Military Studies has been closed which is indeed an unfortunate and retrograde step.

2. During the last thirty years or so the U.O.T.C. (formerly U.T.C.), has been steadily and satisfactorily progressing and one does not know for what advantage it was abolished.

There are inherent defects in the N.C.C. Organization. The Organization suffers from a fundamental weakness, that cuts at the very root of military descipline and solidarity. Where the Central Government should be responsible for military training, it has assumed a role of an adviser ; where the Provincial Government should be in the background, ready to encourage military training by ensuring a steady supply of cadets, they have been asked to do what almost amounts to running the " show ". The roles are thus reversed and it is obviously unfair to expect the Educational Department of a Provincial Government to look after a matter which lies far outside its normal sphere. The N.C.C. Directorate has no direct link with the A.H.Q., and has to work through the Defence Ministry over every little requirement.

Universities, which had so steadily sponsored military training in spite of the steady opposition from a foreign government and the indifference of the public, seem to have been forgotten in this new organization. It seems that the universities are not expected to maintain a sustained interest in this training of their wards.

Since the expenditure rests with the Provincial Government, it is not unlikely that the training may vary considerably from one province to another. In U.P. there is a Director of Military Studies through whom the organization works. The C.P. Government, it is learnt, has launched a more intensive effort having deputed three of the college teachers for full time work with the N.C.C. and given them Class 1, in

the service. Many routine difficulties have cropped up during the first four months' working as the Provincial Government do not seem to have been able to grasp the perspective of a military organization. The regular Army Officers who are in charge of N.C.C. fail to understand the provincial administrative routine which accounts for many delays in the routine work, and dilatory action. Clothing and equipment did not arrive in time. Medical examination was delayed because it was not clear whether the army doctors or Provincial Government doctors could carry it out. The establishment could not be immediately set up and payment of the menial staff was, for reasons purely administrative and not personal, so long delayed that some of them had to go on strike. In some places more cadets were recruited than the sanctioned strength, due to some minunderstanding; and a second medical examination was held to remove the excess. Uncertainty in recruitment, absence of definite and specific information have already affected the morale of cadets. This is not a good beginning for a military organization which seeks to impart efficiency and discipline to its cadets.

I would suggest the following amendments to ensure smooth and successful working of the N.C.C. :—

(1) The dyarchy must end.

(2) The A.H.Q. under Central Government should take up the responsibility of both training and expenditure, as it would ensure Central control and uniformity in Military training all over the Indian Union.

(3) The Provincial Governments and the universities should co-operate and help to get proper response from the students and teachers.

(4) Local Unit Advisory Committees of the N.C.C. should be formed

(5) Experienced senior professor with adequate military training should be appointed as commanding officer of the N.C.C. working under the G.H.Q. Directorate.

(6) Adjutant should be regular Army Officer.

(7) The same kind of senior grade commissions as in the Territorial Army be given to N.C.C. officers.

(8) The cadets should receive parade allowance and better clothing and equipment.

(d) The training should be made compulsory at a suitable stage for every student at the university. Long vacations could be utilised for intensive training by organizing two or three months' camps.

Oral Evidence.

The National Cadet Corps which has come in place of the U.O.T.C. has not been working satisfactorily. The main difficulty is that the National Cadet Corps is not considered a part of the Army Department. The Army says that it has not got anything to do with it, and due to

the new conditions, they have appointed Commandants who are young men. They have been appointed over the Heads and Professors in the colleges some of whom have put in more than 15 years' service.

There are certain inherent defects in the new system. It is now the Provincial Government's liability and they are not prepared to spend. I would like to have it open for Naval and Air Services also. My suggestion is that it should be managed by the Army Department and the money spent on it should be the liability of the Army. The Provincial Government should give local help and the university should have a definite say in the matter. To-day the university is out of the picture. Air and Naval Wings are also necessary.

Formerly we had an Air Training Centre in the University where we used to train 150 boys every three months. That was during the war period.

VAD, B. S.

2. During the last thirty years or so the U.O.T.C. (formerly U.T.C.), has been steadily and satisfactorily progressing and one does not know for what reasons it was abolished.

QUESTION XIX.

ACHARYA, C. M.

1. (c) Women can take up legal profession. We have often found it necessary to get Commissions examine women witnesses. women lawyers can be of better help to advise women clients.

2. (a) The question of education of girls and women was thoroughly examined by the Commission in 1917. (Sadler's Commission of the Calcutta University). My view is the same as mentioned in the said report (Chapter XIV). I need not repeat them here.

To summarize my views my suggestions are :—

(i) Some girls and women may choose to take up the same course as boys and men.

(ii) For others another curriculum of studies should be provided to make them educated and ideal housewives.

(iii) Separate schools and colleges should be provided for girls and women.

(iv) Co-education should be discouraged. It is not at all suitable for India.

Oral Evidence.

Co-education is not suitable for India. Many professors complain that it becomes impossible to teach girl students and boy students together in classes. The Sanskrit Professors are put in awkward positions when they explain some parts of *Sakuntala* etc., to boy students and girl students.

AIYAR, K. BALASUBRAMANIA.

3. (2) I am in favour of separate colleges for women and I am against co-education in all stages.

AKBAR, S. ALI.

2. (a) Yes, except in Nursing and Home Science.

3. (i) No.

(ii) In addition to co-educational institutes I think that separate colleges for women are also necessary, especially to facilitate the teaching of Nursing and Home Science.

4. (a) In women's colleges staffed by women, the standard of teaching and research is generally lower than in men's colleges. The provision of an efficient staff in women's colleges is a problem at present.

(b) Where women with the requisite qualifications are not available, men should be appointed, and only those courses of study should be provided for which an adequate and sufficient staff and other facilities can be made available.

Oral Evidence.

I am for co-education in the Primary, Intermediate and University stages. I would not recommend co-education in the Secondary stage.

AKSHAIBAR LAL.

1. (b) No. Very few, so far, have taken to the profession of Teaching and Medicine. To encourage girl students to take up Medicine, Science classes have been opened in the Women's College.

(c) Yes. There should be no bar or objection to women taking up any professional courses open to men.

2. (a) Yes. They should have the same course of studies as men.

(c) No. I do not recommend as an alternative any special courses for women such as degree courses in Nursing and Home Science. They are useful subjects and should be recommended for both men and women.

(d) Yes, special courses are available at the Women's University (Karve's University) at Poona and the Lady Irwin College at Delhi. But I do not think they have been successful. Women have derived no special benefit from the separate courses at the above institutions.

ALI, SYED MEHDI.

3. Separate colleges for women should be provided.

4. (a) I am acquainted well with only one, and the conditions there regarding accommodation and teaching are all unsatisfactory.

5. (a) Very unsatisfactory.

ALLAHABAD UNIVERSITY TEACHERS' ASSOCIATION.

1. (a) Yes, there are in our University. There is a separate college for women with an attached hostel. There are separate classes for under-graduates in Arts but mixed classes in Science and post-graduate courses.

(b) No.

(c) Yes, all courses.

2. (a) Yes, with special courses for those who want to take them.

(b) & (c) e.g. Home Science and Home Arts. Diplomas in Nursing and Fine Arts.

(d) Yes, fairly succcessful. Courses in Fine Arts, Home Decoration, etc. should also be introduced.

3. Common classes in post-graduate courses and in Science; separate classes for under-graduate students.

4. (a) No arrangement for post-graduate teaching and research in the Women's College, Allahabad University.

(b) Same as those in men's colleges. Women teachers should be associated with post-graduate teaching.

5. (a) No, not adequate. Accommodation even in Women's Hostel is proving insufficient. There is no proper arrangement for games. Once or twice a year, the Women's Hostel and the Women's Delegacy organize variety entertainments which are very good. Women students have started taking part in annual University sports.

(b) Same as those in men's colleges.

6. Women's education in India is too expensive. There is no proper arrangement for conveyance, and in a city of long distances like Allahabad, Rs. 30/- to Rs. 40/- per month has to be spent by each student on conveyance alone.

AMRIT KAUR, HON'BLE RAJKUMARI.

1. (a) No.

(b) No.

(c) Yes. Apart from the armed forces women should be eligible for all other professions.

2. (a) Yes.

(c) Yes. As said before I should like degrees in Nursing and Home Science. I may also add Social Service.

3. (i) I have no objection to co-education. But I am not against separate colleges for women if the demand for them is there.

4. (a) Up till now women have not gone in very much for research. But I think there is definite improvement in this line which should be encouraged.

The lack of hostel accommodation for women students needs to be overcome.

ANDHRA TEACHERS' FEDERATION.

2. (b) & (c) More and more women should be encouraged to take degrees, and qualify themselves for the professions of Teaching, Medicine and Public Administration.

ANNAMALAI UNIVERSITY TEACHERS' UNION.

1. (a) Under present day conditions, yes.

(b) For teaching profession under present day Indian conditions, there are sufficient number of graduates.

For the medical profession and public administration, there are sufficient number of qualified women available; but they do not have sufficient opportunities to take up these professions successfully.

(c) Yes.

2. (a), (b), (c) There were sharp differences in opinion, and we give the three opinions that were prevalent :

(i) Yes, with Nursing and Domestic Science as optional subjects in the Intermediate only.

(ii) There should be the same course for both men and women in the immediate future. But, in the distant future there should be a change or bifurcation, which however, should lead to Degree course.

(iii) There should be immediate bifurcation of courses and ladies should be enabled to study Nursing and Home Science so that they could be benefited when they get married and settle down. Simultaneously attempts should be made to change the qualifying conditions for entrance to the I. A. S. and the I. P. S. to suit the changes proposed above.

(d) Since they were started only recently, we are not in a position to come to any definite conclusions.

3. (i) We came to two different conclusions on this clause :

(a) Co-education in common colleges must be encouraged to enable men and women to round off their angularities and face life itself boldly.

(b) Against the background of Indian society, co-education should be discouraged.

(ii) Here too, there are two divergent views :

(a) No separate colleges for women need be had.

(b) Women must study only in separate colleges.

4. (a) They maintain a standard of teaching comparable to the one in men's colleges. We do not know of any heavy investigations undertaken there.

ANTOINETTE, SISTER M.

There is increasing demand for special courses for women. Government should early subsidise women's colleges to introduce them i.e., such as Home Science, Household Art, Fine Arts, Music Courses.

ARTHUR MOORE.

1. (b) No.

(a) Yes.

2. (a) Yes.

3. (i) & (ii) No objection to common lectures, but they should have separate colleges.

ASRANI U. A.

1. & 2. Opportunities for women's education must be considerably expanded. The needs of country imperatively demand it. Out of professional courses, only Teaching and Medicine should be provided for in a large measure for them ; but if any lady wants to take any other course there should be no bar. For the B.A. and B.Sc. degree, special subjects suitable for women like Domestic Science

Child Psychology, Music, Fine Arts should be provided as alternatives. Such alternative subjects have been popular and have served their purpose to some extent in preparing women undergraduates for life in the family which they may have to lead.

(3) There should be separate colleges for women. Between the ages 12 and 20, it is better to keep the two sexes apart in education. You cannot in the beginning expect a high standard of teaching and research in women's colleges; but the standard is sure to rise.

ASTHANA, DR. NARAYAN PRASAD.

1. (a) No.

(b) No.

(c) No.

2. (a) Yes.

3. I favour separate colleges for women.

4. (a) There are only two Degree Arts colleges under the University. They find it difficult to recruit properly qualified staff. Their libraries are poor and general equipment unsatisfactory.

5. (a) Yes, more or less.

ATREYA, DR. B. L.

2. (b) Their education should be adapted to their physiological and psychological differences from men. Nature has made women different from men and they should develop as such.

3. (i) In subjects of common importance and taught to both there should be co-education.

(ii) There need not be separate colleges but in the same colleges there should be special provision for teaching the subjects suited to their nature.

4. (a) The women's college known to me and in which I have lectured on some subjects is not satisfactorily working so far as teaching and research are concerned. Women can teach efficiently only upto the High School standard and not in colleges. Their teaching work in Degree colleges is very poor and research work almost nil. Their results are good generally on account of girls working hard for their examinations and on account of girls being more conscientious about their studies than boys generally are in these days of political agitation.

(b) Male professors of high academic qualifications should be appointed as part-time teachers and research guides in women's colleges to improve their teaching and research efficiency, and *vice versa* i.e., female teachers, should be appointed as part-time teachers in boys' colleges to do some work in lower or higher classes in accordance to their capacities and wishes. This will improve the tone of work in both types of colleges.

AYYAR, G. R. NARAYANA.

2. (a) The women may have a major portion in common with men but should also have an appreciable portion of subjects to suit their inclinations such as Nursing, Home Science, Music and Fine Arts.

BALAKRISHNA, R.

Opportunities for women's education do exist at present, but there is no harm in increasing them further. It is not correct to look at it purely from the standpoint of sufficiency of women graduates for the professions, etc. Even those who may not take up any profession may stand in need of education. They may make good wives and better mothers. To achieve this the courses of study for them ought to be slightly varied. The B.Sc. (Home Science) is a step in the right direction. This type of course would be useful for all except those who have to take up definite professions like Teaching and Medicine. They can be entertained in various other professions besides those two. They can find a place in the Administrative Services, A.I.R., etc.

3. (i) Girls can have common classes with boys except at the Intermediate stage. But as far as possible it is also advisable to have a few separate women's colleges. At the post-honours stage there is absolutely no harm if they are in the same institution.

4. (a) I was for some time the Principal of a First Grade Women's College in Bangalore and I might say that the standard of teaching there was of a fairly high order. But the tendency towards research was little. Arrangements for residence and games were quite adequate.

BALAKRISHNAIYA, JUSTICE N.

Women's education is far advanced in the (Mysore) State, but it is, as in the whole of India, based on a competitive basis with men. Women, for example, consider it inferior to take Domestic Science or Nursing which are offered as Alternative courses to the Sciences. They rather prefer to compete with men in Sciences and this has led to huge wastage of the University effort because very few women get employed in Science.

BALWANT SINGH.

1. (a) No.

(b) No.

(c) No—our social system cannot allow that.

2. (a) No.

(b) They must have a different curriculum that suits their functions in Indian society and in accordance with their physiological and psychological make-up.

3. (ii) Yes.

4. (a) No.

5. (a) No.

(b) Educated girls develop a hate for child-bearing, manual work, simple living and high thinking. Their object is getting degree and learning a few words of English.

BHASHYAM, K.

Women are coming more and more for the University education. No special provision need be made for them for their being brought into the educational field. There are adequate number of women graduates sufficient for the needs of the country in the profession of Teaching and Medicine, as also for Public Administration only. They will have to get some special training. My view as stated above is that so far as women are concerned they are the repository of our culture and tradition. Therefore I am particular that women students must be encouraged more and more to take to languages, Arts, History and Philosophy and some rudimentary knowledge of Science for the purpose of getting training in Domestic Science, Nursing and Medical Science. A large number of students are now coming in for the Science course, preventing men getting into these courses. Women are especially good at Teaching and Medicine and developing their interests in those subjects is useful. The courses of study for them must be different.

BHATTACHARYA, DR. D. R.

1. (a) Yes, in this University (Allahabad.)

(b) No.

(c) Yes.

2. (a) Yes, except for special courses.

(b) It does not arise.

(c) It does not arise.

(d) Yes, at this University.

3. (i) We have no objection to girls having common classes with boys except in special courses meant for women.

(ii) No, it has proved a failure because the requisite staff and funds are not forthcoming.

4. (a) We have a women's college which teaches upto B.A. standard. The teaching has not been upto the level desired and research is practically nil.

(b) If women's colleges must be maintained, adequate funds should be provided for attracting the best type of teachers and as long as sufficient women teachers of the required standard are not forthcoming men lecturers should be employed.

5. (a) & (b) Instructors in games and tutors who would live on the premises should be employed. Accommodation for women teachers in the Women's College compound is absolutely necessary.

6. Medical attendants, dispensary and sick room should be adequately provided. Capable lady doctors should be appointed on part-time or whole-time basis, who would give popular lectures on problems peculiar to women.

Oral Evidence.

We have about 300 women students on the roll. There is co-education in the University for the B.A. classes. Every girl wants to attend classes with boys on account of the fact that there are good teachers who deliver lectures to boys. A separate girls' college of about 80 students is maintained and hence it should be abolished.

There is a women's hostel but many students live with their parents and guardians.

BHAVNANI, G. D.

2. (a) Women should be eligible for the same courses as for men; but in addition there should be a provision for special courses like Nursing, Home Economics, Social Science and Physical Education.

3. Girls and boys should have common classes. But in the case of special subjects suited for women, separate colleges may be found more satisfactory. But in that case subjects like Humanities etc., should be taught in common classes, so that there is no total segregation of boys and girls.

BHAWALKAR, DR. D. R.

2. (c) If college education for women is taken as a mark of interest in education and not as a 'marriage qualification', such courses which are intended to make them 'womanly' are unnecessary.

3. (ii) I do not favour separate womens' colleges. They cannot be run efficiently, and the students cannot get the best out of college life in such colleges.

6. Lady students are treated on different footing and rather leniently. This should be discouraged. If they want to work shoulder to shoulder with men, they must do so also in education. Besides, special treatment to lady students develops inferiority complex in them, which seriously handicaps them in later life.

CALCUTTA, UNIVERSITY OF,

1. (a) There are opportunities for the education of women in this University. Women in this province are divisible into two classes; (a) regular women students who can afford to study in colleges and in the university, (b) women students who yet live in seclusion and are not able to study in colleges and in the university With regard to the latter, this University has all along offered special

facilities. Any woman student is entitled to appear at any examination in the Faculty of Arts and in the Faculty of Law. Hundreds of women students have taken advantage of this privilege all these years.

(b) The answer is in the negative.

(c) The answer is in the affirmative. In the declaration of policy by the Government of the Indian Union distinction between sexes has been eradicated in regard to all professions. This University is bound by this declaration and is in full concurrence with it.

2. (a) There is a difference of opinion as to whether women students should have the same course of studies at the university as for men. A committee has been appointed by the University to review this question. The proposal before the committee is that there should be two courses of studies for women students. One would be the same as that of men and the other would be a special exclusive course for women students alone. Women students concerned will have the option to enter the former course or the latter course at their choice.

(c) This University has, in the Faculty of Medicine, been considering a proposal for the institution of a special Degree course in Nursing of the same status as medical degrees.

(d) Opinions differ on this point.

3. (ii) We have three sets of colleges for women students. (i) We have exclusively women's colleges for women students. (ii) We have co-education between men and women students in some colleges. (iii) We have exclusively women's section attached to colleges for men. The post-graduate departments in Arts and Science have recognised and encouraged co-education. The system has been operating fairly successfully all these years.

4. (a) We have a number of exclusive women's colleges. Some of them are Government colleges and some of them are colleges which have sprung out of private enterprise. The standards of teaching and research are the same as in those of other colleges affiliated to this university, intended only for men.

5. (a) The arrangements for residence including organisation of corporate life and games in institutions exclusively intended for women are not as satisfactory as they should have been. This is due to a variety of factors. One of them is the lack of sufficient accommodation for women students and the second is the congestion in the town of Calcutta itself. Better arrangements must be made and made immediately, but this again is a question of finance.

CHAKKO, KUMARI S.

Oral Evidence

We (I. T. College, Lucknow) have full-time teachers on Western Music. We have also Indian Music, but we do not get one single student. We have arranged with the Marris College of Music for such students.

The girls come to us and take Science for the Intermediate. Some of them go for Medicine. A good many of them go for B.Sc. I want the Inter-Science girl to go in for B.A. so that she may have a full-sided education. I would make Science a regular course for all students in the college. In the same way the Humanities. Give them basic training all round in the Intermediate and then a chance to do a little more advanced work in the course they specialise. I was fascinated by the scheme of the University of Chicago for the compulsory course they require for all undergraduate students. It is sound. They have Social Sciences as well as Physical Science. It is a sound scheme for general education.

COYNE, REV. A. M. AND
DUHR, REV. J.

In the College (St. Xavier's College, Bombay) with which we are connected, one-third of a large student world are women. They are an excellent element in the institution and they study as well as the men students and do not in any way seem to be the worse off for having to undergo practically the same training as their men fellow-students.

CRAIG, MISS. M.

2. (c) I feel that special courses in Home Science and Nursing may be made available to women in India. As far as Nursing is concerned I do not believe that many degree courses should be started and would urge that all the resources be put into developing to a high level the courses already started in this field before the courses are begun in other universities. It is of no value to give professional degree courses unless they provide an education definitely better than that available in Hospital Schools.

DAROOWALLA, DR. P. N.

We have got Thakersey Women's University in Bombay. It is an unique institution. Dr. Karve has done real great work. I think the whole section is full of great possibilities. In fact without women's education real progress will not be made.

DAS, KUMARI S. B.

Oral Evidence.

The main difficulty is that women are not going in for education along with men. Women desirous of embracing careers enjoyed by men should unhesitatingly enter men's colleges, so that they can be independent and enter men's professions. The trouble is 75 per cent. would not like to join men's colleges. Responsibilities could be jointly borne and shared both by men and women students which I deem will be of great value to themselves as it will be to the interest of India.

I would like to retain a separate college for the orthodox type, and for the bolder ones I would recommend co-education.

DAS GUPTA, MRS. B.

1. (a) Yes.

(b) No.

(c) They can take up any course that will train them up for administrative jobs.

2. (a) Yes.

(c) Yes, the women students may be allowed to take up such courses as Fine Arts, Domestic Science, Nursing, etc.

(d) No.

3. (1) No.

(ii) Separate colleges for women are necessary if they are not given the same facilities as men in men's colleges. Taking into consideration the limitations of the social conditions of our country, it should be advisable to have separate colleges for women.

4. (a) No, the highest standard is not maintained.

(b) The teachers have too much work. They have very little time to spend in the library for their own study. It is the duty of the college to provide them with facilities for this purpose.

5. No. There is no proper accommodation for students.

Oral Evidence.

There is no difference between the salaries paid to men and women teachers.

The salary offered for a post was the starting salary of Rs. 200/- only. Therefore no 1st. class applied.

We have Readership appointments. It is done on the basis of seniority.

The total number of students in the Indraparastha College, including Preparatory Class, is 600. The total number of students in the Miranda College is 100, all told.

As regards moving the Indraprastha College to the University Campus we would be where we are, but we would extend the buildings and expand.

DASANNACHARYA, DR. B.

1. (a) We used to have women in the I.Sc., and M.Sc., and in B.Sc., only in Biology subjects, but now for I.Sc. we have a separate college.

(b) No.

(c) Yes.

2. (a) (b) and (c) Yes. There should be such courses as Child Welfare, Maternity, Nursing, etc., particularly meant for them.

(d) In London University, the course of Librarianship is very popular, almost 98 per cent. being ladies.

4. (a) I think the Women's College in Benares Hindu University is maintaining good standard.

(b) Better teachers and better grants.

6. I have heard that the girls in Women's College are very home-sick and don't get sympathetic understanding from authorities.

DATTA, S.

1. (a) The opportunities are generally the same for both men and women.

(b) No.

(c) Yes. They can make lawyers, office assistants, journalists, publishers, etc., etc.

2. (a) Yes, at the higher stages.

(c) There is no objection to providing special courses in Nursing and Home Science, etc. But instead of degree courses smaller diploma courses would suffice.

3. (i) and (ii) There should be separate colleges up to the Intermediate stage but not later on.

4. (a) No.

(b) The highest standards in teaching and research can be maintained if teachers are recruited on grounds of merit alone. The present tendency to recruit women teachers alone for women's colleges has not been a success academically.

DESHMUKH, R. M.

1. (c) Normally women would get attracted to teaching and medical professions for some time to come. Their need is also the greatest in those lines yet. Despite claims and advocacy of equality and despite exceptions to the rule and without any prejudice against woman taking up any profession she chooses. I can say that normally speaking the professions requiring hard physical exertions or strenuous touring or continuous absence from a place of permanent residence will be unsuitable and unattractive to women.

2. Where women are taking to competitive professions their education must be the same. But in a profession like Teaching or even Medicine, alternatives could be so arranged that bias towards branches particularly suited to generality of women may be stressed.

3. I favour separate colleges for women and I think many women students also would prefer them mainly because many of our men have not learnt the courtesy or decency of behaviour needed for mixed colleges. This puts a needless handicap on women students. But I am not on principle against mixed colleges, especially professional or vocational or research institutions, or institutions where for financial or organisational reasons separate colleges cannot be organised in some subjects.

DONGERKERY, S. R.

1. (c) Women can take up such professional courses as Law, branches of Chemical Technology like Pharmaceutical Chemistry.

3. (i) Mixed education is a better preparation for life than separate education for either sex.

4. (b) To ensure the desired standard of teaching, men teachers should be appointed for subjects in which women teachers were not available.

DUBEY, PT. K. L.

1. (a) Nagpur University has encouraged women's education by

(i) co-education in men's colleges,

(ii) affiliation of the Central College for Women in Nagpur,

& (iii) admission of women candidates who have not pursued any course in a college to University examinations as non-collegiate candidates.

(b) In Nagpur University the number of women graduates in the last 5 years has been as follows, viz.—

	No. of women graduates in Arts & Science	
	B.A.	B.Sc.
1944	26 ..	3
1945	87 ..	—
1946	90 ..	—
1947	120 ..	2
1948	115 ..	5

There should be a further increase.

(c) The number is not very small; but most of them do not yet seek such employments.

2. (a) No.

(b) What is required is a course radically different from the existing courses. This should be prosecuted in an atmosphere in accord with the social life of Indian women. While utilising the knowledge of modern science, it should acquaint them with the traditional Indian learning, Indian languages, Music, and Child Psychology.

(d) They have been useful additions but there should be an integrated course based on the needs of Indian women.

3. (ii) Yes.

DURGA DAS.

1. (a) I think, yes.

(b) Yes.

(c) No.

2. (a) No. They should have special subjects like Painting, Music, Nursing, Home Science, Hygiene, Tailoring, Cookery, etc.

(d) Yes, in the Punjab.

3. I favour separate colleges for women.

DWIVEDI, M. M.

1. (a) Yes.

(b) No.

(c) Yes, they can take up Law, Engineering and Commerce.

2. (a) There may be some alternative subjects for them.

(c) Yes.

GHOSH, DR. J.

1. (a) They have the same facilities as men, as a rule.

(b) Not at all.

(c) Yes. Commerce, Agriculture, etc.

2. (a) Yes.

(c) They may have special courses.

3. (i) No serious objection to common classes. But separate classes are desirable.

(ii) There should be separate colleges for women in the undergraduate stage. No co-education before the post-graduate stage.

4. (a) The standard is usually low for two reasons, i.e. dearth of really qualified women teachers and a general tendency of leniency towards women students.

(d) Appointment of really qualified teachers.

GHOSH, P. K.

1. (c) Law.

3. (i) No objection.

(ii) No.

6. Men and women should be put on the same footing in University education which should be co-educational; but the extra-curricular activities of men should be conducted separately. The proportion of women teachers in universities and colleges should be increased.

GUNDAPPA, D. V.

Except for military, almost all other lines of study are as good for women as for men. All have an intellectual or cultural value. I see no harm in women becoming lawyers or engineers. But Nursing. Home Science (whatever it may mean the meaning not being clear to me) etc., may be included among optionals for women.

I favour separate colleges for women. Women may join either mixed colleges or their own colleges as they choose.

GUPTA, DR. J. C.

The modern trend is equality of opportunity for women in all spheres and it cannot be arrested. There should be no distinction of any kind of women from men after the Matriculation stage. In the military sphere, of course, the course for women should be less strenuous and the idea will be to use them for administration and technical work in the military field and not for active fighting.

GUPTA, DR. K. M.

1. (c) Yes. Law, Politics, Nursery etc.

2. (a) Yes, they can.

(b) Even with similar training at the university, women should be able to adjust themselves in life according to circumstances of their surroundings.

(c) Domestic Science can be a course, but the present scope should be enlarged so as to include Health, Hygiene, Child welfare etc.

3. (i) No objection.

(ii) No; partly because of great economic reasons. There will have to be duplicate arrangement of staff and equipment and even then it may not compare favourably with first grade colleges meant for men in the province.

4. (a) It is not possible for the same reasons as above 3 (ii).

(b) It is very difficult for any country to duplicate equipment.

6. Problems of psychology. It could be tackled on religious and spiritual basis.

HENSMAN, MRS. MONA.

Oral Evidence.

Madras University has been more sensible in that it has provided Degree courses in Nursing, Home Science and Music and Household Art at the Intermediate stage. These are courses specially suitable for women. In the Women's Christian College, Madras, instruction in Nutrition and Home Science is imparted by experts. B.Sc. Nursing has been introduced only recently and wherever it has been introduced, very good results have been obtained.

I think it is better to have the same courses for both boys and girls and the same standard of marks.

I think we in this University have succeeded in co-education up to Intermediate. The age for admission to the Junior Intermediate is 14 years and 6 months. The students are young and the boys need the influence of women. But the majority of women students in co-educational institutions are unable to participate freely with men students in games etc. Co-education up to 12 years has been very successful. After 16, the boys become serious. A large number of parents prefer their daughters to go to girls' colleges. The Women's Christian College, Madras, does not admit any student under 16 years of age.

Honours course has not been opened in any women's college. So for Honours study, women students have to go to men's colleges. Many parents withdraw their girls from co-educational institutions at the marriageable age. If we introduce Honours course in women's colleges, some girls will continue their studies. Honours in Arts subjects may be introduced in the first instance. We have already got the required staff. Only there will be need for employing some low-paid lecturers to relieve the existing staff.

There is a rush of women students for Intermediate. There must be more women's colleges teaching at least up to the Intermediate.

I strongly urge that women's education should be developed even though it may involve extra expenditure.

IMAM, J. M.

1. The number of women graduates is increasing and this increase is adding to the unemployment. Women forget the role they have to play and to discharge the duties that God has assigned to them.

2. I think they are suited to take up Teaching and Medicine.

At present the education given to women is the same as that given to boys. I think the whole system needs to be reviewed and the education to be given to them must be such as to make them proficient in house-hold affairs, Domestic Science and other allied subjects that are needed to make woman a perfect lady.

IVANIOS, REV. MAR.

Oral Evidence.

Experience has taught me that co-education is harmful in this country as far as our cultural advancement goes. I have observed the existence and successful working of co-educational institutions in other countries, but so far as my experience goes, I am not in favour of it. I have come across instances of serious pitfalls in life.

IYENGAR, G. V. KRISHNASWAMI.

1. (a) Yes.

(b) Yes for teaching if all take to the profession, but many sit at home after qualifying : not sufficient for medicine : not sufficient for the public administration if the ratio 50 : 50 of males and females is the goal.

(c) Yes, Law and Engineering, Chamber practice.

2. (c) I would ; I would consider elementary mathematics also necessary.

3. (i) No.

(ii) If there are a sufficient number of women.

IYENGAR, T. S. RAJAGOPALA.

2. (a) Yes. Domestic Science and Nursing may also be included in their courses of study.

3. (i) No objection.

(ii) Separate Colleges may be necessary for those who have conscientious objection to co-education.

4. (a) Standard is not maintained ; research is not attempted at all.

(b) Only efficient people must be entertained as teachers. They must also have enough time for research.

JHAVERI, K. M.

1. (a) Yes.

2. (b) No.

3. (i) Yes.

(ii) I favour separate Colleges.

Oral Evidence.

I would favour separate Colleges for women. Upto 10 or 12 years there may be co-education. After that I am not in favour of co-education. It must cease after a certain age.

JOSHI, PRADYUMNA, C.

Though I am prepared to have separate women's colleges for under-graduate teaching, I am opposed to post-graduate classes being segregated as it will affect standards. Co-educational institutions I think remain the most practicable solution. Women should have a free choice of courses of study like men, though provision can be made for instituting special courses designed to suit women. These will attract quite a number of students. The arrangements for the residence of women students, where they exist, are satisfactory, though, it

is one of the thorniest problems and has caused the greatest difficulty. There are adequate arrangements for helping them to develop corporate life and games. But how many girls actually take advantage of them is altogether a different matter.

JUNG, ALI YAWAR.

1. (a) No, as we have been admitting women only to the Women's College, the Nizam College and the Mahboob College (Intermediate). The two latter are co-educational institutions.

(b) No.

(c) Certainly, e.g., Commerce, Law, Nursing, Veterinary Science etc.

2. (a) & (b) Yes, but this should not exclude the possibility of special courses being provided for those who wish to take them (like Domestic Science etc).

(c) Yes.

3. (i) & (ii) I am not in favour of segregation but suggest that separate Colleges for women should continue. Co-education does not mean that such separate Colleges should cease to exist. In the case of co-educational Colleges, the requirements stated in the Madras General Inspection Commission's Report (Chapter XIII) are reasonable and were generally applied to the Nizam College as it was once affiliated to the Madras University.

1 & 5. Our Women's College has so far been very badly housed and the condition of hostel life was not conducive to corporate life and its benefits. Hardly any facilities existed for sports and games. It was necessary to provide adequate accommodation for the College in an area in which hostel accommodation and facilities for sports and games could also be provided. This has now been done and the Women's College will move in June into the Hyderabad Residency building, the best and most spacious building in Hyderabad next to the University buildings themselves. There is also sufficient accommodation for a hostel. In addition, there is a large compound with gardens and tennis courts. There is sufficient room for playgrounds for Hockey and other games.

Young married women teachers are a problem on account of their requirements of maternity leave and after-care or nursing of children. Dearth of qualified personnel among women, specially in technical subjects and languages, makes it necessary to engage men teachers unless the Women's College is to be deprived of teaching facilities for those subjects. In any case, for purposes of research, whether in Arts or Science, it is not generally possible to duplicate all the facilities by way of library and equipment, even if the teachers could be spared for part-time work, and co-education has, therefore, to be adopted even for separate Women's College at the M.A. and M.Sc. stage.

KAMALA DEVI, SH.

Oral Evidence.

I am in favour of similar courses of education for both boys and girls upto S.S.L.C. stage plus some kind of training in Domestic Science, Music and Painting for girls. I am in favour of co-education for boys and girls upto a certain stage say the middle school standard and after a certain stage i.e., in the Degree classes.

KANE, MAHAMAHOPADHYAYA, DR. P. V.

1. (a) In my opinion there are sufficient opportunities for the education of women in the Universities as compared with men.

(b) The number of women graduates is not sufficient for the needs of the country for the profession of Teaching and Medicine as women began to join Colleges only during the last 20 years or so. In course of time sufficient men and women will be available for the needs of the country if the State gives aid and provides donations for starting more affiliated institutions than those existing at present.

(c) Women may take such professional courses as Law, Commerce and even Science in some of the branches such as Physics, Botany, etc.

2. (a) In my opinion women should not have entirely the same courses of study at the University stage as men have. Personally I am of opinion that we are going on somewhat wrong lines along with Colleges where both men and women are taught. We should have Colleges only for women. The needs of women in many matters are entirely different from those of men and co-education has not been in my opinion an unmixed blessing, but this is a very large subject which I don't want to puruse any further.

(b) If my proposal that separate women's colleges should be started is accepted then only is it possible to specify an outline of the lines along which their courses of study should be framed. But I may give some ideas on this point. For women there will be more attention paid to the artistic side, to Arts such as Music, etc. Special subjects as Hygiene, Individual Health, Nursing and Home Management should form part of the syllabus for women along with certain other subjects which should be common to both women and men students in Colleges

(3) (ii) I favour separate colleges for women.

KATARE, DR. S. L.

1. (a) I do not think the opportunities are enough.

2. (a) Yes.

(c) They may have an extra course in Nursing.

(d) I do not think they have been a success.

3. There may be separate colleges for women and at the same time they may attend classes along with boys.

KEDIA, MAHABIR PRASAD.

1. (a) No.

(b) No.

(c) Women can take up architectural drawing and design, development of village industries and, in exceptional cases, Ministerial and Ambassadorial posts also.

2. (a) No.

(b) The women in general should have the following course of study :—

(i) The Regional language—compulsory subjects.

(ii) Hindi or English.

(iii) Elementary Mathematics and Science.

(iv) Arts and crafts :—

(a) Knitting and needle work.

(b) Spinning.

(c) any of the following :—

(i) Drawing.

(ii) Any one village handicraft.

(iii) Painting.

(v) Elementary Nursing and First Aid.

(vi) Hygiene and Sanitation.

(vii) History and Geography.

(viii) Elementary Civics.

Optional Subjects.—Any one of the following :—

1. English.
2. Civics-Additional-Advanced course
3. Stenography.

3. I favour separate colleges for women.

KHAN, ABDUR RAHMAN.

2. (a) No.

(b) More stress on Domestic Science, Economics, Botany, Chemistry, etc.

(c) Yes, it will be useful.

4. Same as for men.

KRISHNAN, DR. B. T.

1. (a) There are sufficient opportunities for the medical education of women students. Usually 20 per cent. of the number admitted are women.

(b) The number of women medical graduates at present available is not sufficient for the needs of the State.

KRISHNAMURTI, K.

1. (a) Yes. In fact every facility is offered to women students to take the University education. Some preference is given to them in admissions to colleges.

(b) No. The number of women graduates in Medicine, Teaching and Public Administration is not sufficient for the needs of the country.

(c) They need not be encouraged to study Engineering and Technology as there is better scope for them in other lines such as Arts, Sciences, Medicine, Fine Arts etc.

2. (a) Different combinations of subjects—specially in Arts courses—can be provided for women students. In Sciences the usual courses have to be taken even by women.

(b) Art, Painting, Music, Home Science.

(c) Nursing etc; Civics and Indian languages should be given prominence in the courses of study for women.

3. (ii) I am in favour of separate colleges for women in all courses, under the present conditions of the society.

4. (a) The standards of teaching in the ordinary women's colleges are not usually as high as those in men's colleges.

(b) The recruitment of staff should be better. This can be done by offering better scales of pay and selection mainly on an All-India basis.

LAKSHAMMA, SM. M. R.

Oral Evidence.

I am not in favour of having common courses for boys and girls. Girls must have a distinctive type of education which must be evolved after careful thinking and deliberation and on scientific principles. Every facility must be given to them to go in for higher studies if they choose and there must not be any suppression. More scholarships for women must be given for foreign studies and research work.

LUCKNOW, UNIVERSITY OF.

1. (a) Women suffer from no disabilities. More hostel accommodation for women should be provided.

(b) No.

(c) No.

2. (a) Yes. All distinctions should be abolished. But this does not mean that special courses should not be instituted for them.

(b) Yes.

(c) Yes.

(d) Yes.

3. (i) We have no objection.

(ii) We are not in favour of separate Colleges for women in Universities.

4. (a) We refer to the I.T. College where, we believe, a high standard is being maintained.

5. (a) No.

(b) More hostel accommodation with better provision for games and physical culture.

MADRAS, UNIVERSITY OF.

1—6. This University along with one or two of the South Indian Universities has given the maximum amount of encouragement to women's education. The number of women graduates within the last 10 years is as follows :—

Number of persons who have been declared qualified for the several degrees during the last ten years (1938-48) :—

B.A.	.. 2,611	Law	.. 17
B.Sc.	.. 469	M.B. & B.S.	.. 292
B.A. (Hons.)	.. 299	M.D./M.S.	.. 19
B.Sc. (Hons.)	.. 88	B.E.	.. 4
M.A.	.. 172	B.T/L.T.	.. 1,273
M.Sc.	.. 19	M.Ed.	.. 14
M.Litt.	.. 6	B.O.L.	.. 5
Ph.D.	.. 1	B.Com.	.. 2
D.Litt.	.. 2		

The following extract from the Report of the General Inspection Commission on the subject of Women's Education (*vide* Chapter XIII) covers most of the points raised :

" 1. It is gratifying to note that the education of women has advanced rapidly in recent years.....

2. Notwithstanding the additions to the number of women's colleges, they have been unable to accommodate the rapidly increasing number of applicants seeking collegiate education in every branch. More and more of the men's colleges, therefore, started admitting women students and thus suddenly became co-educational institutions without making the arrangements necessary for this change. It is obvious that co-educational institutions must be organized differently from those meant exclusively for men. As several of the men's colleges did not appear to have realised this and were admitting an ever-increasing number of women students, the Syndicate in 1943 issued the

following circular regarding the conditions under which women students could be admitted to men's colleges :—

'(1) Admission of women students could only be made with the prior sanction of the Syndicate and the number to be admitted would depend upon the amenities available.

This does not apply to colleges where women students had already been admitted (*Vide* also 7 below).

(2) Separate hostel provision should be made for women students and under the charge of a woman Warden.

(3) There should be adequate playing fields and playgrounds and provision should be made for physical exercises and games under the supervision of a Physical Training Directress, or where the number of women students is not sufficient to warrant the appointment of a Directress, the woman member of the staff should be in charge of the games and the welfare of the women students.

(4) If there are twenty women students or more in a college, there should be at least one woman member of the staff, preferably on the English staff.

(5) There should be a separate lady physician for women students who could be a common doctor for the hostel and the medical inspection of women students.

(6) Where there are the same courses in women's colleges as available in men's colleges, such colleges should have the preference for admitting women students, and admission should be made into men's colleges only when the numbers are in excess of those that can be admitted into women's colleges, or where there are courses in the men's colleges not provided for in the women's colleges. It may, however, be open to the Principal to make an exception, as admitting a brother and a sister for instance in the same college.

(7) The maximum number of women students that can be admitted into a men's college will be fixed by the Syndicate on the basis of the amenities and facilities reported to be available for women students in the college. In the case of colleges which have already admitted women students, the number admitted next year (1943-44) should not be in excess of that admitted last year, pending an inspection, unless the college can satisfy the Syndicate that a larger number can be admitted and all amenities required are provided.

(8) There should be a woman member of the staff as *liaison officer* between the Principal and the women students admitted into a college.'

3. Most colleges have not attempted anything more than a nominal compliance with the conditions imposed by the University with regard to common rooms, recreational facilities etc.; a very few colleges have made a more generous provision; but nowhere has attention been directed to the solution of problems arising from the change-over of men's colleges to co-educational ones. Beyond listening to

lectures seated in the part of the class-room assigned to them, the women students in these colleges had no real share in college life. Women students have opportunities of getting these larger benefits of collegiate life in a purely women's college. It is true that in co-educational institutions women have been elected to offices in various college associations and have acquitted themselves creditably; but the majority of women students are unable to participate freely in these extra-curricular activities which are part and parcel of college life; even those women students who are elected to offices would probably not have been chosen for those positions in a women's college and such artificial importance is psychologically injurious.

4. On the whole the life of women students in these colleges is handicapped; the atmosphere of freedom necessary for their natural development is lacking as the bulk of the students and almost the whole of the staff are men; in addition to this it becomes necessary to impose many restraints for the sake of discipline. It is the unanimous opinion of the Commission that men's colleges should be precluded from admitting women to the Intermediate classes; the difficulties of women students at this stage are much greater because of their age and the time required to get accustomed to the change from school to college conditions of life and instruction. To achieve this very desirable object it is necessary that more women's colleges with the necessary hostel accommodation should be established. For the degree courses also as for the Intermediate, it is desirable, as far as possible, for women students to read in women's colleges; but it is not expedient to restrict them to women's colleges only at this stage. Their capacity for greater responsibility coupled with the arrangements that colleges are expected to make, may minimise the disadvantages; the necessity for women to join men's colleges for the degree courses is unavoidable as women's colleges cannot be expected to provide instruction in all the branches of the degree course. For Honours courses and research work the probability of separate institutions being established for women is even more remote.

5. It must, however, be emphasised that even if women are admitted only to the degree and higher classes in men's colleges there must be adequate provision for sanitary conveniences, playing fields, and particularly separate hostels where they can have freedom for extra-curricular activities. Moreover there should be a fair number of women on the teaching staff in the junior as well as senior grades. The University has laid down that where any college admits 20 or more women students, there must be at least one woman member on the staff. This is one of the conditions only nominally fulfilled by most colleges; rarely has a management appointed more than one woman and that too almost invariably only as a tutor or demonstrator. It is obvious that if there are both junior and senior women members of the teaching staff *proportionate* to the number of women admitted to co-educational institutions, it would be advantageous not only to the women students but to the college as a whole.

6. In a few of these co-educational colleges fairly adequate special provision has been made on a fairly satisfactory scale for the physical activities of women students. In many, however, there is only an apology for such physical activities, and in the absence of a sufficient number of women teachers or a Physical Directress on the staff there is little or no co-ordinated effort to regulate their physical activities.

7. There appear to be two ways of solving the present pressing problem of providing places for all the women who seek higher education and both these must be pursued side by side; the first is the establishment of more women's colleges affiliated to the University; the second is the devising of new attractive courses of instruction for women to be pursued in institutions which need not be affiliated to the University. More colleges for women are needed not only to satisfy the increasing demand but also to save the existing colleges from the damage incidental to overcrowding. One of the pleasing characteristics of these comparatively small women's colleges has been the close contact between the staff and the students; college life for the students in these colleges has meant much more than periodic cramming for examinations. It is unfortunate that the present pressure for admissions should have in a large measure made it necessary for these colleges to increase their numbers. But this should not be permitted to proceed further; the right way of providing collegiate education for more women students is by establishing more women's colleges; the existing women's colleges should not be permitted to admit more students than at present. That colleges should provide the conditions suitable for social training of their students applies with equal, if not with greater, force to women's colleges. It has been stated before that unmanageable numbers is one of the obstacles to right conditions prevailing in a college.

8. At the present time no difference is made between collegiate education for men and that for women. That some courses and subjects (such as Home Science, Nursing, Music and Household Art) have found a place in the Regulations of the University as they were considered specially suitable for women, does not detract from the generality of this statement. The vast majority of women students study the same subjects as men and qualify for University degrees. It has been said from time to time that it is not only unnecessary for women to have the same type of education as that for men but also that such education is socially harmful. Except by the addition of special subjects of the kind stated above, no definite picture of a distinct type of University education for women has been put forward. Nevertheless, it is a matter for careful consideration by persons experienced in women's education, whether it is possible to establish some institutions outside the University, which women could choose as an alternative to University education. The Commission would like to make it perfectly clear that they are not suggesting that there should be a bar against women taking up any of the University courses : they

should have complete freedom to do so. For professions and occupations, which require a specific quantum of knowledge of a particular subject, there can be no question of difference between the education of men and women.

9. The vast majority of women students who join the Intermediate class, have no intention of preparing for a profession or a calling. They go to the colleges to satisfy a legitimate desire to have higher education till such time as their parents withdraw them from college. It appears most desirable to divert some of these to other institutions where the course will be shorter, less exacting and more directly and immediately useful. The need for diverting from the University some of the men who now join it, is generally accepted : it seems to be equally necessary to divert some of the women students, though for somewhat different reasons.

10. These alternative institutions may be in the nature of finishing schools. The preliminary qualification for admission to these need not be quite as rigid as for the University. The course might provide for a wide choice from subjects connected with home-making, Art, Music, Philosophy, Literature, etc. Students, who so wish, might sit for an examination conducted by the Education Department; but preparation for such an examination should not be the normal purpose of these institutions. In fact, University examinations and the need for avoiding the physical and nervous strain caused by them is one of the reasons for suggesting that an alternative type of education must be available for women. While many things have been said against examinations, it is well-known that no real substitute for them is available. Men who, for many purposes, need evidence of the standard of proficiency attained by them cannot escape examinations : most women who now come to the college do not need this."

Degree courses in Nursing, B.Sc., Home Science and Music and a subject called Household Art at the Intermediate stage, are some of the special courses provided by this University for women. It may generally be stated that the opinion prevalent among women here is that all the courses available to men must be available to them, and in addition some special courses.

Women have been admitted and have graduated from the Faculties of Arts, Science, Engineering, Law, Agriculture, Veterinary Science, Teaching and Commerce. It will thus be seen that it is too late in the day to suggest that women should not have the same courses of study at the University as men. The only question seems to be what additional courses should be provided for women, which may not be open to men.

MALAVIYA, PT. GOVIND.

1. (a) Not sufficient.
(b) So far as I can see, no.
(c) For a few, yes, but mainly no.

2. (a) There should be no ban against women joining the general courses of study for the men, but there should be a separate course, of study for women also, particularly suited to their temperaments and needs.

(b) A high ranking committee, specially appointed for the purpose, should go into this.

(d) To the limited extent to which this was done at Banaras, it has proved quite successful.

3. (ii) Yes, subject to my reply to 2(a) above.

4. (a) The standard of teaching and research, so far, is not very high.

(b) Higher staff, equipment and facilities.

5. (a) In the Banaras University they are not too bad, but there is room for a great deal of improvement. If we have the funds, we could do the needful.

(b) General all-round improvements.

6. (i) The question of suitable staff for women's colleges is a big problem. The presence of married women on the staff is a desirable and helpful factor generally, but they have to work under natural disabilities which seriously upsets the continuity of their teaching.

(ii) This is the age of personal freedom, and restrictions are for girls as for boys. Leniency in the rules leads to individual complications in some cases. Indian society thereupon condemns the institution. Strictness, on the other hand, makes the institution unpopular among girls. A solution of this dilemma appears very difficult.

MASON, MISS ELEANOR.

Co-education must mean equal opportunities for the development of both sexes in every aspect of life.

Each university should have a Dean of Women to take care of the special problems of women students and to work in co-operation with the Principals of women's colleges.

MEDICAL COUNCIL OF INDIA.

1. (a) By no means equal to the demand.

(b) Not enough women teachers, doctors, nurses, secretaries etc.

(c) Secretarial work, accountancy etc., can be taken up by women.

2. (a) Ordinarily the interests in life for women lie in fields different from those of men and so their courses of study should be different. Unfortunately those who are usually represented on the university, educational and other public bodies feel as if it were a personal slight to them to agree to anything different for girls from what is provided for boys.

(b) & (c) The situation can satisfactorily be met by allowing girls all the combinations available to boys and have in addition some special courses for them, e.g., Nursing, Home Science etc., and let each girl exercise her own option.

(d) Where there have been special courses in a women's college they have been quite popular but not when in co-educational classes.

3. (ii) But in addition there should be a separate institution as well for women only.

4. (a) The standards attained in a women's institution in the different branches of study vary with the capabilities of the teachers. On account of the paucity of women teachers, a uniformly high standard cannot be maintained in all subjects.

(b) More and more of well-trained and efficient women teachers.

5. (a) Arrangements for residence depend very largely on how well the institution is financed.

(b) More funds to be provided.

MEHTA, DR. JIVARAJ.

Oral Evidence.

We are keen that so far as women are concerned, they should get a good grounding in everything that relates to home, like Domestic Science, Home Science, including development of children, and their culture and nurture. A separate college for women should be established as early as possible.

So far as Home Science College is concerned, they have already started a Nursery School. There are only three subjects, Physics, Chemistry and Botany. It is intended that the first degree course should be in all subjects.

MEHTA, K. C.

1 to 6. Experience has shown that on the whole the best thing would be to provide at least one first-rate college for women at each of the important educational centres. It seems necessary in order to provide adequate facilities, which are not available under the system of co-education, for social, athletic and artistic activities on the part of women students. There should be no objection to co-education in the post-graduate classes.

MEHTA, PORUS A.

1. (a) It is difficult for women to get admission to medical colleges in Bombay. But it is equally difficult for men.

(b) No.

(c) Certainly.

2. (a) Most certainly.

(c) No. But it should be optional for men as well as women to take up such courses. It should be the business of universities to give intellectual training and not practical courses.

3. (i) & (ii) Girls should have common classes with boys. Separate colleges for women are unnecessary and should be discouraged. Association of boys and girls in common purposes is a vital part of

their education. Isolation of girls from boys in college is harmful to both. In Bombay there is hardly any such isolation. In North India it is common and the results speak for themselves.

4. (a) No.

(b) Abolish such institutions.

5. (a) Yes.

MISRA, A. B.

Women's education has remained somewhat neglected in this country, and it is time that this were taken in hand in right earnest. No country can become great without developing its womanhood. Unilateral development of the nation will, in the long run, tend to make it lop-sided. There is, of course, the danger that, given full opportunities of freedom, they may run amuck; but we cannot stay back the hands of time. By means of wise planning, we can arrange for their education and training in such a way that our fears may be belied. At present, the opportunities of education open to women are limited because of the fewer number of institutions catering for them. Having regard to the requirements of the country for women teachers and physicians, the production of women graduates is too inadequate. The crying need of the hour is for well-qualified women teachers, who can teach children up to the age of 11 or 12 years, and for lady doctors who can minister to the sufferings of the womenfolk in the country. Later on, the demand for them in the Administrative Service, Police Service and other spheres is also likely to make itself felt.

MITTRA, KUMARI S.

2. (a) No.

(b) They should study subjects which are useful to them in day-to-day life, such as Home Science, Music and other Fine Arts which fulfil their need in the conduct of their life in society in general and in the home in particular.

(d) No.

3. (ii) It is preferable that there should be co-education from the very childhood to the final stages of education. If for any reason co-education is disallowed at the secondary stage then the state should provide separate colleges for women.

4. (a) No.

(b) Special training will have to be given to such qualified women who have academically reached a standard which fulfils the requirements of a teacher basically so as to enable her to equip herself for the profession. Enthusiasm and missionary zeal is the key-note for her success.

MOGHE, DR. M. A.

1. (a) Yes.

(b) No.

(c) If it is intended that women should take to such professions as Engineering, Agriculture, etc., I am of the opinion that they should.

2. (a) Except for women who desire to take up the profession of Teaching, Medicine, Research, Engineering, etc., all other women should have some 'women' subjects in their course of study.

(b) Subjects e.g., Nursing, House Decoration, Child Psychology, Home Craft, Child Care, etc.

3. (ii) I favour separate colleges for women except for those who desire to study subjects leading to a profession.

4. (a) Highest standards of teaching and research, and even good standards of teaching and research are not reached in any college or university.

(b) The same steps as could be taken for other colleges.

5. (a) No.

(b) More colleges and more hostels.

MOHANTY, G. C.

(a) Sufficient opportunities for the education of women are there in the universities.

(b) The number of women graduates for Teaching and Medicine and for Public Administration is not at all sufficient.

(c) Yes, they can be given training in any branch of study of Public Administration etc. Since we know, women now are holding the highest administrative posts in India and are managing admirably, winning credit for India and her potentialities.

2. (a) (c) Special courses may also be started in University. Home Science, Nursing, etc., may be started.

3. (ii) I do not favour separate colleges for women.

4. (a) (b) Highest standards of teaching and research cannot be maintained in the Women's Colleges.

MUDALIER, SINGARAVELU.

1. (b) There are not sufficient women graduates for the needs of the teaching and medical professions and for public administration. There was a case in which a woman student once applied for admission into the Engineering College. The Principal of the College would not admit her for fear of safeguarding her in the midst of male students in workshops and particularly in the midst of military students taking short courses of training during the period of the war.

2. (a), (b) Generally I would give women, courses of study in subjects such as Domestic Science, Nursing and other subjects which may be useful to them in their later family life. Even to women who

take the professional course of Teaching and Medicine, any of the courses of study which I have mentioned above is also necessary. I would encourage Degree in Nursing and in Domestic Science. In Mysore University there is provision for a diploma course in Domestic Science but so far as I am aware women have not taken that course at all. I am not in favour of women taking to courses like Geology or Botany or Zoology which are useful only for the profession of Teaching and to those who do not enter the teaching profession, the degrees in those subjects have not been useful to the society (except perhaps for getting good husbands).

5. (a) In the two Government Women's Colleges i.e., one in Mysore city and the other in Bangalore, residential accommodation is extremely inadequate. Students from moffusils find it difficult to get accommodation.

MUKERJI, A. C.

1. (a) Opportunities are not sufficient. Proper care is not taken to supervise the work of the Women's Department. The majority of the teachers there are irresponsible and incomplete. The girl students complain bitterly every year against the bad type of teaching and we have to send men teachers over to the Women's Department to pacify the students.

3. (i) No objection, provided steps are taken, at the initial stage, to ensure gentlemanly behaviour on the part of the boys.

4. (a) In the Allahabad University, the standard in the Women's Department is very low.

(b) The only step to improve the condition is to select the proper type of teachers and make provision for proper supervision.

MUKHT, C. A.

2. (a) No.

(b) Household Science, Maternity Welfare, etc., should be included in their courses.

(d) Yes.

3. (i) Yes.

(ii) Separate colleges for women are desirable.

4. (a) No.

(b) For some time to come and for some subjects retired men teachers of approved ability and experience and reputation may be appointed.

5.(a) No.

NAG, U. C.

1. (a) No.

(b) No.

(c) Yes, if they do not choose to have a family life.

2.(a) If they choose for themselves a career, then yes.

(c) These may be optionals for those who would prefer a home life.

3. (i) No.

(ii) No, but it may be necessary for some time yet.

4. (a) No.

(b) Employ men teachers to a partial extent.

5. (a) Not in all, I know.

NAIK, K. G.

1. (a) Women's education has presented the biggest problems in the life of every nation. By nature, women are more prone to sentiments and feelings. Their physical and mental make-ups are by nature different from those of men. And, therefore, their education has to be planned on a different basis. The West has supplied enough materials and timely warnings for the East. The West and the East have their homes founded on different ideals. I have often advised women to take courses in Social Sciences, Fine Arts, Nursing and even Medicine but only after they had had their solid foundations laid on a study in Ethics, Civics and Social Psychology. In their efforts to be equal to men in all matters (even physical), they are "aping" them, in all spheres of life. Their "mania" for Degree-hunting has left them unnerved in spirit and broken in their physique and they become more unbalanced than they were before they entered colleges. Ask any parents who have watched the development of their girls and they have similar observations to make. Exceptions only prove the rule; they cannot be cited as general instances to support the conclusions so ardently favoured by many. By all means, give women due opportunities of training and work, but don't encourage them to "ape" men.

(b) and (c) Therefore, with over forty years of experience, I would offer courses of studies for women, based on the above considerations, after due preliminary preparations as suggested above under (a).

(d) Special courses wherever introduced, have worked far better though for want of good teachers they have not yielded very good results.

3. Separate colleges for women are very desirable, though conferences, and debates may be held in common with men students as occasions permit.

5. I would have separate colleges for women with women's hostels attached as they have in the U.S.A., viz., Mount Holyoke College, Radcliffe College and such others.

6. Each hostel should have a number of well-balanced teachers to guide them through the dangerous period of adolescence.

NIRVEDANANDA, SWAMY.

2. (a) No.

(b) Home Science (Euthenics), Fine Arts, Literature (Modern & Classical), Elementary Science, History and Geography should be compulsory subjects; there should be provision for specialisation in Teaching, Nursing, Medical Science including specially Obstetrics and Gynaecology, and such other allied subjects.

PADHE, HARISHCHANDRA.

1. (a) The opportunities for education of women are not sufficient at present as cost is prohibitive.

(b) Women graduates are not sufficient for the needs of the country.

(c) Professional courses other than Teaching and Medicine should be denied to them. Let them become mothers and sisters.

2. (a) Women should have the same courses of study as men.

(c) Special course in Home Science may be given.

3. (i) Girls should never have common classes with boys. Theosophical Society had it in Madras and elsewhere with no success.

(ii) I advocate special colleges for women.

4. (a) In the Local Girls' High School in my place, all is not well. So they say of Madras Women's College and Cuttack Women's College.

(b) The men teachers transferred to women's colleges should be above forty and people with children.

5. (a) Fair.

(b) Closed and spacious compound will serve the purpose.

6. Now that society has failed to give protection to widows and they are treated as beasts of burden, university graduates should rise up to the occasion and help them out with education, sisterly treatment, and marriages. Boy graduates shall learn to do humanitarian service to widows.

PANNIKAR, P. R. PARMESHWARA.

1. (c) There are already a fairly good number of women lawyers in this State, and there are a few women students in the Law College.

2. At present women students take the same courses of study as the men. This is often resulting in an uneconomical, even wasteful, use of the facilities available in the University for scientific instruction and training. It will therefore be advisable to have, in addition to the usual courses of study now available, special courses suited for the needs and demands of women.

PARIKH, RAIKLAL C.

1. (a) The opportunities are as good as for boys.

(b) No.

(c) Yes. Some of the women students take to Law and Commerce

2. (a) Yes.

(c) Yes.

3. (ii) I do not favour separate colleges for women.

PATEL, DR. R. P.

1. (a) Yes.

(b) No.

(c) Yes.

2.(a) Yes.

(c) Degree course in Nursing, Home Science, Psychology and Sociology would help a great deal.

PATNA, UNIVERSITY OF.

1. (a) There is a need for more women's colleges, particularly in the moffussil towns.

(b) No.

(c) In addition to the courses in Teaching and Medicine, women can very well be expected to take up professional courses in Law, Social Welfare and Public Administration.

2.(a) Yes, women should have the same courses of study as men, if they want to go in for professional careers.

(b) For Honours and Master's Degrees the Courses of study should be the same. For the Bachelor Pass and the Intermediate course, a wider choice of subjects may be provided for women by introducing special subjects like Domestic Science and Music.

(c) For such women as do not wish to go in for general professional careers, it would be desirable to provide such special courses. It is understood that in some women's colleges in Madras, instruction is being imparted in such special courses.

(d) Not have enough information available on this subject.

3. (i) and (ii) Separate colleges for women up to B.A., B.Sc., and co-education at Post-graduate stage.

4. (a) At Patna there are two women's colleges. One of them has been started very recently and the other was started about 8 years ago.

The highest standards of teaching are not being maintained because education among women being so limited, a selection of students is not possible.

No research has so far been done in these Women's Colleges as the libraries and the laboratories are very ill-equipped.

(b) In order to ensure high standards of teaching and research it would be necessary—

(i) to raise the standard of admission by a selection of students.

(ii) to provide adequate financial help for improving the libraries, laboratories and the conditions of service of the teachers.

5. (a) Only in the Patna Women's College adequate residential facilities are available. In this college about a hundred students are living in the hostel and there is provision for the residence of hundred more. There are also arrangements for games and recreation. But in other institutions arrangements are not satisfactory.

(b) A big Women's Hostel is needed in Patna and the important moffussil towns where there should be sufficient provisions for games and recreation.

6. None which has not been already considered.

PATTANAYAK, DR. G. C.

2. (a) Yes.

(c) Yes, a Degree course in Euthenics should be provided for women.

6. (i) Separate educational institutions for women produce undesirable and unnatural segregation of sexes and narrowing of outlook. But co-education for the time being focuses too much of undue attention on the women students. Attitude of riff-raffs among the men students to the women students has been undesirable. The aggressive character of the males and consciousness of the females have together produced a vitiated atmosphere in the co-educational institutions. What is wanted is an assertiveness of women as an antidote to male aggressiveness. The women should refuse special privileges, undue advantages and special considerations on the sole ground of their sex. They should demand equality not consideration.

PRADHAN, M. C.

1. (a) Yes.

(b) No.

(c) No.

2. (a), (b) & (c) Women should have the same courses of study as men except for alternative courses as Nursing, Euthenics, Music and Art.

3. (i) & (ii) For the alternative course, separate colleges for women are essential.

4. (a) No.

(b) This is not possible at present.

(c) Generally it is found that women in the Teaching profession or any other profession are not able to bear the strain of work due to want of proper physical training and development. This needs correction at the school and college stages.

5. (a) Yes.

RAHMAN, HABIBUL.

2. (a), (b), (c) Some of the courses should be the same e.g., general cultural courses, courses in Pure Science etc., but there should also be special courses for them in Home Sciences, Nursing etc.

3. In the present circumstances, there should be separate colleges for women in this country.

4. (a) In the opinion of the writer the highest standards of teaching are not being maintained in such colleges.

(b) They must not be allowed to remain "the family concerns" which they tend to become, with a governing body largely composed of persons brought in by the founder manager who remains virtually life manager or life honorary secretary and whose relatives occupy undeservedly high teaching and administrative posts in the college. The writer knows of a case in which the founder manager and honorary Secretary's daughter is Principal of a degree college, although under the Central Advisory Board's regulations she is not qualified for even a lecturer's post. She was not appointed through open advertisement, as required by the ordinances of the university to which the college is affiliated, and she teaches a subject which she did not offer for M.A. Such things will not stop as long as the family domination continues in such colleges. They should be more strictly supervised and controlled by the affiliating university.

RAJAGOPALA, T. S.

1. (a) No.

(b) Not sufficient.

(c) Yes.

2. (a) Yes. Domestic Science and Nursing may also be included in their courses of study.

3. (i) No objection.

(ii) Separate colleges may be necessary for those who have conscientious objection to co-education.

4. (a) Standard is not maintained, research is not attempted at all

(b) Only efficient women must be appointed as teachers. They must also have enough time for research.

RAM, KUMARI S.

1. (a) There are not sufficient facilities. In Delhi at present there is no place where women can study the pre-Medical Science with women; the Hardinge provided such facilities till 1938. Many parents prevent their daughters going in for Medicine for this reason.

(b) The number of graduates in Medicine and for Teaching will be insufficient when we have the extra schools and hospitals we require.

(c) Women have the same variety of tastes as men. The number of women entering any profession will be less than the number of men because most women marry and are busy with homes and even many unmarried women have to keep homes for relations. They have to put the welfare of others before their own inclination to study something.

2. (a) Women should have the same courses as men, but sometimes classes should be separate and hostels always separate. Domestic Science can take the place of Military Science.

3. (i) and (ii) See 2 (a) above.

From what I saw of University education in Japan and know of University education in England, it is not easy for every woman student to get adequate attention nor for every woman graduate to get adequate scope in mixed universities and colleges. In women's colleges the girls learn to run organizations themselves. They are not oppressed nor does their sex draw too much attention to them.

4. (a) According to a lady doctor relation of mine who studied in Cambridge and Sheffield Physiology was better taught at the Hardinge than in Cambridge in 1932 to the under-graduate. According to a man doctor relation in 1941 Pharmacology taught at the Hardinge was of a much higher standard than that in a famous hospital in London. Comparing the graduates from the Hardinge with those from elsewhere a high standard of teaching has been maintained on the whole.

5. (a) The residential facilities in women's college vary. In most of such colleges there are neither sufficient grounds nor a room per student.

(b) University could refuse to affiliate colleges having insufficient grounds and rooms.

RAM, DR. V. S.

3. (ii) Separate for under-graduate classes.

4. (a) No.

(b) By inter-collegiate teaching.

RAMACHANDRAN. S.

1. (a) Yes.

(b) Sufficient at present.

(c) Preferably not. They should not compete with men in other walks of life.

2. (a) No.

(b) & (c) Nursing and Home Science.

3. (i) No. Never.

(ii) Yes.

RAMANATHAN, V.

(i) (a) Increased facilities are desirable.

(b) The number of women graduates is steadily increasing but at present the number available is not sufficient for the needs of the country.

(c) In tune with the times, women are forth-coming to serve the country in other ways also. Teaching and Medicine are no doubt admirably suited for women with the opportunities they offer for service to the community. With the steady expansion of women's education, women's claim to employment in other branches of the public service will have to be conceded.

2. (a) and (b) Not in all cases. For professional technical courses like Law, Medicine, Engineering, Research, etc., the same courses may continue. In other courses, divergent courses for women students should be provided viz., Cookery, Tailoring, Home Science, Nursing, Embroidery, Music, Fine Arts, etc.

(c) Special courses like Nursing, Home Science, etc., may be provided for women students.

(d) To some extent.

3. (i) Co-education may be arranged for Honours courses, professional courses, research, etc.

(ii) Separate colleges if available; if not, women students may be admitted to men's colleges.

RAMANUJAM, DR. S. G. MANAWALA.

1. (a) This University (Annamalai University) has given encouragement to women's education. The number of women students this year is 125.

(b) Not sufficient for Teaching and Medicine.

(c) Not to any appreciable extent.

2. (a) Yes; but not identical.

(c) Yes.

3. (i) No.

(ii) Yes; separate colleges would be better. Co-educational institutions have to solve special problems arising out of the admission of women.

RAMASWAMY, P.

2. After Secondary education women should have facilities for branching off into courses of studies suited to their special equipment and functions in life. Needle craft, Home Nursing, Child Psychology, Domestic Hygiene and such other subjects should be the special province of women.

6. A phenomenon which should not be ignored, or lost sight of, is the fact that college-going girls are sorry specimens of health and strength. It is a matter for investigation by experts, whether this is due to something inherent in the courses of studies or due to the repressions of adolescent youth.

RANGACHARI, M. V. V. K.

2. (a) Yes, with suitable variation adapted to their peculiar requirements, habits and temperament.

(b) Domestic and Social Utility Sciences should receive greater emphasis.

(c) As supplementary to general courses, and in lieu of those branches of activity which call for masculine strength and abstract theory.

(d) Partially successful.

3. (i) No objection in respect of subjects which do not rest on sex discrimination or provoke unwholesome suggestion in regard to sex.

(ii) Yes, some separate colleges for women also have to be maintained where special Faculties may be developed.

4. (a) Fairly satisfactory in the standard of teaching. Research is less satisfactory, judged by results.

(b) Better equipment and import of higher quality of instruction from overseas if need be.

5. (a) Capable of great improvement.

(b) Facilities for exchange between similar institutions, sending candidates for training abroad and import of modern ideas and originators of schemes from Europe, America, etc.

6. Married adult women should be capable of gaining facilities for education suited to their social condition and within the limits of family life. Postal tuition and examination may be extended to such cases with personal instruction from visiting teachers at convenient intervals between college terms. The university should be capable of attracting not only whole-time students but women on part-time tuition basis also, even if the period of teaching be extended before permission is given to appear for an examination.

RANGANATHAN, DR. S. R.

1. (a) There are sufficient opportunities for the education of women in the universities.

1. (b) The number of women graduates is sufficient to meet the present needs and opportunities. But the number must be increased as the country develops. More women teachers and doctors must be produced.

1. (c) Home Science, Law, Library Science, Commerce and Agriculture are some of the additional professional courses which may be taken up by women.

2. (a) Many of the University courses can be common to men and women.

(b) But courses like Engineering may be difficult for women while courses like Home Science may not attract men.

3. (ii) Separate colleges for girls will be advantageous for the pass course. But for Honours, professional and research courses, it is desirable to have common colleges.

RAO, H. S. MADHAVA.

1. (c) Yes. Journalism, Law, Social Sciences, Library courses, Civics and Hygiene, Business Management and Nursing.

(2) (a) Certain courses must be provided exclusively for women, which will make them more useful as citizens and good housewives.

(c) Yes.

(3) (ii) Yes.

(4) (a) No research is being done.

(b) Research work cannot be undertaken in women's colleges under existing conditions.

RAO, K. S. RAMAKRISHNA.

3. (i) Common classes with boys should be avoided after the age of 10 or 12.

(ii) Separate colleges for women are highly desirable.

6. Generally speaking the education of a woman must be such as to make her fit into the family contentedly.

REDDY, M. GOVINDA.

1. (a) Yes.

(b) No.

(c) They can. They will be good at any profession.

2. (a) They may have the same courses.

(c) Courses in Music, Painting, Embroidery, Domestic Sciences, Child-Rearing, Tailoring, Dairy and Gardening, etc., may be had.

3. (i) No objection to common classes.

(ii) No.

5. (a) In Mysore, it is quite satisfactory.

ROY, MISS N.

2. (a) Yes.

3. I see no reason why girls should not have common classes with boys. At the same time I hold that girls' colleges are necessary and have an important role.

4. (a) Unfortunately not.

(b) The same steps should be taken as in the case of men's colleges and universities to ensure highest standards of teaching and research.

5. Generally very satisfactory in Mission colleges; not so in others. The difference is not due to the generally prevalent wrong notion that Mission colleges have unlimited funds but to the fact that they set a high value on these aspects of education.

RUSTOMJI FARIDOONJI, MRS. HILLA.

1. (a) No.

(b) No.

(c) Yes. Every course should be open to women, and they should be given facilities to join any of these, and any profession.

2. (a) Yes. For some years now, a new branch of studies has been added to Women's education, *i.e.*, Home Science.

Its full practical and theoretical course is being given at the Lady Irwin College, New Delhi, and within the few years of its existence, hundreds of students have availed themselves of it. But this should not bar any woman student from taking up any of the university courses, if she so wishes.

(c) In a way, I am against the Degree course in Home Science, as I believe the best results can only be had with Practical training, and it would be most difficult to have a University Practical examination.

SAHU, LAKSHMINARAYAN.

1. (a) No.

(b) No.

(c) Yes.

2. (a) No.

(b) Yes, Nursing, Home Science, etc.

SARKAR, B. B.

2. (a) Yes.

(c) When the girls are following the same course of study as the male students, they should follow the same curriculum. There are all classes of girl students. There are some who want to go in for specialisation in Arts or Science like their brothers and want to join a profession. There are others who are going in for general education. In the case of these students, it will probably be very useful to have opportunities for learning something about Nursing and Home Sciences.

3. (i) Not in the B.Sc. or M.Sc. classes.

(ii) As discussed above there may be girls, who have joined the university for getting a general education. It will be of advantage to have a Women's College for General Education and Household Science for these girls.

SARKAR, N. K.

1. (a) No.

(b) No. The number is not sufficient.

(c) Yes.

3. (ii) I would have separate colleges for women.

SARLA DEVI.

Oral Evidence.

I want co-education but up to 12 years only. After Secondary education, during the College education they must have separate residential institutions like the Poona Women's University. Otherwise, it would not be possible to give a different system of education to our women. The curriculum must be changed and must be different from that of the men. It would not mean heavy expenses. I do not want to provide them with cemented buildings. Our old type thatched sheds will do. Buildings are not required for higher education. In olden days our education was done in Naimisaranya, Tandakaranya, Panchabati and places like that.

I want that some mild military training should be given to girls in order to enable them defend their honour. As you know they were helpless in the recent Punjab and Bengal riots, simply because they were unprotected.

SASTRI, V. APPAYYA.

1. (a) Yes.

(b) No.

(c) Law and Domestic Science courses.

2. (a) Yes, especially in the modern times when they claim equality with men for all professions of studies and employment, neglecting their natural domestic home life.

(c) Yes. A special Degree course in Nursing and Home Science (euthenics) is essential for women, since women are by nature best suited for the above. They can put their knowledge thus obtained into practical use every day in their families and thus can maintain a happy home life.

(d) They must be made attractive and successful.

3. (ii) I favour separate colleges for women for teaching.

4. (a) Teaching is good though not of highest standards.

(b) There is no need for separate colleges for women in research studies.

5. (a) Yes.

6. By encouraging the women students also to take to classical studies which gives them true culture. They can thus be free from the evils of modern civilization and can enjoy the benefits of true civilization which is nothing but simplicity and service and truth and non-violence.

SESHAIYA, R. V.

1. (a) Just sufficient.

(b) Not sufficient for Teaching and Medicine.

(c) They can.

2. (a) Yes, but not identical.

3. (i) No.

(ii) But separate college would be better.

SETTY, K. SUBBIAH.

1. (a) No.

(b) No.

(c) Yes, even legal, judicial, and administrative works can be taken up by women.

2. (a) Domestic Sciences like cooking, nursing the children and the sick, and managing the household affairs well and efficiently according to the income of her family should be compulsorily taught to every girl student.

SHUKLA, DR. P. D.

2. (a) Not necessarily.

(b) In addition to all the courses available for men, I think there should be additional facilities for instruction available to women for (i) Home Science (Euthenics), (ii) Nursing, (iii) Anatomy, Physiology and Hygiene, (iv) Arts and Crafts; and (v) Fine Arts.

3. (ii) No.

4. (a) I am acquainted with the Isabella Thoburn College for Women, Lucknow. In my opinion high standards of teaching are being maintained there, but not of research.

(b) I think for maintaining the high standards of teaching and research the women's colleges should have no problems of their own different from those for men's colleges.

5. (a) In the Isabella Thoburn College mentioned above the arrangements for residence (including organization of corporate life and games) are fairly satisfactory.

SIBAIYA, DR. L.

2. (a) & (b) Yes, except in respect of Home Science and Fine Arts which should form one of their optionals.

3. (i) No objection, if it is introduced from the elementary stage; it should not be introduced as a novelty at the university stage.

(ii) No.

4. (a) & (b) In trying to secure only lady teachers in such institutions, often question of academic merit may have to be left in the background. As a consequence standards of teaching and research suffer. This is one more reason for co-education.

6. Degree courses for women must include among the optional subjects the following :—

(i) Home Science (Euthenics).

(ii) Music.

(iii) Drawing & Painting.

(Nursing being made compulsory along with social work).

SINGARAVELU, M.

In Mysore University there is provision for a diploma course in Domestic Science but so far as I am aware women have not taken that course at all.

SINHA, SUHRIDCHANDRA.

1. (c) Not yet fit.

2. (a) No. Nursing, Home Economics, Kindergarten, Decorating, Child Welfare, Social Service, Music, Arts, Handicraft, etc.

3. (ii) No. Have co-education but at the same time there should be some women's colleges.

4. (a) No.

(b) Unbiased head.

5. (a) No.

6. Women students should not have any preferential treatment which is in vogue here.

SOULE, KUMARI ZILLAH.

1. (a) No.

(b) No.

(c) Yes.

2. (a) Yes.

(c) Nursing, Euthenics, Social Education.

(d) More or less.

3. (i) No.

(2) Yes.

4. (a) Yes.

(b) Whatever is attempted in men's colleges.

6. Sex education is neglected.

STANISLAS, REV. SISTER MARY.

1. (b) No.

(c) Yes.

2. (a) It depends on their profession.

(c) Yes.

3. (i) Yes.

(ii) Yes.

SUBRAHMANYAM, M. V.

2. (a), (b), (c) & (d) As women are required for Teaching and Medicine, they must have the same courses of study as men. There are also some subjects suited to their sex like Music, Domestic Science, etc., in the present system. There is no need for a separate course of studies for women.

3. (i) & (ii) I am not in favour of co-education in the college classes. Separate colleges for women will be better.

SUNANDAMMA, SM. T.

Oral Evidence.

I am of the opinion that an average women must be given such an education that she may become a good wife and a good mother. She may be given something of general Science, Arts, etc., along with Domestic Science, General Sanitation, Personal Hygiene for an average woman.

They must not be deprived of giving the B.Sc. or I.Sc. course if they wish to go to medicine or if they want to specialise.

Under the present system women do not know what to do after they obtain their degrees and they will marry and stop at home and the whole education they had received in the university classes goes waste.

I think mere general principles of Science will do for them so that they may appreciate their children studying and give them some guidance when they become mothers.

There are a few scholarships for women. But when compared to men they are very low. Very few women are sent from the State for foreign studies. I think more allotment has to be made in this direction so that they might be useful for the society.

In my opinion there must be co-education right through so that the sex feeling may diminish.

Now-a-days a tendency has grown amongst boys not to marry college girls. They prefer an S.S.L.C. or an L.S. girl coming from a village than a modern city girl who is graduated in our universities. I do not know the exact reason for this and I don't know where the fault lies. There is something radically wrong in our present system of education. I suggest that a system may be evolved to give our girls the best education so that they can be useful mothers, teachers and doctors.

SUNDARAM, P. S.

1. (c) Some of them may like to get into the Civil Service, the A.I.R., etc.

2. (a) The latest opinions seem to be against this. But for the Medical or Teaching profession there need not be two different courses for men and women.

(c) Yes, for those who wish for it.

3. (i) In no case would I object to girls having common classes with boys.

(ii) I personally am not for separate colleges for women, though if expert opinion is for separate courses for women, separate classes and separate colleges for women would seem to be the logical issue.

4. (a) In most of the colleges with which I am acquainted, *e.g.*, Queen Mary's, Madras, Isabella Thoburn, Lucknow, very high standards are maintained. But if we could get the best teachers—men and women, in one place, obviously both boys and girls will benefit. The ideal solution would probably be to have inter-collegiate lectures wherever possible.

TIETJENS, DR. O. G.

1. (a) Yes.

(b) The number of women graduates in the professions of Teaching and Public Administration is sufficient, but in Medicine, it is insufficient.

(c) No.

2. (a) No.

(b) The course of study should be so framed as to be more helpful to make them good mothers and housewives, giving more attention to the Finer Arts and Domestic Science. But those women who have got a decided flair for academic education should have the same facilities as men.

(d) Yes, *e.g.*, Karve's Women's University at Poona.

3. (a) No.

(b) More residential accommodation and more facilities for sports.

6. The present system of women's education, based as it is upon man's needs, does not in any way make them fit for coping with the practical problems of daily life. Their education should give them a practical bias, especially from the view-point of families, for making them good mothers, teachers, doctors and nurses.

THADANI, N. V.

1. In Delhi women have the same opportunities as men.

(c) Some of them want to, I believe.

2. (a) No.

(b) They should have a wide option of subjects of study, including, what is called, liberal education, Domestic Science and a course of Nursing.

(c) I would not recommend a Degree Course in Nursing and Health Science.

(d) Not quite.

3. (i) It would be best to keep them separate upto the Degree stage. At the post-graduate stage, classes may be common.

(ii) Yes.

VAKIL, C. N.

The system prevailing in Bombay is satisfactory. In all colleges there is co-education and there is also a separate college for women. The Indian Women's University in Bombay also caters to the special needs of women.

With the growing number of women students at the college and university stages the problem of suitable hostel facilities under suitable supervision has considerably increased. Except small efforts here and there, this problem has not been attended to at all and it needs urgent attention.

WEST BENGAL COLLEGE AND UNIVERSITY TEACHERS' ASSOCIATION.

1. (a) No, want of residential facilities, etc.

(b) No.

(c) Yes.

2. (a) Yes.

(c) Yes.

3. (i) No.

(ii) No.

YODH, DR. B. B.

Men and women should have equal opportunities throughout. Additional courses such as Dietetics, Nursing, Fine Arts may be made available to large number of women students. Women teachers should be employed far more often than at present in all Universities and for all colleges. There may be Women's Universities in certain areas to begin with, but ultimately they should disappear as separate entities.

QUESTION XX.

AKBAR, S. ALI.

1. Very unsatisfactory.

2. (a) Admitting all students of the backward classes fit for university education.

(b) Liberal financial assistance in the shape of freeships and bursaries.

AKSHAIBAR LAL.

2. At the university stage financial assistance and special tutorial coaching will do away with the need of any relaxation of standards.

ALI, SYED MEHDI.

2. No preferential treatment should be accorded.

ANDHRA TEACHERS' FEDERATION.

Backward classes of students have to be encouraged with stipends and scholarships to take to higher courses of university studies.

ASAF ALI, HIS EXCELLENCY.

The general state of education among the backward classes in Orissa is deplorably poor. Every effort, however, is being made to encourage education among them by offering free education and the grant of scholarships and other facilities. However, it is not true that by the time they are well equipped to reach the university they show any deficiency of intellect or talent and therefore the question of relaxing any standards at the university stage does not arise in my opinion.

BALAKRISHNAIYA, JUSTICE N.

The state of educationally backward classes had always been very poor. The advent of a foreign government had made them callous to the needs of democracy. A bureaucratic government found it easy to impart education among classes which were ready to absorb education, and they were satisfied as such men were required for services. The larger question of educating the mass of the people of India is a national question and any question of the backward classes is of a primary national cause and therefore every effort should be made to raise the level of education of the backward classes by giving them special facilities like scholarships, relaxation of standards of admission to the various technical courses and special provisions in Service Commmissions to employ them.

BHATTACHARYA, K. K.

1. Unsatisfactory.

2. By giving scholarships to meritorious school boys after they pass their examinations, to enable them to join universities. Facilities for buying books should also be afforded.

BHASKARAN, R.

1. Progressing slowly.

2. Teachers should bestow special care on the students and help them with their work.

BHASYAM, K.

I can understand the terms used for either Harijans or other depressed classes. There are sub-sects of certain communities well off otherwise, who are backward in education not because they have not taken to education in colleges but because they employ themselves more profitably in agriculture, trade or commerce or crafts; to call these people backward is an abuse of the term. Any consideration shown should be confined to Harijans only. They must be given special facilities by way of state aids. I should make it clear that for showing concessions to certain communities, efficiency and standards should not be lowered; by doing so, we are doing injustice to the community at large. There is somehow an impression gaining ground that a member of the favoured class should be given admission even if he does not get the required marks; such persons demand promotion to the higher classes by concession marks. If they pass out, they get special treatment at the hands of the Government. This sense of dependence on concessions at every stage, if developed in the minds of the community, will sap the self-respect and the vigour of the community: standards must not be lowered but encouragement must be shown to any community backward on account of poverty and suffering for want of opportunities and special consideration given by way of scholarships, prizes, etc.

CALCUTTA, UNIVERSITY OF.

The backward classes in the University have the same facilities as other classes. Special scholarships and stipends are awarded both by the Central and Provincial Governments for the advancement of education among the backward classes.

DASANNACHARYA, DR. B.

1. Poor.

2. For a period of 5 years in the first instance they should be trained free of all charges including food.

DESHMUKH, DR. PANJABRAO.

Although the backward classes have been making a determined effort to get education, the state of affairs of education continues to be extremely unsatisfactory. The system of education or admission to

Government institutions continues to favour admission of only the higher caste boys with the result that the backward class boys are generally relegated to inferior institutions. On the one hand they are effectively denied better kind of education and then stamped as being less efficient and qualified than others. This ought to be stopped.

It is gratifying to know that the population basis is being accepted as a standard for many purposes. I would like this to be the case with admissions to Government institutions also not so much by divisions into castes but a somewhat elastic division of the whole population into 3 classes—Advanced, Intermediate, and Backward. This classification for purposes of recruitment to Government services is in vogue in the Bombay Presidency. The admissions should then be according to the population of each group. Otherwise those who have already received undue advantage continue to exploit education with which goes culture, higher standard of life as well as appointment to Government and other jobs.

For the maintenance of standards there may be competitive examinations for admissions from each group or they may be required to satisfy some requirements, *e.g.*, total of marks in Matriculation before enrolment. Over-education of certain communities, as was the case in the Madras Presidency continues unchecked in C.P. and Berar and Bombay Presidency. The Madras Government have taken steps to minimize the evil of this monopoly. Something in the nature of the steps taken by the Madras Government ought to be enforced wherever similar and worse circumstances obtain. There is of course an unholy shouting and clamour against the present Ministry in Madras in this respect. I for one feel that what is being done there is thoroughly justifiable on even humanitarian grounds.

DESHMUKH, R. M.

1. Very unsatisfactory. The term " backward classes " is also not clearly defined. The result is that certain educationally backward classes are neglected altogether and fall between the two stools of efficiency or merit on one hand, and preference and privilege on the other. Thus non-advanced class Hindus suffer and increasingly remain backward and get crowded out by preferences being restricted to Muslims, Scheduled Classes and the like. This system needs to be corrected in the interest of general advance of the country.

2. I would contemplate that relaxation of the standard of admission for all backward classes in a two-fold manner may be needed.

(i) In respect of admission being permitted of boys comparatively older than the average class.

(ii) For preference seats, by admission of boys into classes, who satisfy the minimum and not the absolute or highest standard. Once admission is secured there should, however, be no further differentiation. This if permitted makes the student a victim of an inferiority complex. This must be avoided.

DIWAKAR, HON'BLE R. R.

1. It is very poor, though recently special hostels and freeships are affording greater facilities.

2. To push up the more clever ones among them is the only way. But my own feeling is that backwardness based on caste should go. It should be based on backwardness as such, be the caste what it may.

DUBE, PT. K. L.

The number of successful candidates at the B.A. and B.Sc. examinations of Nagpur University in the last 5 years was as follows, *viz.* :—

1944	...	...	...	11
1945	...	...	...	7
1946	...	...	...	14
1947	...	...	...	10
1948	...	...	...	7

2. Freeships, exemptions from payment of tuition fees and examination fees (in part, or whole) are already provided for them in this University.

Maintenance grants from Central funds may be continued for them for another 5 years.

DUTTA, DR. R. N.

1. The state of education among the backward classes, especially Harijan class, is wholly unsatisfactory in the province of Behar as the University does not provide all requisite facilities in respect of their education.

2. It should be the duty of the State to see that all students belonging to backward classes and Harijans, who have a taste for higher education should be provided with all possible facilities, and special attention should be paid to the fact that career of meritorious students may not stop on account of pecuniary and other difficulties. There should be reservation of seats in different Faculties for their education. I think State will be doing a lot for the backward classes and Harijans, if they do some constructive work in this direction. This was one aim of life of Mahatma Gandhi, the father of our nation.

EAST PUNJAB UNIVERSITY.

1. Unsatisfactory.

2. Recent scheme sanctioned by the Government for scholarships reserved for Harijans and backward Sikh classes should help to improve things.

GAUHATI UNIVERSITY.

2. More scholarships should be available for the students of backward classes.

IYA, DR. K. K.

1. Until recently in Mysore University the so-called backward class had the same opportunities for admission into universities as other classes with a certain percentage of seats reserved for them. However within the last few years, the situation has changed markedly. The admission of these candidates has been made even when the academic records did not warrant such admission. On academic plea of encouraging the education of backward classes deserving candidates of other communities have been denied admission in Government colleges and the admission of candidates is strictly based on communal considerations instead of merit.

2. (a) It is necessary to abolish all considerations of caste, creed or sex when admissions to the university are considered. It should be enforced that the " caste " " or community " of a student is not specified in either his application for admission or his answer books in an examination.

(b) Ample encouragement, financial and otherwise, should be given to poor students of any community at the High school and pre-High school stage and the performance of the candidates at the Matriculation should be the sole criterion for admission into the university if a high quality of student is to be our goal.

IYENGAR, T. S. RAJAGOPALA.

1. There are, no doubt, certain communities which are backward educationally. But they are also now rapidly taking to education and university education too.

But university being the place for higher learning and research, not all people of all strata could take to it and at the same time doing justice to it and fulfilling the aims of university education. Only select few who have an aptitude and ability for it must be given that higher education. Communal considerations should not weigh, lest real ability may suffer. Such loss and wastage of intelligence and ability would be a national loss.

2. If admissions are made with this prospect in view, many who are now flocking to university may not be entertained then. And if this view is taken both forward and backward classes may secure admission.

JUNG, NAWAB ALI YAWAR.

1 & 2. Special efforts have been made by the State to provide education for the tribals in the State and special text-books have been prepared in Gondi for the Gonds. There are special schools also for the Scheduled Castes. Work among the tribals is not more than five years old. As far as the Scheduled Castes are concerned, very few seek admission to the colleges, though the numbers are constantly increasing. The standards for admission have to apply to all.

Scholarships would appear to be the best inducement, particularly as they are generally poor. The State has created a Trust of Rs. 1 crore for assistance of the Scheduled Castes and some scholarships are given out of that Trust to Scheduled Caste students.

KARIAPPA, S.

1. The education of the backward classes is at the lowest ebb in our part of the country.

2. Their education can be advanced in two ways. (1) By giving them financial aid by way of fee concessions and scholarships. (2) By making arrangements for giving special attention so far as their studies are concerned.

KRISHNAMURTI, K.

1. The state of education among backward classes is generally rather poor in spite of all efforts to give them every encouragement and advantage.

2. While all facilities, *e.g.*, preference in admission, free tuition, special stipends, general encouragement and special attention to their work and progress should be provided for the backward classes, the standards of the examinations must not be lowered for their sake.

LUCKNOW, UNIVERSITY OF.

1. A slight progress has been registered. Backward classes are very eager to receive education but their poverty stands in their way.

2. By granting maintenance allowances. Members of Scheduled Castes receive free tuition in universities of U.P. This concession should be extended to students of all the backward communities. Besides, poor students of these classes should receive maintenance grants as well, as a matter of course.

MADRAS, UNIVERSITY OF.

Education has yet to make up leeway among some of the backward classes, and certain special provisions have been made for the encouragement of such backward classes.

So long as persons who are qualified by the rules for admission are admitted to the University, there can be no question of lowering standards, and nobody who is not qualified will be admitted; nor is there any special relaxation for purposes of qualifying for a degree or other examinations.

MAHADEVAN, C.

1. Very backward.

2. By selecting really talented boys from the earliest classes and giving them free boarding, lodging and instruction.

MAHANTY, R. N.

1. More schools are now opened for them.

2. No relaxation of standards should be allowed.

MEDICAL COUNCIL OF INDIA, NEW DELHI.

1. Really backward.

2. Some financial help to deserving students should be earmarked for backward classes only on non-denominational basis.

MIRASHI, V. V.

1. It is not satisfactory.

2. By adequate financial assistance.

MOHANTHY, G. C.

1. The backward classes should be given all facilities for studying and in employments.

2. Relaxation of the standard should not be effected in the interests of efficiency. Some other privileges in matter of examination fees, school fees, etc. may be given, but never in the intellectual attainment should there be any difference between the backward class and other men.

MUKHT, C. A.

1. Deplorable.

2. By helping financially deserving students from amongst the backward classes.

NAG, U. C.

1. Very unsatisfactory.

2. Equalise opportunities for sufficient stipends for such as are fit to receive higher education.

NAICKER, T. R. KANNAPPAN.

(1) Very poor.

(2) On the lines that the interests of the Depressed Classes and Untouchables are safeguarded in the Constitution.

PANDHARIPANDE, S. L.

1. They are slowly coming forward.

2. They should get stipends from the Government.

PANNIKAR, P. R. PARAMESWARA.

We find that members of the backward classes are able to reach the standards required by the University without any relaxation of standards. Financial assistance, however, is usually necessary, and is being given by the Government.

PARIKH, RAIKLAL S.

1. Not quite satisfactory.

2. A sort of propaganda of the great advantages of University education amongst them and by a provision of scholarships for deserving poor students.

PRADHAN, N. C.

1. Not very satisfactory.

2. Proper selection of students and liberal State aid throughout the Secondary stage should ensure for students of backward classes equal opportunity at the university stage.

PUTTAPPA, K. V.

1. It is very low.

2. Some concession to students of backward classes may be shown. For example in matters of admission to advanced courses and subjects some preference may be shown. This must, however, be a temporary arrangement, say for a period of 10 years. This arrangement will provide equal opportunities for the less advanced classes to enable them to come up to the level of the more advanced.

RAM, KUMARI S.

1. When there is free compulsory education for all there will be no backward classes, only backward individuals.

2. University stage will be provided for by scholarships.

RAMANUJAM, DR. S. G. MANAWALA.

1. It has already begun to spread among the backward classes.

2. By arranging for special tutorial assistance and providing financial assistance where necessary.

RAMASWAMY, P.

Among backward classes, education during recent times has been making rapid strides both in the High School and in the College stage. During recent times, there has been an unhealthy tendency to relax standards, but this is mistaken sympathy. It would be all right to encourage them by giving additional facilities for studies, but standards should on no account be relaxed.

RAO, A. G. RAMACHANDRA.

(a) Inadequate.

(b) Some scholarships may be earmarked for backward class students for a specified period, say, ten years. They must be awarded on consideration of merit only. The interference of non-academic bodies in the award of such scholarships must be stopped. On no account should a scholarship be awarded to an indifferent student.

RAO, P. RAMACHANDRA.

Backward classes must be abolished by a quick-paced introduction of socialism. A backward individual or class is a weak link in the national chain.

RAO, V. C. VESAVA.

A certain percentage of seats should be set apart for Scheduled Castes—even if a relatively low standard is kept for them ultimately it would not prove injurious.

SAHU, LAXMINARAYAN.

1. Very few.

2. Backward classes should be monetarily helped.

SASTRI, V. APPAYA.

1. Although education is slowly spreading among backward classes, still it is awfully in a backward condition.

2. It is impossible to relax standards since university education itself implies that it is meant only for persons who can come up to the university standards. If the standard is lowered it cannot be given the name 'university education'.

SEKHAR, INDU.

1. Not quite satisfactory.

2. Provision should be made by liberal grant of stipends and other facilities to deserving students of backward classes.

SHIVESHWARKAR, S. W.

1. Not sufficiently advanced.

2. Liberal stipends.

SIBAIYA, DR. L.

In spite of encouragement by special scholarships, etc., by Government, the state of education among backward classes has not advanced sufficiently. More of them should come up for Primary and Secondary education. Having been without education for generations, it is not advisable to push them all suddenly. But gradually their coming generations will certainly come up for university education. *Admission therefore to universities should be only by merit* and any consideration of transforming overnight the backward classes would defeat the very object of university education.

SINGH, GUPTA NATH.

1. Very poor. There are several classes in which very few persons are literate. Such is the state of affairs in Bihar. This is mostly due to poverty.

2. Special encouragement to and special arrangement for teaching should be made. It is a matter of experience that students of backward classes are as brilliant as students of advanced classes if they get adequate help and opportunities.

SINHA, SUHRIDCHANDRA.

1. Practically there is no distinction here.

2. Standards should not be touched, special concessions for the backward classes degrade the abilities and have adverse psychological effects on them.

SOULE, KUMARI ZILLAH.

1. Very poor.

2. Emphasise quality if backward class candidates are admitted.

SUNDARAM, P. S.

1. Pretty poor.

2. By making provision by way of scholarships, etc., but by insisting at the same time on the same standards for every body.

SWAMY, P. D.

1. Very poor.

2. The students from among the backward classes be made to attain the proper standards before they enter the university stage. I do not approve of any lowering of standard at the university stage for the purpose. Instead they may be given special attention by the teachers and if need there be extra classes may be arranged for them.

THOMAS, R. P.

1. Backward classes are generally poor. Much more financial help is immediately necessary for their education than what is being given at present. There are brains among them and these should be subsidized liberally and given enough facilities. More schools are necessary in the areas where they abound and the best kind of teachers should be employed in these schools. This will push the growth of university education among them.

VENKATACHARI, A. R.

Backward classes should be given facilities to build up their social and moral stature to the same level as other classes, but it is essential that they should not be a drag on other advanced classes and other lines of activities and in the building up of the nation which is the ultimate object. Naturally they should work harder and should not expect to be spoon-fed except to the extent that they are physically unable to help themselves.

QUESTION XXI.

AIYER, T. K. DURAISWAMI.

11. Leaders of parties in public life do not quite feel that talent wherever found should be utilised to the fullest extent if the maximum national good is to be achieved. Boys and girls of ability who could derive benefit from university education should not be denied the facility on account of lack of means. Scholarships on a large scale will have to be provided by private bodies and the State for this purpose.

ALI, SYED MEHDI.

6. (b) No.

(c) No. Conditions vary with locality.

(d) No fee at all should be taken.

10. To equip laboratories and furnish libraries.

ANDHRA TEACHERS' FEDERATION, MASULIPATAM.

The Central and Provincial Governments should sanction liberal grants for the encouragement of university education.

ANDHRA COLLEGE TEACHERS' ASSOCIATION.

Oral Evidence.

In the Andhra University area, not many institutions could have got any kind of building grant or help even for the first construction. Unless building grants are given on a liberal scale, it will not be possible for the colleges to have adequate buildings to accommodate the students. Government gives grant on the basis of grant-in-aid code. The teaching grants are mainly for fee concessions foregone. What the private colleges get from the Government is very little. The position is very unsatisfactory and it would be just if the colleges that come under this University are given similar kind of treatment as is meted out to the University. The University is given block grants, special grants for construction, etc. Similarly if the colleges want to open new courses, it may be done.

Some time ago the University Colleges were conducting the Pass course. The University Colleges and the private colleges competed and the private colleges did not fare badly. They were doing better than the University Colleges. As things stand we cannot hope much from the private colleges as nobody takes pains to encourage them.

ANNAMALAI UNIVERSITY, DEANS OF THE FACULTIES OF ARTS, SCIENCE & ORIENTAL LEARNING.

Oral Evidence.

We very much desire that the Government of India should recognise that there are some South Indian Universities which require financial help. We do not forget that Banaras and Aligarh are Central

Universities. But if we are treated on a parity with the universities of Northern India and grants made, we would be very much benefited. Greater attention should be given by the Government of India to the needs of South Indian Universities, and particularly our own.

ASTHANA, NARAYAN PRASAD.

1. No.

2. (a) No.

(b) After a careful examination by the Grants Committee, block grants should be fixed for a period of five years.

(c) The University Grants Committee should be framed on the basis of Grants Committee in England and they should have alike powers and functions.

6. (a) No, they are low.

(b) Yes.

(c) Yes.

(d) No.

7. Yes, very small Government grant and low examination fees.

10. Libraries and laboratory equipments.

11. (a) No.

(b) No.

(c) 100 per cent.

BHATTACHARYA, DR. D. R.

1. The financial condition of this University is deplorable. It has a running deficit of about Rs. 8 lakhs and its future is not very bright unless Government aid is forthcoming to wipe out the deficit and to provide for present and future needs.

2. (a) No. A small University Grants Committee consisting of whole-time paid incumbents is suggested. Their duties should be to visit the Universities at least every alternate month, and study the requirements.

(b) (i) The University should be provided with a block-grant every year after close scrutiny of all its resources and income and expenditure, and (ii) The present University Grants Committee should be reformed in such a way that it could meet at each University Centre every alternate month to consider the needs of the University.

(c) We have no experience of this Committee and cannot make any suggestions.

(d) Provincial Committees can serve the purpose.

(e) I have no knowledge of the Central Committee and therefore cannot make any suggestions.

3. Seeing that the Teaching Universities have produced men who have done very well in competitive examinations and have done well in research I do not think the expenses incurred on the teaching

Universities have been a waste compared with the expenses incurred by the Universities in the West; it must be admitted that our results have been comparatively very satisfactory with the meagre resources at our disposal.

4. As far as is known to me the University is under-staffed and ill-equipped in all its sections and expenses cannot be avoided anywhere until the workable capacity of the inferior and ministerial staff is improved.

5. (a) At present no possible ways are suggested.

(b) No suggestions can be offered.

6. (a) Yes.

(b) No, not at present.

(c) The Provinces should be left free to consider their own requirements.

(d) Government grant should be further increased so far as this University is concerned.

7. The deficit in this University would be about Rs. 8 lakhs. The deficits are due to the fact that (1) The Government did not sanction the dearness allowance and cost of living allowances which the University had been giving to its employees; (2) due to rise in prices and consequent increase in the cost of materials and scientific equipments, printing charges, etc., for which no additional grant has been received; (3) due to the creation of a number of posts in consequence of the increase in the number of students and institution of new subjects for which no extra grants were received from Government; (4) payment of interest for the loan taken to meet the deficit. The number of students on the roll when the University was re-constituted in 1924 was 949 and the Government contribution was Rs. 6,66,750 and the number of students in 1947 had risen to 4,048 and the Government grant was Rs. 7,65,300, *i.e.*, (recurring grant Rs. 7,53,900 and non-recurring Rs. 11,400).

8. From the Central Government.

9. The average expenditure per student per year during last 10 years was Rs. 479.

10. As per schedule of old and new demands sent herewith.

11. (a) They are fairly satisfactory.

(b) They are not quite adequate so far as poor students are concerned.

BHAWALKAR, DR. D. R.

2. (a) No.

(b) Grants in the initial stages should be given in such a way as to bring all universities on the same level. Wherever a university is found to be deficient in any subject, adequate grants should be given to enable

that university to furnish finances to that department. Government should satisfy that the amount is spent for the purpose for which it is earmarked.

(d) No. There should be one Central Committee only.

3. No. If teaching universities are run on proper lines the national benefits resulting from them in the long run would more than repay the expenses of these universities.

4. No. On the contrary I know of many instances where the universities want to spend money for the right purpose, but they are spending inadequately over even the most essential items. Any economy would be false economy. In fact the whole idea about the expenses of the universities seems to be erroneous. Universities cannot be treated on the basis of or compared with departments having balanced or surplus budgets. Expenses on higher education and research in every field should not be treated as a luxury, but as a necessity and as an investment—in fact the best and safest investment any progressive nation can make.

BOYD, REV. A. J.

Oral Evidence.

It seems to me that the system of giving half the net deficit is quite good.

CALCUTTA, UNIVERSITY OF.

1. The answer is in the negative.

2. (a) This University did not receive any grant-in-aid from Government, either provincial or central, for a long time. From 1926 this University received a grant-in-aid of Rs. 3,00,000 for the purpose of maintaining and developing its post-graduate departments in Arts and Science. The Government grant last year was budgeted at about Rs. 14,50,000 including dearness allowances payable to the members of the University staff—tutorial, administrative and clerical. This University maintains that a statutory grant should be provided for all Universities, on the recommendation of the University Grants Committee. New developments requiring further subventions from the State should be examined separately by the Governments concerned, *viz.*, provincial and central.

(c) The constitution of the present University Grants Committee needs alteration. It is a purely nominated body. The principles of nomination by the Government are not sometimes clearly understood. Its functions differ from the functions assigned to the University Grants Committee in the United Kingdom. In the United Kingdom as is well known, the University Grants Committee is a Committee of the Treasury. In India the University Grants Committee is an advisory body to the Ministry of Education.

(d) This University very strongly urges the establishment of Regional or Provincial University Grants Committees.

(c) The functions assigned to Regional and Provincial Committees must necessarily be allotment of grants to universities functioning within their jurisdiction. Such Regional and Provincial committees should be a composition which can inspire confidence in the Universities. The relationship between the central and provincial committees should be defined according to the principle whether or not a university functions as a purely provincial university or it functions as a regional university or it functions as a university where students from all parts of India may assemble for the purpose of education. This University is strongly in favour of grouping research facilities in the country on a regional basis so as to avoid unnecessary duplication and waste.

4. Avoidable expenditure in education is not known to this University.

6. (a) & (b) The rate of fees for tuition and examination charged as at present by this University is low, but when the cost of living index is considered by this University it is unable to make any proposal for enhancing fees to any considerable extent. Unless the national income increases and unless the cost of living goes back to normalcy, it is impossible to raise the fees very much. The index figure for the city of Calcutta compared to pre-war level as on the 1st of September, 1939 was in December, 1948, 394.

(c) The proposal for standardisation on an all-India basis of the fee rates cannot materialise. The cost of living varies from province to province, from city to city.

(d) The answer is emphatically in the negative. In the United Kingdom Government meets more than two thirds of the expenditure of every single university. In India and in most provinces in India we are still living under the system of colonial budgets on education. Education is yet supposed to be the Cinderella of all State departments. The expenditure on education normally does not go beyond 6 per cent. of the total budget in the province.

7. The answer is in the affirmative. There have been deficits in this University. The reasons for such deficits are many. Broadly put, the political instability in this province, and also partition of this province are in the main responsible for the deficits of this University to the entent of ten lacs of rupees a year. A major part of income of this University was, and is derived from examination fees paid by students as also from the sale of certain University publications. This University lost jurisdiction over two-thirds of its schools and colleges on the 15th August, 1947. In addition, the cost of living led to difficulties amongst the members of the teaching and administrative staff of the University. The salaries of the Administration had to be increased, dearness allowance had had to be paid at a rate not lower than the rate paid by the Government of West Bengal to its employees. This University has thus been faced with deficit of about 20 lakhs of rupees a year.

8. The sources are unknown. Donations and endowments are uncertain factors, although this University is the most richly endowed University in India. It receives annually large donations and endowments from generous donors. The important point, however, which is to be borne in mind in this connection, is that each of these donations and endowments is earmarked and the income derived from them is not applicable to the expenses of general administration. Besides this, the income from private endowments of this University has materially suffered owing to the reduction in the rate of interest by the Government of India. All our investments were 3½ per cent. securities. The rate of interest has been reduced leading to a diminution of the income of this University by nearly a lakh of rupees every year.

9. It is difficult to estimate the recurring cost of the university per student in each year during the last 10 years. Statistics may be obtained, but such statistics are at present not available. The cost of each student per year is given in the Annual Reports of the Director of Public Instruction of the province. So far as the Post-Graduate Departments in Arts and Science are concerned the cost is easily calculable and can be calculated from the Budget of this University.

10. For this University the most urgent requirement is state subvention for the purpose of enabling it to bridge the gulf between the revenue and expenditure.

11. (a) This University is not satisfied with the present state of awards of the scholarships and sizarships. From out of its own funds it awards a number of scholarships to deserving students.

(b) They are neither adequate nor are they sufficient for the purpose of affording opportunities to poor intelligent students to pursue university course, if the standards which prevail elsewhere are to be accepted as model standards. It is said that henceforward England contemplates reserving 75 per cent. of the seats in British Universities as free seats.

(c) Scholarships and sizarships should be increased to the extent of at least 10 per cent. of the total and rules for the award must necessarily be modified so as to admit the poor promising students to the university courses of study. Poverty should not be a bar to the acquisition of knowledge. Intellectual deficiency and moral obliquity alone can be excluded.

DATTA, S.

2. (b) The word "autonomy" is generally used in a very expansive sense by members of the Universities. Governments should not interfere in teaching and examination and research, but they should scrutinize to see if the money is properly utilized. It is expected that in such matters Governments will take the help of expert educationists and examine if grants are properly utilised.

5. (a) The most effective way would be for a strong Provincial Government to check the estimates of expenditure before grants are made. Statutory block grants made without previous examination should be discouraged.

8. Universities should generally depend on public funds, although private donations may be welcome. Commercial and industrial interests may be tapped.

10. (i) The teaching branch of universities should be made free from dependence on fees in examinations.

11. (c) If the number of scholarships and stipends be increased to 20 per cent. of the total enrolment, all promising students would be able to pursue a university course.

DAYAL, BISHESHWAR.

Oral Evidence.

The Constitution of the U.P. Provincial Grants Committee, as it is, is not satisfactory. It should consist of eminent educationists and other men of standing and independence. It is meaningless to have a Grants Committee as an advisory body.

We had the sum of 14 lakhs of rupees deposited in Government papers. The net income from that source is about Rs. 68,000. Government always deducts that amount from the grant. Whatever the University is able to get by donations should be for incurring additional expenditure. But that need not be counted for reducing the grant.

DHAR, DR. N. R.

Oral Evidence.

In France even the highest form of education is at a nominal cost to the university. In London I could carry on research for the D.Sc. degree by paying only 10 pounds a year while the undergraduate fee was £50. I am very anxious that the fees in the highest class should be reduced as far as possible so that more and more middle class people can come in.

The recurring grant of Physics Laboratory was the same a year back as it was 30 or 40 years back, namely Rs. 10,000. It was only last year when I pressed for doubling of the grant, but the committee did not quite see the point. They recommended afterwards that it should be doubled and the Government could raise it only by 80 per cent. From Rs. 9,000 it was raised to Rs. 16,000 in spite of my drawing attention to the fact that the prices had gone up enormously. In the library there are 17 departments in the University and the grant is Rs. 15,000. It has been made Rs. 30,000 this year only. During this period we drew attention to the fact that some of the important scientific journals which were monthly before had become fortnightly and consequently their subscription was doubled. The library grant is ridiculous.

DONGERKERY, S. R.

2. The grants are inadequate. They do not appear to be based on any definite principles. There is no equitable distribution.

(b) The University Grants Committee should be asked to review the situation and recommend grants anew according to the needs and demands of individual universities. The work done by a university should be taken into consideration along with its scope and facilities for future development. After this is done, the Central and Provincial Governments should determine how the responsibility is to be shared between them. The Government (Central or Provincial) must make block grants and not interfere with the discretion of the universities or impose conditions restricting their use in a particular manner, so long as they are used for the main purpose for which they are intended. The only right of Government should be to call for reports and audited accounts, at the end of each financial year.

(c) I would suggest the appointment of a paid Chairman as in Great Britain and enlarge its personnel. Vice-Chancellors should not be disqualified from serving as members, although they should not vote on grants to be made to their own universities. The Committee should hold more frequent consultations with the representatives of universities and of Provincial Governments. Each university should be visited at least once in five years.

4. Affiliating universities spend large amounts on travelling expenses of members for attending meetings of university bodies and committees. The expenditure can be reduced by appointing fewer *ad hoc* committees and refering matters to standing committees only, to which experts may be added if necessary when they have to consider special questions.

5. (a) By a greater co-ordination of activities between the several universities, so that wasteful duplication of effort is avoided.

(b) No.

6. (a) Yes.

(b) No.

(c) This would be neither fair nor possible, because the cost of living varies in different provinces.

(d) No. To take the instance of the Bombay University, in a total budget of nearly 31 lakhs for the current year the total income from students' tuition, examination and other fees amounted to Rs. 24.25 lakhs approximately, while the aggregate of the Government grants came to Rs. 2.75 lakhs. The Government grants taken together are thus one-ninth of the fee income.

7. Yes, during the three consecutive years, 1944-45, 1945-46 and 1946-47 there were deficits, aggregating Rs. 2,22,317. The reasons for these deficits were all-round rising costs and reduction in the interest on investments, while the Government grants remained stationary.

DUBE, PT. K. L.

2. (a) Yes. But no attempts should be made to apply the ordinary procedure for grants to aided schools.

(b) This can be achieved only by intimate discussions between the Vice-Chancellors and the Ministers of Education at the time budgets are framed.

(c) The present-day political and academic conditions would necessarily involve an increase in the financial responsibilities of the Central Government for university education. Problems of financing schemes of development in all universities, Provincial as well as Central should be dealt with by the Committee.

(d) and (e) No. Regional Committee will either prove unnecessary or confusing.

4. There are no major instances of this kind. In the case of subjects in which the number of students is small, lectures should be arranged on an inter-collegiate basis.

6. (a) Yes.

(b) No. In the C.P. & Berar there does not seem to be much room for enhancement, particularly having regard to the economic condition of the people.

(d) The amount of Government grant should be much higher.

7. There has been no real deficit.

8. Some limited help may be obtained from private benefactors in the locality; but it is certain that the universities must look forward in future to Government grants as the main source of their development.

9. As this (Nagpur University) is mainly an affiliating University and a large proportion of students study in Government colleges these figures have not been worked out.

11. There should be two kinds of scholarships, *viz.* :—

(i) those awarded on merit for which the highest standard of attainments may be expected; and

(ii) those awarded for relief of poverty of students where minimum standard should be insisted upon.

DURGA DAS.

1. (a) For general academic purposes they have adequate funds though not for wasting.

2. (a) Yes.

(b) By audit of accounts to see that grants given for specific purposes have been properly and economically utilised.

4. Lot of money is being wasted on creating unnecessary posts and on travelling allowances.

5. It must depend upon a sense of responsibility of the Vice-Chancellor and his colleagues. No rules can create that. Public funds are not properly cared for or protected.

EAST PUNJAB UNIVERSITY.

1. By no means.

2. (a) No.

(b) The respective spheres of the Provincial and the Central Governments in the matter of financial aids to universities should be properly defined. Generally speaking, the Provincial grants should be for the normal maintenance of university education. The Central grants should be for the development purposes. The position of this University is deserving of special notice. The assets of the Punjab University at Lahore were not partitioned as the all-India policy was not to partition the assets of such institutions. The consequence of this has been that the East Punjab University has started from scratch. The financial condition of the province is such that nothing more than a working grant for current activities can be expected from the Provincial Government. It is, therefore, incumbent on the Central Government to give this University a substantial initial grant equal to its share in the assets of the Punjab University in order to enable it to stand on its feet. Additional grants are also required from the Centre to enable it to develop its teaching side which was already insufficiently developed even at Lahore. It is hoped that the Universities Commission will bring the case of the East Punjab University specially to the notice of the Central Government.

(c) So far as the East Punjab University is concerned, it has received no grants up to the present from the University Grants Committee.

5. (a) The East Punjab University is attempting to run on as economical a basis as possible. A great deal of wasteful expenditure could be avoided when the University is given a Central location.

6. (a) On the whole, yes. An increase of fees for all purposes is indicated if better grades of pay are to be provided for the teaching staff. Increase in fees may also bring about the desired reduction in numbers. Any increase in tuition fees, however, should be counterbalanced by a generous scholarship scheme to help the deserving talent which would otherwise be debarred from University education on account of poverty.

(b) As above.

(c) On the whole, yes.

(d) Not in this University which depends mostly on students' contribution. Government grants should be greatly enhanced.

7. Yes. The main reason is that this University started without any assets and with considerable liabilities.

8. There are hardly any fresh sources in this province which can be tapped.

9. Records for the last ten years are not available. Cost per student per annum for the Science Hons. Schools Departments is about Rs. 1,576. The cost on the Arts side cannot be calculated as the work is shared between the University and affiliated colleges.

10. Building grants for the construction of the University teaching Centre, laboratories, etc., and administrative offices. Secondly, for the employment of teaching staff for the various departments of the University. Thirdly, for research purpose.

11. (a) On the whole, yes.

(b) Not adequate. All University scholarships are open scholarships and the economic means of the students are not taken into consideration in their award.

(c) The number of scholarships specially for the research stages should be increased. There are at present no sizarships. These should be introduced, and in their award a "means test" should be employed.

GAUHATI, UNIVERSITY OF.

1. No.

2. (a) The present grant of 5 lakhs of rupees to this University by the Provincial Government is entirely inadequate.

(b) Under the Gauhati University Act, Sec. 13(a) the Executive Council has to submit to Government annually a full statement of the financial requirements of the University.

(c) The Central University Grants Committee should be provided with funds for distribution among the universities according to their requirements. The Committee may be granted powers of inspection.

(d) No.

6. (c) No.

(d) No. There is a case for enhancement of examination fees at this University.

10. Provision of scientific and technological studies.

GAUR, HARI SINGH.

Oral Evidence.

The position is we are not getting sufficient money from the Provincial Government for equipment. The Provincial Government has given Rs. 3 lakhs recurring grant and they have said they would give 15 lakhs for building, equipment, inclusive of library, and scientific

equipment. Apart from the endowment, they have given 10 lakhs for building and equipment. They have promised to pay 5 lakhs this year for the purpose.

The first College in C.P. was started at Saugor and it was then shifted to Jubbulpore. We claim that Saugor is the best place for the University.

During the war the Military was in Saugor. They selected the place on account of its salubrious climate. Saugor has been used as convalescencing centre for British soldiers.

We have not gone about collecting money. We have collected about Rs. 1,21,000 from the public. There would have been more. Because we did not make much progress, public subscription has not been forthcoming. The Maharajas are themselves worried about things now.

GHOSH, J.

1. No.

2. (a) No. When grants are sanctioned, specific allotments should be made for different branches of teaching and research. The amounts should be considerably increased.

(b) Government should have powers to audit the accounts.

6. (a) Yes. (b) But they may be increased a little during these inflation days.

(c) No.

8. From the rich merchants, landlords, etc.

11. (a) No.

(b) No.

GUPTA, HON'BLE CHANDRA BHAN.

Oral Evidence.

It is true that Universities have not been receiving as much as they should. There are so many Departments which want help from government. Government is faced at present with economic problems. They have to consider questions of various departmental needs and Primary and Secondary schools and colleges. They are not, therefore, able to give as much as they would desire.

Our previous Vice-Chancellors and associated persons who had influence with the general public did not take a lead in making donations to the University. I have been pressing this view-point before the members of the University and the staff of the University, other important persons of the Executive Council and leaders of public opinion.

We must have educational cess. We must tax the Municipalities and get money from them. Persons residing in urban areas are getting the advantage of University education.

There should be a block grant with some freedom given to the University. Some Development grant should also be included.

GUPTA, DR. R. M.

2. All-India institutes should be financed by the Central Government; all universities should get a fixed grant from the Centre and the Provinces to which they belong. Most of the institutions under the university should be aided if not run by the Provincial Governments. Post-graduate schools in the Provinces should be run by the Provincial Governments through the universities of these areas.

GURTU, DR. IQBAL NARAIN.

Oral Evidence.

My own view is that this University (Banaras Hindu University) was very badly treated for a long time by the Government of India. Just in the beginning when so much money was needed for capital outlay and expenditure, not one penny was given by the Government for all that, and only one lakh was the annual recurring grant till 1930. Just when the University wanted money badly for development purposes, nothing was done by Government—with the result that the University had to depend entirely upon the support of the princes and donors. Pandit Madan Mohan Malaviya did really wonderful service then. But in spite of all that, the University had to take overdraft from the bank for developing the courses. The position was either the work has to proceed in which case there was no other way than to take overdraft from the bank, or stop all progress. So the University had to run into debt. For overdraft really means debt.

The overdraft was 15 lakhs of rupees in 1930. Malaviyaji asked for grant from Government. They gave Rs. 15 lakhs in two instalments to wipe off the debt and raised the recurring grant from 1 lakh to 2 lakhs per annum. That was the first step the Government took to help the University. In the note submitted by the University in answer to the Gwyer Committee report, I showed that it was not the fault of the University, if it was to grow, and start other departments. After all the University, if it is worth the name, must provide for teaching in various subjects from time to time according to the needs of the country. Three lakhs of rupees at this stage was much too small a grant. That has actually continued till now. The Government of India have not told us definitely what amount of recurring grant we should get from them. It is true that they gave us money to wipe off debt from time to time. The fact is that Government do not appreciate the needs of the University as they should have done.

Oral Evidence.

GWYER, SIR MAURICE.

Recently 6 lakhs of rupees have been given to the University.

We have always balanced our budgets. It is said that the Miranda College is an avoidable expenditure. But it is not so. Women's education was neglected and the College is intended to serve that purpose.

IVANIOS, REV. MAR.

Oral Evidence.

The Travancore Government have given financial aid to the extent of Rs. 5 lakhs to the three colleges that have been started—the Sanatana Dharma College at Alleppey, the Nair Service Society College in Trivandrum and the S.N.D.P. College at Quilon. Naturally I too expect some grants from the Government and I have put up an application accordingly.

Within the last two years I have got a donation of 10 lakhs of rupees and all the money came from America.

JADHAVPUR ENGINEERING COLLEGE, PRINCIPAL AND STAFF OF.

Oral Evidence.

By our Charter we were precluded from accepting any grant from the Government. There was a good deal of hostility from Government for this institution. We struggled on. After the National Government came into existence, our outlook changed and we thought we could accept Government aid and for the first time we received this amount of Rs. 40,000 from the Government. Government offered to pay and realised that the degrees were useful. Now that there is not this difference between the Government and the people, the Governing Body has come forward to accept the Government grant.

The Rash Behari Ghosh Endowment was Rs. 12 lakhs.

JAYAKAR, RT. HON'BLE DR. M. R.

Oral Evidence.

The Bombay Government has given us Rs. 3,73,000. We asked for 8 lakhs and this was given. We have just adjusted the budget accordingly.

I should like to have a Provincial Grants Committee on the same model which the Centre has.

Government are sometimes too much obsessed with the claims of Primary education and think that University education is no good at all. I do not share that view. The leadership comes from university trained men. To neglect University education is a very great mistake, in my opinion.

JHA, I. S.

2. (e) To assess the needs and to prepare demands. Various Faculties, the Vice-Chancellor, the D.P.I. and the Education Ministers should be represented. The Centre should make grants and review the work done.

4. Too much expenses over travelling allowances and printing of unnecessary papers which could have been avoided.

JHAVER, K. M.

Oral Evidence.

To enable poor students to go on with university studies, I would like to award more free-ships and scholarships. In some cases mere fee concessions are not enough. We may have to give them some subsistence grants also.

JODH SINGH.

1. No.

2. (a) No. The Provincial and Central Governments should give fixed grants to the university and that should not be subject to the whims of a political party.

(b) Government can send their own inspectors to see that the grant given is properly utilised.

JUNG, NAWAB ALI YAWAR.

1. No.

2. (a) No. There is a block grant but the basic requirements of a block grant are honoured neither by the University nor by the State. Thus, the University goes up every year for fresh expenditure even for normal expansion, including fresh intake, and the State appropriates both the savings and the receipts. This time the State even reduced the block grant.

(b) I am attaching a Note which I recently submitted to the University Finance Committe and which has since been accepted both by that Committee and the University Council. The best way would be to hand over to the University a corpus of funds which would yield revenues which, after adding receipts and savings, would suffice for the normal requirements of the University for at least five years. A representative of sufficient status of the Ministry of Finance may sit on the University body competent to administer the corpus.

(c) The changes may be such as to bring it in line with the corresponding body in the U.K. The grants made may be for a particular period and for specific objects, with facilities to be given to the Committee to satisfy itself that the grants are being properly spent. There is no particular need for provincial or regional Committees.

3. No, considering the objects with which a unitary, teaching University is founded.

4. There is very little, if at all, of avoidable expenditure except in the case of the Osmania University, the massive and ornate style of buildings. Utility building should be the aim. The cost of these buildings is in any case not debited to the block grant.

5. (a) In the case of a University Press, by taking more of outside job-work. In the case of the Translation Bureau, by a system of pooling between universities interested in the same medium and by translations being given over on contractual basis rather than to full-time translators engaged permanently.

(b) As far as the Osmania University is concerned, our income is solely from Government and there is little financial autonomy and much of interference by the Finance Department of the State. Despite the fact that the University Council has been given the financial powers of the Education Minister, the Prime Minister and the Council of Ministers, the Financial Adviser, who is an officer of the Finance Department, is inclined generally to take the Departmental rather than the University view and to refer matters to the authorities of the Government rather than of the University. The implementation, in all its implications, of the block grant principle coupled with the separation of the University service from Government service and the creation of a corpus to be made over to the University will alone confer real autonomy.

6. (a) Yes.

(b) No, not in the economic conditions which prevail unless there is a far more extensive system of scholarships, bursaries and free-ships.

(c) Yes, but only within certain maxima and minima.

(d) Yes, in the economic conditions prevailing in the country.

7. The structure of our budget, as existing at present, with the State financing all additional expenditure after due scrutiny, hardly admits of any deficit in the strict sense of the term.

8. Endowment of Chairs, endowments for particular colleges (like Commerce, from business and industrial interests), investments, endowments for scholarships, sale of publications, fines, co-operative stores for staff and students, including such items of recreation as tea-rooms or cafeteria, a certain proportion of the profits of which could go towards students' welfare etc.

9. At present it works out roughly to Rs. 700/- per capita per-year taking all the constituent colleges and all the Faculties, including the grants for research, Translation Bureau and the Press, but excluding the cost of construction of buildings and acquisition of land. Roughly, the figure has varied between 500 and 700 during the last ten years.

10. Laboratory equipment, books and periodicals, buildings and playgrounds, and, in some subjects, adequate, qualified staff. Above all, there is dearth of really first-rate men.

11. (a) Generally speaking, yes.

(b) They are adequate but it is difficult in all cases to determine the comparative poverty of a student. Enquiries take long and students do not always give correct particulars.

(c) Scholarships in the Osmania University are given only on the basis of merit. Bursaries and freeships are given on the basis of poverty and in the extraordinary conditions resulting from the last regime and the Police Action, 40 per cent. freeships were awarded. In addition, financial relief was also given from the Fines Fund and from donations collected from the staff. Students themselves contributed very little. Scholarships for poor students should come from the public or from charitable institutions.

KANE, MAHAMAHOPADHYAYA, DR. P. V.

(1) I am not satisfied. The Bombay University does not have adequate financial resources for the discharge of its responsibilities present as well as future. The only sources are the fees received from the students for the different examinations held by the University and grants given by the Provincial Government and some by the Central Government. The principal item of fees was up till now the fee derived from the Matriculation students This year that source will be practically cut off as the Bombay Government is going to hold a Secondary School Certificate Examination for all students at the end of their Secondary School career and the University is prohibited from holding the Matriculation Examination. Therefore a large source of revenue of the University will be dried up. The Government grant is rather meagre in relation to the requirements of the University. Last year the Government of Bombay gave only Rs. 1,17,000 as a general grant to the University plus a special grant of Rs. 1,00,000/-. The total expenditure of the University during the year 1946-47 was Rs. 26,79,061. The Central Government makes some small grants of Rs. 50,000 or Rs. 60,000 to the Technology Department of the University but even that comes up to one-tenth of the total expenditure on the College of Technology that the University conducts.

2. (a) I am not at all satisfied with the present manner in which grants are given by the Provincial or Central Government and the grants given by the Bombay Government compare unfavourably with the grants given by other Provincial Governments to their Universities. So far as the Grants Committee of the Central Government is concerned, nothing has been paid to the Bombay University so far.

(b) Government may be in a position to see how the grants are utilized or whether they are properly utilized by appointing a Committee of Inquiry from time to time and by appointing an Auditor to go into the accounts of the expenditure on the University as regards the year for which the grant was given, but I am firmly of the opinion that the academic freedom of the University should not be at all interfered with by any other man or body.

(d) I would favour the establishment of a Regional or Provincial Committee as well as a Central Committee. As regards the Central University Grants Committee I would suggest that there should be one member on the Committee representing one Province each in the Union of India.

6. (a) I consider that the rates of fees for tuition and examination charged at present by the University and Colleges are fair considering the high cost of living and the high prices that are ruling at present.

6. (b) There is much room in my opinion for further enhancement of teaching fees.

(d) I don't consider that the present proportion in the University budgets between contribution from students' fees and Government grants is equitable.

7. In the Bombay University some years back there were no deficits but in 1944-45, 1945-46 and 1946-47 the deficits were respectively as under

Rs. 1,10,844,
Rs. 2,69,431,
Rs. 2,42,042

The reasons for such deficits were many, principally, the changes in the grades of pay of the tutorial and administrative staff of the University and the granting of dearness allowance and also the starting of several new sections in the Department of Technology conducted by the University.

10. In my opinion the urgent requirements of the Bombay University for which additional funds are absolutely necessary are—

1. The Department of Ancient Indian Culture.
2. A Faculty of Fine Arts, particularly, Music, Painting and Architecture;
3. Thorough medical examination of boys and girls as regards their health and the diseases from which they suffer;
4. More Technical and Medical Colleges and further extension of those already existing.
5. A school of Aeronautics;
6. A school of Journalism.

11. (a) There are hardly any awards of scholarships in the University except those which are attached to the University Departments of Technology, Sociology and Economics and I am of the opinion that the scholarships are not adequate for the needs of the number of poor and intelligent students.

KARIAPPA, S.

1. The Universities have not adequate finances. They mainly depend on Governments for grants.

2. (a) I am quite satisfied with the present manner in which grants are given to our University.

(b) A University Grants Committee may be founded for the purpose.

(d) It is necessary to form Provincial or Regional Committees.

4. I do not know any avoidable expenditure in our University budget.

5. (a) The buildings could be put up with ordinary materials which would cut down 60 to 70 per cent. of expenditure on that head.

6. (b) Any further enhancements of tuition fees would not only retard progress but also stimulate indisciplined action on the part of the students.

7. (a) There were no deficits in our University budget last year. In my opinion the attachment of Pharmaceutical branch to the Medical College and an attachment of a workshop to the Engineering College would yield some income. If the making of plans for private persons be undertaken by teachers and students in co-operation some income might be expected.

11. (b) The scholarships may not be adequate. But what we have are properly administered to give an opportunity to poor intelligent students.

KASTURBHAI LALBHAI.

Oral Evidence.

The present system of making grants by the Government of India to the different Universities is not scientific. I submit that is being done in a very lop-sided manner. It should be done on some scientific basis whether it is Banaras Hindu University, Aligarh or Delhi University; but somehow or the other Government have taken the view that these Universities must have the funds without laying down any conditions. Now that your Commission is sitting, possibly grants will be made by the Government of India to many more universities than they have done hitherto. It is very important that some qualifying conditions should be laid down. What is happening now is if I can pull some strings, I can get a few lakhs. That should be done away with.

A good thing was done by Mr. Shanmukham Chettiar in raising the tax limit while introducing the last Budget. Unfortunately Pandit Nehru did not appreciate the position. He said the wealthy people should not be given any inducements. As a matter of fact, I would not have been able to collect so much funds, had it not been for this.

KIBE, M. V.

(b) Government should give grants for the propagation of certain types of research in universities which they think they can more easily do and which the Government thinks should receive priority.

KUNZRU, DR. H. N.

Oral Evidence.

With regard to the assets, and the financial administration of the Allahabad University, I would say that the accounts of the University are already examined by a Government auditor. As regards the buildings, Government does not inspect them and I suppose there is a good reason for it. If the Government give grant, and if it is not possible to maintain the buildings in an efficient condition with that grant they will have to increase the grant. I should be in favour of Government bearing the expenditure of all the buildings and seeing that they are properly maintained. Recently on the recommendation of the University Grants Committee, the U.P. Government have increased the maintenance grant for buildings by 30,000 rupees. The buildings were in a very bad condition and the Government increased the grant.

LUCKNOW, UNIVERSITY OF.

1. The present financial resources are inadequate.

2. (a) The present manner in which grants are given is not satisfactory.

(b) The grants should be fixed periodically—say once in five years—instead of annually and should be such as to leave a reasonable margin after the normal expenditure and minor improvements. Any major scheme of development of the activities of the University involving expenditure during the period of grant should be introduced only after the sanctioning authority approves of the expenditure. During the term of a grant the University should be left free to increase its recurring expenditure on additional equipment or staff within the margin allowed plus the increased income from additional admissions of students.

Subject to the above limitations in the fixation of grants and a regular audit of expenditure there should be no interference in the University finances by Government.

3. Unitary teaching Universities have not yet passed the experimental stage and have yet to set up a tradition in the country. The latter-day political conditions and ideologies have unsettled the minds of the student population. Unless conditions settle down and students become more amenable to discipline or better discipline prevails and closer contact is effected between the teachers and the taught, it will be difficult to gauge the full benefits secured by Unitary teaching institutions. Considering the results obtained elsewhere and the traditional value attached to our own ancient systems, the expenditure on such institutions should be considered worth while provided the requisite conditions as indicated above are reached.

4. The teaching staff in certain departments admits of some retrenchment.

5. (a) By doing away with the overlapping of certain courses of studies between Universities in the same province, there is a possibility of effecting economy in expenditure.

By allotting more working hours to teachers instead of sticking to the minimum number of periods fixed, retrenchment is possible.

(b) At present the Executive Council has complete control of the finances of the University and the Treasurer is only an adviser to the Executive Council on financial matters. It is desirable that no expenditure should be incurred unless both the Vice-Chancellor and the Treasurer agree.

6. (a) Yes.

(b) No.

(c) Yes. Standardisation will eliminate the need for choice of Universities by students on grounds solely of finances.

(d) The aid from Government should be more.

7. Yes. For lack of adequate financial aid from Government.

9. The recurring cost to the University per student in each year, during the last ten years, is as under :—

YEAR	AMOUNT
1938–39	Rs. 525/-/-
1939–40	do 474/-/-
1940–41	do 479/-/-
1941–42	do 422/-/-
1942–43	do 420/-/-
1943–44	do 408/-/-
1944–45	do 351/-/-
1945–46	do 467/-/-
1946–47	do 396/-/-
1947–48	do 435/-/-

11. (a) & (b) —

The present number of scholarships in the Lucknow University was fixed several years ago. A proportionate increase to the increase in the number of students is desirable. Freeships are adequate, as fixed from the current year, which is 17½ per cent. Sizarships for poor students do not exist and should be considered desirable.

The scholarships are given solely on merit and can be said to be properly administered. It is doubtful if the same can be said of freeships which are awarded on the grounds of poverty.

MADRAS, UNIVERSITY OF.

1. & 2. Grants for the Universities and for Colleges affiliated to the Universities have to be considered separately. So far as the Madras University is concerned, a provincial grant has been available in the shape of a block grant, but no grant from the Centre worth mentioning has been received. The block grant sanctioned in 1929 has not been increased except for an additional grant which has been

sanctioned for the Technological Colleges established by the University. The finances of the University do not permit of expansion of necessary and urgent activities.

The Central Grants Committee constituted by the Government has so far made no grants to this University. In regard to the University Grants Committee, this University is of opinion that the Committee should function on the same general lines as similar bodies in Great Britain. Members of the Grants Committee must have held high academic positions and should be persons not in intimate contact with the Universities at the time of their appointment and if they are so connected they should have no further connection with the Universities concerned. Grants given should be on the basis of block grants. While the University Grants Committee would be welcome to visit the different Universities, it should not assume the position of an inspecting agency or a supervising body. The autonomy of the University should be maintained. The Grants Committee should be concerned with recommending the grants that are to be made available and may, should it so desire, specify the conditions under which such grants will be made. Such conditions, however, should be such as will not infringe the autonomy of the University, and it must be left to the University to utilise the grants in the best manner possible, it being always open to the Grants Committee to verify whether the objects for which the grants have been made have been fully kept in view. The University is aware that conventions even more than rules would naturally decide the relationship between the University Grants Committee and a University, but as such conventions have already been established and have been in vogue for quite a long time in Great Britain, there is no reason why they should not be made the basis of our Indian system. The same harmonious spirit in working may be expected to prevail if similar conventions are adopted here also.

It may be desirable in a Province, where there are more than one University, for a Provincial Committee also to be constituted, but its working and composition should in no way be different from that suggested for the Central Grants Committee. If such a committee can not be constituted, it may perhaps be well not to have a Provincial Committee. The Provincial Committee, if and when constituted, will be to advise the Provincial Government only. The Central Committee may be supplied with information as to the working of the Provincial Committee, but there is no reason why there should be an organic tie between the Provincial and the Central Committees. Each should be independent and should be independent in coming to its own conclusions about the needs of a University.

The policy pursued by the Central Committee may be on an All-India basis and should not vary the decisions of the Provincial Committee concerned. Their recommendations should not be restricted by what the Provincial Committees may have to say. Although they

may take due note of such of the recommendations of the Provincial Committees as may have been implemented in order to enable them to recommend grants on a basis of parity for other purposes for which the University concerned may be better qualified.

The University is of opinion that there should be no direct liaison between the Provincial and Central Committees, but such information as is necessary for either Committee should be furnished through the University concerned.

3. Unitary Teaching Universities have a definite objective, and it cannot be considered that the expenditure incurred on these is out of proportion to the benefits secured.

4. In the state of chronic penury in which the Universities and Colleges are working at present, there is no case of avoidable expenditure in this University area; on the contrary necessary expenditure has sometimes to be avoided.

5. The question does not arise in view of the above answer.

6. College fees and examination fees have been recently enhanced, and in view of the present financial condition of the country, it is undesirable to enhance them further. It is not possible to standardise tuition fees on an all-India basis. It must be left to each Province to decide what is a fair rate. Even then in a University area only the minimum can be settled, not the maximum.

MAHANTY, R. N.

2. (a) No.

(b) Each university will get the grants according to their needs and to achieve this end the Central University Grants Committee should visit each university once a year to study the needs and award grants.

10. Converting universities into residential teaching type.

11. The British system may be adopted.

MAHARAJA'S COLLEGE, MYSORE.

PRINCIPAL AND COLLEGE COUNCIL.

In general University finance has, in its very nature, to be derived very largely from Government Grants. While the Government has every right to see that the grants are properly utilized, there should be no infringement of the autonomy or the academic freedom of the University. No University can prosper or fulfil its purposes if the Government were to assume executive powers over its direction and personnel.

MALAVIYA, PT. GOVIND

1. No.

2. (a) Governments should make adequate block grants.

(b) Relation between the Universities and Government do not appear to be perfectly satisfactory. The best course would be for

the Governments to make specific grants to the Universities and leave the management entirely to them. If they want to satisfy whether the money is being properly utilised or not they can set up a University Grants Committee who should visit the Universities periodically and satisfy themselves.

The University Grants Committee should make periodic inspection and report. This Committee should be a Statutory body with the largest possible degree of autonomy.

Oral Evidence.

The Treasurer should be the Chairman of the Standing Finance Committee. For the actual expenditure the authority should continue to be the Vice-Chancellor. The Standing Finance Committee and the Treasurer should control the entire financial policy and details of financial administration and prepare the budget and the Vice-Chancellor should not be easily allowed to spend any thing more than what is provided for in the budget.

We should like to have external audit by the Government for the three Central Universities. I have been pressing the Government of India for it.

Efficiency depends upon finance largely. The efficiency of the University has suffered previously because of the lack of finance. We have not been able to give our boys and M.Sc., students even half the experiments, because we have no gas, chemicals, laboratory, and no space sufficient for them. Our water supply has not been adequate. Strikes have taken place in this University during examination days because the students had no gas in their laboratories, no distilled water, no sufficient electricity in the hostels. Our work to be made efficient has got to be done on a certain minimum standard. If this is Central University which the country feels worth maintaining, it should be maintained properly. Now that private sources of income have considerably gone down, the only possibility is that the Government should come to our aid and give block grants, say, for 5 or 6 yearly periods. They may lay down conditions and restrictions. The block grant should be made for running the exising departments efficiently. No new department should be added to the University, no new step be taken unless specific funds have been obtained for them beforehand. I am saying this to enable Government to make the grant. I do not want that we should incur reckless expenditure and then go to the Government for money. For existing things I think that it should be obligatory on the part of Government to provide us with funds to enable us to run them efficiently. If the Government does not give 50 per cent. of our present expenditure, we will not be able to run the show.

MATHAI, S.

1. No.

2. (a) No. Remembering that a great part of what is called University education is provided by private colleges, the total amount

of Government grants is still very low. In Great Britain, Parliamentary grants formed about 34 per cent. of the total revenues of universities before the war; it has now increased to over 52 per cent. Though exact figures are not available there is good reason to think that the total Government grants towards University education in this country forms a much smaller proportion of the total income of universities and colleges.

MEHTA, DR. JIVARAJ.

The grant from the Government is Rs. 20 lakhs and about Rs. 3½ lakhs will be the income from the fees.

The idea is we should have about 4 Professorships in the University including the one in Economics. We have made an estimate for 4 Chairs in all.

Other universities in the Bombay Presidency have no Colleges of their own to maintain, excepting their own Post-Graduate Departments. This will be the only residential university. That is the difference between this University and the other universities in the Presidency.

It may not be necessary for us to have Post-graduate instruction in all departments of study. We have to concentrate only on certain departments.

MEHTA, K. C.

There is not the slightest doubt about the fact that higher education has on the whole been starved in this country owing to very inadequate grants, low emoluments of teachers, lack of suitable accommodation and equipment etc. Some of the universities and most of the affiliated colleges are without endowments and consequently have to look to Government for financial aid for all projects. At the same time if the universities and the colleges are to play their proper role of providing well-qualified personnel for administration scientific research and industrial enterprise it is absolutely essential that Government should in future make liberal grants and the industries should contribute their share for the purpose. It may become necessary for Government to impose an education tax for this nation-building work.

MISRA, DR. A. B.

Oral Evidence.

Standing Finance Committee : I have a feeling that this Standing Finance Committee has never functioned properly here, because there is only one representative of the Government of India on this Committee, who if he is able to attend the meetings, finds himself always in a minority. The local members carry the day and they frame the budget and pass it as they like. Now that we are asking for big grants from the Government of India—and two-thirds of the money has to come from the National Exchequer—it is necessary that the Government should be satisfied that the money is properly used.

The Standing Finance Committee should consist of the Vice-Chancellor, and the Treasurer, as ex-officio members, two financial experts appointed by the Government of India as their nominees, Accountant-General, United Provinces, Allahabad and the Examiner of Local Fund Accounts, United Provinces. I mean that there should be four financial experts and two local members.

Three times during the last 24 or 25 years we have lapsed into the error of getting into debts amounting to the tune of over Rs. 15 lakhs each time.

To-day the deficit is Rs. 20 lakhs. We should sub-divide our budget into two parts—Part I of the Budget should be for the normal recurring expenditure each year, Part II should be for development purpose. The Second Part or Part II should not be operated upon unless the Government of India and the Standing Finance Committee have agreed to foot the bill. If the Government of India agree to give us the money and if they approve the scheme and give the money, then we should embark on them. The expansion part of the work of the University should not be taken by the Council of the University on its own initiative or on its own responsibility.

The extension work of the University should not be undertaken at the cost of the existing Departments. It has always happened that we have launched upon new schemes without taking care to improve the condition of the existing Departments. So we find to-day that the Departments of the University are under-fed and they do not have the growth which they should have.

Stricter control over University expenditure should be exercised by some means. It is for us to devise the means. I have no doubt that the members of the Commission will give this matter due consideration. Half-yearly inspection by the University Grants Committee may be necessary. If the Grants Committee were to visit the University twice a year and try to find from the Heads of Departments how the funds have been used and for what purposes they have been used, some of the vagaries of the present administration would disappear.

MISRA, HON'BLE PT. LINGARAJ.

Oral Evidence.

University should try to have donations etc. and build up its own finance as the present Vice-Chancellor has done. If the University depends entirely on the Government, it loses all its initiative and so it should not aspire to take over control and management.

MISRA, MADAN GOPAL.

Oral Evidence.

We (Kanyakubja College, Lucknow) are getting no government grant nor any grant from the University.

We are getting Government grant only for the Intermediate College.

We have some permanent endowment but it is not enough. It yields Rs. 2,500 per year. A member of our management has promised to give a sum of Rs. 3000/- per annum.

The fee income is Rs. 18.000 and the rest is deficit.

MISRA, R.

2. (b) The grants may come to us through the University Grants Committee. The Government may be informed of the budget and audited accounts.

(c) In view of (b) it will be necessary to include all the Vice-Chancellors in the Committee.

(d) Regional Committees are likely to be influenced by the provincial government and hence their appointment is not desirable.

4. I think there is scope for savings in non-teaching departments e.g., establishment proctor's office and public works departments.

5. (b) Allotted amounts should be spent by the Head of the Department concerned without their seeking the permission of the Treasurer. It involves much delay during which time either the goods are sold out by the suppliers or their prices go up. It is also difficult to make the Treasurer understand the nature, quality and urgency of scientific apparatus.

Additional funds are urgently required for building, equipment, staff and library.

NARAYAN, DR. A. L.

Universities are not receiving sufficient financial assistance. It is necessary that all plans for expansion should be supported by liberal financial grants by the Central Government. It is the right and the duty of the Central Government to satisfy itself that every field of study which should be cultivated in the national interests is adequately provided for in the universities and to see that the resources placed at the disposal of the Universities are used with full regard to efficiency and economy.

Oral Evidence.

So far as Collegiate education is concerned, I do not think the Madras Government will be able to do anything for all the colleges. The only financial help they are giving is in respect of the loss incurred by the management in respect of the concessions for backward classes. They give equipment grant up to 50 per cent. provided the management raise the balance of 50 per cent. and it is hedged in by many conditions.

The Provincial Government is not able to cope with the financial position because its hands are full with expenditure on basic education, secondary education reorganisation schemes, etc. I feel that the Central Government also should come forward and help.

NARENDRA DEV, ACHARYA.

Oral Evidence.

Our Education Minister tries to give as much as he could set apart for University education.

So far as the universities are concerned, the Central Government should contribute something from its own income towards the up-keep of the scientific studies in universities. So far the universities have not been getting anything from the Central Government.

Formerly only 5 per cent. of the students were given freeships. Now we can give 10 per cent. freeships and 15 per cent. half freeships. The department is consulted by the Dean concerned and he makes recommendations. It is merit combined with poverty. It is not enough. Seven out of ten are being assisted in England. India is a poor country and if you want to encourage poor classes to receive higher education, this is inadequate. For the scheduled castes they should give maintenance grants. This should be extended to all communities wherever you have poverty and merit. So far as Primary and Secondary education are concerned, they should be free. No tuition fee should be charged. This is being done in many countries of the West. The fees in the Universities are nominal. Why should it not be so in this country? In Ceylon they do not charge any fees from the students. If you raise the percentage of freeships, if you give a large number of maintenance grants, I have no objection to raising the tuition fees.

NAG, U. C.

2. (b) Government should appoint non-official bodies with proper academic outlook to visit the institutions and consult the administrative heads and find out the real needs and then make grants (block) for a fixed period. These bodies should inspect from time to time to see if the grants are used for the purpose or purposes for which they have been made and then review the situation after the period and see what grants should be made.

(c) Central University Grants Committee should be given complete freedom in the matter of allocation of grants to different universities.

5. (a) By better co-ordination between department and colleges; by reducing cost of administration and by increasing administrative efficiency.

6. (a) Taking into account the income per capita of those who go in for University education and profit by it, the fees are mostly quite fair.

7. (i) Increase in salary and general rise in wage level.

(ii) General rise in price of books, apparatus and other consumable goods.

(iii) Excess expenditure on buildings for which donations were obtained.

(iv) Opening of new departments and

(v) Additions to teaching and administrative staff.

PANNIKAR, P. R. PARAMESWARA.

The University of Travancore is financed by the Government of Travancore.

The number of scholarships now available in universities and colleges is quite inadequate considering the number of students seeking admission.

PATNA, UNIVERSITY OF.

1. The University has funds to carry on but not adequate funds to maintain the standard it ought to. Expansion and development of the teaching departments of the University will need much more finances.

2. (a) The present manner in which grant is given by the Provincial Government is not satisfactory.

The University is not receiving any grant from the Central Government.

(b) The grants may be regulated by the formation of a Grants Committee on the lines of the Parliamentary Grants Committee of the United Kingdom.

(c) The University would like to have the constitution and functions of the Central University Grants Committee exactly on the lines of the United Kingdom Grants Committee.

(d) Provincial and Central Committees—not Regional Committees.

(e) Provincial Committee is suggested for the allocation of grants for colleges and institutions within the province and Central Committee for grants coming from the Centre. The relation between the Central and Provincial Committees should be on the lines of the United kingdom Grants Committee.

The grants to all the colleges should be made through the University in collaboration with the Provincial Grants Committee.

3. The University has no direct experience to express opinion.

4. In some universities the expenditure on some of the subjects in the Post-graduate department is not commensurate with the benefit derived from teaching for instance in two or three neighbouring universities for the teaching of classical languages two full fledged departments are maintained when the number of students does not justify such expenditure. Pooling of resources and co-ordination of teaching between various unitary teaching universities and colleges in the same city may be suggested.

5. (a) Much scope for this does not exist in the case of this University.

(b) No necessity has arisen for a change in the procedure and the management of the utilization of university funds.

6. (a) The fees for tuition and examination charged are lower here than those charged by other universities.

(b) Yes.

(c) No. The fees should be fixed on a provincial basis.

(d) No.

8. Government grants are the only major source of income for the University. The traditional kinds of income from donations and public endowments is drying up, but industries constitute a possible new source.

10. For endowment of research

New Courses of Studies,

Better buildings,

Student Personnel work.

11. (a) No. (1) The number of scholarships should be increased.

(2) The subjects in which scholarships are given should be increased.

(3) The value of scholarships should be increased.
The award of scholarships should be made by the University as it alone can assess the merit of the student.

In awarding scholarships the future requirements of the needs of the province should be kept in view.

(b) No.

(c) The number of scholarships should be increased and should be awarded through the Universities in order that all promising and poor students can pursue a University course.

PAVATE, D. C.

Oral Evidence.

We have set principles on which we give grants to the various colleges. We take into account the stability of the college, its past history, etc. We generally give our available funds to the older colleges first. Now it would be possible for us to give grant at the rate of 25 per cent. of the salary bill, but we do not know what conditions to impose. If we simply give grants, we will have no control on them.

By setting up a Universities Grants Committee for our province just now we would be taking on more responsibility. Just now we are paying Rs. 3 lakhs to Bombay and in due course we will be spending about Rs. 16 lakhs.

PILLAI, P. S. ATCHUTHAN.

Oral Evidence.

One Grants Committee situated at the centre will be enough for all the Universities situated throughout the whole country. It is possible. They can allot block grants.

PRABHAKAR, B. A.

2. (a) Yes.

(b) The amounts granted mostly lapse at the end of the year, since the papers move very slow through a very long channel. Heads of Departments should have freedom to purchase the requirements and powers to utilise the funds sanctioned by the governments.

(c) More facilities and freedom are to be given to the Heads of the Departments to call for quotations and purchase their requirements.

(d) Yes.

(e) The committee should visit the Heads of the various Departments and a few staff members in different universities to know their grievances and find means to remove them through the Central Committee.

5. (a) No economy can be effected.

(b) Heads of Departments should have power and freedom to purchase their requirements without unnecessary delay in the movement of the papers.

11. (b) They should be increased to help poor students, deserving and intelligent. No influence, recommendation, etc. should play a part in distributing these scholarships, which should be granted only to deserving, intelligent and really poor students, since in some cases rich students are helped and they enjoy the benefits at the cost of the poor students.

(c) The present grants are to be doubled.

RAGHUNATH, PARANJPYE.

The percentage of the grant coming from the Government. In my time at the Ferguson College about 5 per cent. of the grant was derived from Government. We can never expect Government to pay at all adequately. The Government of India is spending only less than one per cent. on education. You will find that these colleges will find it difficult to maintain themselves financially if they are limited to six or seven hundred students.

RAMANUJAM, DR. S. G. MANAWALA.

1. No.

2. (a) The University has been in receipt of grants from the Provincial Government but they have not been adequate to develop this University into an effective unitary residential one, or to extend its activities. South Indian Universities have been ignored by the Central Government.

(b) No grants have been received by this University so far from the Central Grants Committee, though representations have been made in connection with the newly started Engineering and Technological courses.

The activities of the Universities Grants Committee may be modelled on those of the similar bodies in Great Britain. Men of high academic distinction, not intimately connected with any University should constitute the Committee. System of block grants is recommended on such conditions as may not infringe the autonomy or academic freedom of the Universities.

Regional or Provincial Committees are suggested, as South Indian Universities have been unable to get any help from the Centre so far. The Central Committee can allocate sums of money to the Regional Committees which may submit to the Central Committee for acceptance their recommendations of distribution of the grants allocated.

3. No, in view of their objective.

4. None in this University.

5. (a) There could be no 'economy' in University expenditure; the cry is for more and more money; except in that wasteful expenditure should be avoided.

(b) None.

6. (a) Yes, in the present financial condition of the middle classes which contribute to the largest strength of the University.

(b) No, education should not be more costly.

(c) No. Economic conditions of each province have to be considered.

(d) No. There must be more of Government grants. Fees could only meet a small fraction of the University expenditure.

7. The budget has been so worked in this University as not to create deficit. The result has been low grades of salaries for teachers, no extension of accommodation for teachers and administrative staff while the numbers have been increasing etc.

8. From the local bodies in the area served by the Universities, industrial concerns, private philanthropy and endowments ear-marked for special purposes by religious and charitable institutions.

9.

Year and Recurring cost per student.

1938-39—Rs. 408.	1943-44—Rs. 318.
1939-40—Rs. 377.	1944-45—Rs. 275.
1940-41—Rs. 364.	1945-46—Rs. 255.
1941-42—Rs. 328.	1946-47—Rs. 289.
1942-43—Rs. 303.	1947-48—Rs. 325.

10. Raising the scale of salaries of staff, buildings and equipment for advanced study and research in the existing branches of Arts and Science and professional courses, provision of Research Fellowships and Studentships.

11. (a) No.

(b) No.

(c) To the extent necessary for ensuring that all poor but highly deserving students are given adequate financial assistance to pursue their University course.

Oral Evidence.

We embarked on new schemes without consolidating the existing ones. In spite of the recommendations of the Committees that considered the question of the starting of new schemes, one fine morning, new courses were started and the next morning they were discontinued.

I would like to revive the Finance Committee which was there in the University for the first 10 years in the beginning, or some financial authority without whose approval no fresh courses should be started.

The Engineering College was started because of the impetus given by the Government. Engineering College would cost about Rs. 40 to 50 lakhs non-recurring equipment. We have only 10 lakhs of rupees, 5 lakhs from our own funds and 5 lakhs from Dr. Sir Alagappa Chettiar's donation. We were able to give Rs. 5 lakhs from our own funds as we had saved from salaries of Professors.

The Government wanted us to start the College. Unless the Provincial and Central Governments give grants, it would not be possible to work the Engineering College satisfactorily.

RAMASWAMY, P.

The allotment of finances to universities by Government has been all too niggardly. Grants from Government must come to universities not according to the varying good-will and patronage of men in power, but uniformly, in proportion to the work being done. To ensure proper utilisation of these funds periodical reports may be called for without infringing on the autonomy and academic freedom of the universities and colleges. Regional Advisory Committees may be established to report about the specific needs of different institutions to the Central University Grants Committee.

Oral Evidence.

So far as we (W. G. B. College, Bhimavaram) have got no Government grants. We are hoping to get some grant from the Government.

We have to show an endowment of Rs. 3½ lakhs at the end of 4 years. At present we have 2½ lakhs of rupees. We have another year to get one lakh. We hope to fulfil that condition.

We have a small deficit of Rs. 10,000 to 12,000. In some colleges they are levying the fee of Rs. 45 per student per term, whereas we are charging only Rs. 40 per term. Our fee income meets the requirements of the staff salaries and it leaves a small surplus of Rs. 10,000, without taking into account Provident Fund contribution, etc.

The Management is providing a good deal for the College, viz., the cost of building, library, laboratory, etc.

The Management are making a payment of something between Rs. 30,000 to 35,000 for all the 4 classes put together, including the Science section.

RAO, P. RAMACHANDRA.

2. (a) No.

The entire financial management of Education must be by Government. At present, universities and colleges in India are stinkhouses of dirty politics; some being communally biassed, one might say, 'maniaed'. This must stop at once. The State has to take over the entire Education of the nation. Any other way is but a makeshift measure and will perpetuate the evils now extant.

6. (b) The very idea of enhancing tuition fees is detrimental to the countless poor. Education must not be the privilege of the rich few, but must be cheap enough for even a labourer's children.

RAO, K. S. RAMAKRISHNA.

2. (a, b, c & d) The grants at present obtained from the Provincial and Central Governments have depended largely upon the influence and pressure brought to bear on these Governments by the Vice-Chancellors. Political associations and alignments have also influenced the distribution of these grants. Numerous objections raised to the demands of a University by a Government have in some cases vanished overnight as the result of a political understanding. It appears to me a Central Committee of eminent men unconnected with administration of any university may be able to take a fairer view of the needs of various universities and make certain enconomies possible. Provincial committees formed may be able to advise the Central Committee on the needs of the universities in the Province.

RAO, DR. T. RAMA.

Oral Evidence.

Most of the institutions are affiliated colleges. Our problem is how to make both ends meet. Every year there is deficit and we are asked to go about starting lotteries and taking the begging bowl from door to door. Our institution was started on an endowment of a lakh of rupees some 50 years ago. To-day we have far outgrown the conditions of those days and every year we are in a very precarious position.

We of the affiliated colleges are doing 90 per cent. of the higher education work—all the Intermediate and B.A. work. We do not seem to figure anywhere in the calculations of the Provincial or the Central Governments. We are asked to carry on somehow. It is very unjust.

RATNAM, S.

Oral Evidence.

The upper limit for payment of dearness allowance is Rs. 1,000, and Rs. 100 per mensem is paid as dearness allowance for those who are drawing a salary of Rs. 1,000 per mensem.

A loan of Rs. 11 lakhs has been taken from the Government.

The rate of interest is $1\frac{3}{4}$ per cent. for old ones, and 3 per cent. for more recent ones.

The money was utilised for equipping scientific laboratories, and we may with justification ask for remission of interest.

ROY, HON'BLE DR. B. C.

Oral Evidence.

If money was available, it would not only help in insisting on certain standards of education but also prevent overcrowding in colleges and schools, and enable distribution of students to different towns and cities, where they would be living under home conditions and not be roaming about the streets of Calcutta shouting slogans.

Sufficient funds could not be made available for education at the present moment due to the fact that a very heavy percentage of income was being necessarily devoted to maintain a comparatively large police force in border and industrial areas and also to check Communist activities and to enforce security measures. At least one-seventh or one-eighth or, say, 18 per cent. of the total income was so being spent.

In the days of the League Ministry the then Government was not friendly to any expansion of the University. In 1936 the University got a Government grant of only Rs. 5 lakhs which amount continued till 1947, but after the present Government came into office they found that it was impossible for the University to carry on with that meagre grant and so they increased it to Rs. 14 lakhs.

SAHU, LAXMI NARAIN.

6. (a) Very high for poor parents.

(b) No.

(c) No.

8. From the public.

SARKAR, N. K.

6. (a) & (b) The rates of tuition and examination fees should be enhanced. The increased income from the enhanced tuition fee should be utilised for ameliorating the condition of the teachers and for improvement and expansion of the colleges. The increased income from the enhanced examination fee should be partly utilised for giving better remuneration to examiners.

(c) No.

SAUGOR UNIVERSITY, EXECUTIVE COUNCIL.

Oral Evidence.

Our Vice-Chancellor is of the view that it would be better if the University is taken out of the Central and Provincial legislatures and entrusted to a Committee like the University Grants Committee, which would have the academic as well as the financial control of universities.

We approve of the idea of the University Grants Committee. We think it would promote the idea of autonomy which is very necessary for the improvement of universities in the country. We as a council approve of it.

SAVOOR, DR. S. R. U.

6. I consider that higher rates of fees for tuition and examination for colleges is not only fair but necessary under the present conditions of inflation.

11. It is highly desirable that scholarships awarded by the State as well as the Universities should cover 60 per cent. of the boarding and lodging expenses as well as of the fees that a student has to pay to his college or university.

SEN GUPTA, S. R.

Oral Evidence.

The fee income of this College (Bengal Engineering College) is about Rs. 1½ lakhs.

The average expenditure per student is Rs. 1,460.

The total number of students in the College is 588.

STANISLAS, REV. SISTER MARY.

2. (b) The nature and income of the college should be taken into consideration.

11. (c) Scholarships and sizarships should be based on merit and poverty and not on community.

SUNDARAM, P. S.

2. (b) The Universities Grants Committee ought to be able to do something in this matter.

(d) No.

3. No.

4. A number of unnecessary meetings and committees.

There should be a way of speeding up business.

6. (a) Not fair to the universities.

(c) No, as the cost of living and the average income of a citizen varies considerably from province to province.

(d) Yes—as Government here has been so far willing to give whatever money is actually needed.

11. (c) Instead of doling out the money in small quantities to a large number of people, the best students should be given enough to be rid of financial worry. About one-third of the students would be an ideal to aim at.

TEWARI, PT. K. D.

Oral Evidence.

Our total budget is of the tune of Rs. 45 lakhs; about a lakh and a half rupees is the cost of administration.

The Registrar's salary is Rs. 700 to 1,000. This is between the Reader's and the Professor's salary. Other Universities are paying the Registrar the same salary as that of a Professor. The Professor's salary is Rs. 800 to 1,250. In Allahabad it used to be the Professor's salary. In 1933 Government sent a circular that all salaries should be brought down to two-thirds. At that time the salary of the Registrar was reduced from Rs. 800—1,000 to Rs. 600—Rs. 900 and since then it has remained so.

VAD, DR. B. S.

6. (a) The rates of tuition fees are already high and in the case of medical colleges need to be lowered rather than enhanced. (c) As the cost of living varies in different provinces flat rate of fees on all-India basis is not feasible nor desirable.

There should be no communal prizes, awards, scholarships or fellowships in the university.

VAKIL, R. N.

2. (a) The Government grants are very inadequate. The attitude of some of the Provincial Ministries is hostile to University education and some of them regard University education as a luxury for which only the parents should pay.

(b) Government should bear at least 25 per cent. of the cost of University education. The grants paid to colleges should be handed over to the University for distribution. The dual control of the Provincial governments and the University should cease. Colleges should be under the absolute control of the University.

They are high in the province of Bombay.

VENKATACHARI, A. R.

It is a *vicious circle* in the sense that low expenditure produces low out-turns and low out-turns again produce lack of finance for development. This circle must be broken at some point and I consider finance should not be a bar to the remodelling of education and modelling of productive industries and agriculture on the best possible standard. It is the price a nation has to pay and is a long-term investment in building up the nation's resources. Finances must be found by the State and public donations also invited from people who are in a position to afford large gifts.

QUESTION XXII.

ACHARYA, A.

2. University education should be such that there is always a demand for the graduates in the employment market.

3. If the certificates of the professors are considered along with the diplomas, the best students will find no difficulty in getting appointments and students trained under proper discipline by professors will always be benefited by University education.

AIYER, T. K. DURAISWAMI.

The number in the universities in India is certainly out of balance with the literacy among the general population and the character of the economic organisation of the country. It is not that the courses are more or less of a purely literary character but the social and economic organisation of the country cannot absorb the present number of university men on salaries which they consider proper. Having regard to the existing social and economic organisation supply exceeds demand.

AKBAR, S. ALI.

1. The reason is that there are no outlets into industry and commerce.

AKSHAIBAR LAL.

2. Along with liberal education at the University there should be courses for training students to meet the various needs of the country.

3. (a) University can play a very useful part in securing employment for its alumni. University will be a good medium between the employee and employer by keeping a record of the unemployed and the requirements of the employer. It can act as a very reliable recommendatory body.

(b) Yes. Employment Bureau would work very satisfactorily.

ALLAHABAD UNIVERSITY TEACHERS' ASSOCIATION.

1. (a) No.

(b) Yes, more outlets are needed.

(c) No.

In fact there is no unemployment among science graduates and very little among Arts graduates at present.

2. More coordination between the universities and the employing agencies, the Government, Industry and Commerce.

3. (a) If the universities are told what the needs of the Governments and other employing agencies are, and if the universities are approached by them for recommending suitable candidates, it will go a long way towards solving the problem of unemployment among educated young men. It is, however, the primary duty of the Government to provide employment.

ANTOINETTE, SISTER, M.

3. (b) Employment Bureaus, to be made fully effective, should be combined with vocational guidance.

ASTHANA, DR. NARAYAN PRASAD.

1. (a) Yes.

(b) Yes.

2. Start more technical and professional colleges.

BALAKRISHNAIYA, JUSTICE N.

There should be a properly constituted employment bureau for each of the Indian universities; Governments and other employing bodies should be asked to recruit the services only through this employment bureau. Such a method would keep the universities continuously alive to their responsibilities. As things are, the university is indifferent to what happens to a graduate the moment he leaves it.

BANERJEE, B. N.

3(a) & (b). Through employment bureaus, of course; but under an arrangement where impartiality in selections and nominations in consonance with the needs indicated by the employing authorities, are assured.

BHASKARAN, R.

2. The needs of the country are hard to define clearly. But the basic need is for an elite of right-thinking men. This need, only a university can meet. The case for a broad-based general education of highest kind in the university should not be obscured by specialised demands which are by their nature changeable and temporary and are more efficiently met by polytechnics, industrial apprentice schools, adult education centres or other specialised agencies which on occasion may indent on universities for knowledge and service.

BHATTACHARYA, DR. D. R.

1. (a) Unemployment is due to various causes. In the old regime there were very few openings for our graduates. In future more stress will have to be laid on Applied subjects.

(b) This is partly true but with the expansion of industries in India, it is expected that our graduates will find remunerative employment easily.

(c) In comparison to population in India, the universities are not able to take even half as many as they should.

2. The opening of new subjects such as Journalism, Education, Diplomacy, etc. on the Arts side and new subjects such as Aeronautics Geophysics, Applied Chemistry, Industrial Chemistry and Technological subjects on the Science side would go a great way towards meeting some of the present needs of the country.

3. (a) The Employment Bureau of the University with a full-time Secretary in charge as in the University of Calcutta, will have the desired results.

(b) Yes.

BHAWALKAR, DR. D. R.

3. (a) University should not be made a business centre or an employment bureau. This mercenary outlook should be removed from University education.

BONDADE, S. B.

2. Most of the students, even teachers, do not know the various outlets open to students specialising in particular subjects. They do not know the number that could find employment in various departments or institutions, etc. There should be a committee consisting of representatives of the most important employers of University graduates. Government, industrialists, Chambers of Commerce, banks, insurance companies, joint stock companies, should send their representatives to the committee which should in turn issue periodical bulletins surveying the position from time to time. The nature of the qualifications, the number of persons (hands) approximately needed, their emoluments and prospects should be indicated by these bulletins which should be put up on notice boards of colleges, etc.

CALCUTTA, UNIVERSITY OF.

1. The criticism referred to levelled against University education is based absolutely on a misconception of the functions of the universities. University in any country in the world is not a service securing agency. Whoever is intellectually and morally fitted to acquire knowledge should have free access to a university. More free studentships and scholarships should be available to the deserving students. In the Convocation address for the year 1947, the present Vice-Chancellor of the Calcutta University made a reference to this question and gave statistics to show that all graduates passing out of this University during the course of the last 30 years have found their proper place in the national economy.

It is perfectly true that predominantly literary character of the courses of study may to some extent be modified so as to afford further opportunities to young university students to get absorbed into national

economy. It is also true that avenues which are normally open to university students in other free countries have not yet opened to our students for historical reasons.

Our industries are not yet developed. Our commerce is in almost a nascent state. Greater contact between this University and industry and commerce, greater absorption of the student population into more developed and scientific agriculture with a reformed system of land tenure will absorb most of the students. In the United Kingdom the number of university students is roughly said to be 1 in 1100. In the United States of America the number is 1 in 124. The difference in advance specially in the field of technology, science, agriculture and industry between the United Kingdom and the United States of America, and this country, catches our imagination. The province of West Bengal with a total population of 25 million has a total student population of less than 60,000 in all Faculties. Therefore so far as this province is concerned, it cannot be said with any element of truth behind the statement that this province is sending more students to universities than it should.

2. This is a very broad question. It is very difficult to answer it except in general terms.

3. (a) This University maintains a Students' Appointments Board Industries, commerce, trade, semi-Government institutions functioning as trust bodies, etc. ask for recruits from amongst the university students through this body. It has served a very useful purpose during the last 15 years. It has found employment for many hundreds of our students.

DAS, NARENDRA PRASAD.

2. There should be more outlets into industry and commerce.

3. (a) Should represent in Service Commission.

(b) Yes.

DASANNACHARYA, DR. B.

1. (c) This cannot be decided except by the needs of the country, but the percentage of students in universities in Europe and America is certainly very much higher.

2. Better trained men to be turned out.

3. There should be a students' employment bureau attached to each university.

DATTA, S.

1. (a) Partly true.

(b) Yes.

(c) Not in relation to population, but more students are now joining the universities than are necessary for our present day requirements.

This is, however, not true for Science and Technology Departments where we require more men.

2. The educational needs of the country should be determined after vocational analysis of fixation of the 'Optimum' which a particular vocation can absorb. This should be done periodically at every census and emphasis on different types of education laid accordingly.

3. (a) & (b) Employment bureaus may be made to work successfully.

DESHMUKH, R. M.

1. (a), (b) & (c). All these reasons are partially responsible for unemployment but do not wholly explain the phenomenon. There is also the reason that industry and commerce are at present communally organised and afford an outlet for products of universities according to communities also. There is thus a mal-adjustment between demand and supply.

2. & 3. Some suggestions to correlate courses with requirements according to realities of life have been made. But institutions would help students greatly if they had a system of tracing the progress of their students and helping them to set up in life by establishment of employment bureaus. There should be co-ordination of requirements of non-official employers and the students by getting them into the habit of asking the help of the institutions, and thus introducing a certain amount of impersonal element in the affairs of employers and seekers of employment and the task of job-hunting.

DIWAKAR, HON'BLE R. R.

1. That is not the case. The reason is the nature of education and the want of scope in other fields of activity. The nature of education must change, it must be more practical.

DUBE, PT. K. L.

1. All these factors are responsible, but the real reasons seem to be in the economic condition of the country.

2. To begin with, leaders of commerce may be invited to meet the Vice-Chancellors of Indian universities (say on the occasion of the annual meetings of the Inter-University Board) who should try to understand from them from year to year short-comings of university graduates employed by them. The result of this discussion should be communicated by the Vice-Chancellors to their Academic Councils.

3. The real problem is to create an adequate number of openings and to give an adequate education for these openings. Until this problem is tackled, employment bureaus can play only a very minor part. Where these are established it is necessary that they should have whole-time secretaries who will keep themselves fully acquainted with academic and economic conditions in the country.

EAST PUNJAB UNIVERSITY.

1. (a) This is true to some extent.

(b) This is true to a very large extent.

(c) Not in actual numbers when the size of the country is considered. But certainly far too many students enter the University who are not of the requisite standard intellectually to benefit by University courses. It is not an actual reduction in numbers which is required but a better selection.

2. Replanning of courses and addition of new subjects should be attempted by the Universities periodically.

3. (a) Under the existing conditions hardly any.

(b) Employment Bureaus set up in the Punjab before the partition did not prove successful.

GAUHATI, UNIVERSITY OF.

1. (b) There are no outlets into industry and commerce. It is well known that in England big commercial firms often give preference to Oxford Honours Graduates in Classics for administrative jobs.

2. Universities should make due provision for vocational courses.

3. (a) Employment bureaus would be useful.

GHOSH, J.

1. (b) There are no sufficient outlets into industry and commerce.

(c) To some extent, this is true.

2. More and more students should be diverted to vocational and technical courses immediately after Matriculation.

3. (a) A well-organised Employment Bureau should exist at every university centre.

GUNDAPPA, D.

1. Universities are not turning out too many graduates—if we look at the size of our population and the work needed for it.

But the education given is not widely purposive enough. I won't say it is " purely literary ". It is emphatically not literary. Its defect is that it makes of one nothing in particular. It is a miscellany and lacks " character ".

2. Outlets in industry and trade are also not enough in the country, but they are growing—though slowly.

GUPTA, DR. J. C.

University education should be severely restricted and should be available only to those who are going to specialise in any branch of knowledge. A good career should await everybody on completion of

study. Education itself should have an eye on the career to be taken up and sufficient practical experience in the line should be acquired during the course of University education itself. There should be an Employment Bureau in each college and a Central Bureau in the University.

GUPTA, DR. R. M.

2. Make the training more vocational for ordinary students and purely literary for brilliant students only.

3. By having a suitable liaison established between the universities. industry and commerce.

GURDAYAL SINGH.

1. (c) Not many.

2. Yes, by giving it more technical bias.

3. (a) Yes, by opening employment bureaus.

IMAM, J. M.

It is true that there is much unemployment among the graduates and the reasons are :—

1. Rapid increase in the number of the university students and graduates. The University education is mainly sought with the sole object of joining Government service or of securing a job somewhere else.

3. The courses are purely literary and the education one has to acquire will not help one to earn and lead an independent life. He cannot make use of his knowledge in practical application. How does a good knowledge of History, Philosophy or Botany or Biology help a man to earn his livelihood unless it is by securing a job as a teacher. So an educated man is considered useless for all practical purposes. The system of education imparted is responsible for increased unemployment.

IYA, DR. K. K.

3. (a) Universities can maintain complete records, of the men and women trained and passing out of different Faculties and keep the governments and private bodies posted with such information by means of, say, University gazette. University could also maintain contacts with National Man-Power Committee and such other bodies.

(b) They could at least be tried.

IYENGAR, G. V. KRISHNASWAMY.

2. Universities can give only general education on specific subjects. Industries and other institutions must pick out proper men and train them to their needs.

3. (a) University can suggest the names of its alumni suitable for employment for particular posts if it is approached.

(b) They will work successfully with proper advertisement.

IYENGAR, T. S. RAJAGOPALA.

1. It is because education has not adjusted itself to the economic needs of the country. Now that India has attained self-government and that industrially it is progressing and national re-construction is undertaken the problem of the employment among the educated class will not be acute.

2. There must be appointed a permanent committee consisting of university men, educational experts, representatives of industry, and commerce. Government and labour should evolve from time to time the curricula having in view the needs of their industries and vocations. It would not lead to wastage of talent and every university product would then be absorbed in some occupation or other.

JHA, I. S.

1. (a) Yes.

(b) There are outlets for properly trained personnel.

(c) Yes.

2. So far as commerce is concerned, to produce right type of men keeping in view the needs of industry and business and making provision for the practical training throughout the whole course in consultation with the prospective employers.

3. It will, at least in case of business and industry.

JUNG, NAWAB ALI YAWAR.

1. & 2. The issue is not confined to the products of the University and, of the reasons suggested in the questionnaire, neither (a) nor (c) is correct; (b) only partly answers the question. Apart from employment not being the aim of University education, there is no system by which employment can be more or less guaranteed for all. One of the reasons for unemployment of graduates is the limited number and capacity of professional Colleges. It is an anomaly that while these are limited the demand for qualified personnel in the professions should be so great. Facilities for professional education require being expanded considerably so as to permit a sufficient intake of students every year.

3. (a) & (b). Largely advisory. Employment Bureaus have not proved very effective.

KANE, MAHAMAHOPADHYAYA, DR. P. V.

1. (a), (b) & (c). At present there is not much unemployment among educated young men as there used to be 5 or 10 years ago, but it is possible that when the present inflationary period is over some unemployment among educated young men may result.

The causes of unemployment were :—

1. That many of the students took only purely literary education;

2. That the outlets into industries and commerce were very few; but I am not of the opinion that India sends more students into the universities than she should.

3. (b) Employment bureaus may be started, but I have my own doubts whether that bureau will be of much use in providing employment for the *alumni* of university that would be unemployed.

KARIAPPA, S.

1. At present I do not see any unemployment among the educated young men.

2. There must be complete correlation, as I have already observed in more than one connection, between education at the university and the needs of the country.

LUCKNOW, UNIVERSITY OF.

1. All the three causes operate in bringing about this result. With the introduction of vocational courses and expansion of scientific and technological studies the third cause will become inoperative. When tasks of construction are undertaken, not a single graduate will find himself unemployed.

3. (a) Very little part. Employment bureaus have been established in some universities but without much success. Universities can be helpful in this task if Public Service Commission take their assistance.

(b) No.

MADRAS, UNIVERSITY OF.

1-3. Unemployment is not limited to educated young men. It is true that there are not sufficient outlets for proper and useful employment. The deficiencies in industrial enterprises, in commerce and in various avenues of employment such as exist in other countries have tended to limit adequate employment of educated young men. At the same time, the object of University education is not essentially to find employment for graduates, but to educate them in such a way that they will be useful citizens. It is wrong to suggest that University education should be altered or any type of higher education should be limited because the avenues of employment are not favourable. An increase in the number of educated young men and women in any country can never lead to deterioration in the general standards of a country. At the same time, the responsibility of the State to provide more opportunities for proper and useful employment of educated men and women should be better realised.

Universities should always watch the trends and, to the extent it is possible, improve and give such courses of instruction as would be needed for particular professional undertakings. The creation of an Employment Bureau does not by itself result in any increased employment of University graduates. A better appreciation by trade and

commerce and certain of the Departments of Government of the utility of making use of the services of University graduates is needed; this will help such persons to get suitable employment.

MADRAS COLLEGE TEACHERS' UNION.

1. Combating unemployment is the duty of the State on which devolves the task of planning for absorbing the unemployed.

(a) No.

(b) Yes.

(c) No.

MAHADEVAN, C.

2. I am whole-heartedly in favour of giving some practical orientation to University education in terms of the immediate and the long-range needs of the country in the different subjects.

MAHANTY, R. N.

1. The reason is a combination of (a), (b) and (c).

3. (a) University should first plan its courses of studies, and its development of studies according to the employment possibilities of future years.

(b) There should be close liaison between Universities and Employment Exchanges now functioning.

MALAVIYA, PT. GOVINDA.

1. All the three causes are operative.

3. A University Employment Bureau suggests itself but all bureaus are likely to be bureaucratic and entangled in red tape.

MATHUR, S. N.

1. (a, b, c). All the three are resposible for unemployment. Vocational guidance is not available to the students.

2. Government Departments should assess their needs for fresh employments and communicate them to the universities, indicating the type of students required. University should guide the students for fulfilling their needs.

3. (a). All the vacancies in the various departments should be put up on the notice boards of the universities, announced through radios and public places. Students fulfilling the conditions should seek the help of the Deans through their subject teachers for sitting at an open competition and practical test and an interview.

MEHTA, PORUS A.

2 & 3. This should be left to natural forces. The concern of universities should be to raise their standard and to produce well-trained, balanced and eager citizens, not to meddle with problems of employment for men. If education is sound and broad-based and there is

stability in the country, there will be no difficulty about employment. The problem of employment should be tackled by the State and not educationists.

MIRASHI, V. V.

1. Yes, because of all the three reasons.

2. Universities should institute courses with a view to meet the needs of the country in agriculture, industries, commerce and defence.

3. (a) Universities should have employment bureaus which should be in touch with educational, industrial and business concerns.

(b) Yes.

MISHRA, H.

1. (a) May be so partly.

(b) Yes.

(c) Not so far for a country with such a vast population.

There should be all-round planned development and then the paucity and not the plethora will be the complaint.

3. (a) They can have Students' advisory bureau, and employment sections.

MOGHE, DR. M. A.

1. There was unemployment five years before, but today there is dearth of suitable men. The unemployment, if at all, is due to the following reasons :—

(i) Ignorance of modern European languages.

(ii) Want of laboratories attached to industries.

(iii) Reluctance on the part of industries to employ University graduates.

Certainly, a very large number come to the Universities.

3. (a) and (b). In 1936, when I attended the British Empire Universities Conference, I spent some time in studying the University Employment Board. If a Board is established on those lines, it would be very helpful.

MOHANTHY, G. C.

By proper sorting out of the students, into those that possess the necessary zeal and abilities for University courses and those that are suited for other types of instruction, proper training can be arranged and each category of students can be made efficient for suitable employment.

MUKERJI, A. C.

There is an incorrect conception about the function of a university. The sole function of University education should not be economic, it should be primarily to foster in the students a taste for higher ideals of life.

MUKHT, C. A.

2. By providing more avenues for vocational training after the school stage.

3. (a) By instituting an Employment Exchange Board through which unemployed educated men can be brought to the notice of the various Departments of the State and private employers who can give them sound advice and guidance in matters affecting their future.

3. (b) Yes.

MURTHY, C. V. D.

1. (a) Yes. Emphasis should be laid on the practical application of subjects taught.

(b) Yes. They do not like to take a purely academic type of man in a practical field.

(c) No. The percentage of university-going population is small compared with other progressive countries.

2. The needs of the country for rapid industrialisation should be studied and the University courses adapted to suit them. Purely academic type of training should be encouraged for people who will be benefited by it, and have capacity for higher studies and research.

3. (a) University Employment Exchanges should be started and proper men recommended for proper jobs.

(b) Yes.

NAGANDARAN, R.

1. (a) Yes.

(b) Yes.

(c) No. But the graduates do not have opportunities of taking up the line of work for which they have a special aptitude.

2. Each area in which a University has been established should have a consultative board, which will investigate the requirements and then arrange for the selection of candidates.

3. (a) & (b). An Employment Bureau should be established with a view to assisting candidates in obtaining suitable employment.

NAIDU, S. PARTHASARADHI.

1. Perhaps the real cause is lack of enough openings of employment.

2. Co-operation between the Government, if it is national, and the universities by the formation of Boards and officers representing both and a scheme being drawn up.

3. (a) By arranging with the Government and employing agencies that they do not employ other than those recommended by the universities. In other words, the universities should make out a list of those eligible for employment and send it to Government and other employing agencies. This remedy may serve the purpose to a certain degree.

PANDHARIPANDE, S. L.

2. The needs of the country should be found out every ten years and the universities be informed about them and be requested to adjust expansion of education in various branches accordingly.

3. (a) A large part, with the help of colleges.

(b) Yes, if they take help from colleges.

PANNIKAR, P. R. PARAMESWARA.

1. (a), (b) & (c). All these causes are responsible for educated unemployment.

2. The diversion of students to practical courses of training after the High School course, instead of admitting them into the University.

3. The University assists men and women to obtain employment through its Employment Bureau.

PARIKH, RAIKLAL S.

2. Uptill now our University education has been organized in the interests of a foreign bureaucracy. We shall have to completely change our outlook which would result in a thorough-going change in our syllabuses, methods of teaching, contact with the general public etc. I think that the helm of our University affairs should be in the hands of those persons who had the courage of visualizing a free India and had therefore formed ideas of an education worthy of a free country and its needs and cultural traditions. I make this remark in all humility but I have to make it because I find that most of our University people from Vice-Chancellors downwards lack this primary inspiration. I do not mean to suggest that they were unpatriotic, but a free India was never 'practical politics' with most of them and therefore had no inspiration to think that way. We cannot make much progress in 'correlating education in the universities with the needs of the country', if we have not the courage to critically examine the legacy of the foreigner, and revolutionize the whole thing, if necessary.

3. (b) Employment bureaus can do useful work.

PATNA, UNIVERSITY OF.

1. (a) Yes, to some extent.

(b) Yes.

(c) Not quantitatively, but the quality of material coming to the University is unsatisfactory.

2. Higher standards and more varied courses; also more Technological institutions.

3. (a) They can play useful role through University Employment Bureau as in most modern Universities abroad.

(b) Yes.

RAM, KUMARI S.

(b) There are not too many students but many go for the wrong purpose.

3. (a) Universities might send out circulars or have notices published showing employers what graduates would be helpful to them. For example, in Japan, Domestic Science graduates run hotels but the menials there are often students of foreign languages trying to acquire the right pronunciation from the guests; the office staff are graduates in foreign languages. Foreigners are not employed. Industrial magnates here still do not realise the value of research. It is said that a factory in Germany in the last century employed Baeyer to synthesize indigo (England having the monopoly of our indigo). An English research worker discovered the process. But the factory found Baeyer so useful generally that they kept him on and gave him every facility for research with the result that he discovered large numbers of drugs and dyes and laid the basis of the German drug and dye industry.

RAMANUJAM, DR. S. G. MANNAWALA.

1. (a) Yes.

(b) Yes.

(c) No.

2. Starting of varied professional courses directly useful for the economic uplift of the country.

3. (b) Yes, provided there is adequate supervision of their work and recognition is accorded to them. At present, the employment bureaus have not been of much use.

RAMASWAMY, E. H.

1. (a) Yes. Practical side such as application of science to industry, also must be taught.

(b) Industrialists do not look with favour on technical graduates.

RAMASWAMY, P.

To say that the rapid increase in the number of university students is responsible for unemployment among educated young men is fundamentally wrong. The number of such young men is far too small in proportion to the population of the country. The unemployment is due to the fact that there is not enough enterprise in these young men and there are not enough concerns and occupations which can provide outlet for the talents of young men.

RAO, A. G. RAMACHANDRA.

Yes. It is because of the University education being not properly correlated to the present environment of our country. It can be remedied by the diversion of students after the Secondary school by providing Technical and Commercial Schools and reserving admission to universities to those who are really fit for it.

RAO, GURTY VENKET.

1. It is because of (a) and (b).

As regards (c), India is not sending more students into universities than she should if numbers alone are taken into account. But viewed from the point of quality, it is certainly a fact.

RAO, H. S. MADHAVA.

(2) The courses of study should be suitably altered.

(3) (a) They can act as Employment Exchange.

(b) If sufficient co-operation is forthcoming from industrial concerns and other private bodies.

RAO, K. S. RAMAKRISHNA.

1. There is no doubt that till recently educated unemployment was very common and was the cause of many ills. But the new openings created in independent India should be able to absorb all educated young men and also divert many misfits from University studies. The arrangements now being made to prepare young men for vocational courses and for the new openings in industrial and commercial establishments and in the Army, Navy and Air Force should before long help to diminish the craze for University education.

3. (a & b). Employment bureaus functioning in the universities have not been of much help.

RAO, V. C. VESAVA.

Some help must be given by the universities to help the students to get employment; employment bureau will help to some extent.

RAY, GIRIJA SHANKAR.

1. Educated young men are not merely unemployed but they are often unemployable because they have only been trained to be good clerks.

(a) No, we find even I.Sc.'s and B.Sc.'s stranded and reading for law.

(b) Partly so.

(c) This is impossible where literacy is so low.

REDDY, M. GOVINDA.

2. Subjects of practical utility should be taught efficiently. The object of this education is not only to gain some factual knowledge. The practical side, the real participation in the actual work, should be aimed at.

3. (a) By having a section like the Employment Bureau and by keeping in touch with the industrial, commercial and business concerns and the Government.

(b) Yes.

ROY, BEPIN VEHARI.

1. Yes, there has been a rapid increase in the number of university students and unemployment is due to all the factors mentioned in (a), (b) and (c).

2. Weeding out of the unfits and diversion to different courses of studies at different universities.

ROY, RAMANI MOHAN.

Employment Bureaus should be instituted in every university to help to find employments for the average students. The most successful students will usually have no difficulty in getting appropriate employments with their own efforts and/or with the help of their Professors.

It is hoped that with new outlets created in industry and commerce, and new avenues of employment opened up in a free country, there will be no educated unemployment in the country. If the number of students in the post-Intermediate classes be considered as University students, it can never be said that India is sending more students into the universities than she should. At 1 student per every 1,000 of population the number of students in post-Intermediate Arts, Science & Commerce classes, and in Law, Medical, Engineering classes should be 24,000 while it would not exceed 15.000 if Law students are excluded.

ROY, S. C.

1. (a) Yes.

(b) Yes.

(c) Yes. Only really meritorious men should go in for higher University education.

SAHAI, DR. HARGOVIND.

(1) The reason is that the courses are more or less of a purely literary character.

(2) Technical courses should be more encouraged.

(3) (a) There should be University Appointment Board maintaining a register of those graduates seeking employment, to which the Government and employers may refer their needs.

SAHU, LAXMI NARAIN.

1. (a) Yes.

(b) Not sufficient at all.

3. (b) No.

SETTY, K. SUBBIAH.

1. Yes.

(a) Yes.

(b) Yes.

(c) Yes.

2. The University should produce the youth for the needs of our country, regarding economic, social, moral, industrial and medical etc. development of our country.

3. (a) By co-ordinating themselves with the Industrial, Commercial, Banking etc. concerns of our country both existing at present and also prospective.

SIBAIYA, DR. L.

Unemployment among University-trained personnel is because of more students of the wrong type entering the portals of the University. Especially University degree for a backward class student would qualify him for nomination to some post in Government service if not in the Civil Service. Hence a large number of people are rushing into the universities who should have after Matriculation branched off to technological and artisan courses. This rush coupled with scholarship attraction finally produces a type of graduate who has no innate love for academic pursuit and who, if not preferentially entertained into Government service, will have to remain unemployed. As a remedy, except for students, who show special aptitude for Arts and Sciences, the majority of Secondary or Matriculation students should be diverted into industrial and commercial and agricultural courses. The percentage of Matriculates rushing for admission to universities is large in India.

3. (a) Universities should not be burdened with the task of Employment Bureaus. They should be the holy seats of learning which should be practiced for the love of it. That does not mean the education at the Universities should not be correlated with needs of the country.

Employment Bureaus may get information from and give their information of national requirements as a piece of suggestion, to the universities. As liaison between the employers and the unemployed, such bureaus can function.

SINGHANIA, PADAMPAT.

2. The following points should be taken into consideration :—

(i) Education from the earlier stages should be given a more practical shape and the curriculum should aim at making the students familiar with practical as well as academic subjects.

(ii) Facilities should be provided for Technical and Commercial studies on a very large scale.

(iii) Agricultural education should be regarded as an essential branch of the Technical education.

3. (a) Universities and Colleges are factories which are not trying to find out markets for their products. The colleges and the universities can and should do a lot in finding out markets for their output.

(b) Yes. Employment Bureaus conducted on the following lines should work satisfactorily :—

(i) To establish contact with all Universities and to advise guardians and parents in the light of the school records of their wards and children.

(ii) To establish contact with employer and labour.

(iii) To place in suitable employment those who have finished their education and who have not already obtained jobs for themselves.

(iv) To establish and supervise in co-operation with employers regular system of 'apprentices' in every trade.

SINHA, SUHRIDCHANDRA.

2. To be planned by the persons not really fitted in the political field but really educated, cultured and of noble birth.

3. (a) Government should enact laws for forcing all employing offices to get men through University.

(b) No.

SOULE, KUMARI ZILLAH.

1. Yes.

(a) The courses are purely literary.

2. Make education practical. Let commercial people guide us in making curricula.

3. (a) Provided education and instruction is related to life.

(b) No.

SUBRAMANIAM, L. R.

2. Provide for more vocational courses and arrange with industries to employ University men.

SWAMY, P. D.

2. More technological and agricultural courses dealing with practical aspects be introduced in universities. Arrangements should also be made for training students in handicrafts.

3. (a) Universities should establish Employment Bureaus and also the Chairman of each Department should see that students get employment after graduation. There should be some co-ordination between industry and commerce on one side and the universities on the other.

(b) Yes.

THADANI, N. V.

1. (a) The courses are more or less of a purely literary character, and the standard is not high enough.

(b) There are few outlets into industry and commerce, and that is largely due to the type of young men turned out.

(c) I do not think that the number of university students is more than India needs. What India needs is a better quality of students turned out.

2. Education should be of a more general character than it is at present, and should also be of a higher standard and quality. There should be greater facilities for professional education as well as research.

3. (a) Universities can have Employment Bureaus for the purpose.

(b) They can be worked successfully only if employers and governments co-operate. The term "university" should be limited to statutory bodies.

THOMAS, R. P.

2. It might be a good thing for the country if every year there is a rough estimate as to how many graduates can be employed in the different known lines of employment. This will help us to know whether we are turning out more graduates than necessary for such employment, and the student also will know then whether he has a chance of employment or he will have to do something else on his own after graduation.

(b) Employment Bureaus will be useful.

TIETJENS, DR. G. C.

2. (a) The course should be made more useful and less academic in character.

(b) Industry and Commerce should not be shy of employing trained graduates.

3. (a) University should maintain contacts with every industrial and commercial organisation and should undertake to supply them with trained personnel, according to their needs.

(b) Yes, if properly organised.

QUESTION XXIII.

ASTHANA, DR. NARAYANA PRASAD.

1. Yes.

3. Recognition of their degrees or diplomas as qualifying for sitting for certain examinations of the University.

BHASKARAN, R.

1. Yes.

2. When an institution is really good it may ask for, and obtain, a charter. Sub-standard and bogus foundations would not get a charter.

3. No special regulation is necessary.

BHATTACHARYA, DR. D. R.

1. Yes. We are against the institution of universities without any charters.

2. Institutions of the kind mentioned may be allowed to grow on their own lines and when they acquire the minimum requirements of the chartered universities their cases should be considered by the Government favourably.

3. These unchartered universities should not be recognised by the chartered universities without a proper scrutiny of their courses of studies and without inspection by a panel of inspectors as to their actual mode of working. As a rule it has been found that the standard of students produced by the unchartered universities is far below the required average.

CALCUTTA, UNIVERSITY OF.

1. It is difficult to appreciate the import of the question. Universities in India are functioning for a century and there is no reason why the expression 'University' should be under any misapprehension. Universities should function either under a Statute or under a Charter. There are bodies and organisations in this country, which are supposed to confer degrees and diplomas upon successful candidates functioning neither under a Statute nor a Charter. Whether this is permissible under the law or not is a question which lawyers will be able to answer.

2 and 3. Jamia Milia and the Vidya Piths are experiments in education. They should be permitted to impart education on their own lines. Whether the education imparted will be sound or not will be determined by the verdict of history. Universities will be glad to recognise their examination results if of equivalent University standards. Recognition by the State and recognition by Universities are two different things.

DAS, NARENDRA PRASAD.

1. Yes.

2. Chartered universities should have separate and distinctive symbols.

3. Each should co-operate as research institution.

DESHMUKH, R. M.

1. Yes. There is no reason why anyone deserving of the status should not get it.

2. I have suggested that University legislation should be central. All deserving institutions could therefore be incorporated as such. Presumably there will be no such thing as Royal Charters in this country in future.

3. They need not be regulated, each institution duly incorporated will issue its own certificates which will seek their own level in the market.

DONGERKERY, S. R.

1. Yes, because the practice is liable to abuse at the hands of unscrupulous individuals.

2. I would grant Government recognition to such institutions and ask Government to issue lists of such recognized institutions from time to time.

3. I would leave this to the individual universities to decide for themselves.

DUBE, PT. K. L.

1. Yes.

2. They may be called Vidyapith, etc., as distinguished from the Vishwa Vidyalayas, or Universities.

3. Their examinations should be recognised by Statutory Universities but this should be done on an all-India basis—with the advice of the Inter-University Board—with regard to each examination concerned. They should also be encouraged to meet representatives of the latter for academic purposes specially when the meetings of the learned conferences are held. These institutions should be included in any scheme of exchange of professors.

EAST PUNJAB UNIVERSITY.

1. Yes.

2. Government should only recognise Chartered Universities. Even the Jamia Milia and the Vidya Piths should obtain charters now that India is a free country.

3. Does not arise in view of (2) above.

GAUHATI, UNIVERSITY OF.

1. Yes.

2. Well organised institutions like the Jamia Milia may be empowered to grant special diplomas.

3. Universities may consider the recognition of diplomas granted by such institutions.

GUPTA, DR. R. M.

1. No.

2. If the education is considered sound, they should be considered as recognised institutions.

3. By having their representatives in the Inter-University Board and the latter satisfying themselves of the soundness of the instructions imparted there.

IYENGAR, G. V. KRISHNASWAMY.

1. Yes.

2. Jamia Milia and Vidya Piths may give their own titles.

JHA, I. S.

1. Yes.

2. All the Vidya Piths do not maintain the same standard as Jamia Milia.

JUNG, ALI YAWAR.

1. I am in favour of the prohibition.

2. Only by recognition for purposes of admission.

3. As under (2) above.

KANE, MAHAMAHOPADHYAYA DR. P. V.

1. The use of the word "university" should be confined only to those bodies that are constituted into universities by the Provincial or Central legislation or by Royal Charter. Other bodies that teach subjects which really belong to higher education may be incorporated under the Societies' Registration Act, but their nomenclature should be different and they should employ such words as Academy, Corporation, Institute, etc. The degrees and the diplomas started by bodies that are not universities should have entirely different nomenclature from the degrees and diplomas granted by the universities properly so framed.

KIBE, M. V.

1. Yes.

2. Such institutions as are mentioned in this question should give different nomenclatures to their degrees or diplomas from those that are given by Chartered Universities and should insist that the holders of the degrees or diplomas should add in brackets the names of these institutions.

LUCKNOW, UNIVERSITY OF.

1. No.

3. Degrees of those institutions should be recognised which maintain university standards of teaching and examination.

MADRAS, UNIVERSITY OF.

1. The University is not in favour of the use of the expressions of university degrees and diplomas by Corporate Bodies without a charter. If such bodies do not wish for any reason to become Chartered Universities, there is no reason why they should not give certificates of their own, and the worth of a certificate of such a body will depend upon the products turned out.

2. There seems to be no necessity to distinguish between bodies of such a nature. Their products must enable the public to distinguish them.

MALAVIYA, PT. GOVIND.

1. Yes.

2. Those that are doing good work may be given charters or be affiliated to neighbouring universities.

MATHUR, S. N.

1. Yes.

2. I do not have any faith in Jamia Milia and Vidya Piths. Their purse strings cannot be so elastic as to be stretched to any indefinite length in proportion to the need of their alumni.

3. These institutions should be absorbed by the universities in whose jurisdiction they happen to be located.

MEDICAL COUNCIL OF INDIA, NEW DELHI.

1. There does not appear to be any reason for these institutions remaining unchartered. In fact, full freedom may be given to universities to place their courses as they like best depending on the fact that final standards are not lowered particularly if the degrees and diplomas are similar to those of the " chartered " universities.

MISHRA, H.

1. No.

2. If these are recognised by Universities and Government there is no practical need for distinctions.

MOGHE, DR. M. A.

1. Yes.

2. They can give their own certificates. Employers can find out the attainments of the applicants.

PADHE, HARISHCHANDRA.

2. The Vidya Piths should be suitably integrated in universities.

PANDHARIPANDE, S. L.

1. Yes.

2. Such institutions may be affiliated to the universities without being made to lose their speciality.

PANNIKAR, P. R. PARAMESWARA.

We are of opinion that the use of the word "University" and the issue of degrees and diplomas by corporate bodies without any charter should be prohibited. The recognition of such qualifications is likely to lead to the establishment of a number of bogus universities. The qualifications given by unchartered institutions may, if they are worthy of recognition, be recognized by Government as conferring eligibility for employment.

PAPWORTH, H. C.

I am definitely in favour of prohibting the use of the word "University" and of the issue of degrees and diplomas by corporate bodies without any charter. This practice will soon lead to the establishment of a number of bogus universities.

PARIKH, RAIKLAL S.

1 & 2. No. If necessary I would ask the authorities concerned to grant charters or other types of recognition without their asking, if they find that they are worthy and impart sound education of a higher type.

3. These institutions should be treated, if they are worthy, as other Chartered Universities are treated.

PATNA, UNIVERSITY OF.

Government No. 2061-E., dated the 10th August, 1938 to Registrar, Bihar Vidyapith, recognised by Bihar Government for appointments; no examinations since 1932. Praveshika = Matric, Snatak = B.A.

PATTANAYAK, DR. G. C.

1. Yes.

2. Institutions like Jamia Milia and Vidya Piths and such other institutions of proved utility and merit should be recognised by the Central Government. After such enquiry as deemed necessary charters may be granted to them if asked for, under such conditions as not to interfere with their intrinsic character and speciality. All the Sanskrit colleges should be brought under universities. Provincial Sanskrit organizations should be merged in the University organisation.

PRADHAN, N. C.

1. Any corporate body which is not formed under a charter should be prohibited from using the name of University.

2 & 3. Individual universities should be left to recognise such institutions.

PRADYUMNA, C. JOSHI.

Universities without charter may have had their justification in the past but today there is no place for them. They should either be given an independent charter on the fulfilment of the standards which are applied to other universities, or asked to merge their existence in the universities already possessing a charter and incorporated by an act of the Legislature. The Jamia Milia and the Vidya Piths were a result of the dissidence of certain groups at a time of foreign rule but now there can be no room for such wide divergences. They have created the greatest confusion by their demand for recognition of their degrees and treatment on par with those of sister universities. It is time that a unification with the Chartered Universities but consistent with their charter of national ideal institutions is brought about and the uphappy chapter closed. I think even the alumni of those institutions would wish such a reconciliation and a new status.

RAMANUJAM, DR. S. G. MANAWALA.

1. Yes.

2. By Government maintaining and publishing lists of approved institutions imparting sound education on their special lines, which may issue certificates.

3. By according recognition to courses which are equal in content and value to corresponding courses in Universities.

RAMASWAMY, P.

These should be prohibited and their degrees definitely banned. At the same time Government should accord recognition to useful institutions like Jamia Milia.

RAO, A. G. RAMACHANDRA.

In the present stage of our country the words degree, university, etc., may be confined to chartered institutions only although it is desirable that there may not be any restriction regarding the starting, on the part of any body, of institutions of advanced learning. Such institutions may have a different nomenclature regarding their degrees. In course of time tradition may make such degree well-recognisable.

RAO, GURTY VENKET.

1. Yes.

2. Institutions like Jamia Milia and the Vidya Pith, if they are imparting sound education, may be given charters.

3. If these institutions receive charters, they may secure recognition for their degrees from universities by negotiation as is done among the Statutory Universities.

RAO, H. S. MADHAVA.

1. Yes.

2. By prohibiting the use of the word ' university ' by these bodies.

RAO, K. S. RAMA KRISHNA.

1. Degrees and diplomas of unchartered universities should be prohibited.

2. Institutions like Jamia Milia and the Vidya Piths which impart sound education may be recognised by universities for purposes of admission to any university classes if their graduates seek such admission. For purposes of employment sought by them a similarly liberal policy may be followed.

RAO, S. V. SRINIVASA.

1. The use of the word ' university ' should be restricted to Chartered Universities and issue of degrees should similarly be restricted. Diplomas on the other hand may be given by other bodies.

(ii) & (iii). The University after a study of their curricula may recognise the instruction and courses and consider these diplomas, equivalent to certain of their degrees.

RAY, GIRIJA SHANKAR.

1. Yes. Otherwise the values are confused.

2. These can be easily assimilated by the universities under an Oriental section.

3. They should be absorbed completely and reorganised.

SIBAIYA, DR. L.

1. and 2. If it is felt that the corporate bodies are doing excellent work and are turning out right type of well-equipped students for any national requirement, what prevents free India, granting the necessary charter ?

3. Law should interfere and suppress such mushroom " Universities " which are harmful to the interests of India. The Board of Education or the Inter-University Board may be left to judge the issue.

SINGHANIA, PADAMPAT.

3. A Board of members drawn from the various universities should be set up and on its recommendations from time to time, degrees of such institutions which maintain sound systems, should be recognised by the universities

SINHA, SUHRIDCHANDRA.

1. Yes.

3. Through Inter-University Board.

SWAMI, P. D.

1. Yes.

2. These institutions should be chartered at the earliest possible date.

TIETJANS, DR. O. G.

1. Yes.

3. These institutions might be affiliated to the Universities and subject to inspection by the University authorities.

THOMAS, R. P.

1. Yes.

2 & 3. An expert committee will have to be formed to look into this matter and only such useful bodies like Vidya Piths should be recognised but brought under the supervision and control of the University. This is necessary for enforcing unifomity and it will also enhance the prestige of such bodies. I do not favour the idea of letting these bodies loose without University control.

UNIVERSITY COLLEGES, WALTAIR, PRINCIPAL AND DEPARTMENTAL HEADS.

1. Most decidedly, yes.

2. Institutions like the Jamia Milia, however sound they may be in their ends and means, should seek and obtain charters as regular universities.

QUESTION XXIV.

AIYAR, ALLADI KRISHNASWAMI.

There must be an attempt at a uniform standard in the different universities. This can to a certain extent be achieved by passing legislative control on to the Union as also by inter-university co-operation.

In view of the meagreness of our resources, there must be greater inter-university co-operation, with different universities specialising in particular branches of study and knowledge.

ALLAHABAD UNIVERSITY TEACHERS' ASSOCIATION.

1. (a) It can do a great deal, but so far, its achievements have fallen far short of expectation except in the sphere of inter-university games and sports.

(b) Yes. There should be a larger number of university representatives besides the Vice-Chancellors. These should be drawn from the University Teachers' Association which should be organized in all universities.

2. Organization and recognition of University Teachers' Associations and the all-India University Teachers' Federation which was organized in 1947 at Allahabad and of which the Hon'ble Dr. Shyama Prasad Mukerji is the President.

AKBAR, S. ALI.

1. (a) I think that the Inter-University Board is organised on the right lines and that it is doing splendid work.

(b) The recommendations of the Board should be given greater weight and importance by the Provincial Governments and States as well as by the different universities.

ASTHANA, DR. NARAYAN PRASAD.

It has not done any useful work so far. It may probably be due to the absence of any power to enforce its decisions. Its constitution, functions and powers should be revised and carefully defined. It should be a statutory body.

BHATTACHARYA, DR. D. R.

1. (a) It is working satisfactorily.

(b) There should be two representatives from each university including the Vice-Chancellor on the Inter-University Board.

2. Inter-change of Professors and advanced students and exchange of apparatus and books are recommended.

CALCUTTA, UNIVERSITY OF.

1. (a) The Inter-University Board has been working to the best of its ability. It should be converted into a Statutory Board with definite functions attached to it. It should not be in the position of Oliver Twist and should have statutory grants made to it in order to enable it to function properly.

DASANNACHARYA, DR. B.

1. (a) What happens at the inter-universities' conferences is only known to the Vice-Chancellors who attend them. They do not enlighten others in any systematic way.

(b) It should be compulsory that the Vice-Chancellor discusses the agenda, etc., with the Senate of his University.

DUBE, PT. K. L.

1. (a) It has served a useful purpose in bringing the Heads of Indian Universities together and enabling them to understand some of the common problems of universities in India. The direct contribution of the Inter-University Board has so far been a limited one.

(b) Improvements in the following direction are desirable.

(i) The Board should have not only a whole-time Secretary but also a whole-time adequate staff including Assistant Secretaries to help Indian universities in obtaining condensed information on specific forms, including the latest trends in foreign universities.

(ii) There should be some meetings of the Inter-University Board in which the Chairman is totally exempted from the obligation of either taking over his office or handing it over.

The Chairman may be elected every three years.

(iii) If necessary, a Vice-Chairman may be elected for every year so that all universities have an opportunity of coming into direct contact with the administrative work of the Board.

(iv) Along with the annual meeting of the Inter-University Board, there should be meetings of Administrative Officers of the universities by rotation. This will enable such officers as Treasurers and Deans of Faculties to discuss their specific problems with their colleagues in other universities.

GHOSH, J.

1. (a) They should be more active.

2. Common meetings, mutual invitation to deliver lectures, temporary lending of teachers, temporary courses for students of different universities, admission of research students, sports competitions, etc., are some of the means of developing inter-university relations.

GUPTA, DR. R. M.

1. (a) To supervise all-India institutions; to maintain a liaison between all universities; to distribute funds for all-India educational purposes; to maintain liaison between universities and the Central Govt.

JUNG, NAWAB ALI YAWAR.

1. (a) & (b). The Inter-University Board discharges a very useful and necessary function as a co-ordinating and advising body. It should be strengthened and made more effective. Discussions in the Board will be made more fruitful of results if the representatives of the universities were to sound their own competent bodies beforehand on the subjects under discussion so as to be able to give decisive opinions rather than follow the reverse procedure which, in some cases, results in the considered opinions of the Inter-University Board being rejected by individual universities.

2. By recognition being given both by the universities and the Governments to the Inter-University Board as the sole authority for advice on universities and by periodical all-India conferences of representatives of different Faculties to consider special academic questions. The recommendations of such conferences should be made available to the Inter-University Board and they should, in fact, be held under the auspices of the Board.

KRISHNAMURTI, K.

1. (a) The Inter-University Board should try to bring about co-ordination in the teaching and work in various universities and a uniformity in the academic standards throughout the country. The effectiveness of the Board can be greatly increased if the resolutions passed in the meetings of the Board by a large majority of members are accepted by all the Indian universities without any deviation. Otherwise it will continue to be an advisory body.

MADRAS, UNIVERSITY OF.

1 & 2. The Inter-University Board is a very useful body and should be made more effective by a proper appreciation of its position and working. It has had several handicaps, but of late there has been a change in regard to the working of the Inter-University Board and despite criticisms it is performing a very useful function. The main object of the Inter-University Board is to bring the different universities together, to exercise a certain amount of moral influence over the different universities, and wherever possible to advise universities in regard to any of the objects for which the universities are functioning. In all countries the tendency is to favour the formation of such a body and the recent conference of the Universities of the Commonwealth

has made it clear that different countries have such bodies and desire to contact only similar bodies in other countries. The Inter-University Board should always be considered as the authority to advise Government or universities on academic matters or matters pertaining to the general administration of universities. The Board will be naturally the channel for development of Inter-University relations. The main disability in the working of the Inter-University Board has been lack of finance, and the Central Government should not hesitate to help such a body with adequate resources.

MAHANTY, R. N.

Inter-University Board should aim at the rooting out of provincialism and should encourage exchange of professors and students among universities.

MALAVIYA, PT. GOVIND.

1. (a) The functions of the Inter-University Board should be expanded. The Board should co-ordinate all university problems. At present there is no sanction behind its decisions and member universities do not pay sufficient attention to the decisions of the Board. The authority of the Board in academic matters should be unquestionable.

MATHUR, S. N.

1. (a) In the presence of a Central University Grants Committee the Inter-University Board will be superfluous.

(b) Grants Committee will discharge all the functions now entrusted to the Inter-University Board with regard to the policies, plans and teaching in each of them.

MATHAI, S.

1. The Inter-University Board should have wider powers than it has at present. Its decisions should be binding on the member universities. To secure this the secretariat of the Inter-University Board must be established on a firm footing and the Secretary, who should be an ex-officio member of the Board, should be in a position to visit the various universities periodically, so that by personal contact the universities may be encouraged to carry out the instructions and recommendations of the Board. The Secretary's personal relations with the Vice-Chancellors and Registrars are of great importance.

The office of the Inter-University Board should be permanently established in a central place and should become a kind of University House, where it would be possible for meetings to be held and occasionally for visiting members of the Board to stay. This will give greater reality to Inter-University relations than has been possible while the Inter-University Board had no fixed habitation.

NAYAR, DR. A. S. MANNADI.

1. (i) To co-ordinate University education.

(ii) To arrange for interchange of teachers.

(iii) To co-ordinate "activities" of University students in sports, debating societies and social life.

PANNIKAR, P. R. PARAMESWARA.

The Inter-University Board of India, which consists of the Vice-Chancellors of all the universities, should be re-organized on a statutory basis.

PADHE, HARISCHANDRA.

1. (a) Inter-University Board is doing healthy work.

(b) Students should be given opportunities to visit at least three universities in their 3rd or 4th year classes at Government cost.

PANDE, SHIVADHAR.

1. (a) Excellent, considering its handicaps.

(b) Give it power, or turn over its functions to the Central Government.

2. University courses and examinations should be standardized. At present every university is water-tight. No student can migrate in the M.A. Inter-University "Shastrarth" might buck up everybody's spirits, if no one dares to go round on a "Digvijaya" in the grand old style.

PANDHARIPANDE, S. L.

1. (a) Co-ordination and contact.

2. Increasing contacts through exchange of teachers, conferences, invitations for visits, etc.

PATNA, UNIVERSITY OF.

1. (a) The present functions of the Inter-University Board are recommendatory in character and not mandatory. In its working it has not achieved the desired results. Recently, however, it is playing a more important role on account of : (i) a greater recognition of its functions, and importance,

(ii) its linking with the Empire University Bureau and the International University Bureau, i.e. UNESCO, and

(iii) its representation on the Empire University Conference.

(b) The formation of the Standing Committee with the tenure of the office of the President for three years in place of one year of the President of the Inter-University Board.

2. (i) Exchange of University teachers,

(ii) Exchange of advanced students, and research workers,

(iii) Complete agreement about disciplinary action against students in different universities,

(iv) Removal of vexatious restrictions in admission between different universities,

(v) Admission of students in institutions financed by the Central funds on some agreed all-India basis.

RAMASWAMY, P.

The fundamental function of the Inter-University Board is to bring about a correlation of studies between different universities to avoid wasteful reduplication and to facilitate the exchange of professors in different universities.

RAO, K. S. RAMAKRISHNA.

1. (a) & (b). The main function of the Inter-University Board should be to correlate the curricula and standards of the examination and marking of the various universities in India with a view to bringing about a rough approximation and uniformity in these respects.

RAO, DR. M. A. GOVINDA.

The Inter-University Board may help the close association between Principals and professors of various universities, for purposes of discussion on courses of study and research, etc.

ROY, BEPIN VEHARI.

I welcome the activities of the Inter-University Board. The Board is to function, in the beginning in an advisory capacity. But if its advice in respect of maintaining the necessary uniformity and standards of university examination is ignored it will have powers to enforce its demands.

SAHAI, DR. HARGOVIND.

The Inter-University Board should do more co-ordinating and its advice should receive more attention by the universities.

SIRCAR, J. N.

Oral Evidence.

I have no faith in the Inter-University Board. The Inter-University Board as it has been working, has not shown much utility as yet. It has no creative element within itself. That is why we have to import foreign experts. This Inter-University Board cannot undertake it because it presents vested interests where they are anxious to safeguard what they are doing. No kind of self-examination is possible in the Inter-University Board. Therefore an all-India body which will inspect Universities and help them to raise standards themselves is necessary.

SHARMA, TULSINARAYAN.

The Inter-University Board shall be, in our opinion, a statutory body with executive powers. Its functions will be co-ordination, development of co-operation among universities in India and the maintenance of an all-India standard in University education.

SINGHANIA, PADAMPAT.

1. (a) It has been doing work of an appreciable nature.

(b) It has particularly advisory duties and does not possess powers which would enable it to co-ordinate the Universities' developments in the way or to the extent to which our national system will require. Such powers should be given.

SINGARAVELU, M.

My opinion of the working of the Inter-University Board is that it has so far considered and passed various resolutions which are of far-reaching character but for want of sanction has so far not been able to see them implemented by the universities to the same extent as it was hoped.

UNIVERSITY COLLEGES, WALTAIR, PRINCIPAL AND DEPARTMENTAL HEADS.

1. (a). Founded in 1925, the Inter-University Board has done some useful work during the past 23 years. But, as the Sargent Report points out, "it is a purely advisory body and does not possess the authority which would enable it to co-ordinate University development in the ways or to the extent which a national system will require". It is a complete statement of the Board's budget of limitations.

(b) The Board should grow into something between what it now is and a too centralized omnipotent planning organization. A body combining the functions of the present Board and of the University Grants Utilization Committee would be a very desirable thing. Such

a body, with a permanent chairman, and consisting of experts with a wide background of University experience as teachers or administrators, would be able to get funds from Government and distribute them equitably and intelligently. It should not be directly under the tutelage of the Education Department,—that way lies rigidity, red tape, and what not. And such co-ordination and central direction that the body is able to achieve will be through " influence ", rather than through automatic control.

WADIA, A. K.

The greatest weakness of the Inter-University Board is that the recommendations of the Board are not pressed by the representatives in their own universities.

QUESTION XXV.

ALLAHABAD UNIVERSITY TEACHERS' ASSOCIATION, ALLAHABAD.

1. There should be a Central Bureau of Information in touch with the U. N. O. and the U. N. E. S. C. O. with branches in all universities.

2. By disseminating information and by co-operating generally with these organizations in the realization of their aims.

3 & 4. By means of lectures, papers, discussions, films, gramophone records.

5. No racial barriers exist in India. Exchange of teachers and students with other countries will help to increase mutual understanding.

6. By publishing a journal; arranging for exchange of teachers and students; and acting generally as an instrument of co-ordination and a clearing-house for ideas.

ANTOINETTE, SISTER.

Universities in India should co-operate with the U. N. O. and its associated organs, particularly the U. N. E. S. C. O. Every university centre should have a study circle which will be a forum of discussion on international questions. The study circle should be equipped with a library containing literature about U. N. O. and the various branches. The U. N. E. S. C. O. should institute a system of scholarships that will facilitate international study and inter-change of students.

ASAF ALI, HIS EXCELLENCY.

To begin with, standard publications dealing with the nature of the work undertaken by UNO and UNESCO should be introduced into high schools and colleges as a part of the necessary course of studies. There should also be an exchange of students and teachers between various countries, and extension lectures by outstanding international personalities may also be arranged.

BANERJEA, DR. B. N.

1. While for the UNESCO, a co-operating national body has been formed in India the only step to associate and interest public opinion in the matter of the U. N. O. is the non-official federation on whose behalf I am addressing you. In many countries the United Nations Associations are receiving suitable grants and subsidies. I hope it will be possible for you to recommend to the Central and Provincial Governments that they should recognise the U. N. Associations and encourage formation of its branches (for purposes of study and discussion) in the various University centres of India.

2, 3 & 4. Universities can always suitably encourage interest in the U.N.O. and its specialised agencies by organising and co-operating with U. N. Associations, and by organising study-circles etc. As International Affairs and International Law as well as Modern History and Economics form important parts of the University curriculum, it would be desirable specifically to make the U. N. O. and its agencies apart of the University courses. Special lectures organised in University centres in collaboration with the U. N. Associations and the offices of the U. N. O. and its agencies situated in India would go a long way in stimulating public opinion in matters international.

6. The UNESCO in particular is keen on getting help from universities provided direct contacts are facilitated. It is desirable that either through some agency under the Ministry of Education, Government of India and/or the Indian Association or the U.N. such contacts with the universities are facilitated and made practically direct. For instance there is just now a request to me from the Education Secretary to the World Federation of the United Nations Associations to assist in drawing up a report on 'how Geography teaching in schools is being used to develop international understanding'. Neither is my Association, dependent as it is on voluntary subscriptions and honorary workers, in a position to undertake the task, nor is it accredited to the universities. Under the circumstances, I am trying to contact the Geographical societies and teachers of Geography, on my own, and to secure some report because India has been selected as one of the ten countries where a preliminary survey should take place.

BHATTACHARYA, DR. D. R.

1 & 2. The establishment of U. N. O. & U. N. E. S. C. O. Centres in India and exchange of publications between the Universities & U. N. O. & U. N. E. S. C. O. and special lectures by foreign experts should be organised.

3. By exchanging professors and inviting experts to deliver series of lectures at various University Centres.

4. As above, specially items 1 & 2.

5. Closer contacts between the East and the West and exchange of ideas between experts on either side and by laying greater stress on the subjects of International Law and Foreign Affairs.

6. By the publication of pamphlets regarding the constitution and courses of studies of the Universities in India and their distribution among the Universities of the world outside India. And also by establishing a Central Bureau which could act as a co-ordinating agent between Indian and foreign Universities

BHATTACHARYA, K. K.

1. By various measures, such as, exchange of Professors, research scholars, representation on the U. N. O. and the UNESCO by the teachers, arrangements of lectures by prominent men of the U. N. O. and the UNESCO in the universities, etc.

2. By measures suggested above.

3. By making International Law and International Affairs compulsory subjects for every B.A., M.A., and Law student.

BOSE, B. C.

4. (a)-(d) All these are a bit too early for us. A small number of people may be deputed to these meetings. But we should not fritter away our energy before we have managed our own house well by limited but intensive activity from each professor in his own domain and by administrative heads in their own organizations.

CALCUTTA, UNIVERSITY OF.

1. International organisations like U.N.O. and U.N.E.S.C.O. should be brought into closer touch with the universities in India. This can be done in a variety of ways. These international organisations must secure the confidence of the people of India and of the universities. In the past the League of Nations Charter was made a compulsory subject of study in many universities including this University. The League of Nations came to grief and therefore the confidence of the public has been greatly shaken in regard to international organisations like U.N.O. and the U.N.E.S.C.O.

2. Universities in India can easily co-operate with the world organisations like the U.N.O. and U.N.E.S.C.O. The nature and the method of co-operation is necessarily dependent upon agreements between each university and the U.N.O. and U.N.E.S.C.O.

3. Propaganda literature emanating from the U.N.O. and U.N.E.S.C.O. may be given wide publicity amongst the students. Their constitution and charter may be studied as parts of the curricula of studies. The whole difficulty is that the student community in this country must be impressed with the realities of the situation and the effectiveness of the organisations.

4. Universities in India can participate more effectively in the implementation of the programme of the U.N.E.S.C.O. in regard to 4(a), (b), and (c), by having exhibitions and seminars of an international character representing different groups and types of culture, by encouraging free flow of ideas between students and teachers and between different groups of culture. A proper scheme must be evolved and properly financed by the proper authorities concerned, international, central or provincial.

6. The U.N.O. and U.N.E.S.C.O. can evolve a scheme under which the universities in India can come into closer contact with universities of other countries through exchange of professors and students and exchange of journals and other literature emanating from these universities, of advanced research type.

DASANNACHARYA, DR. B.

Branches of the U.N.O. and U.N.E.S.C.O. should be opened in each university and periodical discussions held.

DESHMUKH, R. M.

So far as the world conceptions behind these organisations are concerned, they should be brought to the notice of the students by series of extensive lectures followed by tests of their acquaintance with the subject, but not with a view to pass any examination. Literature relating to U.N.O. and connected orginasitions and magazines issued by it should find place in college libraries. This will give them ideas and basic principles.

DUBE, A. P.

Do not depend for international work on universities. Let the Government select its own men and profit from them.

DUBE, PT. K. L.

1 to 6. A scheme for exchange of University professors should be drawn up and financed by the Government of India. Until some steps in this direction have been taken it will be difficult to create real interest in the work of the UNO in India.

EAST PUNJAB UNIVERSITY.

1. Dissemination of regular and up-to-date information which should be undertaken by a Liaison Agency maintained by the Ministry of Education of the Government of India.

2. Universities can only attempt this through extensive lectures and through the visits of distinguished representatives of the agencies referred to.

3. As above.

(a) All these can only be attempted through the personal influence and interest of University teachers.

(b) and (c) As above.

(d) Visits from distinguished foreign Professors should be periodically arranged in order to promote interchange of ideas. A scheme for foreign travel for selected students should be sponsored by Government.

5. By the ways and means suggested in answer to 4 above.

6. By a scheme of travelling fellowships and by giving more opportunities to University teachers to participate in U.N.E.S.C.O., seminars a number of which should be arranged in India.

2. These are not favoured. All communal or denominational colleges and Universities should be re-modelled on a national basis.

3. Separate hostels for different communities tend to increase communal tension. There appear to be no compensatory advantages under the new set-up in free India.

4. No. While formal religious education is not favoured, the Universities should utilize every resource for the development of a proper ethical sense amongst its alumni. A scientific study of comparative Religions should form one of the departments of University teaching & research.

GAUHATI UNIVERSITY.

4. At present the students in the universities in India are not sufficiently acquainted with the activities of U.N.O. and U.N.E.S.C.O. The establishment of Information Bureau at University Centres is likely to be helpful.

JANG, NAWAB ALI YAR.

Universities already fulfil part of the programme of the U.N.O. and U.N.E.S.C.O. by imparting and raising the standards of education, science and culture and increasing the free flow of ideas. That is in fact what the universities have been doing since long before the U.N.E.S.O. was born.

Co-operation can be effected with these organizations by exchange of literature and publications. lectures. the introduction of International Studies as a course. the establishment of United Nations Associations, the opening of a library containing U.N.O. and U.N.E.S.C.O. literature and by promoting the study of foreign languages and cultures.

As far as racial barriers or conflicts and tensions in the country are concerned. it is not the U.N.E.S.C.O. but the country itself and its educational, social and political institutions which can help. Similarly, for getting in touch with Universities in other parts of the world, a world organization for the development of Inter-University relations is required rather than the U.N.E.S.C.O.

KRISHNAMURTI, K.

1. Centres of the U.N.O. and U.N.E.S.C.O. can be started in the various universities in India for obtaining and distributing the relevant literature, and familiarising students with the ideals and objects of the organisations by means of lectures, cinema shows and study circles, so as to create opportunities of free and frank discussions on the activities of the U.N.O. etc.

2. Universities can send out their delegates to attend the meetings of those organizations and stimulate interest in acquiring knowledge in regard to the working and objectives of these organisations.

3. Some officers working on behalf of the U.N.O. and U.N.E.S.C.O. should tour all over India and organize centres for the study of the work of these bodies, and explain to the students the extent of success achieved by these organizations and dispel their doubts.

LUCKNOW, UNIVERSITY OF.

Each university should have an Institute of World Affairs to discuss periodically problems in international economics and politics from a scientific and an international view point and publish papers read and discussed. The U.N.O., I.L.O., F.A.O. and the U.N.E.S.C.O. should distribute their reports and publications free of cost to the universities. In the teaching of both Economics and politics the world view point should be stressed. Population, Trade, Agriculture and Industry are usually treated still from the national angles of vision in most universities of the world. The Reports and publications of the U.N.O., F.A.O. and I.L.O. should be more regularly and systematically used in teaching than at present. Even at the under-graduate stage some material ought to be given to the students as regards the problems of world conflict and peace and the structure and functions of such international institutions as the U.N.O., I.L.O., F.A.O. and the U.N.E.S.C.O.

MAHANTY, R. N.,

1. More extra mural lectures should be imparted to university students about U.N.O. and U.N.E.S.C.O.

2. If all the universities insist on imparting one type of education whose ideal would be not mere nationalism but also internationlism, equality of man-kind and eradication of prejudice against caste and colour then above peace and international understanding would be possible. It is not arms but education that would bring the world peace.

MANAVALA, DR. S. G. RAMANUJAM.

1 and 2. Sending and inviting delegates.

3. By instituting prizes for essays on these subjects by students.

4. (a) Arranging for visits to foreign universities.

(b) Inviting and sending expert bodies.

(c) and (d) Inviting and sending Cultural Missions.

5. By making proper representations through Indian Embassies in various countries and in the U.N.E.S.C.O. itself.

6. By actively promoting intellectual and cultural contacts between the leaders of thought in India and other countries.

PADHE, HARISCHANDRA.

Post graduate studies have to be encouraged in other countries and scholarships be given to students from other countries to come and study in our country. Message of Love and understanding of ideals will follow.

PANDHARIPANDE. S. L.

2. Through lectures and tutorial classes.

4. Through distribution of literature on these subjects.

5. University should declare it as one of its aims and ask the Boards of studies to have these aims in view in prescribing books.

PATNA, UNIVERSITY OF.

1.(i) Greater publicity of aims and objects of U.N.O. and U.N.E.S.C.O.

(ii) Exchange of University teachers and students.

(iii) Holding or more frequent conferences.

(iv) Holding of U. N.O. and U.N.E.S.C.O. conferences in India.

(v) Representation of U.N.O. and U.N.E.S.C.O. in the Inter-University Board.

2. (i) By holding of international conferences as frequently as possible in order to promote world peace.

(ii) By a proper balance on Humanities and Science in the teaching syllabus of Universities.

3. (i) By a closer study in Universities of international problems, particularly those of pertaining to establishment of a new order in world economy.

(ii) By reorientation of education towards developing a consciousness of humanity and sympathy to run down racial antipathies and the conflict between the exploiter and exploited.

(iii) A greater study of U.N.E.S.C.O. publications on group tension and allied subjects.

4. (a) There should be a regular exchange of researches in scientific and other subjects between different countries. Scientific advancement should not be a close preserve.

(b) Exchange of professors and students.

(c) Through frequent meetings of international conferences.

(d) Through exchange of lecturers between different Universities on cultural subjects.

5. By making provisions for common educational and residential institutions and even more by providing for University research institutes for the study of factors of Social barriers and conflicts.

6. (i) By exchange of students and professors.

(ii) By making apparatus and scientific instrument available to Indian Universities.

(iii) By helping in providing good professors in scientific subjects not available in India.

(iv) By providing funds in order that Indian Universities may get into close touch with Universities of other countries.

PATTANAYAK, DR. G. C.

1. Each university and each college should have a "World Affairs Organisation" which will serve as a forum for study and discussion and for progressive formulation of ideas on world affairs, political, economic, social, cultural and scientific. Study of centripetal world forces should be encouraged

2. Universities for the present, would best help the U.N.O. and U.N.E.S.C.O. by promoting an objective study of their aims and ideals and by teachers inculcating the realistic 'One World' idea.

3. All aggressive stuff of militant nationalism should be eliminated from the text books in schools and colleges. The positive contribution towards world synthesis by India and other countries in the past and present should be emphasised. The part played by India in the past and at present and part it is likely to play in the world amity should also receive special mention in the teaching at the university. Ideals and practice of Mahatma Gandhi should be studied in this connection. The high moral tone of the world idealism of Pandit Jawaharlal Nehru should also be popularised among the students.

4. (b) The Inter-University Board should insist upon the inclusion of university scholars, professors of international repute in the Indian Embassies abroad who will serve as cultural ambassadors of India. their work will be to broadcast the Indian aspirations at world synthesis and world amity and to explain how India has been trying in the past and at present to achieve the desired end.

(c) Immediately Indian universities should organise an Indo-Pakistan amity organisation. Scholars, social workers and leaders of thought on either side of the border should be invited to visit university centres and educational institutions in India and Pakistan and emphasise the instances of mutual contact and unity of interest and inculcate the young minds of both states with respect and tolerance for both. This organisation should move the Government of India and Pakistan to allow the use of All-India Radio and Pakistan Radio for periodic broadcasts by this organisation on matters of common interest.

Similar steps may be attempted in case of Ceylon and South Africa and other countries where there are or are likely to be points of friction.

PRADYUMNA, C. JOSHI.

In fostering an outlook of catholic tolerance and intellectual understanding among the peoples of the world, universities can play a great role. They can create chairs for the study of various national languages and cultures, for a correct appreciation of historical force and interpretation of historical and cultural movements, and the promotion of exchange of scholars between countries. The great purposes of the UNESCO would only be realised, as Norman Bentwich has correctly pointed out, "according to the will, not only of the governments, but of the academic and educational bodies the teachers and students among the peoples". The work which Professor Gilbert Murray's Institute of Intellectual Co-operation was once doing must be intensified and taken over by every university as part of its own programme, and publications and conferences encouraged between men of goodwill in the world. The UNO and the UNESCO publications must find their way in all libraries and made easily accessible to students and teachers alike. By their own catholic approach and close interest, universities can pave the way for elimination of racial barriers and the sectional conflicts in India itself and as consequence help in fostering a sense of cohesion and unity not merely in the country but also with the wider world.

RAJENDRA SINGH, LT. COL.

3. The basic principles of good citizenship are common in all countries and a good Indian should be a good internationalist.

RAMASWAMY, P.

2. Exchange of professors is an important means of bringing about the realisation of the objects of these organisations. Universities of India can make World History a subject of study and the subject can be so dealt with as to help to impress upon the minds of youth the needs for international understanding and world-peace. Interchange of cultures between different peoples of the world should be positively encouraged by exchange of National Literature Sets through their respective governments and ambassador.

RAO, S. V. SRINIVAS.

By organising a course of lectures generally and introducing a study of these organisations in the actual studies of social Sciences.

REDDY, D. V. S.

1. 2 & 3. Members of the staff of the university or of the affiliated college, should be encouraged to visit headquarters of U.N.O. and U.N.E.S.C.O. as representatives of the Dominion or of Provincial Governments and on their return can go on a lecture-tour throughout the country and university areas.

4. Branches of U.N.E.S.C.O. should be organised in every big city. I went round the city of Madras trying to find out the exact address of U.N.E.S.C.O. till I got it through the kindness of Dr. S.

Radhakrishnan. The foreign experts who come from U.N.E.S.C.O. should not confine themselves to the university lecture rooms or to the tea parties given by Mayors and Governors. They must move about like Ambassadors of Culture among the seekers of knowledge and lovers of culture more common among the poor and the middle classes and lay public, than among the politicians and the officials. Exception there will always be. If Dr. Boyd Orr, Director of F.A.O. can come to India and move about Madras giving lectures on various aspects of nutrition and food problems, in the same simple but enthusiastic manner in which Prof. Renou of Paris, tried to forge cultural links between India and France, people in Madras will know what good work the F.A.O. is doing. In other countries University professor and research workers are brought into conferences and discussion but in India, they are usually excluded, unless they are also politicians. It is only by giving greater part to the university teacher in the national and international conferences, that the work and message of U.N.O. and U.N.E.S.C.O. can reach any wider circle than that of the few officials in Delhi or the Provincial Ministers. Apart from this there should be free exchange of publications and of lectures on various aspects of Science and culture not high brow stuff or technicalities only between the universities of Europe and America. There is great scope for educating India with regard to the aims and programme of U.N.E.S.C.O. and to educate the West on the History, culture and the new rennaissance in India. It is only the universities, properly constituted and administered and staffed, that can do this good work for humanity.

ROY, BEPIN VEHARI.

Indian universities should maintain contact with U.N.O. and U.N.E.S.C.O. Periodically papers may be read and discussed and lectures may also be delivered on matters of general importance and hearing on world citizenship. The staff of the U.N.O. and U.N.E.S.C.O. may be recruited from university teachers. What is necessary is to have a philosophic outlook on life on human problems. Harmony rather than conflict as between one culture and another should be emphasised. Co-operation between man and man, one nation and another should be used as a means of building up and sustaining a high level of international life.

SASTRI, V. APPAYA.

1. The literature of these bodies must be supplied to every university.

2. The U.N.O. and U.N.E.S.C.O. can arrange for exchange of students and for affording facilities for studies, on an international basis, so that no country need approach any other country directly for facilities.

6. By having a permanent international board of education effectively functioning throughout the year.

SIBAIYA, DR. L.

Information regarding cooperation given to U.N.O., and U.N.E.S.C.O. by European and American universities may be brought to the notice of several Indian universities, which may also be asked to do likewise. U.N.E.S.C.O. can arrange for a meeting of vice-chancellors of prominent universities of the world in different countries bi-annually to suggest practical methods for implementing standards, for encouraging flow of ideas and for promoting international understanding. Universities of one country should send regularly cultural missions to other countries for delivering lectures in all University centres on a reciprocal basis.

SINGHANIA, PADAMPAT.

1. As the question is of sufficient importance, a committee be set up for going further into these details.

SOUBA, KUMARI TILLAH, SAUGOR.

2. By exchange of students and professors. By giving grants to students to travel outside the country.

4. (a)
(b)
(c)
(d)
} Attempting all four of these.

THOMAS, R. P.

1. 2. & 3. Universities should have, a small committee to deal with the reports from such bodies which should come regularly and to try to offer suggestions for help, if any. This committee can then propagate to the students and staff things of value got from these organisations.

4. The committee suggested above can device ways and means for such implementation.

6. By propaganda organised under the guidance of the committee body mentioned above.

6. Bq propaganda organised under the guidance of the com- representatives of all the universities of the world—once a year or once in 2 years. This conference will no doubt be very useful for bringing a better understanding between the educated people of the world. Representatives when returning will propagate the good things and inspiration they receive at the conference.

TIETJANS, O. G.

1. In working out UNO and UNESCO problems in the member States, universities may be allowed to help them in the solution of their problems.

2. and 3. Widespread propaganda on the aims and objects of the UNO and UNESCO in the universities would help.

VAD, DR. B. G.

When science has annihilated time and space, bringing very much nearer the various parts of the world, it is easy to establish contacts, arrange exchange of pupils and professors and evolve plans for progress on co-operative basis. The meetings of UNO and UNESCO should in turn be held in different countries.

QUESTION XXVI.

AKSHAIBAR LAL.

1. (a) Yes, so far as present needs are concerned. Technological training, however is lacking in many of the universities.

(b) A minimum of two crores of revenue fund.

2. We would regulate them.

3. It all depends upon the nature of the managing bodies and the staff. It raises the community educationally but this advantage is not so great as to allow its existence to continue.

4. There should be no objection to the inclusion of religious education in the curriculum as one of the subject for study but it must not be compulsory.

It is however desirable that moral and cultural education be substituted in place of the compulsory religious education.

ALI, SYED MEHDI.

1. (a) No. Districts of Hyderabad are an example.

2. In the interest of education these should be only regulated.

3. Denominational institutions should not restrict residence. If so, they will develop the conception of common citizenship.

4. No.

AMRIT KAUR, HON'BLE RAJKUMARI.

2 and 3. We must discourage communal or denominational colleges and universities. The existing ones must come into line with the policy of the State. No religious instruction should be imparted in the universities.

Oral Evidence.

No communal denomination is required. Banaras (University) should have all communities. No religious instruction should be imparted in universities.

ANNAMALAI UNIVERSITY TEACHERS' UNION.

1. (a) No. Rayalaseema in the Madras Province can be cited as one instance of a region not having easily accessible facilities. The deficiency can be remedied by starting colleges and affiliating them to the existing universities.

ANTISNETTE, SISTER.

4. Imparting religious education may not be feasible but every university should encourage study of comparative religions and Philosophy of Religion which is bound to improve the moral tone and enrich the ethical sense of the under-graduate.

ASTHANA, DR. NARAYAN PRASAD.

2. I would abolish all denominational universities and colleges and would recommend a change in the denomination. As to hostels, they may continue as denominational for some time to come owing to differences in modes of life.

4. No.

AYYER, G. R. NARAYANA.

2. I am definitely not in favour of denominational or communal colleges and universities.

3. They hinder development of robust views and run counter to the conception of a common citizenship.

BALAKRISHNAIYA, JUSTICE N.

2. I am not in favour of any communal or denominational colleges or universities; they must be abolished.

3. In the present state of country where communities are anxious to educate their young men it would be highly useful if each community provides residential hostels for the students of the community. Students should be asked to benefit by such communal interest though the public may, by way of a good example start, non-communal hostels which can be open to all communities.

BOSE, B. C.

1. (a) More universities are required but we may not be in a hurry as adequately experienced persons are not easily available.

2. Should not exist.

4. Possibly not.

BHATTACHARYA, DR. D. R.

1. (a) No. A University is badly needed for the north-east portion of these Provinces with headquarters preferably at Gorakhpur. Another University should be established either at Bareilly or at Nainital to serve the northern part of these Provinces.

(b) The minimum condition would be an income of Rs. 10 lakhs either from Government or from private benefactions per year to serve the needs of approximately 2,500 students, apart from tuition fees.

2. There should be no communal Universities. They should admit students of all communities.

3. They should be discouraged as far as possible but not abolished, just as at present, they have their advantages and disadvantages.

4. No.

5. Everything necessary for opinion, has been covered by the questionnaire sent to us.

BOSE, P. T.

1. (a) No. The central part of the country so long called the 'Central India', and the northern most part had no adequate facilities so far. The deficiency can be removed by establishing the right number of universities in those parts.

(b) The proportion of adult and literate population and the number of scholars in the existing secondary schools.

2. There ought not to be any communal or denominational institutions. They ought to be abolished.

4. No particular type of religious education ought to be imparted in any of the universities. They can teach the basic principles of the world religion and create a feeling of universal brotherhood among the students by implanting the spirit of religious tolerance.

BOYD, REV. A. J.

The Chistian Community certainly considers it essential that, as in the past, it should be at liberty to make a Christian contribution to the educational system through its own institutions. There is no widespread desire for a Christian University at present and I do not think there ever will be if Christian colleges continue to have reasonable freedom to express their own special character within the general system. There is also no desire for institutions that shall be communal, or denominational in any sense. From almost every point of view, however, it is desirable that there should be religious foundations (Hindu, Muslim, Christian) making their own special contribution to the system as a whole, while cooperating in many matters with colleges of a different religious character. Such religious foundations have been the most enduring, and probably the most valuable, element in the university systems of many Western countries. The late nineteenth century suspicion of them is likely to become narrow and parochial has largely disappeared, and it is widely held that educational institutions inspired by a religious ideal are on the whole more likely than others to preserve sound educational ideas, and to achieve sound practice.

It is of fundamental importance to Christian educationists that educational institutions inspired by a religious ideal should not be thought of as merely "communal" or as narrowly "denominational". Certainly, Christian institutions have not in the past been narrowing or decisive in their aims or in their effects, but on the contrary, broadening and unifying. It is, however, absolutely necessary that religious foundations should be completely at liberty to preserve and express their own character, both in their constitution and in their teaching—with due regard, of course, for "conscientious scruple", as provided for in the Constitution of the Indian Union—and that nothing shcuild be demanded of them which would be incompetible with their special character and *ethos*.

CALCUTTA, UNIVERSITY OF.

1. (a) It is a matter for the Provincial and State Governments.

(b) It is a difficult question to answer. The standards of universities throughout the world are quite well-known and the minimum standards are those which must be insisted upon before a new university is permitted to be established. New universities should not unnecessarily come into conflict with existing universities nor should new universities be established mainly for the purpose of duplicating the course of studies available in existing universities.

2. This University has all along been strongly against communal or denominational colleges and universities. This University will gladly abolish them.

3. The University is of the opinion that denominational institutions only foster division. They hinder the development of a conception of the common citizenship. This University is strongly against such institutions.

4. This is a very important but complex question. Universities in India unfortunately in the past, due to the adoption of the policy of neutrality by the State in matters of religion have not been able to impart either religious education or moral education amongst the students. The consequences in the opinion of this University have been extremely harmful. Each university should carefully consider the question of imparting some kind of religious or moral instruction to its students.

CHAKRABORTI, M.

2. In a secular State communal or denominational institutions should have no place.

3. In my opinion, such institutions help the growth of sectarianism and insularity and thereby hinder the development of the conception of common citizenship.

CHANDAVARKAR, VITHAL.

Oral Evidence.

Till the new political set up came our country was in a very peculiar position. Right from the inception of the University it had only one outlook and that was preparing students either for service or for professions like Engineering, etc. Now the new set up has come. In another 20 years time a new outlook may develop. In the meantime if we are to forge ahead, Government must be alive to their responsibility and make administration pure and impersonal and the communal considerations should be ignored. Most of our work lies in the villages and education in the earlier stages is done through the regional language. I told Government that they need not worry about the University. They must concentrate on the school leaving examination

and guarantee some sort of employment for all who come within a certain order of merit. Then only the really deserving and brilliant students will go in for higher education. In order that a brilliant boy, if he is poor, is enabled to go in for University studies, some arrangements must be made to give him that opportunity.

CHATTERJEE, DR. B. R.

1. (a) No. There should be one regional University for the Western districts of the U.P. at Meerut. There are 2,300 students at Meerut College. Extensive grounds are available for the construction of University buildings. There should be one regional University in Central India.

(b) One-third of the initial capital expenditure should be contributed by the local people and the local bodies, one-third by the Provincial Government and one-third by the Central Government.

2. They should be handed over to the public. They should not be abolished. The Managing Committees of Missionary Colleges should represent all sections of the people.

3. Denominational institutions as units of residence may continue for some time. But they also should be thrown open to students of all communities. Common hostels for Hindu, Muslim and Christian students should be gradually introduced like the hostels attached to Christian Missionary Colleges at present.

4. Yes. Arrangements should be made for teaching different religions to the students professing them. Fundamental unity of all the religions should be taught to the students. Religion should not be shirked. All students should be imbued with the true spirit of religion, tolerance, good-will, and fellowship.

CHATTERJEE, G. C.

Oral Evidence.

The real difficulty is that the State is not in a position to provide all the higher education which is required. Since the major portion of the work is being done by the denominational institutions. it is difficult at this stage to give them up or to ask for any radical change. But there is a general change in their outlook. Even though they may not have a change in their constitution, their general tendency is towards a broader outlook. This province has never been very strong on the caste side. Demarcations are not very strict. There was a gentleman who was a Trustee of the Brahmo Samaj College and also of the Sanatana Dharma College.

CHAUDHURY, HON'BLE.

Regarding the name of Islamia College being changed to Central Calcutta College. I have to say that there were no donations for the College and that it was run at Government expense, and there was also

no question of any Trust involved. As such, it had now been thrown open to all communities. On the other hand, the Hindu School was originally started with Hindu endowments. In this case there was the question of Trust involved, but this institution was later thrown open to all communities. The bulk of the students of the Islamia College was, however, Muslims, but for reasons stated it had been thrown open to all. I would mention the Hooghly Mohsin College as an instance. As there was the question of endowment involved the *status quo* was allowed to continue.

CHETTUR, A. C.

2. Communal or denominational institutions should be abolished.

3. Denominational institutions as units of residence are to be discouraged.

DAYAL, BISHESHWAR.

Oral Evidence.

The Banaras Hindu University and the Aligarh Muslim University are All-India institutions not because they have been created by the Act of Central Legislature, but because they are Hindu and Muslim Universities.

I am not in favour of having Hindu and Muslim Universities.

DIWAKAR, R. R., HON'BLE.

2. There should be none based on religion, race or community.

3. They should never be encouraged.

4. No. But they must impart ethical, moral and character-building education.

DONGERKERY, S. R.

1. (a) No. There is room for additional universities in West Bengal, Patna, Rajputana, Saurashtra and Malabar. It would be necessary to make a survey of the population, the economic conditions, the mineral and other material resources and the existing educational facilities of these regions before deciding upon the new university centres. This can best be done with the co-operation of the Provincial Governments.

(b) A demand from the population of the locality or district, the existence of schools and colleges in the neighbourhood, the location of some industry (as in Jamshedpur), the ability and willingness of the people of the area to help the university with money, the support of the Provincial Government, a healthy climate and a suitable campus.

2. I am vehemently opposed to them. I would abolish them if they cannot be transformed into cosmopolitan institutions with a liberal outlook.

3. Denominational institutions as units of residence, can only have a cramping influence, which would militate against the concept of a common citizenship. I do not think they have any compensating advantages, assuming that the development of a sound national character and wide international sympathies are the chief aims of university education.

4. Having regard to the history of India, I would say "NO" Religion is a matter of personal conviction and belief and belongs to the domain of the individual's private life. Students should be left free to find the truths of any religion they may be interested in following, or in which they have been brought up since their birth.

DUBE, PT. K. L.

1. (a) Generally the principle for the creation of new universities should be to provide (1) at least one good teaching university for students of the area, and (ii) one affiliating university for encouraging establishment of colleges in the mofussil.

(b) The establishment of at least one first class teaching university in the C.P. and Berar is necessary.

2. In future communal universities should not be established, but those which are already functioning may be continued. The same is true about the colleges.

3. There should be no serious objection to establishment of such hostels. They help communal living in greater degree than other hostels and frequently contribute to the preservation of important elements of Indian culture.

4. No. But full facilities may be provided for those willing to receive it.

EAST PUNJAB UNIVERSITY.

1. (a) No province is so badly off with regard to facilities for University education than East Punjab at the present moment. Academic life in this province has to be reconstructed and it is impossible to do so without substantial aid from the centre.

(b) We would first like to have our present University established on a sound basis before any question of a new University for this Province is taken up.

2. These are not favoured. All communal or denominational colleges and Universities should be re-modelled on a national basis.

3. Separate hostels for different communities tend to increase communal tension. There appear to be no compensatory advantages under the new set-up in free India.

4. No. While formal religious education is not favoured, the Universities should utilize every resource for the development of a

proper ethical sense amongst its alumni. A scientific study of comparative Religions should form one of the departments of University teaching & research.

GAUHATI, UNIVERSITY OF.

1. (b) Adequate finance and a sufficient number of educational institutions in the area to be served by the new university.

2. Communal or denominational institutions should be abolished as far as possible.

4. Yes, but not on a compulsory basis.

GHOSH, P. K.

2. Communal and denominational colleges and universities should be made non-communal and non-denominational by admitting students of all communities and denominations.

3. Detrimental to a common citizenship. No compensating advantages.

4. No.

GOWDA, MADIAH.

Oral Evidence.

Universities must cater to the needs of rural places. I think, now-a-days more attention is paid to the amelioration of urban people and intellectual classes The rural population who are the backbone of our society are neglected. The appointments in the universities are not offered to village people. I find some kind of partiality even in primary and middle schools. Though it is not intentional, the partiality exists there. The position of the rural primary schools are pitiable. I have been going round the villages. In many places, there are primary schools with a single teacher for 4 classes and that the teacher will generally be a K.L.S. man. I think rural education is a failure. Qualified and trained teachers must be posted to rural schools.

When once the villager becomes a graduate, he does not want to go back and settle in the villages. They want to stick to cities only. We must make our graduates more service-minded so that they may be of some use to masses in the village.

We must make it compulsory for every graduate to live for at least some time in the villages and do service there.

HENDERSON, DR. H. A.

Oral Evidence.

To be frank, it would be very difficult for the Board of Governors of Lucknow Christian College to elect anybody who is not a Christian as Principal. I do not say it is impossible.

INDIAN COUNCIL OF AGRICULTURAL RESEARCH, NEW DELHI.

(2) Abolish them.

(4) No.

IVANIOS, REV. MAR.

Oral Evidence.

I would suggest that every college should have an advisory body apart from the managing body. That advisory body should consist of not only members of a particular community or denomination but of various cultural and academic interests.

In order to widen the atmosphere, I feel that it would be helpful to have the advice and guidance of members of other communities. While I might wish to develop the college in one way, the committee might wish to develop it in some other way. So, an advisory body consisting of Muslims, Hindus and Christians would be helpful for me in a difficult situation when I shall need to consult somebody. Their consultation and advice would be of very great help to me.

IYENGAR, G. V. KRISHNASWAMY.

1. (a) No, there is scope for a university near Madura and in the West Coast.

(b) Nearness of well-established efficient colleges.

2. I will abolish them.

3. They hinder the development of the conception of a common citizenship. Not any, except perhaps provision for their boarding is easy.

4. They should impart indirectly universal moral education.

5. Most of the universities have now fallen into the hand of politicians and practically all the aspects of party politics and party administration are reflected in their life and working. Universities must be removed out of these influences and must be made a purely academic body in which the teacher has the predominant voice and in which the teacher is respected. Most of the indiscipline in the class-room and elsewhere is due to the fact that the student knows that the teacher is nobody and whatever he does can be reversed by going to this man or the other. If so much responsibility is to be vested in the teacher, he must be a person who is worthy of it. So the right type of teacher should be chosen, chosen for his ability and character and not from other considerations. If he is found wanting there should be no hesitation in removing him from office.

Such a type of teacher combined with a set of students who enter the portals of a college or a university purely with the idea of learning a particular subject will be the correct atmosphere for a university. This means that as much care should be bestowed on the admission of students as is taken on the choice of the teacher. So a student must

be admitted purely on his own merits and not because of other considerations. They waste off money and human energy involved in the admission of unfit students into the university or of admitting them to the courses which they do not seek is appalling. The student must be given proper direction as to the course the boy is fit for and the parent must be advised as to what is good for his boy.

There is also ignorance on the part of the parent and the boy with regard to the lines open for the boy's education. Even heads of collegiate institutions are not aware of many of such avenues.

Odd combinations which will lead the student nowhere except make him pass on examination should not be allowed. This is widely prevalent in the Intermediate course where the student wants somehow to get into the college.

It is also the practice in some institutions that the student can join a degree class in a subject without having undergone a course in that subject in the Intermediate class. I do not know how far this practice is a sound one.

IYER, T. P. S.

Universities are called temples of learning and there can be no temple without prayers. Schools and colleges are also called abodes of the Goddess Saraswati. A daily prayer meeting is very necessary for all educational institutions. Just as it is considered necessary that physical exercise and games are essential for boys and girls to keep their body fit and help their physical development, so the daily observance of some religious practices are necessary in order to keep the mind fit and to help the spiritual development of man. The daily prayer will inculcate the spirit of self-discipline, which is the most important part of any learning. Attendance at such community prayers should be compulsory for all students. Its value as an integrating force and a factor for promoting love and brotherhood cannot be exaggerated. If a graduated course of instruction into the religious life and thought of the people could be introduced in schools and colleges it would enable our youngmen to understand the greatness of our religion, philosophy, culture and tradition and help to foster the spirit of patriotism and love of things indigenous. In my view the profession of a religion, without practising it or without belief in the religious practices, appears hypocritical and anomalous.

IYER. V. SUBRAHMANYA.

Oral Evidence.

I have been hearing a lot of talk about the religious education. I have in a way worked in that field for quarter of a century. If it is possible to bring common features of all the religions and teach, you may do so. Otherwise it is better to drop it. Let us not create more troubles than what we have.

JAMESON, MISS C. E.

2. Every college should be judged on its own merits, and this question should be asked, " Is this college contributing to the sum total of educational progress, is it being constructive in a general sense in addition to its own communal aims ?" If the answer is positive it should not be hindered. Every genuine effort to promote a higher standard of education and research must be encouraged.

3. They will foster the conception of common citizenship only if this conception is part of the ideal of the community or denomination. Any stimulus to idealism which fosters the idea of self-sacrifice and service for the country, regardless of caste or sect, cannot be ignored. We need more and not less of this type of thing. An advantage of such types of residence in a university is that the atmosphere is more conducive to study and objective thought as there is peace and harmony on the subjective ideological level between- the students of the residence. All Indian leaders have emphasized the absolute necessity of discouraging attention to politics during student days. Mixed residences encourage political arguments.

JAYAKAR, RT. HON'BLE DR. M. R.

Oral Evidence.

There are so many universities growing up. I would like to avoid the work of duplication. Take Karnataka and Maharashtra. They have begun to deal with the same subjects, which is not good.

There must not be any duplication at least in advanced research.

JEHU, IVOR, S.

I think the main reasons for the inadequacy of the Indian Universities at present are as follow :

1. The standard of pass of the entrance examination is too low.

2. Students are often too young and immature when they begin their university course.

3. The standard of the Degree Examinations is much too low.

4. The insufficiency of cultural activities in the students' life. outside their academic subjects.

JHA, DR. AMARNATH.

Oral Evidence.

If the abolition of such names as ' Hindu ' and ' Muslim ' merely would mean that non-Hindus and non-Muslims could be members of the University Court and the Governing Body, there is no objection

whatsoever. If it implies that there shall be no religious instruction in these institutions, I am opposed to it.

Personally I would not mind religious instruction being given only to those who are willing to profit by it and without any compulsion for it. The Hindu University was brought into existence under certain conditions and undertakings were given to the donors that religious instruction will be one of the main features of the Hindu University. It was emphasised again and again and I do not know how far it would be morally defencible to remove that special feature of the University.

The Banaras Hindu University Act says that religious instruction for the Hindus will be compulsory. In actual practice it only means the students going and getting their attendance registered.

In Christian colleges non-Christian are not compelled to join the Bible classes.

JHA, I. S.

1. (a) No. Santhal Parganas, Nepal border under Indian Union and Patna district in Bihar.

On regional basis where adequate funds are available.

JHAVERI, K. M.

Oral Evidence.

We must have unity everywhere. So far as university regulations are concerned every college, whether Hindu, Muslim or Christian has to fall in line. I would like to abolish all these tags.

JODH SINGH.

In the Khalsa College we had Sanskrit classes, Urdu classes and Arabic classes. In the East Punjab in the Muslim colleges there never was any admission of a non-Muslim. In the Hindu colleges very few non-Hindus were admitted. In most of the Sikh colleges, the majority of the students were non-Sikhs. In the Khalsa College about one-third of the students were Muslims. Even now these communal barriers are there. There must be a convention imposed upon these colleges that a certain fixed proportion of the students must belong to the other communities. Otherwise you are not going to diminish these communal barriers. It must be one of the conditions of affiliation. On the staff of these Colleges you will find the same thing. There must be a condition that the staff also must be in the same manner. It must not be of one community exclusively in the students and in the staff.

The communal influence works through the staff. If you impose a condition regarding staff and students, proper developments will take place.

JUNG, NAWAB ALI YAWAR.

1. (a) & (b) No remarks to offer.
2. Should be regulated rather than abolished.
3. I am against denominational institutions as units of residence.
4. No.

KABIR, HUMAYUN.

Oral Evidence.

We are facing in this country a danger of break-up of society through the defects in the existing educational system. Very sharp differences exist between what may be called the educated classes and the uneducated classes. We have on the one hand, large masses of people who are totally illiterate, and on the other, a very few with high degrees. Their mental outlooks and attitudes to life differ entirely. The result is that both suffer. It also tends to emphasise the distinction between rural and urban areas. Whoever gets education leaves the village. There is thus a continual withdrawal of talent from rural areas and their wastage in urban areas where they cannot find proper scope. Even under an ideal system, not more than 20 per cent. of the total population would go on to Secondary education, and out of those who have completed Secondary education, only 6 or 7 per cent. go up to the University stage. Thus, only about 1 per cent. of the total population receive University education, and yet all education is geared for the requirements of universities.

I do not think you can keep social and educational problems separate. In any case, it is a problem of education because 99 percent of people in Primary education and 20 per cent. of people in Secondary education are given instruction which is not suited to their requirements but to those of only 1 percent who will go up to the university. I would suggest that the Commission should recommend a re-organisation of Secondary education so that it is a complete stage by itself. Secondary education is at present only a half-way house and forces many people to go on to the University stage. If the Secondary stage marked a complete process of education, we would have 20 percent of the people in the community with a complete system of education, though of a somewhat less specialised type than in universities. These people would serve as a connecting link between the university and the primary school. Higher Education would thus become broad-based and would not be as it is today in India, like a pyramid resting on its apex.

KANE, MAHAMAHOPADHYAYA, DR. P. V.

Oral Evidence.

As regards the denominational institutions and their names I would say that there is not much in a name. If you work in the proper spirit, the name matters little. I am against changing it simply because some people don't like it.

KASTURBHAI LALBHAI.

Oral Evidence.

The Government of Bombay appointed a Committee and that Committee has made its recommendation and submitted it to Government. The report is now under the consideration of the Government of Bombay.

As far as I understand the situation, possibly Baroda will be a teaching University confined within 10 miles of Baroda and the other colleges will have to seek affiliation elsewhere. Under our scheme the University of Gujerat will not merely be residential but affiliating also, but our ambition has been that it should be largely residential. With that end in view we are trying to provide accommodation for about 4,000 students on the spot. As it is, we will have completed accommodation for more than 1,000 students, and as we go on progressing, we hope we shall ultimately be able to accommodate the staff and professors so as to try and create an educational atmosphere which is so very essential for a good educational background. The whole lay-out has been planned with this end in view. We have already 100 acres of land, and we have further acquired 500 acres—altogether 600 acres.

From the city of Ahmedabad the site is about 2½ miles. Some say it may act as an impediment because the students will be near in the City and would not become residents of the College. I do not know how far that will be true but we would like to develop this as a residential University. Now the Government of Bombay are planning to have a first-rate College of Engineering costing say Rs. 72 lakhs in Ahmedabad, which will be affiliated to the Gujerat University. We are planning for every educational institution to be located within the University Circle. The Government of Bombay insisted and I had agreed that half the cost of the College will be borne by my family. The other half and the running expenses will be provided by Government. Then we are going to have a Pharmaceutical College also, that is under construction. I think by next June we shall be able to give it its own building.

Then we are trying to plan out two big research laboratories. Without any advertisement we have already got some students doing research work. Applications are pouring in and they are serious about making this institution a success, and I believe Government of India is going to recognise it as one of the institutes which is going to do important research work. This laboratory is going to do post-M.Sc. research.

Cost of building and equipment will be about Rs. 3½ lakhs and this is being contributed by the Sarabhais and some by the Ahmedabad Education Society. Maintenance cost will be borne by the Sarabhai Trust plus whatever the Government of India may decide to contribute.

The Ahmedabad Millowners' Association has contributed Rs. 51 lakhs and the Government of India Rs 19 lakhs, making a total of

Rs. 70 lakhs for the Textile Research Institute. Running expenses will be shared by Government and the Millowners' Association on a fifty : fifty basis. We are starting from this year. We have taken first of all a Statistical Section. Dr. Vikram Sarabhai has gone to the States to get proper plants. What the Ahmedabad Institute will tackle is going to be determined between, possibly the Government of India and ourselves, because there is going to be one or more Institutes and we do not want to duplicate the efforts.

The Act will be passed by the end of this year and by July 1950 it will start functioning, I hope.

KAUL, R. N.

2. The communal or denominational colleges and universities must be abolished, as they have done a lot of harm and no good.

3. Denominational institutions, and units of residence, are equally harmful, as they hinder the development of the conception of a common citizenship.

4. The subject of religious education is very delicate and difficult. But universities can at least undertake the teaching of Comparative Religions so as to give young men some idea of the underlying principles of the great religions of the world in a broad, impartial and non-sectarian manner.

KEDAR, DR. T. J.

Oral Evidence.

We are a secular State. Why should there be denominational institutions ? Why should there be the Muslim Advisory Board. It is not necessary now. In our days when we were studying in primary and secondary schools, there were Muslim students who used to study Marathi books and get more marks than some of us. Many of the Muslim students used to take Sanskrit.

KELLOCK, REV. JAMES.

2. Communal or denominational colleges mobilize a considerable amount of interest in educational effort, secure a considerable stream of finance for it and enlist a good amount of disinterested and enthusiastic educational service by able and qualified persons. I think therefore that it would be a great mistake to abolish them. They are already regulated in the interests of educational efficiency. No objection would be taken to fair regulation of that sort. Such regulations should not be imposed as would choke off the assistance to Indian education that comes from the denominational Colleges.

3. Denominational hostels or units of residence have much to recommend them. They have a satisfactory basis for discipline and those in charge are likely to understand the students well and be able to supervise their activities adequately. Being linked closely with a wider body, there is no reason why they should hinder the development of the conception of a common citizenship and they may, if wisely guided, foster it.

4. I think it is desirable that the Universities should try to impart religious education, understanding religion in the broad sense of insight into the significance and purpose of human life, the rationale of the standard of values and the basis for the standard of right and wrong. It is desirable in order to counteract the bias towards irreligious materialism which, in the absence of anything in the nature of religious education, the University would be encouraging. It is also desirable in order to counteract the dangers arising from a narrowing specialization to which our education is becoming prone.

The kind of religious education that the Universities should be imparting is that which leads up to what Plato called the " vision of the good ". It should help to integrate the students' personalities, broaden and deepen their minds, widen and vitalize their sympathies, give them a grasp of true principles and enable them to see and deal constructively with the big ethical issues. This would be a unifying and a humanising element in the education, as it would tend to bring all the separate subjects of study into relation with the meaning and purpose of human life, and into connection with the principles of good life.

The best arrangement would probably be to run the teaching of the course through the four under-graduate years, the class meeting once a week.

I feel convinced that religious education of this broad and ethical kind, related to the individual's personal problems as well as to the moral and social problems of the modern world, would go far to meet one of the clamant needs of our times. It would bring the young men and women face to face with the fundamental issues and problems of life as a whole, and would supply them with something like adequate data with which to build their own philosophy of life. We could expect to see the stream of students going out from the Colleges with a clearer vision of good and bad, and with a stronger graps of right principles. All this would tend to produce deeper and more elevated personal character as well as purer, healthier and more just social life.

KHADYE, K. M.

Oral Evidence.

The Report of Poona University Committee ask for intermediate Colleges outside Poona and requires that Honours and B.A. teaching should be in Poona, but the University Bill has been badly got up. The whole thing is not clear. According to the Bill the Poona University has affiliating functions and the Colleges outside Poona can also have M.A. and M.Sc. teaching.

If I had my own way I would have insisted on M.A. and M.Sc. teaching being concentrated in Poona.

At present in this University, the Syndicate appears to have powers to tamper with the decision of the Academic Council. They should never have that. In academic matters, the academic council should have final authority.

Another very bad thing about this University is that the Board of Studies is not really a body of experts. It is by election that these people get in though some of them are not qualified to do the job.

KHAN, MOHD. ABDUR RAHMAN.

1. (b) Adequate number of schools and colleges and high literacy.

3. Avoidance of communal riots.

4. Yes. The world is in need of it.

MANNAWALA, DR. S. G. RAMANUJAM.

1. (a) The number of Universities in South India seems to be adequate; but the number of colleges is insufficient to cope with the growing demand for higher education. By starting more Colleges without reduplication of effort in the same area. At least one first grade College for each district may be the aim.

(b) Does not arise.

3. Purely denominational institutions as units of residence are undesirable in modern India. They tend to promote narrowness and prevent forming genuine friendship with fellow students of other communities. The compensating advantage is the promotion of solidarity among the members of the denomination and the understanding of their faith and culture. In many a case this very advantage hinders the ideal of common brotherhood and universal outlook in religion and culture.

4. Not religious education, but religious information of an objective character should be given. With a view to acquaint the students with the basic ideas and practices, and the lives of the great saints of the principal living faiths, text-books written by acknowledged experts of the respective Faiths to present objectively without attempting to compare or evaluate should form the basis of a course of instruction in religion, which should form part of liberal education promoting the understanding of and respect for faiths other than one's own.

MEHTA, K. C.

Communal or denominational Colleges and universities are entirely out of place in the new set up and should be discouraged.

Whereas it is highly undesirable to impart instruction in relation to a particular religion the comparative study or religions and of the philosophy of religion should be encouraged. Occasional talks on the accepted principles of Ethics should be very useful in raising the moral tone and inculcating a civic sense and a sense of responsibility among the students.

MEHTA, PORUS A.

Communal, denominational and sectarian colleges and universities have no place in the India of our dreams. A common citizenship and a well-balanced outlook cannot be promoted by such institutions. The

great need of India is to develop a broad, national consciousness. The Universities alone can create such a consciousness on a sound basis. The tragedy of India has been the lack of this outlook and now is the time to build up this attitude. A national outlook is not opposed to international fellowship but is a step to it.

MISRA, MADAN GOPAL (LUCKNOW).

Oral Evidence.

The Principal's post in our College (Kanyakubja College) has been held so far by Kanyakubjas. There is nothing else sectarian excepting the name of the College. Even the name of the college is after a place and not after any community. Scholarships are given to all, provided they are academically sound.

The membership of the General Body is open to all conditioned upon the payment of a certain minimum amount. If they become a majority they can elect any one.

MOHANTHY, G. C.

The University need not impart any religious instructions, under the existing conditions.

NAIK, BHEEMAPPA.

Oral Evidence.

The present system of education is not very helpful to the poor villagers. Even the very few boys who come from the villages and receive University education do not like to go back to their villages after the University education. This must be remedied and the graduates must be made to settle in the villages.

The system of education given to villages and the boys of peasants must be different. The colleges—especially Agricultural colleges must be established in the rural parts so that when once the boy becomes a graduate he may stick on to his job and be of some use to the society in the rural parts.

Several young men who own 50 to 100 acres of land prefer to go to jobs on Rs. 25 p.m. than looking after his own land. This must be averted. Higher education in some form should be available to rural people.

NARENDRA DEO, ACHARYA.

Oral Evidence.

There is a demand for the change of the names of the Banaras Hindu University and the Aligarh Muslim University. Personally I would like the names to be changed. If the names could not be changed, at least the spirit should change. I know of certain institutions where discriminations are made.

I would not limit even units of residence to particular communities and religions.

PANNIKAR, P. R. PARAMESWARA.

1 to 3. We are not in favour of communal colleges or universities, as such institutions will inevitably foster caste and communal prejudices, jealousies and exclusiveness. We have no objection to denominational colleges, *i.e.* Hindu, Muslim or Christian, provided that they are affiliated to an ordinary university. Denominational colleges can foster a corporate life fairly easily, but a denominational university is an anomaly and a contradiction in terms.

4. Religious education should be undertaken at the school stage and not at the university stage.

PARIKH, RAIKLAL S.

1. No. I can at least name Rajputana, Mewar and partially Gujrat.

(b) A body of competent teachers, and their tools such as libraries, laboratories. I take my ideas from the origin of universities. As the meaning of the word and the history of universities suggest, it is a body or a corporation of men devoted to the pursuit of learning; and to them come students from all directions who are desirous of receiving learning from them. This is consistent with the traditions of our country where in the Mathas and Viharas it was the 'sage-teacher' with his companions and disciples who mattered most and not the representatives of political and economic powers.

2. I would not have in future any such institutions and regulate those already existing so as to make them innocuous and ultimately national.

3. The same as above.

4. Universities, in their origin, were denominational, but as things stand to-day we cannot have such institutions. Religion would be a honoured subject in any curriculum but Universities cannot give any religious education in the denominational sense. If regard for Saraswati can be called religion such education is the very essence of a university.

PATNA, UNIVERSITY OF.

1. (a) and (b) More or less; but there is scope for further expansion, according to local circumstances—cultural, technological, etc.

2. They are not desirable, and should be regulated where they exist.

3. They are undesirable as they hinder the development of a common citizenship.

4. No.

PUNTAMBEKAR, S. V.

Oral Evidence.

Denominational university is that where religion is compulsory to all. I will give you an example. I was in a German missionary school in Poona. The school taught Bible to students but it was not compulsory. But there were other schools and colleges who made Bible compulsory. There are several Muslim students in the Banaras University but they are not required to take religious instruction compulsorily. Why don't you call that university a secular university ? I think the entire management of the Banaras University should be taken over by the Government.

I have absolutely no objection to allowing such words as " Aligarh Muslim " and " Banaras Hindu " to continue as they are. But then there should be no inflow of religion.

RAJENDRA SINGH.

1. (c) All sectarian institutions like Hindu College, Muslim School or Sikh University must be abolished by law. And all education must become secular.

(d) Responsibility must be placed in capable hands and these persons should be made responsible for the means as well as for the results.

(e) A system of inspection and investigation should be instituted to see that the process is working satisfactorily and according to the plan laid down.

RAMASWAMY, P.

Religious education of the dogmatic type is positively mischievous. But there can be religious or moral instruction not specifically so doled out but by a religious atmosphere or spirit being infused into the life of a college or university.

RANJAN, DR. SRI.

Oral Evidence.

There should be a certain amount of religious teaching also in universities. It is a difficult and vexed question. In India we have different types of religion. I was a student of the Central Hindu College and I used to listen to the religious lectures of many religious people, something which will unify the people and give them religious bias.

RAO, S. V. SRINIVASA.

4. Yes. Religion as adventure of man into the unknown should be taught, or rather students should get this experience of religious adventure while in the university.

SAHU, LAXMINARAYAN.

4. Yes. We should not fight shy of the word "Religious".

5. Universities must be away from cities and towns so that a proper atmosphere will be created for imparting education of character and knowledge.

SARMA, D. S.

1. (a) Rayalasseema should have in course of time its own university.

(b) Adequate finances and sufficient number of High Schools.

2 & 3. Unless such colleges and universities are regulated and liberalised they may degenerate into seats of communalism which is a danger to the State.

4. A syllabus comprising the essentials of all religions—specially Hinduism, Islam and Christianity—along with an outline of the philosophy of religion may be drawn and standard text books on these lines may be prepared and prescribed and taught in all the universities.

SESHAIYA, R. V.

2. They should cease to exist as communal or denominational institutions.

4. No formal instruction. True spiritual life must be lived by the teachers and that will inspire the students.

5. All those who are connected with universities, must realize that universities are temples of learning, that the pursuit of knowledge, promotion of culture and devotion to Truth, are the activities of universities and that universities should not be prostituted for political and other unacademic propaganda.

SETTY, K. SUBBIAH.

1. No.

4. Ethical and philosophical ideas common to all religions should be taught to all the students of the university.

Besides, the University-Commission may kindly see that the several kinds of bad habits of the Westerners now found among our University students are removed by introducing proper good habits of ours, and thus the reorientation of all our universities be established

SIDDALINGAIYA, DR. M.

Oral Evidence.

We must put an end to all communal spirit. Social life must be improved by taking into consideration the various aspects of life. We must think in terms of oneness not only in our land but in the whole world. We have to overhaul the text books. There must be some books on general education. Research work on text books writing must be done.

SINGARAVELU, M.

I would abolish all communal and denominational colleges and universities. We had enough trouble on account of these communal differences and all steps must be taken to wear them out, and unless this is done we will be perpetuating our prejudices and differences to the detriment of the solidarity of the Indian Nation. I would also abolish communal hostels and residences to achieve the same aim. They hinder the development of the conception of common nationality.

A scheme of religious education should be evolved which would contain the basic principles which are common to all religions and which will be acceptable by all denominations. Such religious education will also lead to better understanding among people professing different religions and therefore would prevent communal rivalries and quarrels and will be conducive to national solidarity.

SINGH, GUPTA NATH.

4. No. Generally students do not take interest in it. If they are compelled to attend religious classes, they try to avoid it. If it is desired at all, a course for comparative study of different religions of the country or the world should be instituted and the students interested in the course may join the class. This should be optional and not compulsory.

SINGHANIA, PADAMPAT.

1. (a) No. In some regions the facilities are too many while in others, there is starvation.

2. Communal or denominational universities and colleges should be abolished.

4. No. Religious education should be given at home and in the family.

SINHA, SUHRIDCHANDRA.

1. (a) In Bengal there should at least 4 universities.

(b) Adequate financial arrangement, adequate teaching staff, adequate housing arrangement for at least 2,500 students.

2. Abolish. Education irrespective of religion.

4. Certainly not.

SIRCAR, J. N.

Oral Evidence.

I want to avoid such kind of things that have happened in the past. A first class M.A. of this University went to Oxford and appeared in Economics and got plucked. It is not to our credit that such things should happen. There was a D.Litt. of this University who was given B.Litt. in Oxford for the same thesis. For 7 years I was an Examiner of the I.C.S. The reward of that examination was the highest possible

position open to any one in India. The candidates came from all parts of India, having different standards. There was wide differences of quality.

How do I know Allahabad is as good as Lucknow or Madras ? There ought to be some Central Test House and the results should show.

We are prepared to get foreign experts for non-academic side. Why not for academic side also ?

SHANTILAL MANGALDAS.

Oral Evidence.

Regarding the form which Gujarat University should take, I am of opinion that while it should affiliate to itself all Colleges located in the province of Gujarat, it should concentrate more on existing local (*i.e.* Ahmedabad), colleges and also start new colleges in Ahmedabad for courses of instruction not provided for in the existing colleges in the city. It should work more or less as a residential University and maintain greater direct contact with the students.

In my opinion, the two Arts Colleges should be amalgamated into one Arts College, and the two Science Colleges into one Science College. This will mean more economical working by avoiding unnecessary duplication of staff, especially in those subjects where the number of students is small. It will at the same time mean more efficient working as it will be possible to provide not only one or two more—professors in the subject but also better paid and better qualified professors. Further as all the students belonging to one Faculty will be studying at the same college, there will be a better atmosphere and sense of fellowship among the students.

I have a feeling that there is to-day very little live contact between students and professors on one side and the general public on the other. The parents do not seem to be exhibiting any interest in the education of their sons and daughters. Even persons who have received University education cease to take interest in academic matters as soon as they leave the portals of the College. They forget their College days all too soon. As President of the Old Boys' Association for the last two years, I have noticed this apathetic attitude of the general public towards higher education. The remedy for this may be that the Principals of the colleges should create more and more opportunities for bringing together the leading educated citizens and the college students and professors.

STEWART COLLEGE, CUTTACK, PRINCIPAL AND SECRETARY.

1. (a) Yes.

(b) Adequate demand from students of a suitable standard.

2. No.

3. Christian institutions give a higher standard of education and citizenship and social responsibility than any others. They are not communal.

4. All Christian colleges must do so.

SWAMI, P. D.

1. (a) No.

Central India. Patiala & East Punjab States.

Gujarat.

Saurashtra.

There should be more universities in Rajputana.

C.P.

Madras Presidency.

(b) Adequate finances and sufficient number of students and teachers.

2. Communal or denominational colleges and universities should be regulated and not abolished since we cannot afford to abolish any institution to educational needs of the country when most of countrymen have not tasted fruits of education. These institutions should be open to all, irrespective of caste, creed, color, race, religion or sex and the religious instruction, if provided should not be compulsory.

TIETJANS, DR. O. G.

2. We should abolish communal or denominational colleges.

3. They should not be encouraged.

4. No.

TRIPATHI, KUNJ BEHARI.

Oral Evidence.

I would submit the desirability of making some arrangements at the University stage to impart instruction in the fundamental principles of all religions *i.e.* to say selections from Koran, Bhagawat Gita and the Bible. These selections should be made by a committee of experts appointed by the Indian Government so that we have a standard of text-books for the High School, college, etc.

My point is that now-a-days a Doctor or an Engineer or for the matter of that an M.A. is ignorant of the fundamentals of his religion, much less of other religions. They are secular minded, but the hunger is there, it cannot be destroyed.

UNIVERSITY COLLEGES, WALTAIR, PRINCIPAL AND DEPARTMENTAL HEADS.

1. (a) For the time being, we should perhaps cry halt to the further multiplication of universities.

(b) Paramount local need, adequate finance, and availability of an efficient nucleus staff for the university,—these are stringent conditions enough.

2. It would be best, in the prevalent atmosphere in the country, not to encourage denominational institutions in any form whatsoever. Existing institutions will have to be carefully watched, and their communal character, gradually minimised, if not eliminated altogether.

3. Even if we cannot abolish denominational colleges and institutions, at least we can make an attempt not to foster denominational units of residence.

4. No.

URS, NANJARAJ.

Oral Evidence.

Religion must be confined to home. If we are religious, our children will be religious. Hence, I think there is no place for religion in the colleges.

WADIA, A. K.

1. (a) No, *e.g.* in Madhya Bharat.

(b) Financial stability of at least 2,000 students.

2. They should be abolished.

3. In India they are undesirable and should not be recognised by universities.

4. Yes, principles of all great religions.

WHITTEKAR, R. M.

I think the time is ripe for establishing one or more national universities, preferably one with affiliated colleges or constituent colleges drawn from leading technical and similar institutions, *e.g.*, National Institute of Science, Bangalore; Indian School of Mines, Dhanbad; etc.

Regarding religion, it is considered that any denominational teaching is undesirable. Nevertheless, a religious attitude to life should be fostered.

JHA, DR. (SAUGOR).

Oral Evidence.

When the very generous offer of Rs. 20 lakhs was made by Sir Hari Singh Gour for the establishment of the University at Saugor, the Provincial Government thought about it. They felt that 20 lakhs of rupees was a welcome one, but not enough to provide funds for a University. This was made clear to Sir Hari Singh Gour. The Provincial Government made also clear that they had no idea of having another University and if they do establish one, the location of that University would be Jubbulpore. There a new University could be started because of number of Colleges were already there.

It could be had for a fraction of cost. Time and again he said that if it was looked at from the point of view of reason the second University must be at Jubbulpore. But because Saugor was his birth-place and so he wanted the University to be located here. He wanted the Provincial Government to indicate the extent to which they would give money. Then the Government indicated the limit to which, considering other commitments, they would go. The limit was (a) 10 lakhs of rupees for Endowment in addition to his Rs. 20 lakhs (b) in addition Government would pay one-third of the recurring expenditure on expenditure on maintenance of the University; (c) as grant not exceeding 15 lakhs of rupees at the rate of half the expenditure on buildings. The original idea was to have a full-fledged Technical University. I had given him a scheme for having a Technical college of the type he wanted. Even that College would cost not less than 90 lakhs of rupees for initial outlay and equipment, and the running expenditure would work out between 4 to 5 lakhs. I had given him a full scheme which should be in the records of the University. Every time the Provincial Government made it clear about the finance. In our Province education has become increasingly more and more costly. 30 out of 100 students who pass the Matriculation examination are going to the colleges, which compared with other places is pretty liberal. So Government would like to spend on Primary and Secondary education also.

What we expect is now that the University is a Statutory body, they must plan out their future and work out every thing in a complete form. We are expected to go into minute details. If that is so and then the University says—this is the amount of expenditure involved, you bear half—there will be a concrete proposal. At present there is no such concrete proposal. We feel the sooner the thing is settled the better.

At Jubbulpore there is a very good library, very good buildings, etc. It is on the main Railway line. There is a very big Training College. There is a psychology Department. There is a big Engineering College. That is a University town. With one stroke of the pen it could be converted into a residential and affiliating University. It would cost the Government at most 50 lakhs of rupees. But it will not be initiated until the Saugor University problem is solved one way or the other. Even in the affairs of the University the teachers of the Government Colleges do not meddle.

MISCELLANEOUS.

AHMAD, R.

Dental Faculties in Indian Universities :

I beg to draw your attention to the fact that with the exception of the Punjab University (which is now in Pakistan) there is no Dental Faculty in any Indian university. The University of Bombay is the only University which has a Dental College under its auspices and awards the degree of B.D.S. (Bachelor of Dental Surgery). But as there is no Faculty of Dentistry in that University, the Cirrumbhoy Ebrahim Dental College, which is attached to the Grant Medical College, is not being maintained as it should. As there is no Dental Faculty, proper supervision and direction is absent.

In Calcutta we have the Calcutta Dental College & Hospital which was founded in 1920 and is at present affiliated to the State Medical Faculty of West Bengal, which awards the diploma of L.D.S. (Licentiate in Dental Surgery).

I am convinced that the time has arrived when we can easily start a Faculty of Dentistry in those Universities where there is a nucleus of a Dental College.

ALL INDIA DENTAL ASSOCIATION, NEW DELHI.

Though the Questionnaire issued by the Universities' Commission—Government of India, includes wide range of topics, yet nowhere has any mention been made of Dentistry or Dental education and it would be interesting to suggest at this stage that the Universities' Commission should earnestly study the Health Survey Committee's Report (Bhore Committee), Government of India, on Dental education and adopt almost all of its recommendations. The Report deals in detail about development and expansion of Dental education and dental health, dental colleges, post-graduate instructions; dental research, cost and expenses, scholarships, curriculum; creating of independent Dental Faculties and short and long term programmes.

ALL-INDIA UNIVERSITY TEACHERS' CONVENTION.

(Held in Delhi on 4th and 5th December, 1948).

I. *Medium of Instruction.*—The Convention passed the following resolution by an overwhelming majority :—

"This Convention is of the opinion

(a) that English should cease to be the medium of instruction and of examination at the university stage as early as possible; that it should, however, continue to be a subject of university study.

(b) that the regional language should be the medium of instruction and examination at the university stage; that at the same time the national language should be a compulsory subject of study and examination at the university stage as well.

(c) that while the national language should be Hindi, it should draw upon other Indian languages as well as English.

(d) that there should be one common script for all Indian languages which should preferably be Devnagri, and

(e) that technical and scientific terms should be common to all India languages and be freely adopted from English."

While we are of the definite opinion that there is no alternative to the replacement of English by the regional language as a medium of instruction at the University stage, we are also of the opinion that the transition should be effected by easy and orderly steps so that there is no break-down or lowering of standards, and continuity in teaching is preserved. We are strongly of the opinion that everything possible should be done to promote inter-change of teachers, students and material at the higher stages of education in India between different universities and that this will not be possible unless university students possess a reasonable knowledge of the national language and are in a position both to read and write in the same with a fair measure of ease. In fact we are of the opinion that university students and teachers have got to be bi-lingual in the sense that they are proficient both in their regional language and their national language in addition to which it will also be necessary for most of them to have a fair measure of competence in an international language such as English. It is with a view to securing this bi-lingual competence without difficulty that we have recommended the national language to be an important and compulsory subject of study and examination at the university stage in addition to the place it will occupy in the secondary stage of education. We also feel that this would be further facilitated by the adoption of a common script for the national language as well as for all the Indian regional languages. That the adoption of such a common script will not only make it easier for people to become bi-lingual but will in addition enable the national language to draw upon the richness of the regional languages so that it would ultimately grow up to be a national language based not only on its present vocabulary but also on the vocabulary that it will draw from all the regional languages. We are also of the emphatic opinion that the national language should not be left to be determined by purists and pedants but should be primarily looked upon from the point of view of ease of learning and understanding and should display no antipathy to the free adoption of many words from the English language which have now passed into current use in various subjects in India. We particularly emphasize in this connection the need for wholesale borrowings from English and other European languages for scientific and technical terms to be used both in the national and in the regional languages.

II. *Conditions of Service.*—The Convention passed the following resolution unanimously :—

"This convention is of the opinion

(1) that no college or university teacher in India should receive a basic pay of less than Rs. 300 per month in definite time scales of pay on the lines recommended by the Central Pay Commission for teachers in government colleges; and that it should not be open to the management to withhold the increments without good and sufficient cause.

(2) that all college and university teachers should be granted dearness and other allowances on government scales;

(3) that all college and university teachers should be given either the benefit of Provident Fund or pension wherever this is not being already done; and these should be regarded as the inalienable right of teachers not subject to modification by the management; the minimum contribution which the management should be required to make to the Provident Fund should be 8 1/3 per cent;

(4) that all college and university teachers should be granted security of tenure and confirmation should follow a defined period of satisfactory service after which services should not be terminated except for good and specified causes and subject to the right of appeal to an arbitration tribunal;

(5) that proper housing of college and university teachers should be made the direct responsibility of the educational institutions and should be liberally subsidised by the Government;

(6) that government has the obligation not only to the teachers but also to society at large to see that higher education is well looked after and should, therefore, adequately finance the same;

(7) that the university and college teachers should have an effective voice in educational administration and teacher representatives should constitute the majority of members of the governing bodies of the colleges and universities;

(8) that the same scales of pay for the same type of work should be applicable in all educational institutions whether university or colleges and whether government or privately managed and there should be no distinction between men and women teachers in this respect;

(9) that the teachers should have full freedom of thought, expression and association on social, political and economic questions and all teachers, individually and collectively, should safeguard the exercise of this right by any teacher;

(10) that the teacher element should be adequately represented on all government committees and commissions appointed to deal with educational matters, and no important decision about them should be taken without consulting teachers' organization;

(11) that college and university teachers should be specially represented on such legislatures as have special constituencies;

(12) that appointments in colleges and universities should be made by properly constituted selection committees, and

(13) that a Standing Committee consisting of eleven members, with power to co-opt, be appointed to implement the foregoing recommendations and the President be authorised to appoint this Committee.

We would like to emphasize in this connection the difficulties that arise on account of the wide disparity that exists in the pay and conditions of service of college and university teachers in different parts of India and would urge strongly upon the Commission the desirability of securing some uniformity in the matter. We further draw their attention to the constant drain that is taking place on the academic profession on account of the wide disparity of pays and allowances that exists between members of the teaching profession in colleges and the universities and members of the administrative services with similar academic qualifications, and we urge upon the Commission getting standards of pay and allowance approximating to, though not necessarily equal to, the pays and allowances of members in the administrative services. In this connection we would also like to draw attention to the complete absence in the academic profession of any prize posts for those who show unusual competence in their subjects and the effect that this absence has in inducing the departure from the profession of some very distinguished members of the same. We would also like to lay stress on the importance of Heads of academic institutions, both colleges and universities, being persons with high academic distinctions who can command the respect of their colleagues rather than of persons drawn from other professions or of mere administrators. We feel that colleges and universities are essentially corporations of teachers and should, therefore, be managed and administered by persons of distinction belonging to the profession. We would also emphasize the desirability of suitable provision being made for the grant of study leave to members of the teaching profession in colleges and universities. In addition we think it would be very useful if the

Western practice of a sabbatical year is introduced in Indian universities and colleges, and provision is made by which members of the teaching profession who show some competence are permitted to spend one year either abroad or in other Indian universities studying their special problems. We would also urge the desirability of instituting in this connection senior research fellowships which could be held by members of the teaching profession as well as of research professorships which could be held by senior members of the profession who want to devote their time to research work rather than spend it in administration and routine teaching. Finally we would stress the importance of academic freedom being guaranteed to members of the teaching profession. In this connection we feel that for certain subjects e.g., the applied sciences including Economics and Commerce, it would be desirable to permit members of the teaching profession to take on advisory functions including the right to seek election to local bodies and to local legislatures, which will bring them into contact with the practical handling of problems and thus enrich their experience and enable them to be better teachers and researchers in those subjects.

ALL-INDIA MEDICAL LICENTIATE'S ASSOCIATION, AHMEDABAD.

As we understand that you are recommending post-graduate study in Medicine to be attached to every university in our country, we would request you to kindly consider the case of Medical Licentiates, from whom there has not been any dearth of outstanding men whose contributions have brought honour to India from abroad. You will be very glad to know that given the facilities, our members can show their merit as has been proved by outstanding work of late Dr. B. M. Das Gupta who was not only appointed Director of the School of Tropical Medicine, Calcutta, but was invited to hold professorial post in London School of Tropical Medicine and Hygiene. There are several such instances of eminent persons of our class, but unfortunately when during the transitional period our country is making provision for progress in Science and Education our case is being relegated to secondary position. We would therefore request you to kindly keep our case in your view when you give final shape of educational reconstruction of our universities and not to forget the most serviceable class consisting of upwards of 50,000 (fifty thousand) qualified persons.

AMBALAL SARABHAI.

The general Standard is low.—The problem of raising the standards of quality and efficiency, so as to compare favourably with those prevailing in foreign universities is an urgent one. Of the several hundreds who have been interviewed for appointment to the various responsible posts (Commercial and Technical) under my control, the graduates of Indian nationality with degrees of foreign universities have been found to possess better calibre, capacity, personality and general knowledge. Though some graduates of Indian university also have been found to compare favourably with them, it is time that " it

should be possible for our universities to be equal to some of the best foreign universities in quality and efficiency ".

(The graduates from Indian Universities have been found to have little or no interest even in the subjects they study. After obtaining a degree, which is wanted for the sake of better prospects in services, all study ceases and putrefaction naturally sets in).

Facilities for Vocational and Technical Training urgently required.

There is a heavy pressure on the colleges in India, because for want of other openings in life, a large number having no real aptitude for study go in for University education. The pressure on the colleges would decrease, and more useful citizens would be available if there were good facilities for vocational and technical training as in the Poly Technique in London.

Question of Fees.

The cost of university education per person probably far exceeds the fee; and as owing to high taxes on income private benefactions are not possible to any considerable extent, it is suggested that only First Class students be admitted to universities, either at concessional fees, or free, if they are too poor even to afford these; and all others who do not have any real aptitude for academic studies, and who wish to be admitted, should be charged the full cost of education.

Teachers :

The hours of teaching of Lecturers and Professors are kept low in order that they may have time for study and research. It would be interesting to enquire as to what extent the objective is fulfilled.

Only those who have done outstanding research work should be termed Professors, while other should only be Lecturers.

The scale of salaries both of the Lecturers and Professors should be such as to compare favourably, after adjustments for cost of living, with good universities abroad.

ANDHRA MAHILA SABHA.

Women's Education.

Though opportunities for women's education have been provided in the universities, sufficient encouragement should be shown by giving adequate number of fee concessions and scholarships. Because in a poor country like India, where most of the parents are not in a position to afford university education for their sons at the present cost, it will be considered a wrong type of investment, to spend a heavy amount on a girl, who of course may or may not use her education for earning a livelihood at a later stage.

Incentive to women's education may also be given by allowing them to appear privately for the various university examinations. Arts courses may be studied at home with little assistance, and women who cannot afford to pay the fees, or stay in a hostel far away from their home for want of a college in their own place, will be benefited by such a concession. This provision will also be indirectly solving an economic problem for the Government, since they need not open new Arts Colleges to satisfy the needs of the increasing number of applicants.

This provision will enable a large number of women, who due to existing social and economic conditions, cannot pursue their study in a continuous stretch but are enthusiastic enough to qualify themselves in various field even after long breaks in their education.

This provision will enable a married woman to attend to her domestic duties and side by side with men employ her leisure to accomplish herself and acquire qualifications which may put her on a better economic basis.

Encouraging private study in the present conditions, of poverty of the individual as well as of the state, in subjects which do not demand practical training will bring university education within reach of all.

It is true that there is a demand for qualified women teachers. It is also true that a great percentage of women who are trained to be teachers are sitting at home managing their household, soon after fulfilling the bond of service executed by them. Why is this ? Why is this lack of incentive while there is a demand ? A close examination of this brings out the obstacles in the way of married women in India taking to teaching or any other such service. In addition to the inconvenience caused by the transfers when the husband or wife or both happen to be in Government service, there is another very serious obstacle in the way of a married woman accepting a service which demands six hours of regular attendance at her work, not to speak of the additional homework she has to carry home, while she has another complete institution to manage in the way of a house, husband and children. This is surely demanding too much from an individual. She is called upon to carry out two big responsibilities, when any one of them is sufficient to occupy her time almost completely. So, inefficiency, dissatisfaction, failure of health results.

A solution to this can be arrived at only when part-time work facilities are created for married women. For instance three or four hours of work everyday with of course a proportionate allowance, will be a great incentive to all those who otherwise stick to their homes after duly qualifying themselves for the teaching profession. In such case more women will take to teaching and other services with greater enthusiasm and with benefit to the country, to their families and themselves.

Regarding Medicine it is needless to state that the country needs a vast number of doctors, specially women. The development of medical colleges and provision of greater facilities for students to join these colleges, especially for women are urgent necessities.

It is an admitted fact that there is a dearth of nurses and midwives in this country. The contempt with which the profession was looked down upon is now slowly disappearing and women from all strata of societies are now realising the nobility of this profession. But unfortunately sufficient facilities are not available as an incentive to women to take up this profession. More stipends and scholarships should be awarded for this course as also more facilities for receiving training in practical work. The inadequacy of hospitals may be put forward as an objection, but since the Government is planning to bring private nursing homes under their control, these nursing homes may be used as training centres for a number of candidates.

We appreciate the provision of identical courses, for men and women at the universities and also the Governments decision that women should be taken in all posts including administrative and police on an equal footing with men. But, till such a time as there can be adequate number of teachers, doctors, nurses, and midwives for which posts women are specially suitable, more encouragement may be given to women who pursue the above lines than to others, so that there will be more of harmony and co-ordination between men and women and less of competition.

It is not at all necessary to open special colleges for women where such colleges are not existing already. But one improvement is suggested that in all the existing women's colleges, as well as the men's colleges, short period diploma courses in Nutrition, Household Management, Dietetics, Child Psychology, Hygiene, First-aid and Domestic Economy must be started exclusively for women and they may be admitted to these courses soon after the S.S.L.C. These courses should be open as widely as possible so that women who want to settle down in married life will be sufficiently equipped with the proper knowledge, both practical and theoretical, to carry out their very high duties to the society at large as wives and mothers.

A similar Diploma Course in Social Sciences for women will be an incentive to most of the women to undertake that course, which will stand them in good stead at a later stage to employ their leisure for social work and betterment of society.

ANDHRA UNIVERSITY COLLEGE TEACHERS' ASSOCIATION, BHIMAVARAM.

Private Colleges.—This association wishes to draw the attention of the Commission specially to the condition of the privately managed colleges. They depend for their maintenance mainly upon private benefactions and fee income from the students. The University controls these institutions in all academic matters. They do not get

any financial help through the University, but they may get grants from Provincial Governments to the extent to which the latter are pleased to give. Ever since the beginning of the war, the Government have stopped giving the building grants which they were previously giving to these institutions to the extent of half the expenditure incurred by them. Teaching grants are being given to make good the income foregone by the colleges in the case of Harijans and other backward communities and to meet half the net deficit in recurring expenditure. Since their resources are very limited, these institutions in most cases have been trying to manage without deficits with inadequate equipment and poorly paid staff. A major portion of the teaching grant goes to compensate for the loss of fee income from the backward communities. We have, therefore, to represent that the financial help that these institutions get from the Government is meagre and very inadequate.

Having to depend entirely upon their resources, the Managements limit their payments to the teachers to the barest minimum. There have also been some Managements which have laid by amounts from students' fee income for expenditure on buildings and permanent equipments. Under these conditions the lot of the teachers has been anything but satisfactory. Realizing this, the University authorities recommended the following scales of pay to be adopted by all the private colleges in the University area in the year 1947.

	Second Grade Colleges	First Grade Colleges
Principal	Rs. 300 to 450	Rs. 400 to 600
Lecturers	150 to 250	150 to 300
Tutors and Demonstrators, etc.	80 to 110	80 to 120

Even these low scales were not adopted by some managements. The above scales are inadequate and far from being satisfactory when compared to the salaries paid to the Government servants with the same qualifications, and also to the emoluments in other professions.

If proper talent is to be attracted and if the profession is to be given justice, we suggest the following scales :

Principal—Rs. 600 to 900.

Lecturers—Rs. 250 to 600.

Tutors and Demonstrators—Rs. 120 to 250.

Even in regard to dearness allowance the position of teachers in some private colleges is unsatisfactory; they are not being paid the dearness allowance at Government rates. The Government have promised to meet half the cost of dearness allowance in case the institution has a deficit; but some institutions unable to face the deficits have been giving dearness allowance at very reduced rates. We represent that the Government should meet half the cost of dearness allowance and insist on the managements to pay the other half

irrespective of there being a surplus or a deficit, because the Government have a responsibility to discharge, towards all employees in respect of the fall in the value of money.

We may also represent that while the wages paid to the manual workers have increased by at least 300 per cent. during the last 4 or 5 years the emoluments paid to intellectual workers especially teachers (who were poorly paid even in pre-war days) have shown no appreciable change. The physical, mental and moral, conditions of the latter are deteriorating gradually as a consequence and it will result in a national calamity if the present state of affairs is allowed to continue.

We are afraid that provincial governments cannot adopt a bold policy in regard to higher education, faced as they are with the problem of free primary education and secondary education. We therefore suggest that the Central Government should take over the responsibility for university and collegiate education in India. The following measures should be adopted if private colleges are allowed to function in future.

We suggest the following measures :

1. The Government should bear all the deficit in the annual recurring expenditure insisting on the management to pay decent scales fixed by it.

2. The Government should award grants to the managements to the extent of 50 per cent. for expenditure on buildings and 66 2/3 per cent. on scientific equipment and libraries.

3. As an immediate step the Government should at least bear half the cost of dearness allowance paid to the staff, teaching and non-teaching.

These measures we consider will be conducive to the maintenance of proper standards and efficiency in private institutions which cater to the educational needs of the largest number of university students.

BHARGAVA, RAMESH CHANDRA.

Science of Accounting and its teachers :

It is surprising to note that out of 21 universities in India leaving aside those established in Pakistan and Ceylon only a few, I may say, which can be counted on the tip of fingers, have a Registered Accountant on their staff whereas according to the Auditor's Certificate Rules, 1932 there must be at least one in every university having Commerce in its syllabus. As a matter of fact in my opinion, not only the university but the Degree colleges (of Commerce) should have at least one R.A. on their staff because he is considered to be a man of both theoretical and practical understanding of the subject for he has to undergo apprenticeship for three years or four years in case of a graduate or under-graduate course. It would not be out of place to mention the example of Bombay University where all the affiliated

colleges recognised for Commerce have to keep one practising accountant, if not whole-time at least part-time, on their staff to teach Accounting and Auditing.

BIHAR COLLEGE TEACHERS' ASSOCIATION.

Medium of instruction :

The Association has looked with favour the present tendency of replacing English by provincial or regional languages as medium of instruction at the university stage. The Association has warmly welcomed the decision of the Patna University to introduce Hindustani as medium of instruction. There is no doubt that some people fear that the cultural unity of the country may be broken. But there is no such danger. The nation needs one common language which is likely to be Hindi. There are difficulties of getting a sufficient number of text books in Indian languages. Experience says that unless demand for books in these languages is created, such books would not be written. The money incentive, after all plays a very decisive role in the present social structure. Universities should set up Translation Bureaus which will undertake the work of translation or preparation of suitable text books in Indian languages. At this stage such an important work should not be left to private initiative.

There is no doubt that English will continue to occupy an important place in Indian universities. In the immediate future students and teachers will continue to use standard books written in English. In the long run also it will be necessary for higher studies and specially for teaching and research to have a good knowledge of English.

The Bihar College Teachers' Association stands for an autonomous university free from interference by the Government. To develop a sense of responsibility in the persons entrusted with the administration of the university it is necessary to emphasise that it is primarily their responsibility to manage and conduct university education on sound lines.

The Association feels that it is for the government to place adequate funds at the disposal of the University. For this purpose block grants spread over a period of years are necessary to give the University an opportunity to prepare and execute its plan for development. The University must know that adequate funds will be available for financing its activities.

In the opinion of the Association the constitution, function and powers of the Senate and the Syndicate of the Patna University need drastic changes. They are heavily loaded with official and non-elective elements. The Association stands for a democratic Senate in which ex-officio and nominated members are reduced to the minimum. The unsatisfactory nature of the Senate can be judged by the simple fact that in a House of nearly one hundred and twenty five there are only

twenty-six elected representatives of college teachers. In the Syndicate also out of some nineteen members there are only 5 teachers elected by the Senate.

It has been the experience of teachers that the Senate is unable to exercise any effective control over the Syndicate. Once a person becomes a Syndic, he is beyond the reach of the Senate as it cannot review or censure the actions or policy of the members of the Syndicate either collectively or individually. The Senate of this University has no means by which it can elicit information from the Syndicate on any matter under the control or supervision of the University. It is true a particular Fellow may inquire about any particular matter from the Registrar, who again is not bound to send a reply; but a Fellow cannot ask for replies to his questions in the meeting of the Senate.

The Senate must be ultimately responsible for the administration of the University.

The Bihar College Teachers' Association has been opposed to the present practice of having a Vice-Chancellor appointed by the Provincial Government. The Association stands for an elected Vice-Chancellor. He should be elected by the Senate for a term of five years and should be removable by the Senate, subject to certain well-defined conditions, e.g., such a motion must be passed by the majority on the proposal made by at least one-third of the Senators.

Teachers conditions of service :

There are three types of colleges affiliated to the Patna University, namely Government managed, Government-aided and Private colleges. There are different scales of pay in Government and non-Government Colleges; in the former the scale is Rs. 200—750 (class II service) and Rs. 300—1,000 (class I service) in the latter Rs. 150—375. The unaided colleges can enforce the aided college scale only when adequate grants-in-aid are made by the Government. The Association has since its very inception resented this discrimination between men of qualification, doing the same kind of work, involving the same degree of responsibility. The Association has tried to impress upon the Government the advisability of abolishing this discrimination. Large numbers of teachers leave non-Government colleges to take up jobs elsewhere. The Government colleges get men for themselves but the work of non-Government colleges is dislocated and it is very difficult for such colleges to get the necessary number of qualified teacher. In the interest of University education itself parity in pay in Government and non-Government colleges must be established.

BISWAS, DR. P. C.

Research in Anthropology :

At the present time the study of Anthropology in this country is in its infancy and its importance does not appear to be generally recognised. There are, I believe, only two of all the universities in

India that include the study of Anthropology in their curriculum and even in these two instances, far more attention is paid to the study of Ethnology, to the habits, customs and traditions, either religious or mythical, of the people than to their physical aspects.

Anthropology may be able to provide a solution of certain problems of very great importance to the people of India. India shows that the number of males exceeds the number of females; various explanations have been sought in differences of climate, differences of race, or differences of social customs, but no one had yet studied the subject so thoroughly as to be able to offer us any convincing explanation of phenomenon.

In India there are more than twenty-five millions of Aboriginals. It is our duty now to improve the lot of these Swadeshi products of India who were here first and should come first in our regard. The important question is whether these people will remain in the same stage of culture or we should try to absorb them within our society. I am citing one case in this connection; the Andamanese, who are so far removed from the conditions of modern life and from any qualifications for sharing it, that it is to be doubted whether adaptation is at all possible, without completing the destruction of what is left of them in the process. Fifty years of contact with the penal settlement in Port Blair has already reduced their numbers from over three thousand to mere 450. A strict isolation is probably their only chance of survival, and they really ought to be preserved from extinction if only as scientific specimens of a type of human being elsewhere long vanished from the face of the earth.

BOARD OF PHYSICAL EDUCATION, GOVERNMENT OF BOMBAY.

The present condition of Physical Education in the Indian colleges and universities is unfortunately far from satisfactory.

The principal causes which serve as handicaps to the satisfactory organisation of Physical Education in our colleges may be summed up under the following heads :—

(1) Want of proper leadership; (2) Lack of adequate facilities in the form of play grounds etc; (3) Some what indifferent attitude towards Physical Education on the part of the Heads of the colleges; (4) Want of proper encouragement in the field of well-organised Inter-collegiate and Inter-university competitions.

(1) At present there are only two colleges of Physical Education worth the name, i.e. Training Institute for Physical Education, Kandivali, Bombay and Y.M.C.A. College of Physical Education, Madras. These two institutions put together do not send out more than 100 graduates trained in one year's Diploma course in Physical Education. Years of experience have clearly proved that the training they receive in one year is hardly sufficient for the Diploma holders to be leaders of Physical Education even in High Schools. Whatever

leadership is available to-day, is rendered less respectable because of the treatment these leaders get at the hands of college authorities even when a Diploma holder of Physical Education is a double graduate, with a creditable career at the university and a first class Diploma in Physical Education. If this condition is to be improved, universities must conduct courses lasting for 2 years and leading to the First Degree in Physical Education. There should be arrangements for persons to take the Second Degree also in Physical Education. In America there are more than 50 universities that are doing this and even England is now preparing itself for the same.

This Board, therefore, very emphatically urges the Universities Commission to recommend these courses to be instituted in different universities of India.

2. Colleges are often lacking in well balanced and in well distributed equipment for Physical Education. Apart from the gymkhana fees, the college authorities, the Provincial Governments and the Universities must make substantial contributions to the funds required for Physical Education, so that every sort of equipment is made available to the students, every one of whom should have an opportunity to choose his own games, etc., apart from the general course of Physical Education laid down by the universities. The real difficulty is however, not either the inadequacy of play-grounds or insufficiency of the equipment itself but the odd college hours, which compel Physical Education to be taken even in the hot hours of the day. We may be allowed to bring to the notice of the Universities Commission the arrangements made by the Nagpur University in this connection. Students from different colleges are made to assemble on the play-ground which is nearest to the locality in which they live and have their Physical Education work done in the morning. Different colleges may co-operate in this way under proper leadership, thus avoiding long journeys on the part of their students; undertake heavy physical education work in the hot Sun.

3. Inter-university and inter-collegiate competitions are held even to-day. But there are no facilities created for the coaching of students in the different events of competitions. Hence these competitions become a sort of recreation and fail to stimulate interest. If proper leadership is provided for and the senior professors lend at least their moral support, the present university and college competitions will yield a rich harvest.

BRAHMA, G. K.

The future of Sanskrit in India.

1. Introduction of Sanskrit of an elementary standard as a compulsory language in the high school classes.

2. Encouragement of native Pundits in various ways and spready of Sanskrit culture through them.

3. Specialisation by the different Indian universities of the different branches of Sanskrit culture—the Vedas, Tantra, Medicine, Astrology, Literature, Music etc.

4. Compilation of lexicons so as to enable the educated young men to speak Sanskrit eloquently and with ease.

Note.—One such lexicon is under compilation in Orissa. It may be casually remarked that most of the modern dictionaries are ज्ञात ज्ञापक i.e., they give the meanings of the words already known. But they cannot help us in knowing as to by what name a particular thing is called in a particular language. The compiler has tried to make it both ज्ञात ज्ञापक and अज्ञात ज्ञापक so that it not only gives the meanings of words known but also the words by which objects are called.

5. Translation of works written in foreign languages into Sanskrit with a view to improve the terminological aspects.

Note.—Scholars serving in the various Indian universities may be entrusted with this responsibility so that much work can be turned out within a short time.

6. A revoluntionary change should be effected in the courses of Sanskrit studies all over India. Provision should be made for the training of 'Pandits' according to the latest theories of educational psychology. Certain subjects such as History, Geography, Elementary Mathematics and General Science should be made an integral part of the courses of Sanskrit studies. This will remove the soul-killing inferiority complex of the 'Pandits' whose hold on the vast majority of the rural population is considerable.

7. A scheme should be formulated according to which text books in simple Sanskrit for the various school and college classes be written.

CAMPBELL, JAMES C.

Teaching of Naval Architecture and Marine Engineering.

In my opinion, the Andhra University would be the ideal one for teaching the above subjects, Messrs. Scindia's Shipyard, the largest in India, being quite adjacent. The students, in their recess period, could enter the Shipyard and learn the practical side of their profession, and at the same time. see the marine engines and boilers being installed in the vessels. Thus, they would have a good opportunity to see closely engines and boilers. The Scindia Shipyard is quite up-to-date and very well laid out, where ships between 550 ft. to 600 ft. in length can be built. Vizagapatam is not too distant from the Steel Rolling Mills and this facilitates the transport of the finished steel materials required for shipbuilding.

One point worthy of note is that the climatic conditions prevailing at Vizagapatam are, in my opinion, better than at Bombay, Calcutta, or Madras. The rainy season is intermittent and not too long; the same is also applicable to the hot season. We do not lose much time

through the inclemency of the weather in this place. Furthermore, the Shipyard is situated in a natural harbour, quite adjacent to the open sea, yet protected from same, which is a great asset in shipbuilding as the ships can be safely launched at any time, and completely fitted out, prior to their proceeding to sea.

CHATTOPADHYAYA, S. K.

(a) *Drawbacks of the present system of Education.*

(i) Absence of judicious planning to meet the requirements of Indian life and Indian society.

(Indian life being understood as harmonious blending of prudence and wisdom a healthy adjustment of wordly interest to higher spiritual motives and aspirations, and of a life of ordinary labour with higher theoretic interests. Indian society being understood as a gigantic family of contented, accommodating, and freely co-operating members working in collective interest).

(ii) Failure to utilize total manpower of the land on account of two apparently contradictory reasons viz., restricted literacy at the primary stage, and mass production of intellectual ciphers at the collegiate stage, fit for clerical jobs, if employed; or for fifth columnist activities, if unemployed.

(iii) Too much emphasis on language-subjects and too little for thought-contents.

(iv) Banishing Sanskrit from the curriculum of compulsory subjects and thereby dissociating Indian minds from their culture.

(v) Non-enforcement of physical, ethical and social education at the primary and secondary stage.

(vi) Lack of self-confidence and absence of self-respect as noticeable in attaching too much importance on foreign degrees even in non-technical or non-scientific subjects, and minimising value of Indian diplomas.

(vii) General neglect of Indian history, philosophy, social, political and economic systems and failure to encourage researches for paucity of funds and competent guides.

CONFERENCE OF PHYSICAL DIRECTORS, MADRAS.

(Held at Y.M.C.A. College, Madras on 6th February 1929.)

PHYSICAL EDUCATION.

The Conference felt that the present arrangements for physical education and games in the universities are not satisfactory for the following reasons :

i. Facilities by way of playgrounds, playcourts, equipment etc., are inadequate.

ii. Leadership provided in the universities is not of the right type and not adequate enough to carry on a comprehensive programme of health and physical education.

iii. There is considerable loose thinking about physical education. Physical education is considered to-day as an extra curricular activity. It does not receive the importance it deserves. In our opinion physical education should become an integral part of university education. Participation in a programme of physical education organised by a university should result in improvement of health, physical fitness, posture, neuro-muscular co-ordinations and skills, and in the development of character and personality.

(a) Generally, students residing in hostels get more benefit than day scholars. This depends on the hostels. There are hostels with playgrounds and equipment and the required leadership but there are others without any of these.

(b) Day students do not get much out of the present arrangements. This is for three reasons :

i. Programme offered is not attractive enough.

ii. Cinema and other entertainments provide greater attraction for the students than games and exercises.

iii. Not enough facilities to take care of large numbers of day students. The Conference expressed great concern at the diminishing play facilities as a College expands in its growth.

The Conference was of the definite view that physical training should be compulsory in the 1st and 2nd year of University education. The type of work to be given to the 1st and 2nd year students may consist of :—

(a) Formal :—Body building and conditioning exercises and vigorus small area games.

(b) Track and Field.

(c) One team game preferably of the students' choice.

(d) Camping for a month is highly recommended to be arranged during the summer vacation.

During the 3rd and 4th year, the programme may be so planned that maximum participation is in major games or track and field, boxing or wrestling or swimming depending on the choice of the individual.

The conference was of the view that it is high time that degree courses in physical education are instituted in the Universities and such courses offered in Physical Education Colleges in each Province. It was not in favour of offering physical education as a Major in the University colleges for the purpose of graduation.

A degree course in Physical Education should be at least for 2 years, the minimum educational requirement for admission to the degree course being the Intermediate.

The present arrangement is serving a useful purpose, however the Conference suggests the following for further improvement.

(a) A full-time Secretary be appointed who possesses the necessary technical qualification.

(b) Universities allot more funds for the Inter-Varsity competitions.

(c) Better coaching and training facilities are offered to University teams.

(d) Arrangements for periodical medical inspection of students are inadequate.

(e) Medical attendance in cases of illness is meagre.

(f) Very few Colleges have dispensaries.

It is high time that a Department of Health and Physical Education is established in every college with a qualified Director to carry on a co-ordinated programme of Health Education and Physical Education. There must be a doctor attached to this Department to give the routine medical examination, follow-up work and better care of the sick. The Director of Health and Physical Education should have assistants and coaches to carry on an effective programme of Physical Education.

Medical and physical examination of college students conducted in various Universities reveal that a large percentage suffer from remediable defects and abnormalities. Correction of these defects and attending to the other health needs of students should receive immediate attention in every college. A desire for improved physical fitness and a zest for outdoor games and sports should become the natural outcomes of the co-ordinated programme.

There is one factor which is common to all the Universities which prevents active participation in Physical Education activities, games, inter-collegiate and inter-varsity competitions and drives the students away from the playground to their books namely the final examination. The method of assessing the achievements of a student by a final examination, is to-day considered educationally unsound and only when this system is changed could we expect Physical Education become an integral part of University Education and produce the desired outcomes.

DAS, B. C.

Power and responsibility of Teachers :

Teachers in certain universities have not got adequate power and responsibility in the conduct of university affairs. For example in some universities teachers have not the power to determine the courses of study for the different examinations and in some they are not entrusted with the responsibility of setting question-papers and are not even taken in the Boards of Moderators.

The effect of not entrusting the teacher either with power or with responsibility is to create a feeling of indifference in him with disastrous consequences.

The constitution should be such that teachers have an absolute majority in the legislative and executive bodies of the university. Further it should contain in itself provisions for creating conditions in which teachers would freely give expression to their views.

2. *Admission to university courses* :

Too many students not properly fitted for and not having real intellectual keenness for university studies flock to the universities. This leads to (1) deterioration of standard and (ii) colossal waste of human energy and national wealth.

Methods suggested for improving the situation :

(i) Entrance, Matriculation or equivalent examinations should be controlled by university teachers and not school teachers.

(ii) A uniform standard of division of successful candidates into three classes should be followed by all universities.

(iii) No student placed in the third class should have access to a college which is maintained or subsidised by the State.

(iv) For the Honours course and equivalent or higher courses students should be selected strictly on merit.

3. *Condition of Service of teachers* :

The emoluments and prospects are very low and meagre as compared with those in Provincial and Central Services. The argument that teachers ought to like their profession and should work in a missionary spirit is not based on facts. The teacher has to live in the society of men in other services and cannot escape the normal and average financial commitments. Lack of capacity to meet these commitments necessarily brings him down in the estimation of his fellow-beings and consequently of his students. Secondly most of the best students prefer services which offer better emoluments and prospects.

4. *Research and facilities for research* :

(i) More attention should be given to research in Applied Science and Technology than to research in Pure Science. In other words problems of vital importance to the country should be tackled first and such subsidiary problems on Pure Science as are immediately necessary for the solution of the first should be taken in hand. The pursuit of any problem in Pure Science is a luxury which our country cannot afford now that it is economically strangled.

(ii) Teachers in universities and colleges should have enough leisure and should be free from wants, in order that they may devote themselves to research. They are mostly overburdened with teaching and extra-mural activities.

DAS, NARENDRA PRASAD.

Universities and National Life :

Universities of India have served their purpose under the foreign domination but they need reorientation in their aims and outlook in a free India. It was good and proper that whole producing clerks for the British offices they also produced a galaxy of stalwarts like Gokhale, Dada Bhai Norojee and Asutosh Mukerjee and others. But they were such great geniuses that inspite of an alien system they could be so great. They do not represent the university as they were by themselves institutions. But when we consider the average products of the universities, and compare them with such learned men of the past or with those of the present time who have never crossed the threshold of the universities, the defects of the university education will be glaringly apparent. Some of the defects which an impassioned view of the matter would reveal are specified below :

The average students of the university are growing up not racy to the soil. When they once cross its threshold, they do not like to go back to the society from which they have come. They cut off all connection with their native lands, society and others. They grow up highly selfish and individualistic. University education should not produce one separate class thereby increasing the already existing class quarrels. There should be co-ordination and co-operation between home and university. Our universities are modelled more on the foreign universities and ideologies. Instead of palatial buildings and other amenities of urban life there should be strictly village atmosphere as more than 90 per cent. of the students hail from such villages. Life in a university should be so fashioned that the student after passing his career can feel himself as homely as of old in his village atmosphere. India being a land of villages, her students should be village-minded, being themselves village-born.

University should be opened to the students of different aptitudes and selection of students should be made on this basis. Undesirables or students below the standard should not be taken in. There might be a decrease in the number of students at the start but in no case efficiency should be allowed to suffer.

Admission to the universities and to the different subjects should be made after a selective examination testing the students' ability and fitness. Students having intellectual keenness should be selected.

Closer association of teachers with students and mutual understanding would bring greater discipline and would eliminate the cause of strike. Students go astray without a proper lead. But if they find a proper guide in their Professors to whom they can confide, they would never have occasions for such discontent or indiscipline. Indifference of teachers has given ample latitude to outside elements to exploit students. Politicians should not have opportunity to use them as their tools. Neither the party in power nor any other political

party should have any access into the university. It should be managed and dominated only by educationists. Students should not take part in active politics though they should have every opportunity for the study of different political ideologies and form their independent but unbiased opinion.

Professors will be always ideals of their students. Professors should place before them by their own example a model life of simplicity which would go a long way towards checking the growing tendency of luxury and immorality in them.

There should be provision for moral education without which character and discipline cannot be developed.

DE, NAGENDRANATH.

Post-graduate Training in Psychology (Psychological Medicine) :

There is no arrangement for specialised training in Psychiatry anywhere in India. The Bombay University has a plan for over 2 years but the work has not been taken up yet. The Calcutta University is organising post-graduate training in Medicine but Psychiatry has not so far been taken up.

Mental health service is very neglected in India. According to the report of the Bhore Committee the actual number of beds for mental patients in India is about one hundredth part of what there should be. The greatest handicap is the great scarcity of medical men capable of treating mental patients. In the whole of India and Pakistan there are only 9 men specially trained in Psychiatry (7 in Indian Union and 2 in Pakistan). There should be at least as many hundreds. The only solution is to train medical men and women in this line.

The Medical Department of the Government of India, as far as I am aware, is eager to help starting the D.P.M. (Diploma in Psycholigical Medicine) courses in Calcutta, Bombay and Madras. It is for the Provincial Governments and the universities to take up the matter earnestly in hand.

DIWAKAR, HON'BLE R. R.

Language problem in Education :

I wish to emphasis two points. One is that throughout the university course, there ought to be one compulsory language-paper in Hindi and by the time that the student graduates, he should have enough knowledge of Hindi to be able to express himself and understand Hindi enough for ordinary purposes. The second point that I wish to emphasise is that post-graduate courses in all universities throughout India, if not today a few years hence, should be taught in Hindi or the common language that we accept in the Constituent Assembly.

Unless and until this is done, I do not think we shall be able to have interchange of students and professors from university to university, a common standard for measuring the intelligence and capacity of the university men and a common medium through which every Indian can express himself adequately on every important subject. Today, if I wish to address the whole of India I do it in English and not in any other language. A few years later, the position should be that anyone who wishes to address the whole of India should be able to do it and should naturally do it in Hindi or the accepted common language of India.

So far as the medium of instruction in the secondary schools and in the collegiate courses (excepting post-graduate course) is concerned, I do not think that the highly developed regional languages in India can be set aside and Hindi introduced in their stead. There the regional languages should be the proper and only media of instruction.

If this plan is accepted, I think, while giving the regional languages their due, we shall have tried to evolve a common medium for the whole of India so far as standard words and inter-course among the intelligensia of the land are concerned.

EAST PUNJAB COLLEGE TEACHERS' UNION, AMBALA.

We request that in framing your proposals, you may kindly consider the facts we place below :—

(a) That college teachers in this Province are paid preposterously low salaries, that in most colleges there are no regular scales of pay, and that in many colleges young men with 1st Class post-graduate degrees are recruited on Rs. 120 or Rs. 150 p.m. Irregular and arbitrary increments are the rule rather than the exception.

(b) That in a large number of colleges even dearness allowance is not provided, and where it is, it is much below the Government rate.

(c) That the teacher is a plaything in the hands of his paymaster, that there is absolutely no security of service, and that in case of exploitation and victimization there is no authority whose protection he can seek.

(d) That in some colleges teachers are asked to execute humiliating Service Bonds, which do not commit the Management, and which encroach upon the teachers' elementary right.

(e) That authorities in some colleges require the teachers to submit schedules of extra work, which every teacher is required to put in.

(f) That the teachers have absolutely no voice or representation in the managements of the institutions. Appointments are made to suit the whims of the Managing Committees, Governing Bodies, and

vacancies are created overnight for favourites, and persons with independent or dignified demeanour are considered 'undesirable' and are eventually thrown out.

(g) That there exist no facilities worth the name for research work because the laboratories are scandalously ill-equipped even for day-to-day requirements of the students. The tale of libraries is no better.

(h) That part-time lecturers, composition teachers and temporary hands are employed as a regular practice, with the sole desire of taking full work out of them, without however, giving them even partial help in the form of Provident Fund, Vacation Salaries etc.

(i) That the very basis of running educational institutions is cut-throat competition among the various colleges. The usefulness or otherwise of a teacher is directly determined by his ablity to attract fee-paying students to the college and not by his methods of teaching. In other words a teacher must earn his salary by helping in the admissions.

(j) That institutions are run mostly on commercial basis. The commercial outlook might find expression in an individual member making profits for himself by using its name, or in the Managing Committee as a public body, engaging itself in investing money in business concerns.

Some of the points about the working of the East Punjab University are mentioned below to be noted with interest :—

(a) The recommendation of text-books for the syllabus is an unclean affair, with the result that sometimes all the books of one particular author are prescribed, merely because a certain publishing House had them lying in stock !

(b) Distribution of Head-examinerships and Sub-examinerships are like the distribution of loaves and fishes, not a matter for letting the best man do the job.

It is suggested that education must be taken as a State responsibility and treated as essential service. Perhaps the most disastrous result of leaving Education to private enterprize has been that education to-day is being imparted through denominational institutions. These institutions are hot-beds of the narrowest type of sectarianism and communalism, and are instrumental in warping impressionable young minds and inculcating in them a vicious anti-national outlook. As a result, education has become a weapon for encouraging fissiparous tendencies instead of a means for fostering a healthy, broad, national outlook.

During the period of transition from the present set-up to nationalized education, the Government must give adequate financial assistance to private institutions and impose state-control on their working.

Our Demands.

1. *Grades.*—

(a) There shall be a single running grade of Rs. 250—15—340/—20—500/—25—750, for Lecturers and Professors.

(b) B.Sc. Demonstrators Rs. 200—10—250 and then Lecturers' grade.

(c) Graduate teachers of modern Indian languages, qualified in their respective subjects shall be entitled to the Lecturers' grade.

(d) Graduate, M.A. or M.Sc. Physical Directors, with Diploma in Physical Education shall be entitled to a Lecturer's grade.

2. *Dearness Allowances.*—

At prevailing Government rates at any time.

3. *Provident Fund.*—

10 per cent. with equal contribution by the Managements. The amount to be deposited in the Post Office or a Scheduled Bank.

4. *Hours of Work.*—

No college teacher shall be required to work for more periods, than laid down by the University; in case of emergency, if any extra period is assigned to the teacher, he or she shall be paid at double the proportionate rate of the remuneration due to him or her.

5. *Representation of the Staff on Managing Committee.*—

33 per cent. of the strength of the Managing Committee of a college shall consist of the elected representatives of the teaching staff.

6. *Security of Service.*—

Before dispensing with services of a college teacher the authorities must give specific reasons for their proposed action. The teacher must be given a chance to answer the charges against him. If then his services are dispensed with, one month's notice must be given to him, with the right of appeal to an impartial tribunal, instituted under the Arbitration Act. The Board shall consist of 3 members as follows :

(1) Teacher's Nominee.

(2) Managing Committee's Nominee

and

(3) A nominee elected by the above two members. If no agreement for the third member is reached the Vice-Chancellor shall be requested to nominate one person.

GAUTAM, L. S.

Autonomy of University.—No political State should have any control whatsoever over the life of the university, which must be allowed full autonomy in the true sense of the term. At present since the enactment of the Indian Universities Act of 1904 imposed by Lord Curzon the sacred freedom of the university has been attacked. I want that the Universities Act of 1904 may be treated as a dead letter and the autonomy of the university may be secured. An Inter-University Board better organized than the present one may be brought into being to maintain the uniformity and academic excellence of the standard throughout India.

GHOSHAL, B. M.

Indian University Standards.

University education in free India should be so organised that after a decade or so there will be no necessity for any Indian student to go to foreign countries (except under special circumstances) for prosecution of the highest courses of study and research in any subject. For this purpose the best scholars in all subjects should be imported, wherever necessary from outside.

GUNDAPPA, D. V.

Politics must be avoided.—The politician should be kept out of the field of education, as far away as possible. The university should be guarded against being turned into an arena for political parties.

Relations with Government.—Government should find it impossible to meddle with the academic side of the university. The legislature should be persuaded to guarantee a basic annual lump sum grant for a period of some years and to endow the university with powers of complete autonomy. Of course the Government may increase the grant and give additional grants, but never decrease the basic grant, nor interfere in the affairs of the university except as regards audit of accounts.

The Vice-Chancellor makes the university, much more than anybody else. His personality should be counted first among the assets of the university. In the circumstances of today in India election of the Vice-Chancellor by the votes of the Senate or the Registered Graduates would be full of risks. I should prefer the appointment of the Vice-Chancellor by the Chancellor (Maharaja or Governor) on the recommendation of the Cabinet. But if election is considered expedient, then I would have it out of a panel presented by Government.

The Vice-Chancellor should be one—

(i) eminent in some field of learning;

(ii) having a record of good work as Professor or educationist;

(iii) capable of understanding the inter-relationship of various branches of learning and forming comprehensive views; and

(iv) accustomed to view the university against the background of the country's life.

That he should be a man of practical ability and tact as well as of integrity and moral prestige goes without saying.

The Vice-Chancellor should have large powers or discretion in matters not provided for in the rules and ordinances. The Executive Council should not be a drag on him. Matters for the Council should be strictly limited. When the Vice-Chancellor and the Council differ, the Senate should decide.

Courses of study.—Syllabuses are swollen in order to convey a grand idea to the outsider, but are hardly ever covered fully in actual teaching. Make syllabuses honest and practicable.

Specialisation.—Too early specialization and the divorcing of Science from Arts has given rise to a new kind of Philistinism in the country. This spells the decline not only of humanistic culture, but also of fitness for the office of citizenship. Specialization should not begin earlier than B.A. or B.Sc. Upto the close of the Intermediate course, the student should receive a liberal education comprising all subjects essential to well-informed and effective citizenship.

Inter-University Equivalence.—There is chaos under this head; and the Inter-University Board has proved itself indifferent to this as to so many other urgent matters. Two things are essential :—

(i) The University product must be true in equipment and quality to the degree as described in the Calendar, a genuine B.A., or B.Sc., etc.

(ii) On that basis, there must be an equivalence in evaluation (or recognition) corresponding to the equivalence in nomenclature throughout India.

Present Demoralization.—Of late rumours of bribery and favouritism among examiners have been too frequent and persistent. Leakage of question papers has become an annual affair practically all over India. This is evidence both of money hunger among teachers and of slackness in administration. The lowering of academic integrity is a national calamity of the first order.

HAMID, DR. K. A.

Low standard of University Education.—Unfortunately in India, education in universities is still on the pattern of schools. Students do not develop the habit of independent thinking, nor a desire of acquiring knowledge for the sake of knowledge. The fault does not lie wholly with the students. It is the system of education which is at the root of this evil.

After finishing the Matriculation Examination, the students have no option before them except to join the university. Vocational schools and centres of technical training which would enable a young man to earn a decent livelihood are absent in this country. This results in almost all the students from High Schools rushing to the universities, which have thus become more a place for passing an examination to earn a livelihood rather than a centre of learning and knowledge. In my opinion, therefore, unless a large number of students after passing the High School Examination are diverted to vocational schools and technical training centres, university education will remain at a low standard.

State of University Staff.—Another important factor which is responsible for the low standard of education in the universities is, that universities cannot be expected to turn out highly qualified graduates and scholars when those who impart knowledge, with a few exceptions, do not themselves possess that degree of knowledge which should enable them to function as a fountain of learning.

It has become customary in India to use the word 'Professor' in a very loose and undignified manner. It has lost its true meaning in which it is used in Germany, England, U.S.A. and other countries.

Time-scale salary basis to be abolished.—The appointment of university teachers on time-scale salary is mainly responsible for the deficiency in our teaching staff. Once an appointment is made on the time-scale basis, the salary continues to advance annually irrespective of any advances made by the lecturer in his subject. After reaching a certain level of salary, he automatically attains the qualification of a Reader, and if a post falls vacant, he is appointed as a Reader. His salary again advances according to time-scale without any consideration of the fact that his knowledge has at all increased or not. The Reader thus attains, after some years the level of salary which entitles him to a Professorship. If any post of Professor falls vacant, the appointment committee generally selects such men as professors and sometimes Chairman of the Department.

I have several examples of this type before me. A gentleman who was a III Class M.A. in Mathematics, having passed the M.A. examination in his third attempt, applied for a lecturership and was appointed on a salary of about Rs. 125 or Rs. 150. After 25 years of service during which period his salary went on increasing (on the basis of time-scale), he became Professor of Mathematics and Chairman of the Department. Another gentleman who has scarcely any higher studies and research to his credit and is merely a B.Sc. of an Indian university, has suddenly become a Professor. A lawyer, B.A., LL.B., who has never had any practice, was appointed to the post of lecturer on the plea that he must be helped to make a living as his practice at the Bar does not bring him any emoluments. This gentleman has now

become Reader in Law. I am sure that he will soon become a Professor of this subject. Under such a system prevailing in every Indian university, it is impossible to promote any advancement of knowledge.

In universities when fresh graduates, Ph.D's or D.Sc's are appointed as professors on time-scale salary, their earning capacity is fixed according to time and not according to progress of knowledge. The teaching staff of the universities, with a few exceptions, have no further motive for effort to increase their knowledge and impart the same to the students. This in fact, is the root cause of university teachers, lecturers, readers, professors, never striving to acquire higher level of knowledge in their respective subjects except in a few outstanding cases. I, therefore, suggest the following system to be adopted for the appointment of teaching staff in universities and colleges.

Appointment of Staff and Basis of Promotion.—Lecturers.—Any First Class Honours Graduate, or an M.A., Ph.D., or D.Sc. fresh from the university, must always be appointed to the post of a lecturer only. He should never aspire nor get a higher academic post. The salary of a lecturer should be fixed from Rs. 350 to Rs. 550. The lecturer after reaching the salary level of Rs. 550 shall remain a lecturer and should not be made a Reader, or a Professor, unless he fulfils the qualification required for these posts.

Readers.—Fresh Honours graduates from Indian or foreign universities, or those possessing M.A., Ph.D., or D.Sc., degree must not be appointed straight to the post of a Reader. Anyone aspiring for the post of a Reader can only get the post if he can show to a Board, appointed by the university for this purpose, that he has done some work and has published papers on his subject which have been recognized as original contributions to his branch of knowledge. He must also show whether he has published any books or at least possesses the material in the form of manuscripts for publishing such books. After examination of all the work done by the person in question, the Board should recommend to the university that he may be raised to the status of a Reader. Any lecturer who during his period of service has done considerable original work on his subject may certainly apply for promotion to the post of a Reader. The salary scale of a Reader should be Rs. 800—50—1,200. Under no circumstances a Reader should be made a Professor except by selection according to the following procedure.

Professors.—The word 'Professor' should be made a title to be conferred by the University or by the Ministry of Education on the recommendation of a competent Board appointed for this purpose. A Professor must be a person who can be called the very fountain of knowledge and learning. It should be made illegal and subject to prosecution if any person, without the sanction of the Government or any recognised university, uses the prefix 'Professor' before his name.

By this means the status of professors will be considerably increased and they will be regarded by the nation as repositories of learning and knowledge. The title 'Professor' should be conferred by the University or Ministry of Education on any person in the sphere of jurisdiction of these two bodies, when such a person has, in the opinion of the Board, acquired an all-India reputation entitling him to be considered as an authority on his subjects.

In exceptional cases even a Lecturer of great brilliance may become a Professor. The salary scale of a Professor shall be Rs. 1,200—100—2,000.

The present system of university appointments must be immediately changed to the one which I have suggested above. It may seem difficult to effect such radical changes, but unless we resort to these radical alterations in the system of appointment of university teachers, I am afraid no progress in the academic atmosphere of the universities can be made.

Vice-Chancellor and Principal.—It is customary that highly qualified academic persons who can rank as Professors in any university of the world are often appointed as Vice-Chancellors of universities, Principals of colleges, and Directors of various institutions. These posts are more of the management type and it is a sheer waste of knowledge for a person of such calibre to be made to do routine managerial work instead of devoting his time to study and research and to imparting his knowledge to the coming generations of students in the university. I would therefore suggest that there should either be two Vice-Chancellors in a university, one for the academic side and the other for the management, or the Head of the academic side of the university should be called Vice-Chancellor and the other person, to be designated as Principal or Director, may be entrusted with entire management of the internal affairs of the university.

Election of Vice-Chancellor, His Powers and Tenure of Office.—The powers of the Vice-Chancellor should be greatly enhanced. He should be *de facto* ruler of the university and responsible for the academic progress of the students and advancement of learning, research and every type of cultural activity of the university. The present method of election of a Vice-Chancellor for a period of three years must be immediately stopped. No Vice-Chancellor can achieve any results to his satisfaction during the short term of three years. The system of election of Vice-Chancellor is to be stopped. It is a post of honour and only persons of recognized academic fame should be made to occupy this post. A well-known Vice-Chancellor brings reputation to the university. If should be considered an honour for a university if a great personality well-known for his academic standing, agrees to accept the post of office of Vice-Chancellor of the University. His tenure of office as Vice-Chancellor should be life-long for so long as he is capable of working there is no reason for his being subjected to an

election every three years. In fact no great scholar or a recognized professor will ever condescend to be made the subject of competition between rival candidates to be decided by means of election.

In India, the practice is to appoint any political luminary, or a Senior Court Judge, or a big industrialist, or a well konwn lawyer, or a nawab, or a rajah, to become Vice-Chancellor. Naturally when such is the case, many people of this category simultaneously aspire for this high post with the result that an election often becomes necessary. This system is becoming harmful to the academic life of the universities and is certainly dangerous to an unbroken, constant progress which only a permanent Vice-Chancellor could achieve.

INDIAN COUNCIL OF WORLD AFFAIRS, NEW DELHI.

A Degree Course of International Relations in India.—The basic facts and ideas so far as the study of International Relations in India is concerned are :—

(a) So far, little headway has been made. This is perhaps an advantage, as, with the reorganization of the University courses now contemplated, a proper foundation may be laid for the new study, and the experience of the United Kingdom and the United States may be fully utilized.

(b) There are very few trained scholars in the field available in India. The available supply of documents and books is also not large. This indicates that (i) efforts must be made to increase both; and (ii) in the meantime, the course must be introduced only in a few universities on some basis of regional specialization. American model—even if desirable—may be considered only some years later when the supply of documents and books and qualified teachers has been adequate.

(c) The student in India who specializes in international relations at the post-graduate level must be enabled to have, in addition to a grounding in modern European History since the French Revolution—for this is the basic knowledge required for an understanding of modern international problems—an adequate knowledge of the history, the social background and the institutions of South Eastern Asia, the Middle East or the Far East, with an adequate knowledge of an important language of the region, *i.e.*, Dutch, Arabic, Chinese or Japanese.

On the basis of the foregoing considerations it is suggested that :

(i) an M.A. Course in International Relations be introduced in three universities, one of them offering a specialized course on South-Eastern Asia, another on the Middle East, and a third on the Far East.

(ii) the course should be of two years' duration.

(iii) the course should be open only to students who have specialized in History, Economics and Politics.

(iv) the course should comprise a study of the following subjects :—

1. Geography—in relation to national power and international relations.
2. International Political Relations since 1878.
3. International Economic Relations.
4. International Law.
5. International Organization.
6. One of the following :—
   (a) South Eastern Asia—its history, social and economic background and political institutions.
   (b) The Far East—its history, social and economic background and political institutions.
   (c) The Middle East—its history, social and economic background and political institutions.
7. One of the following languages :—

   Dutch, Arabic, Chinese, Japanese.

It is suggested that the B.A., course in History be so arranged that a student should be enabled to have a basic knowledge of European History since the French Revolution, Economics, Economic History, Political Theory and Political Institutions.

Teachers.—It is realized that there is a paucity of qualified teachers ; it is suggested (a) that full advantage of the Fullbright scheme in its application to India be taken to get a few distinguished teachers of international affairs from America to stay a couple of years in India and help to start the course on proper foundations, and to send senior teachers from India to Schools of International Affairs in Columbia, Yale and Princeton, and to Harvard University to have a training in the subject for two years ; (b) the Government be requested to set apart half a dozen scholarships out of the scholarships available for studies in foreign countries for training in International Relations in Britain and American universities ; and (c) the universities which decide to have the courses referred to above, be requested to decide also on the particular region each would specialize in, and depute one or two senior professors for a period of one to two years to the region concerned for getting in touch with scholars on the spot and to get background information regarding the region and the people. It is suggested too that the professors referred to be invited, after direct investigation on the spot, to write monographs on some such theme as Modern Indonesia, Modern Iran, Japan's Economic Resources, so that they get an opportunity to have a coherent knowledge of the region and put down their ideas in writing.

Documents and Books.—The paucity of documents and books on International Relations available in India has been referred to above; it need not, therefore, be added that early efforts must be made to make up the shortage.

IYER, P. G. SAHASRANAMA.

1. *Disabilities of the students of Travancore University.*—The following were the disabilities of the students of the Travancore University as compared to those of the neighbouring Madras University :—

(a) The Intermediate examination has to be passed not in parts but as a whole.

This was rectified recently after a successful students' strike when candidates refused to sit for the Intermediate Examination of the University in September, 1948.

(b) There was no September Examination of the University for B.A./B.Sc. students. Those who failed in any of the three Parts had to wait for one whole year before they could take the next examination.

This too was changed recently by the Travancore University.

(c) In the New Scheme of the pre-University class started two years ago and of the Three-year Degree course started during the academic year 1948-1949, the students found certain disabilities peculiar to the scheme. After passing the School Leaving Certificate examination which is a public examination, the student joins the pre-University class. He has to appear for a public examination at the end of the year. This is the second consecutive public examination he has to take. He joined the three-year degree course. For the third consecutive year he has to sit for a public examination.

KANUNGO, HON'BLE N.

My views are that of a parent who has to help his children to secure education in a university. Almost all the universities in India offer the same type of courses and almost the same subjects. I believe a great deal of trouble would have been avoided if the universities among themselves could arrange some courses on specified subjects and others on specified courses. For example, I feel that the Utkal University could offer better facilities for courses in Marine, Biology, Forestry, Geology, Hydraulic Engineering, etc. For subjects like Industrial Chemistry, Applied Physics and Applied Psychology, facilities may be available in other universities which could be availed of by students from all over India. In arranging the allocation of subjects among different universities provision should always be made for classes to be open to students from all over India. This will foster

the growth of homogeneous Indian nationality. If the provincial character of the universities is maintained, as they are at present, the restrictions based upon provincial domicile will become more rigid and will militate against the growth of Indian nationality.

In the universities as well as in other educational institutions preparing students for the University, special emphasis should be laid on social habits, the food consumed by the students, the way it is cooked, the way in which it is served, manner of dinners; all these do not stand well in comparison with even less elegant households in rural or urban areas. Dress and department have no standards.

Work in universities may be projected into the community by undertaking studies and extension work particularly on the model of the Agricultural Extension in the United States of America. This will create common interest between the University and the several communities through which its work could be projected.

KAR, PT. KARUNAKAR.

Sanskrit Studies:—Sanskrit is one of the greatest vehicles of civilised thought and endeavour and is the outward expression of one of the few still surviving original systems of culture in the world. As is well known, it began its triumphant career right from its birth and completed its 'digvijya' of India and spread its far reaching influence into distant lands as a veritable 'Deva Bhasa'. It thus became the symbol of Indian culture in religion and philosophy, in legends and traditions and in the incorporation of these within the body of the composite Hindu culture. The synthesis of culture which was behind Sanskrit enabled peoples of all groups in India to accept it as their own and Hindus, in general, still use Sanskrit in their religious ceremonies.

Sanskrit has at last come to its own with the study of the language in Europe. Sanskrit has been given recognition in most of the universities of Europe for its Indo-European implications and for its value in the study of Indo-European linguistics; for the study of higher classical linguistics the study of Sanskrit has become almost inevitable. As the language of the Vedas, the oldest literary document, it has certainly received its due homage outside India. Even the Nazi leader, in his pride, used the sanskrit word 'Swastika' to symbolise his exclusiveness—a word, which has been ours for generations.

But within India and among intellectuals there appears a conspiracy of neglect for this great heritage; obviously a prophet is not honoured in his own land. Sanskrit is not dead as long as it continues to breathe the breath of life into the modern Indian languages. What appears, however, to any thinking mind, as another and a more important significance of the language is that it embodies Indian culture and the products of Indian thought, which, without doubt, came into being after the synthesis of the best elements in the pre-Aryan cultures and in atmosphere of absolute freedom in the search of truth and of toleration for all opinions and views.

An important use of the language can yet be effected in the evolution of a suitable uniform 'Paribhasa', for which Sanskrit roots and in many cases the Sanskrit words as they are will be of immense use.

In spite of all these potentialities of the language, one is shocked to find how in many Indian universities it is utterly neglected. As basic and complementary to all modern Indian languages, it should be, in my opinion, a compulsory subject at least as one paper in the Intermediate Arts and B.A. classes. It should, without doubt, be a compulsory subject at the Matriculation examination in all the provinces without exception.

Universities or Associations for Sanskrit should no longer be allowed to have their unhealthy separate existence. Their amalgamation with the universities is a long felt need. This would, of course, mean the acceptance of some of the techniques of teaching the language and rejection or modification of certain others in the light of the more modern techniques adopted in teaching a classical language. The existing institutions for Sanskrit learning are certainly in need of modernisation and this can best be effected by their amalgamation with the universities.

KARNATAK PROVINCIAL STUDENTS' CONGRESS, BANGALORE.

We assure you of our humble co-operation and we wish to place on record the following few points for consideration. Though we do not profess to claim any great ability to place before you any new scheme, we only bring a few points which have struck us in our experience as students of this University.

We are in the first instance anxious that in placing these facts, we are not actuated by petty feelings of class or community but we keep in mind the interests of students generally regardless of caste or creed.

Admissions.—Admission to the various courses of the colleges in the University should not be based on communal considerations. There should be free scope for all students to have equal opportunities to secure admission to any course for which they have aptitude and for which they have made themselves eligible by their achievements. Merit should be the main criterion for students' eligibility. The doors of the University should not be closed to any particular group of students because they belong to a particular community.

Conditions of Staff.—The selection and promotion of staff members should not also be effected by consideration of caste, class or party, as is being done. The consequence of this bias is unfortunately too well known and is far too much in evidence, in the University administration.

The Members of the staff should be adequately paid, if we have to expect good work from them.

Staff and Students.—There has been no co-operation between members of the staff and students. We don't exaggerate when we say that 70 per cent. of the students leave the colleges at the end of their career without having had the opportunity to have seen the face of the Principal and some times even the concerned professors. There has been no personal contact between the staff and the students. We are of the opinion that there should be healthy contact between the staff and the students. There should be less of "Stand offishness" on the part of the staff and they should snatch every opportunity to get into closer contact with the pupils. They should associate with them at the games, at the Union meetings and visit them at their hostels, not to speak of their visits to the "Digs" of the students. The tutorial system has almost become defunct at its very inception.

Examinations, etc.—The present system of examination leaves much to be desired. Some times the members of the staff do not cover the portions prescribed (which is really heavy) and yet they are pedantic enough to set questions on portions undone. The system of having the languages in addition to the three optional subjects in the B.Sc. pass course is peculiar to the Mysore University and is not found in any other university. This defeats the very purpose of "specialization" and this accounts for scanty knowledge and the inaptitude for research work.

Hostels.—Students from moffusil places are suffering great handicap for want of living accommodation. More hostel facilities should be afforded but communal hostels should be discouraged. Canteen facilities for poor students should be increased.

Scholarships, etc.—While distributing various types of fee concessions and scholarships merit and poverty should not be overlooked.

KHWAJA, A. M.

Language (Medium of Instruction).

I suggest that Hindustani which is the language of the province should be the medium of instruction compulsory up to the Intermediate standard. In the university stage English may be retained as a medium of instruction for a definite period of not more than 15 years during which time strenuous efforts should be made to have proper books as text-books for the teaching in the university. English should be made a compulsory language from the very beginning and should continue to be compulsory language for 15 years.

KRAMRISCH, DR. SHELLA.

Department of Fine Arts.—A Department of the History of Art is a necessity.

Art History has been written and standards set from the Western point of view. India has to be sure of her own values and assess accordingly the arts of the world, including her own and that of the

West. The comparative study of Art is as essential a subject in a Department of Art in an Indian university as is the study of Indian Iconography, and that of ancillary sciences, such as Epigraphy, Numismatics, etc.

The syllabus :

I. (A) The History of Indian Art (inclusive of Archaeology and an outline of Indian History).

(B) Comparative Art.

II. The interpretation of Indian art (which includes the teaching of an outline of Indian Philosophy and) comprises :—

(a) Iconography,

(b) Art criticism.*

(c) Aesthetics.**

*Art criticism builds up standards ; it stimulates ; it exposes fraud, pretensions and weakness. it civilises people by opening their eyes to the values of the world into which they have been born.

**Aesthetics deals with the receptivity of the public. It is a branch of psychology which onlv those trained in Art can master.

III. Technical studies of the materials and methods of Indian Art :—

(A) Teaching of the elements of art practice ; visits to artist's studies ; (for untrained " art apppreciator " is not capable of teaching others to appreciate art.

(B) Researches into Indian methods and materials of the past with a view to utilising them in contemporary art and Industry.

KUTTY, SANKARAN.

In the view of the recent renaissance in all ancient classical arts of India, I request that the Commission may be pleased to bestow some attention to revive the ' Nrithya Kala ' and to restore the same to its pristine glory.

For the proper management and running of an institution like this (Nrithva Kala Niketan. Trivandrum), the patronage and help from the Government and the University are essential. I request. therefore. that the Commission may be pleased to include the revival of Indian Classical Dance as one of the essential courses among the various activities of the University.

LAKSHMINARASIMHAIYA, N.

Communalism and Admissions.—The Provincial bias is doing its mischief. The various ways in which one community is persecuted have become common knowledge. Universities get aid from Government and

the advice tendered to university by the Government in power has to be respected. Universities must be made a central subject and they must be autonomous units. Certain groups of subjects should be taught in certain units and the higher education must be in half a dozen centres only. University must not be hand-maid in political field.

LATIF, HAKIM ABDUL.

Scientific UNANI TIB.—A controversy has been going on since a long time as to whether the system of medicine known in India as Unani Tib is scientific or not. Behind this controversy was the British policy which was determined to distort the history, arts, sciences, culture and language of other nations. And in our own community there are people who acted as tools in the hands of the British. Various arts and sciences were taught with a view to produce men who would not listen to anything which refuted that claim. And even if they were made to hear the other side they would not give their time or thought to it so that they were unable to appreciate other arts and sciences and in order to conceal their ignorance of them they thought an easy way of escape by condemning them as unscientific.

It is very objectionable to condemn any system as unscientific without knowing it. There is not one among these denouncers with whom I came across who has spent any precious moments of his life in studying or understanding our system. So that although there are many traducers of our system I have not seen one who could point out the weakness of any specific argument in any book of our system.

In 1925, when the Government appointed a Committee of enquiry in connection with indigenous systems of medicine, the allegation that these systems were unscientific was made at that time too. the Anjuman Tibbiya of U.P. had entrusted the task of disproving it to me. I therefore wrote a treatise on the subject which has been published.

Sir Parde Lucas, ex-Surgeon-General, Medical College, Calcutta writes :—

" I wish to emphasise with all the force at my command that you should give up the notion that all good things of ancient Tib are found in the limited scope of allopathy. The more I have lived in India and the more I know of this country and its people the greater is my conviction that systems of treatment of Veds and Hakims are most valuable ".

Dr. Harold Brown, retired I.M.S. says that there are many useful medicines which are not known to Western medical system.

Col. Maclearn, retired I.M.S., addressing the Veds and Hakims of Allahabad, said : " When I first came to India I never thought that your systems were so highly developed. But now I know it and I am sorry that my engagements of service do not give me time to pay as much attention to them as their importance demands. I know that

you can diagnose and treat all diseases and your treatment of chronic diseases is praiseworthy. Your treatment of asthma, apoplexy, insanity, mental and sexual diseases with due regard to climatic conditions and the habits of patient is very successful ".

The Indigenous Medicines Committee of Madras has pronounced that it does not see any need for a lengthy argument to prove the general efficacy of indigenous systems as a science of medicine.

The Ayurevdic and Unani Committee of U.P. whose president was Justice Gokaran Nath Misra and many doctors were its members had decided that it has been recognised on all hands that the indigenous system is cheaper and more beneficial than the Western system.

MADAN, INDRA.

Sanskrit Studies.—The Central Government must now declare its considered policy of active support and patronage to the traditional national language of India. It should, by liberal grants and subsidies, help all the seats of learning, where Sanskrit studies are being pursued. On its own behalf, it should undertake the establishment of a Central Institute of Research in Sanskrit studies, where devoted scholars of different branches of Sanskrit learning, including Social Sciences, Philosophy, Medicine and Astronomy, should be assembled from all over the world to do intensive research work in ancient literary data, and edit and publish such Sanskrit manuscripts as are likely to add to the human knowledge. This Institute may also be entrusted with the task of re-writing the history of ancient India in collaboration with eminent archaeologists, epigraphists and numismaticians. The authentic researches completed by the Institute may be incorporated in the text books used in schools, colleges and universities in the country.

The Provincial Governments would do well to supplement the efforts of the Central Government in this direction by establishing separate Sanskrit universities of Vidyapiths where students may be encouraged to specialise in different branches of Sanskrit learning. Not only studies in the Vedic lore Dharamshastras, aphoristic literature, poetics, rhetorics, grammar, Darshan Shastras, etc. should be given impetus therein but ancient exact sciences like Mathematics, Astronomy, Medicine also should receive special encouragement in order to make them once more foremost sciences of world, contributing their fullest quota to the fund of human welfare. These Sanskrit Universities can certainly restore to India her pristine honoured role of intellectual leadership. To them will repair once more Hieuntsangs and Fiahans from far-off places to learn the wisdom of our ancient seers and Rishis. In other universities also, where naturally modern studies will predominate, Sanskrit should be given a much more dignified status than it has hitherto been accorded. Under the foreign rule, Sanskrit studies, were, in fact, relegated to the background.

MADRAS COLLEGE TEACHERS' UNION, MADRAS.

The Management of Aided Colleges.—The evils inherent in the system of private management have assumed such proportions that it has become necessary to devise ways and means to counteract them. The aided institutions cannot be made really efficient until these defects are remedied. It is little realised that the teachers cannot assist the development of personality of the students who come under their care, when their own personality is dwarfed under humiliating conditions to which they are subjected.

Membership on these managing bodies is largely considered as a means of dispensing favours and exercising arbitrary power in admissions, appointments and promotions. Delay in attending to urgent problems, in submitting papers even at the risk of losing Government grants, and in considering the problems of the staff, opening courses beyond their resources without improving the finances which directly hits hard the already under-paid teachers, unnecessary interference in internal administration where it is harmful (for instance in selection, promotion, maintenance of discipline, etc.) and letting things alone in cases where their supervision and check may be necessary to prevent negligence on the part of officials, are some of the things which seriously disturb the efficient working of aided institutions.

For instance, in a big city college, for more than a year a permanent Principal has not been appointed, probably with the idea that, as long as the acting man is at their mercy, he will carry out their dictates irrespective of the consequences to the institution. Under such a system the plight of individual teachers can be well imagined.

Only in aided institutions all kinds of irregularities prevail. Heads of institutions suppress information, send incorrect returns and overlook various abuses. The whole atmosphere must change and methods of repression and victimisation should end. The relationship between the management and the teachers and that between the teachers and the Heads of institutions should improve considerably.

Whereas the Director of Public Instruction can be expected to order an inquiry in cases of irregularities in schools, as regards colleges, the Government on the one hand do not want to offend the University by interference, and the university, on the other, while insisting on the freedom of the University, do not uphold the freedom of the teachers and leave them to the tender mercies of reactionary managements.

Supervision and Control of Managements.—It is suggested that there should be a strict supervising authority to scrutinize the affairs of aided institutions. Security of tenure to everyone in the institution should be assured, and removal of anyone from service should be done only after proving serious charges against the teacher and with the previous approval of the university. Even then the teacher should be permitted to state his case before an appellate authority.

Promotions, etc., should be based on service and merit and wherever these conditions are violated, the teacher should have the right of appeal to an impartial tribunal constituted by the Government. Mere regulations without a duly constituted authority to go into the disputes and enforce decisions may not help the teachers, as the violation of rules and regulations is becoming very common. It is generally presumed that those in power are not likely to abuse their powers, whereas several instances of the abuse of power can be proved clearly. The Attorney-General's observation 'that if there were black sheep in public life, he was convinced they should not be whitewashed' confirms the truth. So any complaint against constituted authority should be carefully investigated, and should not be overlooked as they are generally done now. Persons in positions of power are capable of immense harm if there is no check.

Government Grant.—The Union would like to make a suggestion with regard to Government grants to aided colleges. It is felt that it is reasonable to expect the entire deficit sustained by aided colleges to be met by Government grants. This will go a long way to ensure uniformity in the conditions of teachers, as the resources of institutions vary considerably. And this is the only way to prevent also the undesirable feature of these institutions becoming profit-making corporations. which is a serious handicap to the promotion of real efficiency.

In this connection a word may be said with regard to the increase of fees. As far as possible tuition fees should *not* be increased considerably, especially in a country where the vast majority are poor, as it is sure to shut out several brilliant students from the humbler ranks. To try to meet the entire expenditure of an educational institution out of fee income is an unsound principle which should be disapproved.

Grievances of Students.—As the grievances of teachers are ignored, those of students also are overlooked. Their representations regarding lack of facilities, amenities, etc., do not receive the attention they deserve, which is one of the potent factors for developing the spirit of defiance among students. In recent years they have not been receiving proper training for lack of facilities in several directions. The number of students has been increasing, and expenditure is reduced on library books, equipment, etc. Because of the dearth of teachers, even instruction is not provided in certain subjects during certain periods. Such conditions cannot but provoke rebellion.

Causes of Strikes.—A few causes may be given for the spread of students' strikes. The causes of so wide-spread a phenomenon as the recent strikes of college students in South India should naturally be complicated, and need thorough and careful investigation. While the spirit of defiance of authority displayed by the modern youth, false security of collective strength and acting on the spur of the moment without realizing the consequences are some of the factors that account

for students' strikes, still only they cannot explain the persistence of strike and the wide appeal it has met with.

We have yet to realize that emphasis should be laid more on training than on examinations. The disparity between the quality of instruction and the standards of examination, lack of timely and periodical warning to students regarding their deficiencies, the large number of students per teacher in each department which makes even an attempt at individual attention impossible, the wrong types of student leaders who wield influence over the rest, the absence of uniform standards of selection applied by all institutions, defects in the admission of students and administration, lack of instruction in certain subjects during certain periods, fears of extreme severity, neglect of studies and waking up to their responsibilities rather too late, and the low status of teachers and the consequent evils, are matters that can be tackled only by the collective efforts of the Professors, the University and the Government.

Salaries of Teachers.—The miserably low salaries paid to the teachers of Salem Municipal College (starting for Tutors and Demonstrators Rs. 40, starting for Assistant Lecturers Rs. 60) for a number of years may reveal the hard conditions to which they are subjected. In free India general contentment is what is essential, and not as it was done under the British regime, keeping a few on very high salaries and starving the rest, which was considered convenient to tighten their hold over a subject race.

Concurrent List.—For the sake of ensuring uniformity and satisfactory progress the universities and colleges must come under the control of the Central Government and not under the Provincial Governments who may be left in charge of education upto the High School stage.

MAHANTY, M.

Study of Law in Indian Universities.—The existing systems for imparting instructions in Law in the Universities of India are neither satisfactory nor uniform. In some, there are full-fledged Colleges for teaching Law through lectures delivered during usual College hours while in other "Law Classes" as mere corollaries to some Colleges are held for meagre hours in the mornings and evenings. In some there are well-paid whole-time and part-time Professors of high qualification and standing while in others there are very few permanent Professors, and young practitioners at the Bar are employed as part-time Lecturers at salaries that only a junior practitioner can accept for partial support during his years of apprenticeship at the Bar. The standards in instruction and examination are usually none too high and vary from one University to another. Many branches of law as Commercial, International and Administrative and Constitutional Law are often taught in the barest outlines when taught at all. Much reform and

reorganisation is, therefore, necessary to achieve that instruction in Law should be comprehensive in scope and useful in application without sacrificing the depth and standard required for University education.

The following are some suggestions on the lines of the remarks made above :—

1. *A three years Course is necessary.*—It is entirely unnecessary and positively wasteful to have to obtain a degree in Arts or Science subjects before being admitted to a course of studies for a degree in Law. If the standard of reading, understanding and writing required for passing the Matriculation examination is raised and an additional year at the School is provided for obtaining further improvement the passing of Intermediate as well as the Degree examination either in Science or in Arts before taking up a Degree course in Law can and should be eliminated. In all the School of Law in the Universities of Great Britain as well as the Council of Legal Education and the Law Society this is the invariable system that has worked well for a very considerable length of time. Directly after Matriculating the student enters a School of Law and on completion of one year's course takes the Intermediate Law Examination of the University. Upon passing that he is admitted to the final course culminating, after success at the examination, in a Degree, the Intermediate and Degree course in Science or Arts preceding a Degree course of two years in Law. The time saved could be better utilised by being devoted to apprenticeship at the Bar or to any other occupation or study. The usual argument of giving the Law Graduate a sound general education in subjects like history, economics, etc., is attractive though unsound. Its absurdity becomes patent when it is said in retort that such general education should then study in Science. A useful compromise may be to permit all students of Degree courses to attend at their option lectures outside their own curricula. Another helpful suggestion is to include in the curricula of the Arts Degree courses subjects such as Legal Theory, History and Growth of Legal Institutions, Civic and Administrative Law, Constitutional Law and History, International Law and Conventions, etc. These integrations would create a more wholesome and practical tone in education by breading the barriers of knowledge and should also promote width of outlook, knowledge and understanding.

2. *School of Law* need not be under separate management. They can operate as Faculties with the permanent Senior Professor as the Dean and his next subordinate as Sub-Dean, the Principal of the College having no power over them in their particular spheres of action. In fact the Internal Degree Course in Law (LL.B.) and the Post-Graduate courses (LL.M. and LL.D.) in the University of London are organised and worked by the co-operation of three Colleges while instruction and examination for the degree of Barrister-at-law are managed by a Council of the four Inns of Court. A college of Law as a separate institution is therefore not essential. It would be more profitable to found a Chair than to mainain a separate Principal. It

is, therefore, admissible to appoint the Senior Professor to act as the Principal also where a separate Law College does or should exist.

3. *The Curricula* should aim both at width of vision and scope as well as intensive training in each particular subject. Subjects of academic, practical and professional interest should be so grouped that no student may entirely skip any essential subject or pass in examinations without some knowledge of the various matters and principles of Law. Recruitment to diplomatic services should be made from amongst Graduates in Law with Constitutional Law, both Public and Private, International Law, etc., and one or two systems of Foreign Law as the subjects taken.

4. *The medium of instruction* must be English for the present and the near future. The availability of an immense wealth of literature contributed by English and American authors and the great mass of leading Judicial Decisions in English point to that course. Next in importance is the legal literature in French which can often be approached through English translations. In the larger interests of the nation. Hindi should gradually be introduced without creating difficulties in the class room, at the Examination or in the Courts of Law.

5. *Morning and Evening classes* are most undesirable and are often treated by the teacher and the taught alike with less seriousness than the day classes. Day Classes obtain in all the Law Schools of Great Britain and in some Law Colleges in India. The usual objection to this is the need of suiting the hours of instruction to the convenience of persons who study for other Degree or work in the Offices or other places during the day. This absurd objection may be successfully met and demolished by the Counter as to why those other classes or institutions should not alter their hours to suit lectures in Law. As a practical proposition, however, two things can be introduced, firstly night lectures as obtaining in many European countries for those that are busy in the day, and secondly awarding of External degrees on the results of examination without having to attend any course of lectures. Such organizations have worked successfully in some Western Universities, notably the University of London. Full particulars of this system are available with the External Registrar of the University. The question of arranging for night lectures and External Degrees is, however, of much wider scope and applies to all subjects taught under the Universities. In a country like India where poverty is such a handicap to the spread of knowledge these two systems merit very serious consideration. The criticism that if these systems are introduced there will be shortage of pupils at the day lectures need not be considered seriously, being subject to daily discount in countries where these systems prevail.

6. *The teachers at the Schools of Law* must necessarily be of a mixed kind the Scholar-Professor to deal with the historical,

philosophical and classical aspects of Law as well as Foreign Law, and the successful practitioner to teach in subjects in daily use in our Courts. This is the practice in vogue in the Law School of the Council of Legal Education in London and combines with great benefit the best talents of both the kinds. It is hardly necessary to emphasize that employment of persons of the highest qualification, ability and standing, adequately remunerated, is essential to the maintenance of a high standard. The University derives its importance and prestige from the Colleges, and the Colleges from their teachers. The teachers are, therefore, of paramount importance.

MAHTAB, HON'BLE HAREKRISHNA.

University Education.—Having to deal with various problems of the country in various capacities during the last 30 years, I think I can say what the universities are expected to produce.

Most unfortunately the Universities today do not produce men and women as required by the country for various types of work. I do not like the general accusation which is made against the products of the universities that most of them are job-hunters. I do not see anything particularly wrong in seeking after jobs after one qualifies for it. To try to earn a living out of one's qualifications is by no means wrong from any point of view. But the question is whether the universities produce suitable men and women for various kinds of jobs both in Government and outside. My personal experience is that the qualifications which men and women acquire from the universities do not make them suitable for the jobs they are expected to hold in different walks of life. It is needless to say that mere English knowing is not any qualification at all. Honesty in work, full grasp of the subject one deals with, power of persuasion,—all these which together mean leadership are not acquired by the students in the universities. This has to be corrected by all means.

Teaching has received more attention than research and personality building. I cannot say that even teaching has received adequate attention but the greatest stress should now be laid on personality building. Then due attention should be given to research. I think attention required to be given to teaching will automatically follow the emphasis on personality building and research.

The failures and defects in the actual working out of the university education have now got a fairly long history. In the beginning the knowledge of English was considered to be the greatest qualification a student should acquire from the universities. Then came the stress on the results of the examinations. During these two periods there was no necessity for anybody to turn towards personality building. The last period is one of the political agitations denouncing university education and inculcating in the minds of the students that their education was harmful to the country. The student could not come out

of the university because he had to secure some hallmark for his introduction to life but he lost interest in whatever education he was receiving and tried only to secure the certificate somehow. Here I am definitely of opinion that an element of dishonesty came into the psychological vision of the students. All these defects are now as clear as day-light because India has become free and faced with all kinds of problems to be solved by her men and women most of whom at present do not possess the necessary qualification for the work.

I am inclined to think that all the universities do not maintain the standards of teaching and examination at an uniformly high level.

Even at the risk of my suggestion being considered as impractical, I would submit that there should be a Central Board for all the Provinces to select teachers for various universities because the fundamental defect today is that except the results of examinations, the teachers do not have anything more to qualify them for their posts. Of late, instances of students passing out of the examinations and immediately becoming teachers have become a common feature. The dignity and respect attached to a teacher has completely disappeared because of the above facts. This has to be corrected. A Central Board should lay down a standard and should try to maintain it themselves. The teachers should have the same qualifications which the students are expected to acquire from the universities.

Honesty in money matters and honesty in work should be the subjects of examination for students before they come out of the universities. Here the teacher in charge of the students should be the sole judge. If a certificate is not given by the teacher that a student is honest in all respects, he should not be allowed to appear in any examination. This will throw a great responsibility on the teacher.

To study the peoples of all sections in the villages and towns should be a compulsory subject in the universities. Before a student obtains a certificate from the university he should be certified by his teacher that he has lived and worked amongst the people for at least one year in some direction or other. The students should not be allowed to take active part in politics. Except discussion of subjects from an academic point of view nothing further should be allowed in the universities.

Any satisfactory plan for the development of university education in India should have only a long-term aspect. As a short-term measure I suggest the following :—

(i) There should be compulsory excursion of students to various parts of the country in order to nip provincialism in the bud.

(ii) No caste and denomination should be recognized in the universities. No other kitchen except common kitchen should be allowed in recognized hostels.

(iii) Intellectual discourses on various subjects should be made compulsory in all the colleges. Attendance of students in these lectures should be made compulsory. Before the final certificate is given, one year's work in the villages under the guidance of a teacher should be made compulsory.

Before the final certificate is given the Principal should certify that the student is honest and good in all respects and he takes upon himself the responsibility for this certificate.

These in my opinion will give a different bend to the aims and objects of education which will considerably help the long range programme.

I am definitely of opinion that university education should be a Central subject to be dealt with by the Central Government. Therefore, the jurisdiction of a university may not be limited by territorial or linguistic considerations. This change itself will bring about appreciable change in the tone of education almost immediately. The appointment of suitable teachers will be much easier if the university education is made a Central subject. Even then the Central Government should be only the financing authority, the management side is to be looked after by a competent body of persons admittedly qualified for the work. If this principle is accepted the details can easily be settled.

MARSHALL, D. N.

Education for Librarianship.—(i) Just as there is the essential differences which is well appreciated and acted upon between technicians and technologists, there should be the realisation of such a difference between a person well-versed in the library technique and one who besides knowing the library technique has the breadth and depth enough to be a cultural guide to library users.

(ii) The courses for the two, therefore should be distinctly separate answering respectively the different requirements cited below, and the basis should be as under :—

Certificate Course for Library Technicians :

(a) The course should be undertaken by professional organisations like the Library Associations.

(b) The preliminary qualifications for admission should be Matriculation.

(c) The course may be part-time in morning or evening as may enable workers to study at the same time.

(d) The period of training should be part-time one year.

(e) The contents of the course should be mainly with reference to the technique of library routine and practice.

(f) Over emphasis on the technique to strengthen the mechanical-technical aspects of the profession.

(g) The subjects of study should be :—

(i) Classification.

(ii) Cataloguing.

(iii) Library Organization.

(iv) Library Administration.

Diploma Course for Librarianship :

(a) The course should be undertaken by the universities.

(b) It should be at least an Honours or a Second Class Degree.

(c) There must be an integration of training in library technique

(d) It should be one year full time.

(e) There must be an integration of training in library technique with the vast field of learning.

(f) Harmonious combination of the training in library technique with the study of cultural subjects with an emphasis on the academic-cultural aspects of the profession.

(g) To subjects for the Certificate course and such subjects as—

(i) Biblio : Book Selection and Reference Work.

(ii) Growth of Learning and Libraries.

(iii) Cultural History of India.

(iv) Outline of Knowledge.

MEHROTRA, K. K.

They, who have been connected with university education must have been both pained and perturbed by all too familiar sight of young men blindly and mechanically going through the different stages of university education without any chalked-out plan or definite aim in life. " Why have you come to the University " ? You ask and the answer comes, " To take my B.A. degree ". " Yes, that is true, but what will you do after that " " Of course my M.A. ". " And then ? " " Then, I shall see. I haven't thought about that yet."

For those who have offered a science course the problem of choice may not be so acute but, otherwise, the vast majority show blank face. At the end of every session a teacher must have been approached by his students with the question, " Sir, what should I do now " ? It is at this stage that the utter helplessness of the students is brought home to those who have to deal with them.

For most of the young men only two courses are open—either business or service. Quite a number would like to choose a business career, but they do not know where to make a start. Means are not the only obstacle ; the real problem is " what " ? and " how " ? They would like to be shown the way and given some ' contacts '.

Similarly, they who wish to take up service under the Government, are unaware of the varieties of opportunities which are available for them by selection, nomination, or competition. And even if they have the knowledge, they come enquiring about facts and figures and the details of procedure.

The teachers with whom a student comes in contact do try to help and advise him to the best of their ability, but inspite of this, a large section of students, through shyness or force of circumstances is still left unguided. There is another side to this question. The teachers too have their limitations, and are not always in a position to give correct or detailed advice.

I would strongly recommend, therefore, the setting up of an office or a Careers Bureau in every university to tackle this aspect of university life. The function of a university may primarily be to impart instruction, but to help students in getting fixed up in life is also its great duty. I visualise the establishment in every university of an organisation combining the functions of an Employment Exchange, a Travel Agency and a Psychological Bureau. This body will give information about routes, timings and fares; help the young to make a choice of their particular road in life; suggest possibilities and ways for individual enterprise; and act generally as a liaison agency between the universities on the one hand and Industry and Government on the other.

MEHTA, DR. P. M.

I, as a medical man, am convinced that the basic structure of our medical science is sound and has as much validity today as at any time in the past. For want of proper understanding of the vata, pitta and kapha concepts of our constitutional theory and confusing them with the humors of Hippocratic medicine, Ayurveda has been much discredited by our own medical men learned in Western Medicine. To undo the harm and the prejudice built up, Ayurveda should be raised to the level of university studies; the right thing would be to include it in the medical courses of study and no degree in Medicine could be obtained without answering successfully a set of papers on Ayurveda. Special courses of research should be allotted and recognised by the universities, thus opening up scope for studies and research in obscurer aspects of Ayurveda which are on the verge of being irretrievably lost.

The Chopra Committee appointed by the Government has made recommendations for evolving in due course of time, one uniform and unified system of medical studies, thus putting an end ultimately to the two varieties of practitioners called differently, doctors and vaidyas.

I believe that your cooperation and efforts will accelerate the process suggested by the Chopra Committee, for once Ayurveda becomes a university course, the present stigma attached to it as an unscientific and superstitious traditions will vanish.

Our Ayurvedic institute (Jamnagar) was founded five years back by Her Highness the Maharani, with a view to carrying out research

and bringing about the synthesis of medical science which today has been accepted and recommended by the Chopra Committee.

MISRA, K. C.

Doctorate Degrees.—At present in most of the universities there are regulations to the effect that an M.A. or M.Sc. of a particular university can submit a thesis for a Doctorate only to that particular University and not to another University. The restriction is not in the best interest of the scholars as well as of research. Universities should take a more liberal view of the matter and regulations may be so framed that hereafter an M.A. or M.Sc. of any university in India be permitted to submit a thesis to any other university or universities for a Doctorate. This will promote an all-India outlook in the field of research. This will also enable scholars of one university or Province to carry on research under eminent Professors of other Provinces or Universities.

Indian languages.—At present it is only the Calcutta University that has made adequate provisions for the study of many major Indian languages such as Oriya, Hindi, etc., up to the post-graduate stage. I suppose that similar provision be made in all Indian universities in order to promote study and progress of the major Indian languages which have become an imperative necessity in independent India. A particular university can make provision at least for the study of a few major languages including Hindi or Hindustani of the Provinces adjoining the one in which it has been situated.

MISRA, DR. K. N.

Medical Education in Indian Universities.

1. For a standardised, uniform, medical education, there should be Central control over all the universities.

2. The period in the undergraduate course should cover five years after I.Sc. as at present, but there should be housemanship for a year after the M.B.B.S. examination, before the graduate is allowed to practice medicine outside.

3. There should be frequent periodical examinations in each subject without previous intimation to the students, and marks obtained in these examinations should be added to the university examinations to obtain a pass. This will ensure thorough and regular study of a student in each subject and will avoid letting out some of them without thorough grasp of the subject.

4. There should be at least four examiners in each subject, two internal and two external in all university examinations.

5. Preventive Medicine should be considered as a major subject in the final M.B.B.S. examination.

6. There should be post-graduate studies in Ayurvedic and Homeopathic Medicine in each university in India. No university should start any class on the above subjects for the undergraduate course.

MOTWANI, DR. KEWAL.

Central Institute of Sociology for India.

One can't be a social worker unless he has had a thorough grounding in the science of social life, which is Sociology. A Central Institute of Sociology is a vital necessity today.

NANAVATI, MANILAL B.

Agricultural Economics and General Education.—The preponderance of agriculture in the economy of the country and the overwhelming dependence of the population on this one industry lends to the study of Agricultural Economics a peculiar significance. The study of Economics has no doubt made good progress in our universities and Economics is now among the most popular subjects. But the study of this subject in India, in spite of the increasing attention to Indian economic problems, is over-weighted with assumptions and illustrations which are truer of the highly mechanised and organised communities of the West than of the agriculturally primitive and backward countries like India. At any rate, only a fraction of the area and population of this country answers fully to the assumptions of the economic theory, and description of the economic facts that form the basis of economic studies in this country. I believe that a knowledge of the principles and problems of Agricultural Economics should be a part of the general education and training that our universities provide and an essential element of the equipment of the administrator and Government official in this country, who must be expected to take an active and wholesome interest in the welfare of the rural population.

The need for a specialised study of this subject has, however, been only enhanced by the acute instability of agricultural economic conditions during the last two decades: the deterioration during the same period in the relative economic position of the agricultural countries and the striking contrast between the increasing ruralisation of India, in spite of much vaunted industrial advance, and the increasing industrialisation of many of the agricultural countries during the period since the last Great War.

Although this subject is included among the compulsory subjects in the B.A. Pass course by many universities, the syllabus usually includes some aspects of agricultural co-operation production and marketing of crops, live-stock products, land revenue and land tenures. In some of the universities, these are relegated to a half-paper, the rest being devoted to Public Finance, etc. Students thus acquire but a fragmentary knowledge of certain parts of the subject of Agricultural Economics in the B.A. course. Agricultural Economics has been prescribed as one of the optional subjects for the B.A. Hons. or the M.A. course by almost all the Indian universities. But it is not every college that has provided for teaching subject.

Some of my concrete suggestions in this regard are as follows :

1. In Arts Courses Agricultural Economics is generally studied as a part of the main subject and it usually remains as a side issue. This is usually due to the inadequate acquaintance of the teaching staff with the subject. As a matter of fact, a specially trained lecturer in the subject should be appointed to deliver lectures as they do in Commerce Colleges with Banking, Insurance, etc. The teacher himself shall have to make a careful study of the subject and prepare adequate lecture notes before he is able to do full justice to the subject.

2. Organization of a special section in post-graduate courses along with General Economics, Sociology and Political Science. This section should be more like a Research Department of the University in the subject.

3. A special section in the College of Agriculture dealing with the subject. Usually lecturers are appointed to teach Agricultural Economics to students of Agriculture. But as far as I know, the teaching is inadequate and is usually at the hands of teachers who have not specialised in the subject.

I know of two or three colleges where these subjects are properly planned and are taught by specialists as at the Agricultural Institute, Allahabad, and at the College of Agriculture, Hyderabad. I have seen their synopsis of courses and, of these, the syllabus of the Hyderabad one is the latest and very comprehensive. Since the students have to be trained in field work, the teacher must be a specialist with foreign training supplemented by adequate local knowledge.

4. Organising a special College of Agricultural Economics. In most of the American Universities, they have special colleges devoted to this subject as in Cornell, but working side by side with College of Agriculture (technical). They provide elaborate courses as may be seen from the lecture notes prepared by their professors. The staff devote considerable time to field studies and investigations. This prevents the teaching from being merely academic or theoretical. Possibly we have not yet come to a stage where we can draw students to these colleges. Agricultural Economics has not yet assumed that importance in India but I suggest that the Colleges of Co-operation, wherever they exist, should be raised to that status since co-operation forms a part of the main subject.

My feeling is that in India we have neglected the study of this subject very much and thus to a great extent retarded the progress of agriculture in the country.

NATH, SATRUGHNA.

General Policy.—The production of the "economic man" has been the main concern of our universities. This being the legacy of the past regime, the universities have been and continue to be what might be popularly known as factories producing, on a large scale,

cart-loads of quill-drivers, specially designed to man machineries without a sense of the real purpose of life. The products of our universities have driven machines with no understanding of either the machine or the purpose behind it. The system of our education has been "soulless" with very little correspondence between knowledge and action and between intellect and emotion, the integration of which results in behaviour. Consequently, our youths do not often behave in a unified way and their behaviour is characterised by lack of consistency and sometimes even variance between what they are told to do at the educational institutions and what they actually do at the home or in the different spheres of life. This "bifurcation of the nature" of the human being or the lack of unity and consistency in him may be described as educational schizophrenia—a disease from which our universities and our youths in particular have suffered and consequently, the entire social structure lacks unity and needs a thorough overhaul.

Our Colleges and the Community.—Our colleges have been pedagogical islands, completely cut off from the society. They seldom make use of the resources of the community and the experiences of the scholars resulting from living in the community, nor do the scholars even utilize the lessons learnt at the university in real life. There exists a dualism indeed ! So great was the opposition between these two organizations that students had to spend terrible days when in the wider community, the different political parties preached ideals and ideas opposed fully by the Government-controlled universities.

Personal Contact.—The importance of personal contact and of education through the inter-action of the educator and of the educand was realised even in ancient India. In Nalanda, there was about a thousand competent teachers to look after the education of about 4,000 but in no case, more than 9,000 monk students. That means, the teacher-pupil ratio was 1 to 4 but never more than 1 to 9. The Prussian universities in 1864 also had similar figures *i.e.,* 1 to 10. But the present figure for the Indian universities and for Utkal University is almost more than double *i.e.,* 1 to 19.9 in case of the latter.

PANT, G. B.

The greatest drawback of our educational system is its present examination system, the very postulate on which it is based and the way it is actually worked. One finds undue importance being given to these examinations even in our political set-up. In recent years they have grown to extravagant dimensions and their influence has been allowed to dominate the whole system of education.

The examination system.—As it is, *is too formal.* There is quite a labyrinth of process through which it passes. There is a Board of Examiners, another Board of Moderators, a set of Tabulators, a Results Committee and the Syndicate, besides Invigilators and

Superintendents who all play their own part, and quite often the part is merely formal. Imagine a Board of Moderators to be moderating 25 to 30 papers in a few hours, a Board of Examiners appointing scores of examiners and a Syndicate appointing over 600 examiners in one sitting.

It involves a considerable loss of valuable time.—While the number of working days throughout the year is already as small as 150, one finds the examinees being let off from classes anywhere from 4 to 6 weeks before the commencement of the examination and this is all in the name of " preparation leave ", encouraging the students to leave everything for the last few days. More midnight oil burns in the month of March and April than probably throughout the year.

That *it is a game of chance,* pure and simple is accepted even by the supporters of the present system. The examiners set 9 to 10 questions covering the course and ask the examinees to answer six or seven, and if a student answers 2 out of 6, which really means 2 out of 9 he can pass. No wonder therefore, that student usually take such a chance by preparing during the last month just one or two portions and thereby not only pass through but even obtain a first class.

This becomes worse when we consider some of the examinations, where success depends on a certain percentage in the aggregate without any minimum having been prescribed for individual papers of group of papers. It happens in the M.A. or M.Sc. examinations of our own University and I know of cases where a student failed in five out of nine papers, securing less than 25 per cent. in five, just 60 per cent. in 2 and only 40 per cent. in the remaining two and yet he was declared successful.

Examination is extremely superficial many a time and a mere eye-wash.—I do not think there is any teacher who does not find the job of marking answer books as one of the greatest drudgeries of the desk and yet one stands bewildered how those master minds are able to complete this work, while their normal obligations to their own Department and the university are not much minimised. It is therefore, a general belief that some of these have one or two assistant researchers working under them or near and dear relations who help in this and " part of whose compensation comes from patronising relations and friends by awarding higher marks ".

Even though the Inter-University Board has existed for scores of years now—there is *no uniformity of system*—none regarding the minimum pass, none regarding what is a 1st, 2nd or 3rd class. Various universities adopt their own system. We have been experiencing this difficulty in making selection of students to our Engineering College year after year. There have been institutions and universities from where even second class students are selected while there are others from which we have not taken students even though they hold a first class. This difficulty has been experienced by the various endowments in this country, who have to distinguish between first classes and first classes. This was one of the headaches of the admission committees in the various foreign universities, who did not have anything to guide them in selecting students from various universities.

Let aside this difference in the different universities, we in the Banaras University, where over 600 papers are set for about 60 examinations every year for the last 30 years and more have no uniform system neither for the whole university nor even under the same Faculty.

If I may be allowed to mention—much to our shame and regret—the system with all its precautions is liable to corruption. I do not think I am far too wrong if I even question the sanctity of our examinations. The malpractice of approaching examiners through relations of hinting to colleagues that such and such is appearing for such and such examination and that his or her roll No. is not known.

The obvious consequence.

The students are in the habit of putting off their studies till the last few days or months and thereby working under a heavy nervous strain, some of them even breaking as a result of the examination phobia.

The system has not at all succeeded in promoting a true atmosphere of study—study for its own sake. The student is every time conscious of the examination ahead and tries to find out such short cuts as he can and therefore concentrates on the examination papers of the past few years, making his own conjectures and often asking the teacher to indicate what is important and what is very important—importance being judged only from the examination point of view, and then craming notes and compendiums. The system is characterised by the teachers' anxiety to finish the course and that of the student to get a bare minimum for a pass. Thus the whole instruction is confined within the rigid framework of prescribed course and all forms of training which do not admit of being tested by examinations are liable to be neglected and teachers and pupils are tempted to concentrate their energies not as much upon genuine study as upon the questions likely to be set by examiners.

The system has become so stereotyped and mechanical that it is quite possible for intelligent man to make guesses. Students quite often enter the hall expecting some questions and carrying with them the answers for expected questions. Year after year inspite of all precautions, scores of students are turned out from the examination hall for adopting unfair means and later expelled. Year after year we hear of a few cases of suicides during or after the examination. Even in the post-graduate classes the system is too rigid and the teacher is not free to refer to such journals and papers, wherein new avenues are being explored.

More than anything else, it has been responsible for promoting nepotism and favouritism.

The system of examinerships is mutual exchange society, where examinership goes on the basis of barter, and where it goes not necessarily, to deserving persons, but to those who command similar

position elsewhere from which they can draw on whenever they like. This income from examinership has lead to a race in all the Universities and Boards to capture the bodies which control examinations and has vitiated the educational atmosphere. What sanctity can there be if an examiner knows that to continue to be an examiner he has to please the appointing body. In the name of standardising our system, external examiners are appointed, even though they have nothing to do with the teaching of that subject.

Another drawback of the system is that it suffers from an inferiority complex. It has no faith in the internal men, in its own teachers and it requires a certificate from an outsider of the type of work that a teacher is doing.

The system of moderations or board of examiners, the system of adding grace marks to aid the student in passing if he obtains a certain minimum aggregate and if he fails by a narrow margin in one or two subjects—the system of retotalling or re-examinations are all palliatives.

Suggestions for Reforms.

Ultimate.—In the long run we must abolish the system of external examiners and thereby nip nepotism and corruption in the bud. This will abolish that race for capturing certain bodies and will stop grouping among teachers for mundane objects.

Such a system will make our examination system less formal, less costly and would mean a minimum loss of time. By holding monthly examinations, suprise examinations and by giving credit to these and the class notes, home work and weekly assignments in the final examination. That will also reduce the element of chance from the examinations, to the extent possible.

It will make the system more flexible, the teacher being free to mention the latest researches and works. The need for a Board of Examiners, Board of Moderators, etc., would automatically cease.

It will enable the teacher to realise his own shortcomings and improve thereby his teaching methods. It will also help him to realise that since he is the final authority reputation depends on his honesty.

The only test of the quality of the work done by the students or the teachers would now be seen either from the achievements of the students in the battle of life or from the results of competitive examinations conducted by the Provincial and Federal Public Service Commissions

Immediate.—Every university should stick to the maximum three year rule in spirit and not only in letter. No examiner should be allowed to continue to be an examiner of the university for more than three years. Either by changing the paper, or by changing the subject and sometimes even by changing the institution in the University, this three years rule is evaded.

At the earliest, we must begin giving credit to the home work, periodical and surprise examinations in the final examination and these undoubtedly will depend on the teacher.

To avoid present favouritism and the method of some times appointing such men, whose only qualification is their relationship with the Head of the Department we should introduce a system by which the Board of Examiners in a subject will select examiners from a panel submitted by the teachers in that department after proper discussion.

By making a rule that nobody will be appointed an examiner in a subject if he is not teaching the same subject to a silimar class.

This will enable the headmasters and teachers in the schools and Intermediate colleges to become examiners and stop the present practice by which University teachers become examiners for middle and high school examinations and this will also stop that tendency of writing books for High School and vernacular middle school students by people who are not at all in touch with their education.

The Universities should adopt a uniform system at the earliest and even if it is not possible for all the universities to agree on this at least inside the same university there should be a uniform policy, both in minimum pass marks or in the awarding divisions. That will help outside university to gauge the merits of these students.

PAPWORTH, H. G.

The purpose of this Note is to put forward proposals for fundamental changes both in the method of foundation of universities in India and also in their constitution.

Many overseas delegates to the recent Universities Conference at Oxford must have been deeply impressed during their stay in Oxford and their visits to other universities in England by the great and universal respect in which British universities are held both by their own alumni and by the public generally. Unfortunately Indian universities do not command the same respect either from those who have been educated in them or from the educated and learned world in general. It may therefore be helpful, when examining afresh the constitution, the work and the public estimation of Indian universities, if a comparison is made between them and the universities of the West and an analysis is made of some of the reasons why the latter have earned such high and universal respect.

The Method of Foundation of Universities.

I am convinced that this great respect in which the universities of the West are held is inseparably linked with the absolute freedom which they enjoy, for they are, both constitutionally and actually, free

from all extraneous interference or pressure. We in India have been accustomed for many years to pay lip-service to the ideals of "academic freedom" and "university autonomy", though with an uneasy conscience, for we are all conscious that universities in India have never been genuinely *free*. University autonomy and freedom, if it is to be genuine, must mean freedom from all forms of non-academic influence, authority and power.

The foundation of the freedom and autonomy of British universities is to be found firstly in the method by which these universities are created. They are not founded by Acts of Parliament, but by Royal Charter granted by the Sovereign. Neither at the foundation nor at any subsequent amendment are the affairs or constitutions of British universities debated in Parliament, and in this way the possibility of any political interference or pressure in university affairs is completely removed. It may legitimately be regretted that the first three universities in India were founded in 1857 by a Legislative Act and not by a Royal Charter, for this precedent undoubtedly set the norm for the foundation of universities in India ever since, and the growth of political consciousness and the natural evolution of legislatures have been continual brakes upon any growth of real academic freedom.

Now that a new era has dawned in India, it should be possible, if we have the will and the necessary self-sacrificing and self-denying qualities, to remove universities from the control of Legislatures, Central or Provincial, and to decree that the foundation of new universities and amendments to the constitutions of existing ones should be the prerogative of the Governor-General. This is the first method by which academic freedom and the respect which follows from it are secured to British universities, and the history of the past ninety years seems to suggest that without it genuine autonomy and academic freedom for Indian universities are impossible.

The Centre and Delegation of Control and Legislation.

Board of University Commissioners.—As a first practical step, I would advocate the allocation of powers of control and legislation in relation to universities to the Central Government. By this I do not mean that universities should be controlled by the Education Department of the Government of India; this would be fatal. As soon as the powers of control and legislation are removed from Provincial and State legislatures, the Government of India should appoint a Board of University Commissioners, in whom the control of all universities should be vested. This Board, which should be absolutely autonomous with full and statutory powers of control of all Indian universities, will require a full-time experienced chairman, and its members should consist of men of wide university experience and also of businessmen and industrialists who know the country's needs and can direct universities as to the type of courses required and the type of men the universities must turn out.

If this were done as a first step, it would pave the way for the time when, by convention, universities are removed from the control of legislatures, Central or Provincial, and fall within the prerogatives of the Governor-General. This is on the analogy of the British system. The Governor-General would then himself appoint the Board of University Commissioners with statutory powers. This Board would be supplementary to the University Grants Committee, the former dealing with legislation, direction, co-ordination of standards, etc., the latter dealing with finance. I am conscientiously of the opinion that a fundamental change of this kind both in the method of the foundation of universities and also in the procedure for legislation and control is essential if the universities of India are to be prevented from becoming the play-things of politics.

The Constitution of Universities.

The British Model.—There are many other ways, apart from making universities dependent for their existence and constitution on a politically constituted legislature, in which undesirable interference or pressure can be exerted to the curtailment or negation of autonomy and freedom, and in referring to this question, too, it is natural that one should look to the constitution of British universities as providing the ideal.

In the first place, the British Parliament sends no representatives to the Senates or other governing bodies of British universities. One can legitimately wonder why, if it is not for the deliberate introduction of political interference and pressure, provision is made for the legislatures to send some of their members to the Senates of Indian universities.

It has often been a matter of concern to many who have been brought up in another tradition that the Senates of most Indian universities have been modelled on the plan of a legislative assembly, rather than on the model of British universities, in none of which, as far as I know, is there any elected element. We usually find the Senates of Indian universities functioning on the model of a party in power against an opposition, which in university circles is entirely inappropriate, whilst the introduction of the legislative system of 'interpellations' stigmatise the whole procedure as more political rather than academic. Further, the deliberations of the authorities of British universities are not open to the press and are never reported, except by official announcements which a university may send to the press for public information. So there is no incentive for that partisan type of argument and debate which sometimes disfigures the deliberations of university bodies in India.

It is true that on the Courts or Councils of many British universities, which correspond to the Senates of Indian universities—the Senates of British Universities being composed exclusively of the Professors of the University—there are, in addition to educationists.

representatives of other bodies and corporations. For example, the Court of Governors of the University of Manchester contains representatives of the City of Manchester and of the larger cities and towns in the country of Lancaster. Similarly, the Court of the University of Leeds includes representatives of the City of Leeds and of the larger cities and towns in the country of York. But these representatives are not 'elected'. Members of these bodies do not stand against one another for 'election'; they are chosen or picked out by their colleagues on the bodies of which they are members, and nominated by them as the most suitable persons to serve on a university authority. The same people might not be the most suitable persons to serve, for instance, on the Country Transport Board, for which other persons would be chosen and nominated who might not, in turn, be at home on a university authority.

In addition to these wisely chosen representatives of public authorities, we find that many British universities enlist the help of the professions, the learned societies, business and industry. Leeds University, which is situated in the heart of a big industrial area, has on its Court a number of representatives chosen by such associations as the Clothworkers' Company, the Spinners' Company, the Drapers' Company, as well as by professional bodies like the Yorkshire Board of Legal Studies. The universities of Liverpool and Sheffield have on their Courts a representative of all the other universities in the country nominated by the Chancellor of each university. In addition, they have a representative nominated by the Royal Colleges of Physicians and Surgeons, the Law Society, the General Council of the Bar, the Institutions of Civil and Mechanical Engineers, the Royal Institution of British Architects, the Institution of Non Architects and the Iron and Steel Institute. It will be clearly seen that all the representatives so chosen are personally and daily concerned, each in his own professional or business sphere, with the work the universities do and with the fitness of the products they turn out. Further, all these representatives are carefully nominated or chosen by the learned, professional and business organizations which they represent, and these organizations are careful to choose the most suitable men to represent them on the governing body of a university. There are no 'elections' in this matter. Fellows of Royal Societies and other self-respecting professional and business men would not offer themselves for 'election', and bear the indignity of standing against one another as candidates. That is one of the aspects of elections which makes elections out of place in university spheres.

This freedom which British universities possess to secure only the right men in their assemblies is a priceless gift of the Royal Charter, and it might be well worth fighting for in India. British universities are managed in a completely free atmosphere of almost monastic seclusion, and the proof of the value of this system is to be found in the profound and universal respect which they command and enjoy.

The Problem in India.—The problem of the autonomy of Indian universities is often considered solely in relation to the extent to which the State can interfere in university affairs. Whilst this factor is serious and fundamental, of no less importance is the fact that undesirable interference is not confined to the State, but extends to individual politicians and to other classes of non-academic persons who, under our existing constitutions, so easily secure places on the Senates, Syndicates and other governing bodies of our Universities. This kind of intrusion into the statutory governing authorities of universities may often prove more detrimental to all universities than open State interference.

We must first tackle our constitutions, in which, if the British universities can serve as a model, there is no room either for political or so-called 'popular' elements. It is difficult, for instance, to see any justificable for the 'registered graduates' constituency; which 'elects' a number of persons to the Senates. We all know the particular scandals often associated with the 'elections' from this 'constituency', but, these apart, the fact that a person has secured a university degree does not by itself qualify him to have any voice in the professional business of university management. Universities cannot be efficiently run either by politicians or by the public; they should be the most secluded and exclusive institutions in our midst. Then alone can they remain untarnished and on a higher level than any other secular institution.

So, instead of the so-called 'constituencies'—and the very word has a political connotation and therefore quite inappropriate in university parlance—which 'elect' so-called 'representatives' to the Senates of many Indian universities, one would like to see their places taken by professional and commercial organizations, which are deeply and genuinely interested and concerned with the education we give, and, more important still, with the products we turn out. It is not the politicians or quasi-politicians, but the great professions and businesses of the country which are most intimately concerned and handicapped when the universities turn out so many misfits. One would therefore like to see a complete change of outlook on the part of the public generally, and a thorough overhaul of the constitution of university assemblies. In addition to experienced educationists, principals of colleges and professors of university status, room should be made in the Senates of Indian universities for representatives nominated by such learned and professional bodies as the Institution of Engineers of India, the Medical Council of India, the Bar Association, the Research Institutes, the Defence Forces, the Chambers of Commerce, the Traders Associations, the Mill-Owners' Associations, the Planters' Associations and other respected bodies and societies of this kind, whose unprejudiced guidance as to what they expect our highest seats of learning to achieve would be of inestimable value.

If this were done, and if our university constitutions were remodelled on these lines, we could eliminate all elections and all official nominations from the Senates of universities. This, I am convinced, is an ideal worth achieving.

The implementation of these proposals will require great courage, self-sacrifice and self-denial, for many vested interests will have to be liquidated. Amendments to our constitutions will have to be made, eliminating elections and the complementary necessity for official nomination, and making it certain that only men and women whose services are essential for university management find a place in our counsels. At present official nomination is the only method by which we can balance the Senate and obtain the services of persons who are really essential, like doctors, engineers, technologists, judges, officers of the defence forces, members of commercial organizations and other business and professional men of that calibre. Such people, as I have already said, will not usually offer themselves for any kind of 'elections', but they are self-respecting, learned, professional, commercial and business men who have a vital stake in the country's welfare and who, each in his own sphere, will have no other interest but to tell us exactly the type of training and product they and the country want, and, equally important, the type they don't want. It is only such completely disinterested persons who are really fit to help in the management of universities. They alone will succeed in raising the repute of our universities to a level which we all should desire, though we have not yet succeeded in reaching it. It is well for all of us to keep in the forefront of our minds that not the least important of the criteria by which a country is judged is the repute throughout the learned world of its highest seats of learning.

PATNAIK, KALI CHARAN.

Oriya Music.

Oriya music should be an optional subject in all the four classes of the Matriculation standard. Girls should be taught music from the very primary stage. The distinctive school of Oriya dance and vocal music should be preserved by being taught to the girls, as a part of their physical education. They should dance and sing and thus develop both their mind and body simultaneously. Higher music should be taught as a regular subject and diplomas should be given for the same.

PRUTHI, HEM SINGH.

Research in Entomology.

Several Medical, Agricultural, Forest and Veterinary Departments are maintaining staffs for doing research in Applied Entomology in their respective spheres. In spite of the research which has been carried out in India so far, it is noteworthy that really effective methods of control have been found in the case of comparatively a small number

of injurious insects only and that very little progress has been made in our industries based on insects. This is mainly due to the fact that there is no organization in this country which is responsible for, or is carrying out research on problems of fundamental importance in Entomology. It is well recognised in all the advanced countries that researches on these Morphology, Ecology and Physiology afford the most reliable basis on which only effective control measures can be properly devised and developed. In the absence of fundamental knowledge, there is no doubt that most of the control work in Applied Entomology is yet of empirical nature.

In all other countries *e.g.*, Europe, U.S.A., U.S.S.R., etc., fundamental research is being mainly carried out in the laboratories of universities and the National Academies, but unfortunately in India with one or two exceptions no university Professor of Zoology has been able to carry out or establish a School of Research in Entomology. This again is due to the fact that in the training of Zoologists, time devoted to Entomology is extremely small indeed, and there are no special courses in this important science and there is hardly any chair in the Indian universities. In the case of numerous foreign universities, there are Professors and Readers specially for teaching Entomology. Thus there is a vicious circle. Applied Institutes in Forestry, Agriculture and Animal Husbandry have naturally no time for devoting to work on fundamental Entomology, since they are rightly expected to solve problems of applied nature quickly and any work of academic nature is frowned at by the authorities.

It is essential that fundamental work on the Morphology, Ecology and Physiology of various groups of insects should be seriously initiated in the Indian universities with the least possible delay. The first step in this direction will be to establish Readerships in Entomology in the Indian universities with the least possible delay. The first step in this direction will be to establish Readerships in Entomology in the Zoological Departments. Even in U.K., where agriculture is not of much importance, universities like Cambridge have got sub-Department of Entomology in the charge of a Reader. The Oxford and London universities have Professors of Entomology. In fact in all the big British universities there is at least a Reader in the subject.

A plea for the establishment of a National Entomological Laboratory in India.

Fortunately a Department of Scientific Research has been established in the Government of India. This Department is naturally the most appropriate for taking such an initiative. In the U.K., the Department of Scientific and Industrial Research has a big laboratory for work on pest infestation. This department can best achieve this by establishing a Central Laboratory for advanced training and research in 'Pure' Entomology. It should have, besides the Director, three Assistant Directors of Research, one each for Physiology, Ecology

and Morphology of insects, and its existing unit for research on insecticides which is linked with drug research should be transferred to the National Entomological Laboratory. These workers will not only conduct research themselves but will train young men in their respective spheres and at the same time assist the universities in conducting work in fundamental problems of insect life and co-ordinate the work in this sphere, in various parts of India.

RAMAKRISHNA MISSION, CALCUTTA.

Aims of University Education.—Our leader, Swami Vivekananda, held that humanity would be marching surely towards its doom if modern civilization could not be re-adjusted on a firm spiritual basis; he would also have us believe that India has the mission on playing an important role in bringing about such a readjustment. In recent years, by pitting the power of the Atman (soul force) successfully against material power, Mahatma Gandhi demonstrated how the spiritual ideas and ideals that India had been holding aloft through scores of centuries might contribute towards world peace.

We, therefore, feel duty-bound to draw your particular attention to the point that although a considerable leeway has to be made up for ensuring the requisite material prosperity of this land, she cannot and should not lose her grip on her spiritual heritage. She cannot, because that will go against the grain of her people; she should not, because that may spell extinction of her people by wiping out their individuality as a distinct unit of the human race. She has to advance, as much as she can, on both the fronts—the secular and the spiritual.

Religious education with special emphasis on the fundamental spiritual truths should be treated as an indispensable uplifting measure. Of course, it should be seen that each communal group may develop reverence for all religions as so many approaches to the identical goal of Perfection. It has been illustrated in our age by the life of Sri Ramakrishna that one may be intensely religious and yet behave like an embodied antithesis of all forms of narrowness—sectarian, communal, national or racial. We are firmly convinced that religion really is not to be blamed for the orgies perpetrated in its name anywhere on earth at any time, just as science is not to be blamed for the destructive use of its discoveries. It is only their abuse by man that should be held responsible for such anti-social misdeeds.

RAKSHIT, P. C.

Medical Education in India.—After the first M.B.B.S. Examination, provision must be made for students desirous of specialising in Anatomy, Physiology or Biochemistry. They must devote one term (as at present half academic session) to enter the special branch. They will be allowed to take the B.Sc. examination in the subject. Those who intend to specialise further may go up for M.Sc. Such graduates would turn out better teachers and research workers in course of time.

The present day biochemists in medical colleges in India with few exceptions are Inorganic or Organic, Chemistry graduates. They have no knowledge of human system, the body fluids, the digestive juices, chemistry of human tissues, which are essential for any biochemist in a medical college.

The great defect is, however, in the presentation of the subject. Both in training and in examination stress is laid on theoretical aspects. Teaching must be based on observed facts. In every case of a particular type all the features, subjective and objective, are not discernible. Discourse must be led only on facts one can gather. More demonstrations are to be organized.

Again, there must be co-ordination in teaching among the various groups, of the same kind and also of other kinds. The pathologist must be given a place in clinical teaching, he must not be relegated to the laboratory only to reach only through museum specimens and prepared sections test tube culture alone.

As it obtains at present teaching has been very compartmental. The pathologist must be brought in periodically with his data,—reports, slides, specimens. to demonstrate the basic facts which the clinician had discussed.

Equipment.—The present day teacher cannot teach anything more up-to-date with equipment which he handled in his student days. We are not very far from old days when the index finger was " supposed to be a test tube " by teachers of chemistry dilating on the quantity of chemicals to be used for certain indication. We are still having frog experiments all the term for practical course, pill and mixture preparation. Mammalian experiments, Human Physiology experiments, Pharmacology experiments have long been introduced in other countries. Where are we ? A few demonstrations that are held during the practical course are not adequate.

The first move must be made in the direction of revising the curriculum and introducing the same gradually in the course of next two or three years. New equipment is being manufactured abroad and will be available to us within six months to two years of the date of order. Restriction of purchase from abroad, dilatory method of purchase through different channels must go. Once the authorities fix a budget for any year for any college or department, and the equipment procurement is left to the heads of institution, as is done in other countries the supply position can certainly be improved. Equipment for advance work and research work is seldom come across even in old established medical colleges.

Teachers.—There is a great dearth of teachers. There is no dearth of men with higher diplomas, and degrees. They are not willing to be teachers with a poor pittance. The so-called honorary staff grind their own axes more than help the cause of medical education. If during the process of grinding, I mean, cultivating his own skill in

operation, his experience in examination, a few hints practical or theoretical, fly off the mill the students get them. In India one has yet to find in them the zeal and earnestness to teach in the proper way. It is recommended that for each department there must be whole-time adequately paid officer in charge and under officers, who can co-ordinate the work.

In non-clinical departments where the staff is wholetime, in most places the members are dissatisfied; they are always on the move. Unless pay scale is raised and amenities are provided contented staff who would seriously take to teaching and research work will never be had.

Other Personnel.—Technicians fill important places in the laboratories, non-clinical and clinical. In our country this class is practically non-existent. Workshop hands, like glassblowers, lathe operators, electricians must be employed if the departments are to be kept running.

Summary—

(1) Revision of curriculum of matriculation/School Final Examination.

(2) Introduction of Pre-medical course in Medical Colleges.

(3) Provision of more equipment and up-to-date laboratories, libraries, museum, demonstration rooms.

(4) Provision of adequate number of whole-time adequately paid teachers.

(5) Provision of refresher courses for teachers at home and abroad.

(6) Provision of research workers' rooms with up-to-date appliances and departmental libraries.

(7) Provision of special departments for research work in the Hospitals.

RAO. P. V. L. NARASING.

Hostel Life.—The college hostels shall serve as nurseries to develop young men and women strong in body and mind and human in their outlook. To ensure sound health and physique, stress must be laid on giving nutritious food at regular intervals. Instead of mere propaganda regarding nutrition, the accepted standards can be enforced in hostels. without unduly sacrificing variety and taste. Games and drill shall be compulsory at least for the hostel boarders. The standard of diet. etc.. should be uniform irrespective of the income or status of the student or his parents. Physical activity shall consist of drill, games and manual work like agriculture, horticulture, carpentry, spinning, etc. The life must be approximate to that in military institutions The most important part of military training is the

regular, disciplined and co-operative life that is lead but not merely the use of arms. The hostels must be managed by committees consisting of students who shall get full training in organising and running their messes. etc., as well as co-operative societies for their own convenience. They must under the guidance of the warden or superintendents formulate the minimum number of rules to regulate their conduct and see that they are followed and enforced, if necessary. Respect for law and order, essential for democratic citizenship must be fully imbibed at this stage. They have to realise that stress shall be laid on discharge of duties and responsibilities rather than enjoyment of rights and privileges. It is a citizenship training rather than military training. It shall borrow the essential features of the indigenous Gurukula life of a student—devotion to learning, independence of thought, simplicity, subordination of self, and spirit of service. All this requires sincere and efficient guidance from teachers with enthusiasm and character. A few resident tutors may live in the hostel. To guide the students in their intellectual pursuit college teachers can serve as visiting tutors. In a residential university, if accommodation permits, tutorial classes may be arranged in hostels. Gradually the day scholars also can be associated with hostels for purposes of social and corporate life.

RAU, VIDWAN B. GIVINDA.

Sanskrit Studies.

I submit to the educationists that Sanskrit and English are the two world languages on the cultivation of which on an international scale. the future world culture can be based.

Just as Sanskrit is important in understanding our past in relation to the present, equally important is the English language in understanding the present in relation to the future and in making us rise and develop in the modern world and on modern lines. Sanskrit and English are distinctly more important than Hindi and the Provincial tongues, and a proper place should be given to them in preference to the other languages, viewing of course from the national and international context of life to-day.

So far as the Southern parts of India where Hindi is practically unknown among large masses of people at the present day are concerned, there is, in my opinion, no need of encouraging Hindi, while in its place the study of Sanskrit may be taken up in all earnestness, and also in other non-Hindi speaking parts of India, like Bengal, Assam and Orissa. In due course of time Sanskrit and English will occupy the place of inter-provincial languages, ascending practically to the place of the *lingua franca* in the whole of India.

Mahatma Gandhi says, I deeply regret that I was not able to acquire a more thorough knowledge of the language because I have since realised that every Hindu boy and girl should possess sound Sanskrit learning ".

REDDY, M. G.

Aims of University education :

Universities in India are at present centres of mere learning. They are imparting for the most part, textual, bookish knowledge which is unrelated to the life, surroundings and vocations of the large bulk of people from which the student comes and in which the student should live after his education. The product of the university, however great a giant in intellect he may be, is but a child in the real, day to day life. He would hardly be a contributing factor to the creation of national wealth nor for the promotion of social welfare. This, in my opinion, is generally true of the present day university product.

SAHA, DR. K. B.

Suggestions for Reforms.—1. Moderation of questions should be more carefully done and paper setters and moderators should not be identical.

2. Paper setting should be widely distributed so that ordinarily a paper setter should not have more than one paper to set in the same examination. This principle is not followed in some universities now.

3. If there is a good tutorial system, class records should be used to correct the vagaries of examinations. In the higher examinations *e.g.*, Honours and M.A., written examinations should be supplemented by *viva voce* examination carrying some marks.

4. Each answer book in Honours and M.A. examinations should be independently examined by two examiners—one internal and one external and the average of the two marks should be taken.

5. There should be greater personal contact between the teacher and the student. A greater amount of individual attention should be paid by the teacher to the student. These objects may be attained by the introduction of a good tutorial system.

6. Considering the large number of students, the continuance of the lecture type of teaching seems to be the only practicable course, but it should be supplemented by a tutorial system. If that is done, the number of lectures should be reduced. There is a considerable amount of spoon feeding in the present system.

7. The number of students in an under-graduate lecture class should not exceed fifty. At present the number often exceeds one hundred. The number of students in a tutorial class is often more than fifteen. This should not exceed five.

8. At present a large number of students come to the universities for higher studies for which they do not have adequate keenness and intellectual equipment. They may more profitably be diverted to vocational or technical lines. For this purpose facilities for this type of education should be increased. The opportunity for receiving

technical education is very limited at the present time and the average young man often comes to the university in the Arts department in particular—mainly because he cannot enter any technical line.

9. The university course should begin after the Intermediate stage and in this respect the system should be uniform in the whole of India.

10. Admissions to the Honours and M.A. classes should be more restricted so as to exclude half-hearted and insufficiently equipped students.

The study of M.A. and Law simultaneously should not be permitted by the university. Such students are as a rule neither serious in the M.A. course nor in the Law course.

11. English should continue to be the medium of instruction in the universities for a considerable time to come. If each university adopts a separate language as medium of instruction, intellectual co-operation among different universities will be greatly hampered. The use of English has the great advantage that the teacher and the student can both profit by reading books published in that language. At present there is a great dearth of advanced books written in Indian languages. If English is replaced in the future, there should be one common medium of instruction in the different universities and that should be Hindi.

12. Teaching in the Honours course should be separate from teaching in Pass course in the same subject, for the sake of maintaining a higher standard in the former. Honours course in Economics and also M.A. course in that subject should not include some Politics papers as is the case in this University (Utkal University). There should be separate Honours and M.A. courses in Political Science. With the achievement of freedom, the study of Political Science has become more important in this country. In most of the universities of India, Political Science forms an independent subject of study both in the post-graduate and under-graduate courses.

13. College and university libraries are far from satisfactory in respect of books, periodicals and statistical publications. This is one of the most serious obstacles to research work in this country. There is also a lack of reading facility in many of the libraries. Again there is much to be desired in the method of issuing books, and cataloguing.

14. The intellectual equipment of the average student when he comes to the University is inadequate. For this all the stages of education prior to the university course seems to be responsible. Teachers of private schools and colleges are eager to see that students somehow pass the examinations for otherwise the flow of students into their respective institutions will suffer, endangering the financial position of the institution and therefore of the teachers also. In the Matriculation and Intermediate examinations, the authorities have a desire to see that a good percentage of students pass their examinations. The average student instead of a genuine desire to acquire knowledge wants

somehow to get through and is prone to cramming. The cumulative effect of these things is felt at the university stage and the result is that the average product of the university is far from satisfactory. The whole system requires overhauling and the standard should be raised from the school stage.

15. Teachers in private institutions are over-worked and ill-paid. In the schools they can hardly make two ends meet in these days of high prices. In the university stage hours of work of the teachers are not such as to leave sufficient time and energy to them for doing research work. This is one of the reasons for the paucity of research work in this country.

SAIYUDIN, K. G.

The probelm of co-ordination between the secondary school and the university needs careful consideration because at present there is a considerable gap between the two and the student who passes out of the secondary school and joins the university usually finds a great difference in the methods of teaching as well as the whole approach to education. It seems to me that the university should devote careful attention in the first year to some kind of orientation or preparatory courses which would enable the high school student to adjust himself to the methods of teaching employed in the university. The difficulties are partly created by the change in the medium of instruction (which is likely to continue at least for some years) by the substitution of lectures for lessons and by the absence of an adequate amount of composition work which would enable the college teachers to judge how far their lectures have been properly followed. It would, therefore, be advisable if the college gives careful attention to training the students in the first year in the art of independent study, of expression in speech and writing and in the intelligent use of the library. All this would imply the development of some kind of effective tutorial work.

It may be that the Commission would favour the idea of amalgamating the present Intermediate standards with the high school so that students would pass on from the school to the Honours Degree courses covering three year. If that is so, there would be a good case for this training being given in the higher secondary schools before the students goes to the university and making the transition from one institution to the other easier by suitable modifications of method.

SAMANTROY, VANCHHANIDHI.

1. *National system of Education.*—There must be at an early date a national system of education and other social services befitting the Indian genius in place of the one at present functioning from the early days of the British administration.

2. *The scope of the secondary system.*—The secondary education should be such as to embrace all phases of life and to train up boys and girls to be useful citizens who shall be able to hold their own

instead of hankering after Government jobs and there should be one system for the whole of India.

3. *Control.*—All High Schools should be controlled by one vigilant Central Board of Control for the Province. This Board may contain representatives of the Government, the representatives of the University, teachers' representatives and educationists. This Board should evolve a uniform policy and be responsible for High School education. They should frame the syllabus, conduct the examinations and appoint and control the inspectors, teachers and other employees. Thus High School education should be free of Government control. Government should only provide the requisite finances and keep their hands clean of all other matters relating to High School education.

4. *Courses of study.*—The primary education should cover a period of five years and the High School course should cover a period of five years. University education should extend over a period of five years—three years for the degree courses and the two years more for reasearch and specialisation in particular branches of learning. Thus the educational life of a person should be fifteen years in all. There should be no Intermediate examination. High School education should on no account be considered simply as a preliminary to university education but as a stage complete in itself. So the High Schools should attach the utmost importance to preparing the great bulk of their pupils, who will not proceed to universities, for entry into useful and remunerative employment of all kinds immediately on leaving school. So cultural and vocational education should be harmonised. High Schools should be of one type for the whole of India. The medium of instruction and examination in all High Schools should be the regional language.

High Schools should contain only five high schools classes and concentrate on these classes only.

5. *Programme of social service.*—Schools and colleges should not be cut off from the masses. High schools and colleges can be engaged to drive out illiteracy from the villages under a Perfect system through which the older boys will be given reasonably wide opportunities of learning responsibility and the careful use of privileges and authority.

SAMPURAN SINGH.

Some problems of university education.—We all know too well that the chief, if not the sole, object our former rulers had in devising their schemes and centres of instruction was the production of such intelligentsia as was fitted to function as a willing, loyal and efficient instrument of their administration and a co-operative agency in the perpetuation of their *raj*. In the changed set-up, however, the other true aims of university education besides teaching, namely, promotion of research and development of a well-rounded personality, must receive proper recognition and claim due attention at the hands of our educators.

Students and discipline.—There is restlessness on all sides, a persistent assertion of one's rights, a continual neglect of the substance and pursuit of the shadow, a frequent bid for power; one feels that a trifle too much of the democratic leaven has been introduced into our body politic, so that the fermentation threatens to change into putridity. To my mind this may be accounted for in four ways : (1) Use by our politicians of the student community in the country's struggle for freedom, (2) parental sense of defeatism and lax discipline in the home, (3) deterioration of the teacher's prestige in society and his sense of defeatism, and (4) encouragement of defiance of authority by some world movements. It cannot be denied that a good few, times the elders themselves have unwittingly provoked adoption of trade union methods by their lack of foresight, inefficiency or crude behaviour. However it may be, a policy of drift will lead to disaster and it is high time Government, public men, parents and teachers got together to take concert measures to stem the rot. The disease should be attacked from four directions : (1) Improvement of teacher-pupil axis will be useful in combating external hostile influences. (2) Enforcement of a strict ban on recourse by students to direct action in any form; if the law can operate so in the industrial sphere, why not in the educational ? (3) Setting up of a small provincial *ad hoc* body composed of officials and non-officials to which students may refer their complaints for adjudication. (4) Imposition of an embargo on association of students with any political body or activity; just now many of our institutions are honeycombed with categories and cliques owing allegiance to different political leaders or parties. These are like tumours in the body and portend the evil day. If you sow wind, you can only reap whirlwind.

SARALA DEVI SMT.

Back ground.—Generally speaking, the present system of education framed and carried on by an alient Government had long been proved to be ill suited to the genius of India people and more so to the women folk. Therefore the existing system, should be radically overhauled.

The natural faculties and equipments—both physical and mental, of the women folk can never be developed through the prevailing system and method of university teaching, examination, and a consequent craze for degrees and diplomas.

The fundamental differences between men and women are to be taken into consideration for the adoption of a new system of education —physical, intellectual and moral (both theoretical and practical)— for women. The keen attention of the Commission is invited to the unhealthy and unnatural competition—between men and women in the same and identical sphere although fundamentally b ytheir physical make-up and mental set-up they are so radically though not diametrically different, and are complementary to one another for evolution of one healthy and well ordered society.

Women are meant by nature to be primarily good mothers, good wives, good daughters and secondarily to be good doctors, nurses, lawyers, etc.

Nature of Institution.—There should be co-education upto 12th year, identical with the basic primary stage of education and after that, in collegiate and university education, separate institutions and methods would be welcome and necessary.

Examinations, Hours of Study and Age-Limit.—The system of compartmental examinations for women should be forthwith introduced. Certificates and diplomas are to be granted to them on the results of their periodical and tutorial tests. Cramming must be discouraged and mercinary people in the garb of Professors and educationists are to be prevented from editing and putting up annotations, keys, sketches and note books in the market for securing easy pass marks in examinations. The hours of study should undergo change and be fixed from 8 A.M. to 4 P.M. with sufficient recesses. The marriageable age must be fixed at 18 in order to enable them to close their academic career by the end of 18th or 19th year utmost.

Curriculum.—In the curricula for women, Arts e.g., Literature, Poetry, Drama, Languages, Sociology, Classics, Civics and specially Fine Arts, *e.g*, Domestic Science, Music, Sewing, Cooking, Painting, etc., should find the first place and rudimentary Science and broad principles in all its branches, specially, Biology, Psychology, Eugenics, Ethics and principles of Public Health, Medicine, First-Aid should find secondary place.

Religious training.—Religious training in educational institution, *viz.* : practical training on adoption of universal religion devoid of sectarianism and based upon human morals namely truth and veracity, equality of beings, kindness, courage, piety, charity and chastity and other social virtues should find place in the curriculum.

Corporate Social Life and Games.—The system of girl guides of the Western country with necessary climatic modifications is to be introduced and the girls should be taught dignity of labour and self-reliance, first-aid, nursing and self-sacrific and simple living. Games suited to their physical constitution are also to be taught. Boxing and Lathi ought to be taught to the girls for their self-defence.

The Future Shape of the Universities.—The universities of India must be autonomous independent bodies like the High Courts. They should not remain under the dual administrations as they are at present.

SARMA, KAPILADEVA.

The place of Sanskrit in University Education.—If the aim of education is to produce an all round character in which the spiritual, mental and physical sides will be fully and harmoniously developed and blended together, it must be admitted that the present system of

education in India is a total failure. This failure is due not merely to the fact that India is a subject country and has not been liberally treated in matters of education by its foreign rulers but also to the defective nature of the Western ideal of education the model of which has been followed in this country. For in the West we find that while the intellectual side of the mind has been greatly developed the moral and spiritual sides have been neglected or misdeveloped.

We beg to propose that Sanskrit should be a compulsory subject for all students. The Devabhasa Parishad which met under the auspices of the Prabartak Sangha of Chandernagar in December, 1948, unanimously passed a resolution to the effect that " Sanskrit should be a compulsory subject in all schools and colleges ". Mahatma Gandhi wrote in the Harijan Sevaka that there is now a great neglect of the study of Sanskrit in India. It is my opinion that all nationalists in India should study Sanskrit. If a Hindu child is to have an idea of his own religion, he or she cannot do without a knowledge of Sanskrit.

SASTRI, K. A. RAMASWAMI.

Medium of Instruction.—I favour the great regional languages of India being used as the medium of instruction and examination in each linguistic area. Without such a course being adopted, the regional languages which are now coming into their own and are being modernised and made flexible will never attain their full stature. Nor will it be possible to attain otherwise one of the main purposes of University education *viz.*, the filtration of modern knowledge down to the masses.

If the Federal language and English, be made compulsory subjects of study, the students will be able to compete for the all India services and will be able to express themselves in the central legislative assemblies in the Federal language and establish contacts with scholars abroad through the world language *viz.*, English.

The regional language will be used in all offices in each linguistic area. For scientific text books, the English scientific terms can be used to ensure a common scientific and technological terminology everywhere. The necessary text books are coming and will be fully available soon if in each linguistic area the Government gives sufficient subsidies.

I am not in favour of the Roman script being used for all the Indian languages. The Nagri script can be used. But I do not think that in any lingnistic area the script in use will be allowed to be superseded.

In every university adequate provision should be made for the parental language *viz.*, Sanskrit. The proper foundation for such study should be laid in the High Schools. In Madras the present ministerial directive has practically rooted Sanskrit from the course of studies in the schools.

Indian Cultural Studies.—In the Madras Province the Government Colleges have ceased to teach Indian Philosophy which has only got now a precarious existence here and there. This subject must be offered as a subject in every college. What is the use in saying on platforms that it is the panacea for the world's ills if it is practically rooted from the colleges and the boys have no taste for it or knowledge of it. ?

Communalism in Admission.—In Madras Province the rules in force as to the admission of students into colleges shut out many bright boys on the ground of communal justice. Even the existing rule of 20 per cent. of the seats being filled up on the basis of merit has been scrapped. This shutting out of eminent talent will lead to bad results affecting national efficiency.

Education should be a subject in the Concurrent List in the Indian Constitution. This will lead to uniformity of aims and standards and values in education and prevent provincial freakishness and crankiness.

SASTRI, N. AIYASWAMI.

I want to emphasize the necessity for changing the present system of the regulations governing the courses of university education.

The present Commission must recommend and regulate the present system of university education in a way that will be beneficial to all talented persons of free India in future. There are several persons in India now with unique attainment and mature experience in advanced studies. But they are socially insignificant and have no place in the intellectual world. If they happen to be in Europe or in America, they would have fared much better. Because such persons in India are socially insignificant and not properly respected, their maturity of experience and knowledge is of no avail to younger generation.

The present distinction in the university education system into Oriental and English will no longer hold good to India and will be quite incompatible with our sense of freedom.

SEAL, DR. S. C.

Medical Education.—Medical education in our country has not only suffered in *standard.* and particularly research, but also in the matter of meeting the rural needs. In brief, our country has produced mainly the " Tradesman " doctors suited for city practice and hopsital administration, partially catering to the needs of the rich and to a certain extent of the middle class and least of the poor.

It is my firm belief that the post-graduate medical education which is in the profession's forefront now should be shaped only after the graduate course has been fully re-organised or at best concurrently with it.

The principal lines of reforms are as follows :—

1. Integrated teaching in collaboration with other branches and with the Governmental Health Department for practical field training.
2. Method of selection of students specifically for rural areas.
3. The training of basic doctors should include a period of compulsory internship in a rural centre.
4. Opportunities for research.
5. Introduction of social and preventive medicine.

SEN, DR. S. N.

Teachers : Selection and Conditions of Work.—In the Provincial universities it is very difficult, if not absolutely impossible, for the most brilliant man from another Province to secure a professorial chair or Readership. It is true that experts from outside are often associated with local people in the selection committee but the outsiders are usually in a minority and either their opinion does not carry due weight or they find it expedient not to raise a discordant voice and cast their vote in favour of the most likely local man. This happens more frequently in the intellectually less advanced provinces. Cases are not wanting where a less qualified superannuated man from another province is appointed for a brief term with a deliberate view to terminating his contract as soon as a provincial candidate with the minimum qualifications comes forward. A teacher who has never been called upon to investigate a problem, to examine the original sources and to explore the unknown cannot expect to inspire his pupils with that spirit of enquiry and reluctance to take things for granted which form the essential basis of true scholarship. Every university therefore must strive to enlist the services of the best man available when a chair falls vacant. But so long as the present practice continues the best man if he happens to come from another part of the country stands the least chance of being appointed. This is all the more deplorable as there is no plethora of intellect in India at the present moment and most universities find it difficult to replace a retiring professor.

But the appointment of the best man alone will not meet the situation. Even the most acute mind is helpless when adequate facilities for research are wanting. There must be an up-to-date reference library, there must be well-equipped laboratories, facilities of travelling abroad and establishing contact with fellow workers in other lands must be provided if the person selected is expected to render his best services to university and the country. It is no good having a first rate History man or a first rate chemist unless they are enabled to carry out the major part of their investigation at the University they have joined.

Students and Discipline.—Frequent strikes by students must have caused no little anxiety in academic circles. During the last 25 years

discipline among the students has steadily deteriorated and regular teaching has therefore become more or less impossible. A tendency on the part of the university authorities has lately been perceptible to treat even serious breaches of discipline with leniency and indifference. This, in my opinion, is mostly due to predominance in University Bodies and in Governing Bodies of the colleges, of non-academic people who are in a position to influence the policy of the university even in purely academic matters. The interference of the government both in the past and in more recent years in university affairs has not always been helpful.

There is a common belief that education is the spare time business of talented amateurs and teachers need not, therefore, have a preponderating voice in the university administration. It is on this account that the teachers are very meagrely represented on the governing bodies of the colleges and the universities. Not a little of the prevailing indiscipline among the students is due to this factor. On the one hand the teacher has no personal contact with them, on the other, the non-academic majority in the Senate or the Court would not hesitate to compromise on essential principle in order to gain cheap popularity. The part that the students have lately been permitted to play in the contest of rival political factions has not a little contributed to the present disorder in acamedic spheres. It is therefore eminently desirable that academic people should be permitted a free hand in academic affairs. The experience of amateurs will undoubtedly be of great help. But the university as a rule should be in a position to pursue its ideals without being unduly influenced by unenlightened public opinion. If this principle is accepted supplementary examinations and other concessions to intellectual incompetence can be easily done away with.

Standards and Medium of Instruction.—If the universities remain as at present, the special responsibility of the provincial governments, the provincial language will inevitably be the medium of instruction and examination; for the provincial government will have to yield sooner or later to the pressure of uninformed public opinion. The Government of India have decided not to replace English by an Indian language or languages for the next 5 years. But all the provinces may not be prepared to follow the lead of the Centre. The inevitable result will be that not the best teacher and not the best examiner but local men will be appointed in such an area and the standard of teaching and examination will inevitably deteriorate. This can only be obviated if the universities are placed under the central control.

I submit that—

(1) The universities should be placed under the Centre.

(2) University Professors and Readers should be appointed by a Central Committee.

(3) University bodies and governing bodies of colleges should be so reconstituted as to eliminate non-academic influence.

(4) Regional languages should not be the medium of university instruction and examination.

(5) A State Doctorate should be instituted

SRINIVASAN, M. R.

Examinations.—As in some of the foreign universities and in American universities each candidate must score certain minimum points (as points are given for doing assigned work. No points should be given if the student fails to secure 40 per cent. of the marks in any work assigned. If he gets 60 per cent. or more he may be given a Credit Certificate. So the university may prescribe a minimum number of points to be secured, plus a minimum numbers of Credit Certificates in order he may be sent up for the university examination. This will certainly raise the standard of efficiency of the students as also rectify the indifferent attitude of the students towards their studies. The success of this procedure depends very much upon an efficient tutorial system conducted in the university and affiliated colleges.

University Standards and Development.—A Universities' Commission with Government of India—Officers from Delhi should be appointed every three years and should be asked to tour round the country visiting every university centre and every affiliated institution making a thorough and exhaustive examination of the respective institution purely with a view to detect any fraud, mismanagement, etc., and also to make constructive suggestions if any, the expenses being jointly borne by all the universities. This will even obviate local University Commissions visiting affiliated colleges and winking at irregularities. Strict surveilance undertaken by the Government of India may eliminate much that is undesirable and may effect great improvements on many sides.

Universities as Social Service Centres.—In India there is a vast scope for social service activity which should be done in an organised manner. While universities shall be permanent centres of culture, they shall also be permanent centres of social service. A school for social work, must therefore, be integral part of every university. It should be open to both men and women usually of Matriculation standard. The courses of study should consist of lectures and field work *i.e.*, theory and practice. This department of the university should maintain close relations with field work agencies.

If the university can impose a social service levy of say Rs. 10/- per student per year in addition to the normal university fees it will get enough money to finance any scheme of social service under its aegis. The university shall appoint a Social Service Officer at each affiliated college centre with appropriate salary and organise and conduct social service.

Government also must initiate schemes to make the local bodies and Municipalities to employ social workers trained by the university Independent social welfare associations must also be started in every district. Social service work must cover fields of work as indicated below :—child welfare, family case work, mental health work, moral welfare work, housing employment services, rural social work, social hygiene youth guidance, medical relief, advisory social work, etc.

There should be two graded courses of studies : (1) Regular graduate course, (2) Certificate or Diploma course which can be pursued by every under-graduate. The Certificate course can also be attended by students studying for graduate courses, in special morning or evening classes thus combining Social Service studies with their regular graduate courses. The examination for the Social Service course may be held in December every year in order to avoid clashes with regular university examinations usually held in March.

The Central Institute for Social Service Science can easily affiliate and link all similar efforts at various university centres thus consolidating social service activities throughout the country. Thus an all-India Social Service Organisation of regional universities and local associations can be easily built up. This itself shall give sufficient citizenship training for university students.

Studies in International Affairs.—Since the advent of freedom India has established political and diplomatic relations with a number of countries and the demand for suitably qualified candidates is bound to grow.

Each university may arrange summer camps for International Studies for college teachers in order to help greater appreciation and sympathetic understanding of international problems.

Summer camps for International Studies must be carefully planned for teachers. Short 8 weeks' courses in the following subjects may be arranged :—

(1) Culture and Civilisation of a country, a region or a continent.

(2) The tradition of European or Asiatic or American or African civilisation.

(4) Historical and sociological survey of a country.

(5) Economic, political and cultural tradition of a country.

(6) Geographical and commercial history of a country.

(7) Scientific tradition or History of Science in Europe.

Summer studies cannot in the nature of thing be exhaustive. But it should be conducted by experts in the field, sometimes by specially

invited visiting Propessors from respective countries so as to stimulate further reading and thinking on the subjects by the teachers.

The Government may also institute scholarships for cultural studies for foreigners in India and for Indians abroad in various countries for actual contact with the people of each country.

The Teachers.—The teacher must once again be restored to his position of influence and respect in the society to which he is entitled. A few suggestions are given hereunder :—

He must be paid consistent with the respect we want him to command and his standard of life proportionately raised. A convention must be established to admit him into the best of society and he must be always treated with respect and reverence by every Government Servant. He must be nominated as Justice of the Peace and in every Assembly the teacher (according to his rank), must be given the privilege to preside if he happens to be present. Even the State should treat him with a certain measure of consideration and respect. On the other hand for the exceptional privileges shown to him he may also be disgraced to an equally exceptional degree if he is found to fall from the expected ideals. This will restore the proper position of the teacher in the society as also correct public attitude towards him.

SRINIVASAN, P. M. V.

Education for all.—In the India of to-morrow every citizen must have an opportunity or receiving a less costly but more efficient education. Barriers existing now, between the colleges of one State and another (or Province) should be removed and Admission to University courses of study must be made available to all.

The present cry for augmenting colleges and schools or classes for giving room to an influx of pupils can be met if only our educationists open the portals of the university and admit pupils who are unable to prosecute a collegiate study as external students. I may pause here to refer to the practice prevailing in the London University. It is only essential that the candidate desiring an entry to a University course should be a matriculate of that University and have resided in the place prescribed for some duration. Thus a clerk in a Government office can read in his spare hours for a degree course and complete the preliminary parts and satisfy the rule relating to domicile. A drug store assistant can complete a Science Degree course by answering a few theory papers and earn the diploma after a Laboratory test.

SUBBARAU, A. V.

University Education.—University education should be first charge on the State more than even the Armed Forces as any nation leading on the economical side is counted uncivilised if its top men do not carry brilliant torches of learning.

Universities should not be portals to Public Service Commission and Administrative Service.

Medical, Engineering and Law courses should be controlled by their own professions, expert institutions, Medical councils, Engineers Associations, and Bar councils.

SULLY, T. DONALD.

Denominational Colleges : Christian.—(a) The Christian Colleges and their managements are united in a special common aim, and that aim is one of service. No doubt they have a special responsibility for service to the Christian Church in the training of Christian leadership, and they seek to provide facilities for higher education to Christian students who are qualified for it. But they do not seek to segregate Christian students in an institution which shall be exclusive and communal, but to extend their service to students of all classes and creeds. They recognize that a great part of educational service is the training of students to live and work together, overcoming the divisive forces of the time, and they find in practice that the Christian atmosphere and teaching does promote such common life and understanding.

(b) Regarding the aim and methods of the religious education a secular State, precluded from giving such religious education itself, should not be precluded from recognising and giving aid to institutions which can provide this type of education, so long as the religious freedom of parents and students (when of age) is protected by a Conscience Clause.

In this connection it is unfortunate that the Draft Constitution has gone beyond making provision for such conscientious objects to any form of religious instruction or observance, and requires an institution to obtain a positive statement of desire to take part in it. Anyone who knows the general indifference of students and their parents in such matters will appreciate the difficulty in practice of obtaining such a statement of desire in connection with an extra subject in the time-table. The form of 'Conscience Clause' adopted thus will give a definite bias against religious instruction and in favour of a secularism which, we think, was not intended. We trust that, if this form is retained, our institutions will be allowed to make their definitely religious instruction an alternative in the time-table to some non-denominational form of moral and civic instruction.

Courses of Studies and Examinations.—The present system has been too much a slave (a) to rigid and often unsuitable courses, with Western text-books divorced from the life and thought of the country, and (b) to the examination system. Such slavery is deadening both to teacher and student alike; and we have little doubt that the Commission would welcome and encourage the desire for greater freedom and practical steps to secure and use it. Particularly in the sphere of Historical study, Psychology, Economics and the Social Science, a

greater emphasis on research linked up with actual extension work within the conditions of Indian life and the needs of the country should be welcome; and we hope that any pioneering effort on the part of Christian Colleges will receive every support. In Science there is no doubt a place for pure research; but here too the exploring of practical applications in the sphere of industrial and agricultural life and work is of importance; and what is needed particularly is the combination of a sincere pursuit of truth for its own sake with an equally sincere spirit of social service. It is such a spirit which the Christian Colleges seek to develop both in staff and students.

TRAVANCORE SANSKRIT SUDENTS' ASSOCIATION.

General.—As you are well aware, Kerala was for centuries famous for its legacy of ancient Sanskrit culture and was able to maintain unimpaired its glorious tradition till the advent of foreign supremacy and continued to nurture the heritage albeit in a half-hearted manner so far. But the insidious influence of foreign culture for a century and a half has engendered the scorn and disregard for all things Indian and national; and Sanskrit studies have been relegated to the back-ground by the modern custodians of educational policy, though they are perforce prompted under the new set-up of independent India to pay lip-service to the cause of national culture.

We the humble devotees at the shrine of Sanskrit Culture are told that suffering should for ever, be the badge of our tribe and the uses of adversity are sweet and that our faith in noble causes should be strong enough to carry us on against all odds.

We appeal to you in the name of our ancient common heritage to raise the status of Sanskrit learning in India in general and in Kerala in particular and rescue us from the state of neglect and contempt into which we have been thrown by the standard-bearers of Western culture who sometimes don the borrowed plumes of dull-fledged nationalists.

We believe that Sanskrit deserves to be given the most honoured place in any scheme of education which strives to achieve the cultural regeneration of free resurgent India.

VEERAPPAN, S. M.

1. This (Banaras University) is a national university supported by the funds of the Central Government. As such this University should not function as communal or provincial or sectarian institution. Party politics should have no place here in the management.

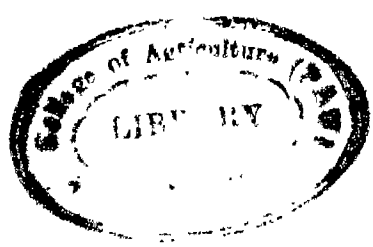
2. Now the supreme body, the Court has become a sectarian body.

3. The constituency of the registered graduates is the most rotten spot. There are 683 registered graduates very unevently distributed.

4. The donors constituency must be restricted. Certain percentage should be fixed in relation to the total strength of the Court.

5. The Government is the chief donor, but unfortunately it has no representation in the Court. A donor of Rs. 10.000/- will become a member of the Court. This capital fetches an annual interest of Rs. 350/- only. The Government is granting an amount of nearly 7 lakhs a year. As such they are entitled to nominate 2,000 members in the above ratio. If they enforce this principle the game of the local party in the Court will be lost for ever.

6. No employee of the University should be allowed to seek election under registered graduates constituency either directly or indirectly.



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