

# AN UNIVERSITIES COMMISSION.

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## UNIVERSITY OF THE PUNJAB.

### PART II.

WRITTEN STATEMENTS PRESENTED BY WITNESSES.



SIMLA :

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1902.

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## INDIAN UNIVERSITIES COMMISSION, 1902.

### Punjab.

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**Note by the Hon'ble Mr. C. L. Tupper, B.A., C.S.I., B.C.S.,  
Vice-Chancellor of the Punjab University.**

I SUPPOSE it is part of the ideal of a University that it should be a principal centre of the highest intellectual life of the country where it exists, and a home of culture, provided with the resources which facilitate, and full of the spirit which prompts literary and scientific research and activity. An ideal University should be a teaching University not only in the sense that it should be prepared to train young men in the various branches of knowledge, and to test by examinations the proficiency to which they attain, but also in the sense that its Professors and Graduates should by their own original work add to the national stock of learning and to the national achievements both in letters and science. Moreover, such a University should be a true body corporate; its component parts should bear a definite relation to the whole, and all should be animated by a common spirit lifting them above merely sordid views, their common purpose being that improvement of mankind and of the conditions of human life which results from the refined and comprehensive knowledge of that which is true.

2. Such an ideal must everywhere be difficult of attainment, and probably has nowhere been fully attained. In the Punjab it is, I frankly admit, too high for us; and if we could propose to ourselves only such objects as I have just described we might not unjustly be described as visionaries led by our own imagination far away from facts. But fortunately, although we must content ourselves with humbler aims, we have in the recognised objects of our University a definite goal, not indeed yet attained, but sufficient for the immediate direction

of our efforts. Still I have referred to a remote ideal because I myself believe that there is some truth in the vision, and because any recommendations, which I may venture to make, commend themselves to my judgment in proportion to their consistency with that ideal. Unattainable in any full sense it may be ; but we shall do more and do better things from having had it in mind. A star may guide us, though we never reach it. At any rate I am convinced that we can combine the judicious furtherance of the recognised objects of our University with the temperate and rational pursuit of such an ideal.

3. Our recognised objects are set forth in the first of our Statutes, and I wish to call special attention to the sixth clause. That declares that the University of the Punjab has been incorporated with the special object of promoting (amongst other things) the association of the learned and influential classes of the Province with the officers of Government in the promotion and supervision of popular education. I may mention that this was an object of the Punjab University College long before the days when the phrase local self-government became famous in India. I think this object of the University has fallen too much out of sight ; but I attach great importance to it. The judicious recognition of it in a practical way may encourage the very remarkable spirit of self-help in educational matters by which collegiate education in this Province is characterised, and may help to bring the Government more into touch with aspirations which deserve considerate treatment, all the more because they are not always similar to our own.

4. The fourth Statute directs the maintenance of a Law School and an Oriental College. These are useful institutions and should be continued. The Law School has lately been improved. It was suggested to me at Delhi, where I was recently on tour, that perhaps a second Law School might be established there. I do not think there is at present any sufficient demand for teaching in law to provide for the support of more than one Law College. But the statutes would admit of the foundation of a second Law College should the need exist and funds be forthcoming.

5. I am not as yet prepared to advocate so radical a change in our methods and arrangements as would be involved in the appointment of Professors to teach Honours students only. Virtually the M. O. L. and M. A. Degrees correspond with honours elsewhere. I doubt whether we are prepared as yet for a change of system involving the institution of honours other than those already attainable; and I think it is more important to aid College development than to secure a specially high class of teaching for a few students by taking them away from their own Colleges to be taught by University Professors. At the same time I am not opposed on principle to the organisation of honours classes when this is shown to be practicable.

6. I have carefully considered the question whether we could institute any system of inter-collegiate lectures. I fear the answer must for the present be in the negative. The Colleges here are as yet too disunited to admit of such a scheme being readily accepted. It seems to me, however, that in the teaching of science, where expensive appliances are required and the matter of tuition consists of facts and things rather than opinions, there is great waste of time, power and money in providing the needful staff and plant for a number of Colleges. In science, if in anything, I should hope that perhaps inter-collegiate lectures might at some time become possible; and if we are able to organise honours classes probably inter-collegiate lectures would form part of the scheme.

7. Although it does not seem to me probable that Professorships will be founded either by Government or by benefactors for a considerable time, I should of course be very glad if they could be afforded. Meanwhile I think we should make the most of our existing advantages. I should like to see a scheme devised for University lectures, the lecturer to be elected by the Senate from amongst the Principals, Professors and Teachers of affiliated Colleges. An adequate fee, say Rs. 200, should be given for each lecture, and there should not be more than a few lectures, say four, in the year. The lectures should be on subjects taught in the University, but the subjects might vary from year to year according to the chances of getting good

lectures. It would not be necessary to fix the number of lectures ; we should take what we could get. The lectures should have no direct bearing on the examination. They should be professorial, not tuitional. The attendance of students likely to benefit by them should be compulsory. When enough lectures had accumulated they should be published in volumes by the University ; and I hope they would do it credit.

8. I do not think it is advisable to lay down any rigid rules as to spheres of influence. Probably we should not wish to affiliate any institutions in Bengal or the United Provinces, nor would they wish to be affiliated to us. But there is a wide debateable land in Rájputána, Central India and the Central Provinces ; and I should think it would be wisest to let spheres of influence gradually acquire their own limits according to the desires and convenience of those concerned. Doubtful cases might be settled by communication between the Universities

9. In the constitution of the Senate I would propose very little change. Fellowships should not be given by way of compliment. The nominations of the Chancellor should be made in exact accordance with Section 6 (b) of the Act. It will be observed that this clause allows the nomination not only of persons distinguished for attainments in Literature, Science or Art, but also of eminent benefactors of the Punjab University, original promoters of the movement in favour of the establishment of the Punjab University College, and persons distinguished for zeal in the cause of education. I think this basis of nomination is a wise one both in the interests of the University as a corporation, and in view of the principle that it ought to be associated with the officers of Government in the promotion and supervision of popular education. In my opinion the successors of Ruling Chiefs who have been founders of the Punjab University College or eminent benefactors of the Punjab University should, if or when of age, be nominated Fellows for life by the Chancellor. The list of *ex-officio* Fellows should be much reduced. I do not think it is necessary that more than two Judges of the Chief Court, the Chief Judge and another, should be *ex-officio* Fellows. I would exclude the Financial Com-

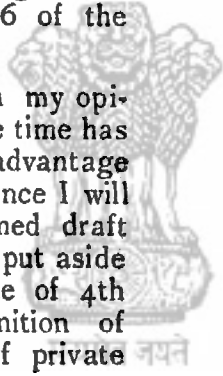
missioner, the Commissioners of Lahore and Delhi, the Deputy Commissioners of Lahore, Delhi and Amritsar, the Civil Surgeon of Lahore, the Secretaries to Government in all departments except the Chief Secretary; also all the additions made to the *ex-officio* list in 1901. On the other hand, I think all Principals of affiliated Colleges should be *ex-officio* Fellows. They would, as a matter of course, take an interest in University affairs. As a rule, I do not think the position of an *ex-officio* Fellow is valued or that *ex-officio* Fellows take interest in University affairs. I do not think there is any need here to limit the number of the Senate, but if a limit has to be imposed elsewhere, it would probably be harmless to apply it in the Punjab. Section 6 (c) provides no qualifications in the case of Fellows elected by the Senate. I think the qualifications should be the same as in the case of nominations under Section 6 (b), and that the Chancellor should have no hesitation in withholding his approval were any one elected without such qualifications. Election by the Senate is in abeyance at present. Provision is made for it in Rule 19 at page 43 of the Calendar. Even with the safeguards I have suggested, I am not in favour of reviving the system of election by the Senate, at any rate until there is some strong desire on the part of the public that this should be done. I believe public sentiment here still prefers nomination to election as the more honourable thing. I am certainly not prepared to advocate any new system of election differing in principle from that provided by the Act and Rules. With the exception of the life and *ex-officio* Fellowships above proposed, I think Fellowships should be tenable for five years only, re-nomination and re-election for any number of terms of office being allowed. I should like to see this rule made use of to bring in as Fellows junior men who are fresh from the experience and traditions of Oxford or Cambridge. In carrying out the change I would deprive no one of anything he has. The five years' rule should apply to fresh nominations or elections only. It is most essential that the status of a Fellowship should not in future carry with it the status of a Darbari; but those who are Darbaris now in consequence of holding Fellowships should remain so.



10. I should like the Syndicate to have the power of co-opting not more than two members for periods not exceeding three months. The members so co-opted should be Fellows. Co-optation should be by unanimous vote to obviate the objection that it might be used to carry particular measures. I think this power would be useful for the purpose of bringing to bear upon the counsels of the Syndicate general experience gained in practical administration or when subjects were under discussion in which expert opinions were required. Although I think the power of co-optation would be an improvement, I do not attach much importance to this suggestion. It could be carried out without legislation by an alteration of Rule 26, page 45 of Calendar.

11. Universities should certainly be empowered to confer the M. A. or other suitable degree on recognised teachers who come from other Universities. This would require legislation here,—see Sections 14 and 16 of the Act.

12. Affiliation rules are, in my opinion, necessary, and I think the time has come when they may with advantage be adopted. In giving evidence I will explain why the carefully framed draft passed by the Syndicate was put aside by the Resolution of the Senate of 4th February 1901. The recognition of teachers and the admission of private candidates to examinations are matters which can best be dealt with in connection with affiliation rules.




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THE HON'BLE MR. C. L. TUPPER, C.S.I.

**Memo. on the obligation of the Punjab University to fulfil certain trusts.**

WHAT I say here has no reference to the special trusts of the aggregate value of Rs. 2,96,600 detailed at pages 490-492 of the Calendar. In these cases there is specific appropriation and they require no remark.

I refer only to funds subscribed without any express direction by the donors as to the precise objects to which the money was to be devoted, and so subscribed before Act XIX of 1882 was passed and the Punjab University established under its provisions on October 14, 1882.

My argument is that the wishes of such donors must be held to be adequately expressed in Statute I, published in Notification No 472, dated 8th December 1869, in *Punjab Government Gazette* dated 23rd December 1869; that the objects set forth in that Statute are identical with the objects set forth in our present Statute I at page 35 of the Calendar; and that so long as we pursue these objects we cannot be justly charged with violating any trust implied in the wishes of the said donors.

सत्यमेव जयते We have, however, a certain liberty in interpreting these wishes, and the limits of this liberty are defined in paragraph 20 of Punjab Government Resolution No. 51, dated the 14th April 1886, and in paragraph 18, last clause, of Punjab Government Resolution No. 52, dated 15th April 1886.

Notwithstanding what is said in this clause, the maintenance of the Oriental College being one of the chief means by which we now fulfil the wishes of the original donors, I hold that we are for the present morally bound to maintain the Oriental College, but not the school attached thereto.

To object (vi) in Statute I, *vis.*, the association of the learned and influential classes of the Province with the officers of Government in the promotion and supervision of popular education, I attach great importance, both on general grounds, and because so long as the Senate represents the Ruling Chiefs

and the learned and influential classes who subscribed to the original funds we may justly resort to the views of the Senate for the interpretation of our present Statute I in its practical application to the acts and expenditure of the University.

It is only by making the Senate a body representative of these Chiefs and classes that we are able to fulfil object (vi) at all ; and by keeping the Senate in this sense a representative body we shall ensure to ourselves the safest liberty to move with the changing requirements of the times without incurring the charge of violating pledges.

C. L. TUPPER,

*Vice-Chancellor.*

*April 15, 1902.*



## APPENDIX TO MR. TUPPER'S NOTE.

*Statement concerning the Arts Colleges\* recognized for the award of University Scholarships and for the sending up of College candidates for the Arts Examinations.*

Num-ber.	Names of Colleges.	Date of estab-lishment.	Date of recogni-tion.	Number of students on Roll on 1st March 1902.
1	Government College, Lahore ...	1864	1888	198
2	St. Stephen's College, Delhi ...	1882	1888	65
3	Forman Christian College, Lahore ...	1886†	1889	337
4	M. B. College, Amritsar ...	1888	1889	39
5	D. A. V. College, Lahore ...	1886	1889	347
6	Mohindra College, Patiala ...	1870	1890	29
7	Sadiq Egerton College, Bhawalpur ...	1886	1890	14
8	Scotch Mission College, Sialkot ...	1889	1892	22
9	Gordon Mission College, Rawalpindi...	1893	1895	33
10	Islamia College, Lahore ...	1892	1896	70
11	Randhir College, Kapurthala ...	1896	1898	16
12	Hindu College, Delhi ...	1899	1900	86
13	Khalsa College, Amritsar ...	1897	1901	34
14	Church Mission College, Amritsar ...	1900	1902	12
15	Church Mission College, Peshawar ...	1900	1902	17
	Total ...	...	...	1,319

\* The statement does not include the Oriental and Law Colleges.

† First opened 1866, closed in 1869.



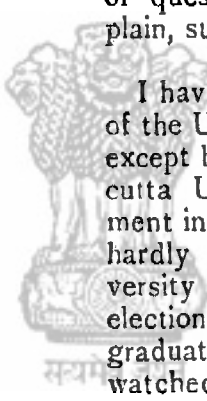
सत्यमेव जयते

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

**Note by the Hon'ble Rai Bahadur P. C. Chatterji, M.A., B.L.  
(Calcutta), Judge of the Chief Court of the Punjab.**

I DO not propose to go over the whole ground covered by the Hon'ble Mr. Raleigh's note, but to make remarks on such points as appear to me to be of greater importance than the rest, and on which I have been able to form an opinion; but I cannot state all my reasons for fear of unduly increasing the length of this memorandum, nor reckon upon saying all that ought to be said on them. I may be able, when examined, to supplement my remarks in the light of questions put from them and to explain, support, or modify my positions.




I have no knowledge of the working of the Universities in Europe or America except by report. I belong to the Calcutta University; but since my settlement in Lahore in 1870, I have kept up hardly any connection with that University beyond voting for Fellows when elections to the Senate from among graduates took place. But I have watched the growth and development of the Punjab University almost from its foundation. When I came to this province it was still the Punjab University College, and its ruling principle was to impart University education without making English a compulsory subject of study. I was an opponent of its proposal to grant English Arts degrees to those who passed their examinations in purely Oriental languages and joined in memorializing the Government of India against it. The agitation was successful so far that Oriental and Arts degrees were kept distinct, but precedence was given to the former and, theoretically at least, to Oriental studies. I became a Senator by election in 1886, and worked with the late Vice-Chancellor, Sir W. Rattigan, when he re-organized the University and re-drafted most of its Regulations in 1887, and have ever since taken part in its proceedings. It is thus the only University about whose affairs I am able to speak from personal knowledge.

*Teaching Universities.*

The Punjab University under one of its Statutes is, unlike the three sister Presidency Universities, a Teaching University. Under the Incorporating Act it is bound to maintain an Oriental College and a Law College. These Institutions it still keeps up, as well as a small School of Elementary Civil Engineering, and this is the sort of teaching work done by it. There are a number of Arts Colleges and one Medical College in the Province working up to its Examination standards, but beyond supplying instruction in Oriental languages for the Higher Examinations to the Government College, the University has no connection with them.

It would of course be a great advantage if the teaching functions could be further extended, but the only way this can be profitably done would be by developing the Elementary Engineering School into a College or by establishing a College of Arts or Science. The solution of this question really lies in increasing the financial resources of the University. In regard to the subjects taught in the educational institutions it possesses the University has a monopoly in the province. There is a Medical College under efficient Government management. There are several Arts Colleges, the Government College being best off financially and the best equipped as regards the professorial staff and teaching requirements. The advantage of the University taking up teaching functions would best be exemplified by its establishing (1) a Model College working generally upon its examination standards, or (2) a College for teaching subjects for which no machinery of instruction at present exists, or which, without preparing students for passing mere examinations, should aim at imparting a high course of instruction, and generally at raising the standard of scholarship and mental training. If the University establishes an ordinary Arts College, it will be unnecessarily increasing the number of existing Colleges and entering into competition with them. The question, as I have said, is mainly one of money, but I cannot reasonably hope that the University will be able to establish a better equipped Arts College than the Government College. If, therefore, funds can

be raised, I would suggest the establishment of a College for the higher teaching of certain important branches of Science not taught by the existing Colleges. The University has lately instituted examinations for Science degrees, and this branch of instruction up to a pitch higher than the requirements for the examinations may be taken up by it. The higher study of Oriental languages may be also undertaken by the Oriental College, and lectures may be delivered in the Law College on higher subjects, such as Comparative Jurisprudence, an advanced course of Roman Law, International Law, and the like. A moderate outlay will enable the two latter institutions to extend their teaching functions and to raise the standard of their instruction, but the establishment of a Science College will require a very large sum. All the money, I think, must come from Government. I see no imperative need to start an Engineering College for this province.



These appear to me to be the directions in which the teaching functions of the University may be usefully extended. The University may also found chairs on particular subjects and allot them to particular Colleges, or grant a subsidy to a particular College, having a man of distinction in some branch of learning on its professorial staff to deliver lectures on his special subject; but I should not be disposed to set much value on such a scheme as the benefit would be very partial, and there might be difficulties in the way of equal treatment of all local Colleges, while those in other parts of the province will be altogether excluded from participating in its advantages. If a particular chair is founded the lectures should be delivered for the University at some place fixed by it. What I have mentioned above exemplifies the difficulties of a University which is not local but supervises the Collegiate education of a whole province in increasing its teaching functions. It should take up ground not appropriated already to an existing College and avoid competition with established Institutions as far as possible.

As regards certificated teachers, I do not fully realize how it is proposed to work the system in India; but I fear one result of it would be to raise the cost of high education by restricting the number



of teachers and so to diminish the existing chances of graduates earning a livelihood on coming out of College. At present a student who passes the higher University Examinations with some distinction is frequently offered a professorship or teachership in a College and High School, and this opening will be to a great extent closed to them. I hope the system will not increase the number of our starving graduates and drive them more to journalism.

*The constitution of the University.*

Fellows are appointed in this University in accordance with the provisions of Section 6 of the Act of Incorporation, which I need not repeat here. Clause (b) permits the Chancellor to appoint, *inter alia*, persons who are distinguished for zeal in the cause of education or who are eminent benefactors of the University. Clause (c) about election by the Senate has been, I believe, not acted on since 1887 or 1888. Under (b) personal qualifications of high education or literary or scientific attainments are not essential, and I believe this rule, which was adopted for good reasons, will have to be adhered to in future, at least for some time. I do not think the number of Senators is too many, and though all the nominations perhaps have not proved unqualified successes, I do not know that we can justly say that the Senate as a body is inefficient. Some of the Native Fellows do not know English, and many are not well acquainted with Western principles of education; but they have generally shown good common sense and proved amenable to reason, and readily defer to the judgments of their more qualified colleagues. Moreover, unless a radical change is made in the constitution, objects and aims of the University, natives distinguished for scholarship in Oriental languages must be made Senators even if they are unacquainted with English.

I deprecate the disqualification of the present Fellows *en bloc* and the appointment of an entirely new body. In passing a measure of this kind the existing conditions of the Province must not be forgotten. Every Fellow is *ipso facto* a Viceregal Darbári, and this privilege is highly prized among native gentlemen of this Province and furnishes a potent motive for helping, or working for, the University. To be appointed a

Fellow and a Viceregal Darbári after some years of toil and expense, and then to be suddenly deprived of the honour for no fault of his own, will be regarded as an unmerited hardship by a Native Fellow of this class. When the nomination was made there was no condition or prospect of loss of the position at any time, and this will give the measure a character of harshness. I would suggest that no Fellow be declared disqualified, but that the new rules, whatever they are, be gradually introduced. Honorary Fellowships might also be instituted for the class of people mentioned above.

I am unable to give any clear opinion about the desirability of appointments as Fellows being made for a term; but I fear they will be unpopular with the class appointed under clause (b) of section 6 of the Incorporating Act, and discourage those members of the community who seek admission into the Senate by doing service to the cause of education and make them less willing for such work. The rule might, however, be introduced as regards all elected Fellows, and Europeans and educated Natives, whose services as experts would be useful to the University, might be appointed on this principle. Members who have permanently left India might be treated as having vacated their Fellowships.

सत्यमेव जयते As regards attendance, I believe resident Native members are generally willing to take part in the meetings of the Senate, and so also the European members who take interest in the affairs of the University, and particularly those who manage its affairs. However, a rule that continued non-attendance for a stated period shall authorize the Chancellor to declare a Fellowship vacated, or the Senate to do the same as regards members elected by itself, might be useful. I do not know that there is any complaint in this University of business being delayed owing to non-attendance of members.

As regards the number of Senators, the Act, section 6, prescribes an irreducible minimum, and the maximum need not exceed one hundred. I think the number of Senators should not be less than 100, so as to allow of distinguished persons not resident at Lahore to be appointed and of the resident members being sufficiently

numerous to ordinarily obviate the danger of a want of *quorum* for meetings. The Act prescribes that the Senate might elect as many members as the Chancellor appoints, but there has been no election for the last fifteen years. I think the graduates ought to be allowed a share in the right of election, and for the class of Fellows elected by them a term of membership may well be fixed. They would understand the principle of terminable Fellowships, and the hope of re-election would serve as a stimulus for good work. Men who have proved their merit might also be rewarded with Life Fellowships.

At present the number of *ex-officio* Fellows is perhaps unnecessarily large. Certain officers, however, may be retained as Fellows, as it saves the trouble of appointing them each time by name. The Judges of the Chief Court, who have practically the entire control of the Law Department, and some of whose examinations are held by the University by delegation, should be well represented in the Senate. The Financial Commissioner, who is interested in the examinations and courses prescribed in revenue subjects, should be a member. The Director of Public Instruction should also be a member, and the Accountant-General also discharges many important functions in our University.

The *Syndicate* at present consists of the Vice-Chancellor and twenty members elected by the Faculties, and is constituted under the statutory power of the Senate. I think the rules for election are logical and fair on the whole and satisfactory, as they secure the representation of all important interests. I have no suggestions to make beyond the trivial one that the Chancellor might also be made a member *ex-officio*.

#### *Faculties.*

I think the Faculties should have the power of election to their bodies from among the Fellows instead of the Senate assigning members to them or the members choosing their own Faculties.

#### *Boards of Studies.*

I consider the rules as regards those of the Arts and Oriental Faculties should be altered. The Arts Faculty requires more than one Board of Studies for the numerous subjects with which it deals.

The same will be true of the Science Faculty when Science examinations become more popular and its work increases.

*Power to grant Honorary Degrees.*

This should be extended, though the power should be very sparingly exercised. This University has power to grant Honorary Doctor's degrees, and I believe there have been one or two instances in which it would have liked to confer the Master's degree, but for want of power to do so was obliged to give the higher one.

*Registrar and Staff.*

We have a practically whole-time Registrar, who is exclusively the servant of the University. I do not think any changes are imperatively called for in this matter. Our examination results came out fairly early, though there is room for improvement.

*Affiliation of Colleges.*

The affiliation of colleges is most desirable. Rules for it were lately framed and discussed, but the consideration of them was indefinitely postponed owing to certain reasons.

I think the rules should be re-framed and passed, the Senate being allowed to have a voice in sanctioning or disallowing affiliation.

As regards the other matters mentioned in the note, I shall briefly state my views as follows :—

I deprecate any material raising of the standard for the Entrance Examination. I believe the standard of the Indian Universities is not lower than the Matriculation standard of the London University ; and a further raising of it is, with reference to the existing conditions of Indian life, undesirable. The teaching in the schools is, however, defective, particularly in English, and this accounts for the large percentage of the failures. In this province the study of English is handicapped by the undue prominence given to some of the Vernaculars in schools which prepare students for the Higher Examinations. English should be begun at an earlier stage, and the excessive amount of information on other subjects, which is crammed into the heads of immature students in the lower forms, largely

curtailed. The Primary Examination as well as Middle School Examination should be abolished, particularly the latter, which does much harm to students who mean to study up to the University standards. The Middle School Examination was probably originally meant to test progress in the school, but has been diverted from its original purpose and converted into a sort of final examination for qualifying for service in the lowest grade. Thus the subjects for examination have been multiplied and the standard unnecessarily raised, specially in Mathematics, which is absurdly high for tender young boys of 10 or 12. The object apparently has been to equip the boy who passes it with all the knowledge ordinarily deemed necessary for commencing life as a clerk. This examination being abolished, and the other subjects curtailed, extra time and attention can easily be devoted to the study of English.

For the Entrance Examination a moderately searching examination should take place in easy English books, and particularly in English composition. The existing scheme for the University Examinations prescribes far too many subjects and does not allow specialization of studies until the M. A. Examination is reached. However in all the lower examinations English must be a compulsory subject and proficiency in it insisted on.

For the Entrance Examination I would not fix an age qualification. If it is to be fixed at all it should not exceed fifteen years. I would not make it a tangibly more difficult examination than now, except as regards English, while the other subjects might be made slightly easier by way of compensation. This examination is accepted as a qualification for service, and it is proper that the student should have a moderate grounding in general knowledge. I would fix four subjects for it, *viz.*, English; a Vernacular or Classical language; Mathematics, *viz.*, Euclid 3 books, Algebra up to simple equations and Arithmetic up to single rule of three; and History and Geography up to a moderate standard, a small History of India being one of the books prescribed. The minimum pass marks for English should be 33 per cent., and in the other subjects 20, and in the aggregate 33.

The Intermediate Examination should be retained, but the subjects reduced so that specialization may begin. The two other compulsory subjects should be English and a Classical language—the last being retained mainly for the purpose of encouraging the study of Oriental Classics, as this University has a distinctive Oriental character. The pass marks in English and in the aggregate should not be less than thirty-five per cent.

I would retain the present B. A. Examination and four years as the minimum term of attendance in a college in order to qualify for the examination. The subjects should be English and that branch of study in which the student shows special aptitude. The pass marks in English and in the aggregate should not be less than 40 per cent. I think that it is not necessary to start an Honor's Course for the B. A. degree, but that the M. A. Examination should stand as its equivalent as hitherto. The bifurcation of studies into a Pass Course and an Honor's Course would entail additional expenditure and create a complication, and, as far as I can judge, the M. A. Examination well serves the same purpose. It is not granted before five years from the date of matriculation, which is an advantage. The scheme for the M. A. Examination may be revised if thought proper.

Scientific instruction is at present mostly theoretical and defective, except perhaps in the Government College, which, I believe, possesses a good laboratory. Care should be taken to remedy this defect and to make the Science degree lately instituted by the University more attractive by attaching more prizes and scholarships to them.

The University should also, in my opinion, encourage technical education. It has already made a start in this direction.

In conclusion I may be permitted to say that in my humble opinion our University has, in spite of drawbacks, on the whole done good work. Though drastic

changes are to be deprecated and want of due regard for local conditions, there is ample room for improvement even with these limitations. I refrain from touching on the question of instruction in colleges and schools, as that is a matter specially within the province of educational experts with actual experience in teaching.



## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

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 Note by S. Robson, Esquire, M.A. (Edinburgh), Principal of the  
 Lahore Government College.

*III.—Teaching Universities.—*

INDIAN Universities should be as far as possible teaching bodies. The Punjab University is to some extent a teaching body as it maintains a Law College and an Oriental College.

University Professorships and Lectureships ought to be founded. Large sums of money are available for purposes of much less utility. The donors probably consult influential officers as to the object for which they give, and their wish in many cases is at least partly to stand well with our rulers or to gain titles or influence. By judicious advice and prudent award of titles, those in power might do much to direct liberality into educational channels.

At present University Professors and Lecturers would be available only or chiefly for post-graduate courses. Until the system is changed few, if any, under-graduates would attend lectures not bearing directly on the subjects prescribed, unless they were made compulsory. If University Professors and Lecturers took up the prescribed courses, they would simply be doing the work now done in the Colleges.

Indirectly the University should become a teaching body by means of its affiliated Colleges. It should exercise an efficient supervision over their working, and all the members of their staffs should be teachers recognised by the University.

The great difficulty here would be that the majority of the working members of the University are also members of the staffs of rival Colleges. This would make supervision difficult and invidious.



*IV.—Spheres of Influence.*—Each University should have its own sphere of influence. The Punjab University examines many candidates from the North-West Provinces. The Director of Public Instruction, North-West Provinces, does not recognise any schools for the purpose of the examinations of the Punjab University, and he forbids candidates to look to any examination outside the Province. All school candidates from the North-West Provinces for the Middle School Examination, and the great majority of those for the Entrance Examination of the Punjab University appear as "Private" candidates. This interferes with the discipline of schools in the North-West Provinces, and in the case of these candidates there is no check on personation.

The Allahabad University prescribes a minimum age limit for its Entrance Examination. School boys can evade this by appearing as "Private" candidates in the Punjab University Entrance Examination. The number of Entrance candidates from the North-West Provinces has risen from 275 to 350 this year.

*V.—Constitution: the Senate.*—

1. The Senate should be dissolved and reconstituted.

2. The Senate should be limited in numbers, and new Fellows should be appointed only to fill vacancies as they occur.

3. The Senate should consist mainly of men who are doing the teaching work of the University, and no one should be appointed a Fellow unless he has special knowledge of University affairs.

An exception might be made in the case of Chancellors and Ruling Chiefs, who might be made Fellows for life.

4. Fellows should be appointed for a limited time (not exceeding 5 years). Ever Fellow who proved useful would be re-appointed as a matter of course. Those who have not taken an active part in the work of the University should not be eligible for re-appointment. A small number of Life Fellowships might be conferred on Fellows who have done specially good work for the University.

5. Fellows should not be appointed for political or social reasons, but for the services they can render to the Uni-

versity. It follows that they should be appointed by name, and not as holding certain offices.

6. It should be permissible to bring forward an original proposal in the Senate, in the Syndicate, or in a Faculty.

7. It is not desirable to introduce or continue the principle of election.

Selection, if wisely made, is likely to give the University better men than election, because those who make recommendations and appointments are better acquainted with the best men than a miscellaneous body of graduates scattered all over the Province. There has been no corporate life, and graduates are for the most part absolute strangers to one another. The most assiduous canvasser would probably be elected. It may be doubted whether regard for University interests would greatly influence the choice. If the best candidate were a Muhammadan or a Sikh, he would probably have little chance of being elected. The available constituency has no experience or real conception of a University as it ought to be.

*VI.—The Syndicate.*—In the Punjab University the number at present fixed is suitable. The Government and the Colleges are adequately represented. The Director of Public Instruction should be a member *ex-officio*.

The majority of the Syndics should be men who are intimately connected with educational work. This has always been the case in the Punjab.

*VII.—Faculties and Boards of Studies.*—1. No Fellow should be attached to a Faculty unless his nomination has been accepted by the Faculty.

2. A Board of Studies should be elected by the Faculty of Law and also by the Faculty of Medicine. The combined Arts, Science and Oriental Faculties should elect a Board of Studies for each subject or group of subjects.

*VIII.*—If the principle of election is retained, a register of graduates should be kept. This should be revised annually and a small annual fee should be charged for registration. The University has the power to confer a degree *honoris causa*. The M.A. degree conferred on

one who holds an honors degree of a European University, would hardly be a distinction, and it is difficult to see what useful purpose it could serve.

*IX.—Students of the University.*—When a candidate presents himself for examination, the Punjab University requires a certificate of attendance and good character, but not a certificate of proficiency.

Heads of Institutions should be required to certify that a candidate has read up to the standard of the examination and that he has a reasonable chance of passing it. This would encourage steady, consistent work in Schools and Colleges. Students who shirked or scamped their work and examinations would not be sent up ; the time of Examiners would not be wasted by a crowd of candidates of whom from half to two-thirds are certain failures ; the results could be published in a reasonable time, and would be much more reliable. In some subjects an Examiner has to work at high pressure for an unreasonable number of hours during weeks, and is reduced to a pitiable mental condition before his task is done. At present Heads of Colleges are obliged to send up every one who has attended two-thirds of the lectures. The idea seems to be that the greater the crowd the oftener students go up, and the oftener they fail, the more grist they bring to the University mill. If necessary the pecuniary loss might be made good by charging higher fees.

The Punjab University does a good deal for the physical welfare of the students in holding an annual tournament which includes contests in Gymnastics, Athletics, Cricket, and Football. The great need is play-grounds and a supply of water for them. These are absolutely essential. A large proportion of the Government College students are resident. The Superintendent lives in the Boarding House, and the gates are closed at night. The Boarding House is also under the personal supervision of the Principal, who resides in the College compound. There are *College Societies*, but none which bring together the students of different Colleges.

It is impossible for Professors to do very much for the students out of College until they are provided with houses in the neighbourhood of the College. They have to look for houses where they can

find them, or rather where they can afford to take them, perhaps two or three miles from the College.

Probably no measure would do so much to raise the tone of education as a regulation requiring *residence* as well as attendance in class. Students who live miles away in the city are practically cut off from the corporate life of the place.

Where possible the Superintendent of the Boarding House should be a European Professor ; but it would often be difficult to secure a bachelor thoroughly in sympathy with the work he would have to do.

The Principal is not sufficiently free for general supervision. He has to do the work of an ordinary Professor, to teach three or four classes daily six days a week (which is by far the lightest part of a Professor's work), to read, to study, to correct, essays, &c., at home. Besides this, he has to do the work of the office, to deal with applications of every kind, to look into innumerable details connected with the general supervision of the College and the Boarding House, The Union Club, Debating Society, Essay Groups, Social Meetings, Graduates' Union, Games, Grounds, Servants, editing the College "Record," and so on.

सत्यमेव जयते Further, the Principal of the Government College is expected to take part in the management of the University, the Aitchison College, the Khálsa College, the Museum, and the Text-Book Committee. This is not put forward as a personal grievance, but merely to point out that a very important part of a Principal's work must suffer when he carries a triple burden of teaching, general supervision, and outside duties.

*Minimum age limit.*—For Matriculation there ought to be a minimum age limit adapted to the circumstances of the country and the time. Boys of 10 and upwards now pass into Colleges, and the results both to the boys themselves and to the cause of sound education are altogether bad. The Colleges are compelled to do elementary work which cannot be done satisfactorily in large College classes, and are more or less forced down to the level of Secondary Schools. Boys are encouraged to rush through their school course in order to reach the

final goal at the earliest possible moment. Masters in Board Schools are largely dependent on members of the Board and those who have influence with them. Strong influence is sometimes brought to bear on masters to make them promote boys against their better judgment. If the Matriculation Examinations were distinct from the School Final, it would not be impossible to have a limited number of schools qualified to carry on the education of *bona fide candidates for matriculation* up to the age fixed upon. It would not be necessary to raise *all* High Schools to this standard.

Government keeps up at least one College in each province to set a standard and serve as a model, although in the matter of furnishing men and money the *ideal* has sometimes been lost sight of.

Similarly, Government ought to maintain in every district one Model School as efficient in every respect as it is possible to make it with a highly-qualified, well paid staff, living in or close to the school premises; with suitable buildings, apparatus, library, boarding-house, gymnasium, and play-grounds. Even a few such schools would do work of great value, and their influence for good upon the general school world would be incalculable. The following table gives the ages of the students who passed the Matriculation Examination (Arts Faculty) in 1900 and of those admitted to the first year class of the Government College in that year:—

Age	11	12	13	14	15	16	17	18 and over
Number of Entrance students.	1	2	15	78	136	269	275	520
Number in 1st year, Government College.	...	1	4	10	8	12	11	8

*X.—University Teaching.*—The majority of students begin their University course without sufficient knowledge of English to profit much by the lectures they attend. Of those who pass the Entrance the best enter Colleges; of those who enter Colleges half fail to pass the Intermediate; and of those who pass the Intermediate two-thirds fail to secure a pass degree. Deficient knowledge of English is a constant source of difficulty in the English classes, and to a hardly

less degree in Philosophy and History. Even in Mathematics and Science there are complaints that students cannot follow the lectures intelligently. Children go to school too young, they are kept at work five or six hours six days a week practically all the year round. A vacation of a *fortnight* is given in Elementary Schools, of a month in Secondary Schools. They are not intelligently taught; they become dull and lifeless; they do not think for themselves or work for themselves; they depend entirely on their teachers, and confine themselves to memorising what they are told. The teachers are underpaid. Some get as little as Rs. 6 per month, and it is vain to expect intelligent men for the salaries given. The dull unbroken grind takes all life out of them and leaves no time for study or general reading. There ought to be two half holidays a week for games, and more vacations. Matriculation and School Final should be entirely distinct. The Matriculation Examination is unsuitable for many who now go up for it, and puts them educationally on the wrong rails; while the character of the examination is degraded because it has also to serve the purposes of a School Final. It should be the passport to a College, and should not be recognised for any other purpose. The results should not be published, but the list of those who pass should be sent to heads of Colleges. Candidates should be required to produce a certificate stating that they have studied up to the required standard and are sufficiently advanced to enter upon the course of study for a degree.

There should be a prescribed course of reading in English. Many students seem to have read practically nothing before entering the College. They have to be dragged slowly and laboriously through their text-books. Every sentence has to be explained, and little time is left for anything else. So many hours have to be spent in class, that the students have not sufficient time to digest what they get in the class and practically none for general reading. Saturday should be given for this purpose, and no lectures should be delivered on that day.

The Entrance Examination should be a test of the students' ability to think, not merely of power of learning by rote. More importance should be attached to idiomatic composition, and knowledge of

grammar should be estimated by ability to write English grammatically, not by ability to memorise grammatical rules and definitions. Easy "unseen" passages should be set. The University should pay higher fees and secure better Examiners.

*Private Candidates*—These are a great source of demoralisation. In many cases they are not *private* candidates at all. Some Colleges have been in the habit of sending up their weak students as "private candidates" in order to show a high percentage of passes.

Students who have had to leave College or whom their College has for good reasons refused to send up have been able to go up as "private candidates" with certificates signed by Deputy Commissioners and others. The University degree ought to be evidence that a student has done more than cram up enough to secure the marks required for passing. It ought to imply a certain breadth of culture which can be obtained only through the discipline, systematic training and social advantages of a College. In India fees are so low that practically every one who is fit for it can secure a College education.

*Cram*—The present system is largely cram and not education inasmuch as the aim is not to fit the students for life but to prepare them for the Examiner; not to teach methodical habits, to instil a love of the subject taught and of knowledge in general, to cultivate the reasoning powers, to form a cultivated taste for reading; not to produce useful men and good citizens, but chiefly to secure passes.

However much a teacher may abhor the system, he is to some extent bound by it, because if he does not work for the Examiner and pass the usual percentage of his pupils, students will go elsewhere and get what they want.


The percentage of passes is made the test of the work of a College and of the individual teachers. A College which thought only of educating its students (in the best sense of the word) and not at all of cramming them, would soon be left with empty benches.

The causes are many.

The students themselves and their parents care only about passing. Students become restive if a teacher goes

beyond the text-book, and object that "this is not in the course," or ask "shall we be examined in this?"

It is unreasonable to blame the students. They must think first of making their living and supporting their families, and the necessity of trying to secure good appointments by passing must take precedence of all other considerations. Even those students who have a natural love of learning for its own sake must subordinate this to practical success. This is not peculiar to Indian students, and there is little hope of improvement here until the degree ceases to be regarded solely or chiefly as a passport to Government service.



University examinations are largely competitive Civil Service examinations, and the Colleges have to do the work done by the "Crammers" in England. This system therefore does not as a rule produce sound scholars or even impart a love of knowledge and culture. The effect upon University education is bad, and it may be doubted whether there is a corresponding gain to Government or the nation. The mere crammer who mugs steadily on and thinks of nothing but passing will (other things being equal) outdistance the student who rides, plays cricket, football, hockey and tennis, takes an active part in the Debating Society and in the general life of the College, and reads and thinks outside the limits of the prescribed course. The latter will not gain so many *marks*; but he is far more of a man, has much more real culture, and will make a much better public servant. The well-to-do students of the better class are likely to be among the latter. Those to whom grinding poverty is a continual reminder of the necessity of passing are likely to be among the former. The wish for University examinations as being the passport to lucrative employment has descended even to sons of menial servants and petty tradesmen, and tends to turn Indian society topsy-turvy.

Government might recognise the B.A. degree as *one* condition of eligibility for all candidates for certain classes of appointments. Each Department might then examine candidates to test their knowledge and capacity *solely with reference to the work of that particular Department*.



This is to some extent done now.

The character of the examinations encourages cramming by the excessive amount of book-work questions calculated to test the memory rather than the intelligence of the student.

They should aim at testing intellectual ability, a student's power of thinking for himself, of expressing himself clearly, logically, concisely, and not his capacity for loading his memory with useless lumber. In literary subjects more importance should be given to essays, and the subject should not be one which can be treated merely by summarising a text-book or by reproducing the introduction to a text-book. Unseen passages of ordinary difficulty should always be included. The prevailing idea is that a student must be taught the text-book in minute detail, and nothing more. The true end is *through the text-book* to give him a knowledge of the language, which will enable him to read intelligently any book of ordinary difficulty. At present the students have to spend endless time in getting up mythological, biographical, historical and other allusions, "explanations" of many difficult passages which they sometimes "explain" without in the least understanding or caring to understand, summaries, sketches of character, criticisms of style and what not, to meet the Examiner. If a student knew the language well first, then it might be a good discipline to get up particular books in minutest detail, especially if he is intended to become a Dryasdust pedant or a German Commentator; but he has no time to learn the language because these minutiae absorb it all. It is waste of time to spend it on minute points of scholarship before the language has been acquired. Ability to write simple English prose correctly and read ordinary English books intelligently is of far more value to a graduate than any amount of capacity to pick critical holes in the style of English classics. Most of our B.A.'s and some of our M.A.'s are unable to write an ordinary letter, make a short speech, or carry on an ordinary conversation without making egregious blunders in English.

Passages to be explained are often set in such a way that the question can be answered after a fashion by

a loose paraphrase and the substitution of a word here and there, which fail to show whether the student understands the thought or does not understand it.

Sometimes text-books are mere cram-books. Sometimes they are selected for examination purposes rather than their educational value.

*The Histories of Literature* prescribed are cram-books pure and simple, and can only be got up as such in the time available. In examinations we get such questions as this: "Criticise the style of A; compare it with that of B; and estimate their influence upon the literature of their times"—the point of the question being that the student has not read a line of either, and is not expected to.

In Mathematics more value should be attached to problems.

In Science students should be required to show knowledge of the subject, and not merely knowledge of a text-book. The practical test should be thorough, and should be regarded as the more important part of the examination. It should be really *practical*, and not merely an oral examination.

*Marks.*—A rigid system of marks—fixed marks for each question, for each sub-division of a question—tends to make the examination mechanical, to make both candidate and Examiner the slave of marks. A student should be free to show what he knows in his own way. Several of the questions may give him the chance of doing so. A question may be one on which volumes might be written, and about which the student may know much; but as it bears 5 marks or 10 marks he cannot afford more than a scrappy answer just sufficient to secure the marks assigned. In order to gain high marks, he must tackle the whole paper and scrape up all the marks he can from every question. This encourages superficiality and cramming. It is a handicap on the good student, and gives an undue advantage to the mere crammer. In answering two or three questions a candidate may show ability of a high order, may even show that he is the best student of his year; but the Examiner can give only the few marks assigned to those questions on the margin of the question paper, and must regretfully pluck a student he would like to pass.

This University entertains a large staff of clerks who for part of the year work overtime, and in consideration of this receive a considerable sum in bonuses. Besides these, the University has to entertain a number of additional clerks to help in the work of tabulating results. In addition there are paid scrutineers to check the work done by the clerks. Most of the work done by this establishment serves no useful purpose, and merely ministers to a depraved appetite for marks and statistics. The marks in each paper in each subject are recorded, the marks gained by each student are added up, and the names down to the last passman are arranged in what is called "order of merit," *i.e.*, in order of aggregate marks. Then the percentage of passes in each subject, and on the whole, is calculated and compared with the percentages of previous years. If the Examiners were allowed only three marks—honours, pass, failed—much of this useless labour would be saved, and much unnecessary expense. Only the Honours men in each subject need be arranged in order of merit. This would be done by the Examiners, and the scholarship for that particular subject would go to the candidate placed first. The result could be made out in a very short time by a single clerk. The exact number of marks in each subject and in the aggregate and a student's exact place on the list of passmen are matters of no importance to anybody. All that is necessary is the order of merit of a few at the top. The present "order of merit" is entirely misleading because students are examined in different groups of subjects by different Examiners. It is well known that the best student frequently does *not* "stand first," and that no student has a chance of standing first unless he takes up both courses of Mathematics.

The Statutes of the Punjab University (III. v.) provide "that the written examinations shall be conducted by persons other than those engaged in teaching the candidates." Hence many of the Examiners live in distant parts of India, and have no interest in the Punjab University and no knowledge of its requirements or standards. This provision makes it impracticable to have moderators. If teachers cannot be trusted to examine, still less can they be trusted to act as moderators.

A gentleman in Madras or Bombay gets to know the standard of the Punjab University only by examining for it, and a moderator living in these Provinces would know less about the standard than the Examiner. The Examiners ought to be the men who are doing the teaching work of the University, so far as the University can find teachers whom it can trust.

After the teaching work is over, the Examiners in a subject should meet and set the question papers in consultation with a third party who is also a teacher. The questions would thus be drawn up by a committee of three. This would be a check on the eccentricities or wrongheadedness of an individual, and would serve the same end as moderators.

Many students are so badly grounded and prepared that "cramming" is the only way of passing them.

In some cases the courses are too long, so that every hour is given to struggling through the text-books.

*The course should be short and easy,* so as to leave time for general culture, and the examination should not require the student to cram himself with a mass of lumber which burdens the memory without cultivating the intellect.

If a minimum age limit were fixed and the Entrance Standard raised, students would be better prepared when they matriculate; they would be certain of passing with a reasonable amount of steady work, and they would have time for wider and more intelligent study. At present the majority of our graduates throw away, burn, or sell their books as soon as they have passed, and read no more for the rest of their lives. They have learned—to hate learning. For this the examination incubus is chiefly responsible.

The pass should be easy, and should merely be evidence that a student has been well grounded before leaving school, that he has had the training, discipline and social advantages of a College for four years, that he has borne a good character, and has been certified by the College authorities to have attained such proficiency in his studies and such general breadth of culture as to be qualified for a degree.

Better results would probably be obtained if the Colleges were allowed to do their own examining, and degrees conferred on the candidates recommended by the Heads of affiliated Colleges. This system is said to work well in America.

*Honour Courses.*—For the brilliant students there ought to be an Honour Course in each subject. This should be entirely different from the pass course ; and it should be clearly understood that Honour Courses in all subjects more than double the work of a College, and cannot be undertaken satisfactorily unless the staff is doubled. In Bengal the Honour Course used to be the pass course *plus* certain additional books. Pass and Honour students read the passed course together, and therefore as a pass course, the pace and standard of the teaching being determined by the capacity of the dullest pass students in the class. No addition was made to the staff, and hence neither part of the Honour Course could be satisfactorily taught.

*Inter-Collegiate lectures.*—It has been suggested that a system of inter collegiate lectures might enable Colleges to provide for honour courses without addition to the present staff ; but this seems very doubtful.

Inter-collegiate lectures might be practicable to some extent. The difficulties are considerable.

The fees are different in different Colleges, and probably those who join the cheaper Colleges do so simply because they are cheaper. If students could attend lectures just where they pleased, they would presumably join the cheapest College and pay the lowest fees, and attend lectures elsewhere. This would throw all the work upon the dearer and more efficient College, but give all the fees to the cheaper. A uniform rate of fees would seem to be necessary. The work to be done in a subject would presumably be divided among the Professors of that subject. Students now efficiently taught might have to read half the subject or more with less efficient or inefficient teachers. Students who now read English with Englishmen would probably object if made to read the greater part of the course with Indian Professors. But in a compulsory subject like English division of labour would be impracticable

because every Professor of English has as many students as he can teach, some perhaps more than he can teach efficiently. The students would probably object to the walk from one College to another, especially in the hot weather. The Lahore Colleges are kept open till the end of July. During May, June and July walking about from one College to another would hardly be practicable.

Unless the number of lectures were reduced, students would not have time to spend in going from one College to another. Such reduction would be a great advantage to the students if they could be brought to do more for themselves and depend less on the teacher. The difficulty is the badly prepared student, whose only idea of study is to take down what he is told in the class and commit it to memory before the examination.

An efficient College would have to do much of the work of those which are less efficient, and it is difficult to see what it would get in return.

The arrangement, if practicable, would be a reform of great value. A beginning might be made, if students taking advantage of such lectures were required to pay the fees charged in the dearest College, and if a limit were placed on the size of each class.

*Oriental languages.*—Oriental languages should be taught by men well acquainted with English, and by European Orientalists where such are available.

Candidates are required to translate from and into English and to explain passages in English, and therefore cannot be taught efficiently in this part of their subject by men who do not know a word of English. These men may be profound scholars in their own way, but they are generally quite ignorant of what has been done in their own subject by scholars in Europe, in Syria, in Egypt, and of the books available. They know nothing of other classical languages or of comparative philology. Even where a European specialist is available, he is not allowed to have anything to do with the teaching of his own subject, but is set to teach (say) English or Philosophy.

*Affiliation Rules.*—Affiliation Rules are most necessary and ought to be strictly enforced, not only when a College is affiliated, but as long as it continues to

be affiliated. Where there is an efficient or a fairly efficient College, a rival College charging lower fees is often started when there is no real need for it. With a poorly paid staff and provision only for cramming text-books, even in scientific subjects, it is possible to do this as a successful commercial enterprise ; but the result is not to promote sound education. Affiliation Rules rightly administered would check this. These must include inter-collegiate rules to be strictly observed by all affiliated Colleges. Strict discipline is very unpopular, and Colleges in which it is lax tend to draw away students from Colleges in which it is enforced.

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## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

## Additional Note by Mr. S. Robson.

THIS part of the Senate's duty seems to have been entirely neglected.

Statute II.

Section ii is practically a dead letter.

Statute III.

The provision regarding *colloquial knowledge* of living languages is altogether ignored in examinations.

ib. iii.

The Oriental College as a building does not exist. The classes meet in some of the class-rooms of the Government College. This is a most objectionable arrangement against which a succession of Principals has protested. It brings into the Government College a crowd of boys who are under no supervision except in their class-rooms, and who are not known to and not under the control of the Principal. This is entirely mischievous, and it seriously interferes with the Principal in his endeavour to become acquainted with freshmen outside the class-rooms.

Statute IV. i.

The so called Law College is a hired bungalow in a most unsuitable position.

ib. ii.

The University professes to conduct examinations, while in practice it does nothing more than provide for the setting of questions and the reading of answers. The examinations are really conducted by the staffs of Colleges and schools, who are expected to give up without remuneration some ten days to the extremely irksome and unhealthy work of superintendence. The staff of a College has to go on practically without a break from the middle of October until the end of July, and they might reasonably expect to get a much needed break while their students are being examined.

Conduct of examinations.



The students do nothing in July, nor  
 Work in July. can they be made to do  
 any satisfactory work,  
 while the attempt to exact the impossible  
 injures the health of the students.

It is necessary to enter the strongest  
 possible protest against the official view  
 that the amount of sound educational  
 work done by College students and  
 Professors is directly in proportion to  
 the number of days and hours they are  
 made to spend in the class-room.

Although it is considered necessary  
 Waste of time. to attempt the im-  
 possible and make  
 young students do hard intellectual  
 work in the Lahore July, yet much time  
 is wasted during the best part of the  
 year. The work of the M. A., Fourth  
 Year and Second Year Classes is  
 stopped from the 1st of March to  
 the 15th of May, by preparatory leave,  
 the University examinations, the wait  
 for results, and some further inevitable  
 delay before the students can hear the  
 results and make their arrangements to  
 rejoin the Colleges. Further, the regula-  
 tions allow a student to be absent a  
 third of his time. If a College is open  
 for nine months, the student need only  
 attend six. Why not open the College  
 for eight months, still requiring the  
 student to attend six months or even  
 seven, and give *all* the students leave  
 for a month during which they find it  
 impossible to work, instead of giving  
 them leave in batches all through the  
 year. There are a certain number of  
 miscellaneous holidays which are not  
 absolutely necessary, and which are not  
 given in some private Colleges. These  
 afford no real break or rest. They  
 should, where possible, be cut out and a  
 corresponding number of days given in  
 July, when work is impossible.

Every student should be required to  
 Caution money. make a deposit of cau-  
 tion money as English  
 students do at the English Colleges.  
 This is most necessary for many reasons.  
 For the last three years caution money  
 has been levied in the Lahore Govern-  
 ment College with most excellent  
 results; but a few months ago the late  
 Lieutenant-Governor of the Punjab  
 ordered the Principal to discontinue the  
 practice on the amazing ground that  
 caution money was not levied in other  
 Colleges. Improvements introduced  
 into the Government College are gener-  
 ally adopted as far as possible in other

Colleges, and it is a new and strange idea of a Model College that it must never adopt any measure not already accepted in the Colleges to which it is meant to serve as a model. The interest on student's caution money should be available for College prizes, and should not be appropriated by Government, which insists on applying to these deposits the rule of the Civil Accounts Code.

Scholarships are supposed to be awarded for two years from the 1st of May, but the scholar receives his scholarship only from the day on which he joins a College, although it is often impossible for the student to join on the 1st of May because the University results have not been published.

There is so much official routine that scholarships for May are generally not paid until October. This is a great hardship in the case of poor students. The Accountant-General should pay on the Principal's certificate that the student has gained a scholarship and joined the College.

The distinction between these should be abolished. The student is *compelled* to guess in which subject he will score 40 per cent. marks, and in which 33 per cent., and is often plucked simply because he guesses wrong. Hence two students may take the same subjects and gain exactly the same marks in each; but one passes and the other is plucked.

All College candidates should be required to attend a two years' course of lectures.

Comparative statistics of passes from Colleges should not be published.

Residence should be compulsory.

The tutorial system should be introduced, and, to make this practicable, the students should be resident, and the Professors should live in or near the College compound.

Affiliated Colleges should be required to provide recreation grounds for their students.

Matriculation candidates have never had a Long Vacation in the course of their lives; they work at high pressure up to the day of the Entrance Examination; and yet they are expected to join Colleges and enter upon a course of hard study for a degree *at once, as soon as the Entrance results are published.* Those who have gone through the exhausting strain of the F. A. and B. A. Examinations are similarly required to enter *at once, as soon as the results are published,* upon the still harder course of study for the B. A. or M. A.

These examinations ought to be followed by a long vacation—*the longer the better.*

The main consideration seems to be, not the mental and physical health of the student, but the earliest date at which he can obtain a pass and a Government post.




MR. S. ROBSON.

**Substance of the remarks made on the occasion of the visit of the Commission to the Government College.**

It is unfortunate that so few of the students are present. The University Examinations have just been concluded, and the students of the M. A., Fourth Year, and Second Year Classes have gone home. Only the Third and First Year Classes remain.

The staff of the College is expected to conduct the University Examinations without remuneration, and this very irksome work comes at a time when rest and change are specially needed. The staff has to work from 16th October to 31st July practically without a break, and might reasonably expect a brief holiday while their students are being examined by the University.



The staff of the College includes four European Professors, all graduates in honours, two of Cambridge, one of Oxford, and one of Edinburgh; and four Indian Professors, one a graduate of Cambridge, and the remaining three Masters of Arts of the Punjab University. An Assistant Professor of Biology—a Master of Arts of the Bombay University, Lisbon Scholar, and Dakshina Fellow of the Elphinstone College—has been appointed, and will join on the 1st of May.

The Government College has no Professors of Oriental Languages, and the students are instructed in these subjects by the staff of the Oriental College which is located in some of the Government College class-rooms. This arrangement is by no means satisfactory. In Arts Faculty Examinations students are required to translate from and into English, and to explain passages in English, and therefore they cannot be efficiently taught by men to whom English is an unknown tongue. The teachers of Arabic, Sanskrit and Persian belong to the staff of a different institution, are not under the control of the Principal, and are not available for any duty outside the class-rooms, such for instance as the working of the tutorial system which is now to be introduced.

Another objection to the location of the Oriental College classes in the Government College building is that it brings into the College a crowd of boys over whom the Principal has no authority and who are under no supervision outside the class-rooms. This mixture of students in the College grounds seriously hampers the Principal in his endeavours to become personally acquainted with the 50 or 60 fresh men which each successive year brings into the College.

There is much in the work of a College regarding which it is impossible to find out anything by walking through the class-rooms and inspecting the laboratories, much indeed which it is difficult to put down in words and which appears only in the life and character of the students whom the College sends forth into the world. It seems necessary therefore to indicate very briefly something of what is being done for the students of this College apart from the instruction they receive in the class-rooms.

The students are divided into eight groups, each of which is put under the charge of a Professor and meets two periods weekly for readings, recitations, essays, speeches, discussions. After three weeks with one Professor the group is passed on to another, with the group register which shows what each student has done; and thus each Professor is brought into contact with all the students. This gives the students invaluable practice in the use of English as a living language, and they are asked to read and think about the subjects prescribed for essays and speeches. The essays are examined by the Professor, read aloud, criticised by the other students and finally by the Professor.

There is a Voluntary Society, the members of which bind themselves to practice translation and re-translation daily, and another whose members undertake to speak only English so far as this is practicable. There is a Union Club to which every student in the College subscribes eight annas per month. These subscriptions pay for the papers and magazines supplied to the reading-room, and for cricket, football and tennis gear.

The Library is open for  $3\frac{1}{2}$  hours daily, and considerable use is made of it. There ought to be a whole-time Librarian, so that the books might be

available for all students during vacant periods. The Debating Society is in a very flourishing condition. It meets weekly, and the Professors take in turn the duty of being present. The President is a student who is elected for one term only. The syllabus of subjects for the term is printed in advance and a copy given to every student.

House Examinations are held three times a year, and prizes are awarded on the results of all the examinations held during the year. This encourages steady consistent work all through the course.

A scheme for endowing prizes has been started and the endowment already exceeds Rs. 3,000. It is hoped the amount will soon be Rs. 10,000, a sum which would probably suffice for the purpose. From this year the Local Government has agreed to give Rs. 100 annually for prizes.

There have been several dramatic representations. Sheridan's "Critic" and a part of the "Midsummer Night's Dream" were the last two pieces acted.

The Union Club holds an annual social gathering, at which the Professors are present as guests. The members are photographed in groups; all feast together in the Hall, and the feast is followed by eloquence and music.

The tutorial system is just being introduced. A very practical difficulty is that some of the Professors live very far from the College. The Principal lives in the College compound, and exercises direct personal supervision of the Boarding House. There is also a Superintendent who lives in the Boarding House; the gates of which are locked at night so that neither ingress nor egress is possible. Hindús, Muhamnadans and Sikhs live there amicably together, and intimate friendships are often formed between students of different creeds. This is in itself no small education.

A European Assistant Surgeon who lives quite near is in medical charge. For trifling ailments students go to him; serious cases he sees in the Boarding House.

Strict discipline is enforced. No student is allowed to be absent without leave, to overstay vacations, or shirk examinations.

Caution money has been levied for the last three years with excellent results, but it has lately had to be discontinued by order of the Local Government, which, however, allows a Library deposit. The interest on these deposits ought to be available for prizes, but the Civil Account Code requires that they shall be deposited in the Government Treasury which pays no interest.

In the course of the year the Principal endeavours to invite every student at least once to badminton parties at his house.

Some members of the staff take a keen interest in all that concerns the well-being of the students, invite them to their houses, advise them as to their reading, lend them books, visit them when ill, and so on. One coached the actors in their parts, and another coached the cricketers and athletes.

No system of dogmatic theology is taught here, but punctuality, regularity, cleanliness, obedience, respect for authority are inculcated, and an endeavour is made to train the students to be manly, truthful, and straightforward. They seem to be zealous in the performance of their religious duties and to have a fairly high standard of morality. Their conduct is generally unexceptionable.

A College Magazine confined to record is now published annually, and every student of the College is required to furnish himself with a copy. It is also supplied to all members of the Graduates' Union.

There are three tennis courts, two cricket grounds, two football grounds, and a gymnasium with a Gymnastic Instructor.

There are three Cricket Teams, four Football Teams, and one Hockey Team. The Secretary of each Eleven keeps a Register which is submitted weekly to the Principal.

The Gymnastic Team has won the gymnastic trophy six years running in the Punjab University Tournament. It includes two M. A. students, one of whom has taken the M. A. degree in Mathematics and is now reading for it in Physics.

The Cricket Team has carried off the cricket trophy the last two years. This Eleven made a tour last November, and

played matches at Delhi, Agra, Aligarh and Phillour, all of which were won. Two members of this team are M. A. students, one of whom has taken the M. A. degree in Chemistry and is now reading for it in Sanskrit.

College Athletic Sports are held annually, and there are competitions for each class as well as a competition open to the whole College. The prizes are subscribed for by the members of the staff. For old students there is a Graduates' Union, and social gatherings are held quarterly.

In the matter of bringing the College into touch with other institutions something is accomplished by the recently established College Conference. This is informal and unofficial, but extremely useful. The membership includes the Principals of the Government College, the Forman Christian College, the Dayanand Anglo-Vedic College, the Islamia College (all in Lahore) and St. Stephen's College, Delhi; and several members of their staffs. This Conference has already suggested to the University several measures of reform, some of which have been carried, and some are still being discussed. It has also drawn up Inter-Collegiate Rules which are accepted by these five Colleges, and which in some measure supply the want of such rules enforced by the Punjab University which has neither Affiliation nor Inter-Collegiate Rules.







सत्यमेव जयते

**Note by Mr. S. Robson on the present arrangement of College terms and University Examinations.**

THE University Examinations are held in the latter half of March, and a student is *supposed* to begin his course on the 16th of May. In that case he works from 16th May to 31st July, from 16th October to 15th March, from 1st April to 31st July, and from 16th October to 28th February,—16 months in all. But, as a matter of fact, some students do not join on the 1st of June, and some not until the middle or end of June. The student loses half March in his first or third year, and March, April and half of May in his second or fourth year. Moreover, this term *includes the month of July twice, i.e.,* two months, the work done in which is of no value and highly injurious to the student.

Further, in order that a student may receive lectures during 16 months of his two years' course, the College Staff has to lecture for 19 months, because for 3 months out of the 19 work is carried on with only First and Third Year Classes. This involves useless waste of time and energy. The folly of pulling half work in March and full work in July cannot be exaggerated.

The scheme I suggest is as follows: the University Examinations should be held from the 1st to the 8th of October. The session would begin on the 16th of October, and it should be made compulsory for all students to join on that date unless prevented by illness. The term would then be from 16th October to 30th June with a break of a fortnight at the beginning of April, and the same in the following year—16 months in the two years' course, and the same as the *maximum* under the old scheme, without working a day in July, but working half March and half April in the first year, half April and half May in the second year instead of two Julys, and gaining a break of a fortnight in both years.

F. A. and B. A. candidates going on to study for the B. A. or M. A. would have a week to rest before joining the College. They would be allowed to join the Third Year and M. A. Classes provisionally, pending the publication of the University results, as is done in the Medical College.

Besides transferring the work of two unhealthy Julys to March, April and May, this scheme would have another great advantage: the student after the conclusion of his College course would have three clear months, instead of a fortnight or three weeks, in which to digest the notes he had taken during his course, and he would be able to do this in Kashmir, in some hill station, or in any other healthy place he might select, and the work could be done leisurely and thoroughly. This would do away with the necessity for that pre-examination cramming at high pressure which disgraces our present system.

The Punjab University fails to secure the best men as Examiners, because in March they are fully occupied with the examinations of other Universities. This is a very great loss. The change would enable the Punjab University to secure the best Examiners, and many of these Examiners would then be at leisure and able to do their work more quickly and more efficiently.

*Measured in work* this would be again of two months, because the work now supposed to be done in July is useless and worse than useless.

A long monotonous grind is fatal to all good educational work, and this scheme secures at least a break of a fortnight in April.

It gives the students three months (instead of a fortnight or three weeks) to revise and digest what they have learned, and in the most bracing climate they can find.

It brings all the classes together at the same time.

It would avoid the physical injury caused by forcing young students to do hard brain work in a Lahore July.

It would give the staff more time for private study.

It would enable the University to secure better Examiners.

The Matriculation Examination should be held in April or the beginning of May. The results would be published in June, but the students would not join the First Year Class until October. After a long School course during which he has worked six hours a day for six days in the week practically without vacations (two weeks annually in Primary Schools

and four weeks annually in High Schools), the young growing boy needs a rest—*the longer the better*. Under the present system the Freshman when he comes up is physically and mentally unfit to enter upon a long and arduous course of study.

The subjoined table shows the old and (proposed) new schemes at a glance.

<i>Old Scheme.</i>		<i>New Scheme.</i>
16th October--28th February.	Full work.	No change.
Half March ...	College closed for University Examinations including preparation of rooms and removal of examination furniture.	Full work.
Half March ...	} Class-work with First and Third Years only.	Full work.
April ...		
Half May ...		
Half May ...	} Full work.	No change.
June ...		
July ...	Full work, but of no value and highly injurious to students.	Vacation.
August ...	} Vacation.	No change.
September ...		
October 1st--15th		
October 1st--8th	...	University Examinations.
October 9th--15th	...	Rest for candidates.
Total in 2 years 16 months' class-work, effective work 14 months.		Total in 2 years 16 months class-work, a gain of 2 months' effective work.



सत्यमेव जयते

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

Note by the Revd Dr. J. C. R. Ewing, M.A., D.D. (Washington and Jefferson College), Principal of the Forman Christian College, Lahore.

I. The Punjab University is, within a limited scope, a teaching institution. The Oriental and Law Colleges are under the direct control of the Senate, and are fulfilling a need not elsewhere provided for within this Province.

It does not seem to me practicable for this University to assume teaching functions for the benefit of undergraduate students in Arts, Science and Medicine.

(a) Existing arrangements for undergraduate study, while not perfect, are nevertheless as efficient, in my opinion, as any that would likely be maintained by the University; where defects exist the Colleges involved may be depended upon to remove them.

(b) The several Colleges should be left, within certain limits, which may easily be outlined and emphasized in a code of wisely devised affiliation rules, to do their work upon their own lines. The University should see to it that the several Colleges really do what they claim to do. If this important function of the controlling body be wisely and vigorously exercised, it will be in the highest sense fulfilling the duty of a teaching institution.

While believing that undergraduate teaching work will be best left to the direct control of the Colleges, under the general control of the University, I am of opinion that in the case of all Post-graduate study, the University might with advantage assume direct responsibility. Here classes are comparatively small and specialization important. For such teaching a corps of Professors appointed or recognized by the Uni-

versity would seem most desirable. In addition to this provision for higher work, the University might advantageously institute courses of lectures to be delivered by gentlemen specially qualified for such service. These lectures, while not designed to afford definite assistance to the student in preparation for examinations, might deal with subjects of study in such manner as to be of very great advantage to him. Such lectures should be open to all undergraduates, and, indeed, it might possibly be wise to make attendance upon them compulsory.

*Honours Courses.*—It is suggested that these be introduced for those students who may elect to undertake such work, and who attain a certain minimum in the Intermediate Examination. In the interests of good scholarship, this is perhaps a thing to be desired, though there remains in my mind some doubt as to the wisdom of permitting more specialization previous to the B. A. than is admitted under existing rules. Granting, however, the desirability of instituting such higher courses as will secure the separate and more special training of the brighter men, it is my conviction that this, too, should be left to the several Colleges, and that the University should content itself with the supervision and control of this work. If the standard fixed be high, only the well furnished Colleges can undertake Honours teaching; but I think these should be allowed to do so. In the interest of economy and efficiency, where there are more than one College in the same neighbourhood, such inter-College arrangements can, I believe, be made as would prove most satisfactory. In this manner much useless expenditure of time and money would be avoided, more efficient teaching upon the whole might be secured, and, above all, a community of work and interest would do much to destroy (if such there be) any objectionable feelings of rivalry or competition between neighbouring institutions.

## II. *Constitution of the University.*—

1. Fellowships should, in no case, be given by way of mere compliment.
2. In the Punjab University the maximum number should not be greater than one hundred and twenty, or the minimum less than ninety.

3. Fellows might be of the following classes:—

- (a) Ruling Chiefs, who evince an interest in the subject of education ;
- (b) About two-thirds of the whole number to be appointed by Government ;
- (c) A representative from each affiliated 1st grade College ;
- (d) One-fifth of the whole number to be elected by the Senate ;
- (e) A very limited number to be chosen by graduates from amongst themselves.

4. All appointments and elections should be for a period of, say, five years.

5. In order to the introduction of this or any similar scheme, all present Fellows should cease from office, and the way be thus opened for new selections.

III. The pressure of competition and the consequent temptation to devote attention to the supplying of the student with such materials as will ensure his success in the examinations is exceedingly detrimental to the quality of the instruction given in our Colleges. The most practical method of dealing with this evil would seem to be that of improving the quality of the examinations. Toward the attainment of this I would suggest two things, neither of which is entirely free from very obvious difficulty ; but neither is, in my judgment, wholly unworkable. The University should see to it that the examinations be of such a character as will effectually prevent the student who has merely memorized his texts from passing. In order to do this—

- (a) Moderators should be provided, who might be expected to enforce the University's ideal as to what sort of questions should be employed in testing the candidates ;
- (b) Those engaged in actual teaching of the students should be largely employed as Examiners.

Obviously a teacher should neither act as a Moderator or set a question paper until after his lectures to his classes have been completed. Such arrangements in the case of some examinations



are, I believe. practicable as would make it possible for teachers to perform these duties within a fortnight or three weeks of the opening of the examination.

IV. Each University should have a definite sphere of influence. Over-lapping will inevitably result in interference with that effective supervision which it is so desirable that the University should exercise over all affiliated institutions.

V. I am not in favour of the fixing of a minimum age limit for the Matriculation Examination.

VI. Students in an affiliated College should be taught to regard themselves as connected in a definite sense with the University. The latter might, with advantage, arrange for the organization of inter-College Literary or Debating Societies. Participation in such societies might be made compulsory.



### Additional Note by the Reverend Dr. J. C. R. Ewing.

THE practice of requiring students, in all cases, to appear a second time in those subjects in which they have previously secured pass-marks, is, in my opinion, detrimental to sound education. This requirement works injury by imposing upon the student the depressing task of retaining in memory the technical details of texts which he has once fairly mastered. His gain from this drudgery is exceedingly small, and yet his time is necessarily so occupied by it that he is precluded from the most thorough and vigorous work upon the one subject in which he is specially deficient.

It would probably be unwise to grant the privilege of exemption from re-appearance in examination in all cases. Only those who have done well in all subjects, save one, and in that have attained a respectable minimum, should be freed from further test in the subjects wherein they have once been declared successful. If, for example, a candidate gain enough marks in the aggregate to entitle him to a place in the Second Division, but fails in one subject, he should be examined in that subject alone in the succeeding year.

Were this rule to be adopted, such unsatisfactory and cumbersome devices as "grace marks" and "the reconsideration of answer papers" might with advantage disappear. We should thus place the "failed" student in a position wherein he might be reasonably expected to thoroughly master that portion of the subject prescribed. His time and energy for an entire year could be given to that particular work. This being true the University may fairly insist upon a good degree of proficiency, and the minimum pass-marks should be considerably higher than that fixed for the subject when taken in conjunction with others. Such insistence upon good work, with such opportunity for specialization, would unquestionably be productive of better results than we are accustomed to witness under the present system, where the man who has failed for, it may be, only a mark or two, is obliged to take up the old load with little prospect of anything but a mere pass after a year, spent for the most part, in re-doing what he has done fairly well before, and into which he finds it almost impossible to enter with any degree of interest or enthusiasm.

In my experience as a teacher in this country I have known many instances, wherein the application of a provision of this nature, would unquestionably have produced most satisfactory results. It is difficult to conceive of any case in which such a plan could operate otherwise than beneficially.



## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

**Note by A. W. Stratton, Esquire, Ph.D., Registrar, Punjab University, and Principal, Oriental College, Lahore.**

*I.—On the desirability of instituting honour courses.*

1. The University of the Punjab has never attempted to prescribe one course of study for all candidates for non-professional degrees, nor has it held that any one course leading to such degrees can be devised which is indispensable for all students or adapted to the needs of all. It allows students great liberty in selecting what they are to study. Certain restrictions it imposes: every candidate for the degree of B. A. or B. Sc. must in all his examinations take English; every candidate for the degree of B. O. L. must similarly take Sanskrit and Arabic; and candidates for any of these degrees must take Mathematics, History and Geography in the Entrance Examination, and Mathematics in the Intermediate. On the other hand, English is not required at all in the courses leading to the degree of B. O. L. In the B. A. Examination the only restriction has been that one subject shall be one of those held to be fundamental in certain lines of study, namely, on the literary side a classical language (Sanskrit, Arabic, Persian, Greek, Latin or Hebrew) or on the Science side a branch of Mathematics (Pure or Applied) or a branch of physical science (Physics or Chemistry). The last-mentioned of these restrictions has recently been removed, and a candidate for this examination may hereafter take, *e.g.*, English, Botany and Zoology. In the examinations of the Science Faculty every encouragement is given to special study within the range of Mathematics and the physical and natural sciences to the exclusion of the classical languages, Philosophy, History and Political Economy.

2. The University does not recognise the pursuit of one rather than another of these courses as entitling a man to be considered an educated man,

Its only concern is in the several faculties and in the several alternative subjects of study to demand as nearly as possible the same degree of mental effort. Believing fully in the principle herein followed I wish only to point out how the object aimed at may be more fully attained.

3. In our College classes generally there is such inequality in the ability and attainments of the students that a teacher is quite unable to do what he would wish either for the best or for the poorest of them. If he consults the interests of the better students, the others are not prepared to follow him, and at the same time they fail to get a clear understanding of the more elementary matters, which with suitable methods of instruction they might secure. If on the other hand the teacher, for the sake of the less proficient students, recurs again and again to matters long familiar to the brighter men, the latter not only fail to receive the inspiration in their work which a teacher should give, but may even because of the teacher's attitude lose all lively interest in the subject. The same courses and the same methods of instruction are not suitable to these two classes of students.

4. The one hope of improvement in this respect is, it appears to me, in the institution of honour courses. In this way students who are particularly interested in special lines of study will be enabled to pursue those studies unhampered by the men who are duller generally or less proficient in those particular subjects.

5. For the present, at least, and until the experience gained in our University gives rise to a general sentiment in favour of an extension of the system to the Intermediate Examination in Arts, I would only suggest that such courses be instituted for the B. A. Examination. I am not of opinion that there is any need to establish such courses in the faculties of Oriental Learning and Science. In the first place the number of students in the classes is in these faculties so small that the teachers are able to consider the needs of individual students. In the second place the courses prescribed, as compared with those of the Arts Faculty, are essentially specialised and advanced courses in Oriental Literature

and the Sciences respectively. Candidates for the degree of B. O. L. take with two B. A. courses in other subjects the M. A. course in Sanskrit or Arabic. Candidates for the degree of B. Sc. must in each laboratory subject give as much time to practical work as is required of candidates for the M. A. in that subject.

6. With reference then to the Faculty of Arts I would propose—

(a) that for the present, at least, no change be made in the scheme of studies for the Intermediate Examination, all students being required to take English, a classical language (or Persian) and Mathematics, and being allowed to choose the fourth subject, as at present ;

(b) that students who follow successfully the courses at present prescribed for the B. A. Examination receive a pass degree ;

(c) that honour courses in a certain number of subjects be instituted for the B. A. Examination ; and

(1) that no student be admitted as a candidate for honours in any of these subjects unless he has obtained a high percentage (60 or at least 50) of the marks in a specified (the same or a related) subject of the Intermediate Examination.

(2) that each honour course be more than equal in extent and difficulty to two of the present B. A. courses, and that whatever studies essential to intelligent and thorough work in any honour course have not been provided for in the Intermediate Examination should be included in that course, *e.g.*, a certain amount of advanced Mathematics in the honour course in Physics ;

(3) that candidates for honors in any subject but English be required to take the pass course in English, and that candidates for honours in English be required to take one pass course in another subject (I should prefer to say a classical language or History or Philosophy) ; and



- (4) that every candidate for honours must in order to secure his degree obtain pass marks (33 or 40 per cent.) in his pass subject and marks entitling him to honours in his honour subject.

7. Such honour courses, if established, would, I believe, generally attract the abler students, whose influence would distinctly count in favour of scholarship in the whole body of students. At the same time for the sake of such good men as might prefer to take a pass course I should wish to see the present three "divisions" maintained. Within these three divisions of the pass list and in the classes (presumably two) of the honour lists I am strongly of opinion that there should be no attempt to rank in order of merit. The best men stand least in need of the incitement of competition and may well be satisfied with a success which others may share. Indeed it appears to me that by lessening the temptation a student has to view his class-fellows as his rivals we may encourage in him the love of knowledge for its own sake.

*II.—On the means by which instruction in honour courses can best be provided.*

8. The instructors in our Colleges are generally required to give so much time to class-room work that no College, so far as I am aware, could, without strengthening its staff, hope to provide fitly for the instruction of honour classes. If our B. A. Colleges, desiring to take part in the highest teaching work in the University, should for this purpose so strengthen their teaching force, it is obvious that much money would be needlessly spent and that the results would be altogether less satisfactory than those that might be gained by combination of forces. But apart altogether from financial considerations it appears to me that it would in itself be most unfortunate to have Colleges competing to secure for their men places in the honour lists. The efficiency of our several Colleges is generally believed to be judged by the student body and by the public according to the success of their students in the University examinations. A teacher cannot forget that he is preparing men for a competitive examination, and to the extent to which he is influenced by

this consideration his men fail to be imbued with the love of learning for its own sake. Such competition in the highest ranges is deadening to the intellectual life of a University.

9. There are three ways in which, without any undue burden falling on the Colleges and without unhealthy competition among them, suitable provision might be made—

(1) A staff of University Professors or Lecturers might be appointed, whose work as teachers would be, mainly at least, with the B. A. honour classes and the M. A. classes. Candidates for honours in the B. A. Examination would be enrolled as students in one of the recognised (affiliated) Colleges in Lahore, might influence and be influenced by the corporate life of their several Colleges and would receive in them instruction in their pass subjects, but the University alone would provide the opportunities for honour work. Honour students would pay to the University through their Colleges a fixed sum for instruction in their honour work and the use of the University laboratories and libraries.



(2) The University might appoint for specified terms, re-appointing, if it deemed advisable, such Instructors in the several Lahore Colleges as it considered best qualified to be University Lecturers. A sum to be agreed upon would be paid by the University to the College to which each such Lecturer belonged. Otherwise the arrangement would be identical with the first.

(3) The several Lahore Colleges might from time to time, *subject to the approval of the University*, arrange for providing the necessary instruction and laboratory facilities by co-operation. The Colleges would in that case determine the basis of the financial arrangements.

10. The first of these methods would secure the greatest continuity of service, and, with the establishment of well equipped laboratories and libraries, would



in the truest sense give us in the higher work a teaching University. The expenditure, however, that would be involved even for the payment of salaries, to say nothing of buildings and equipment, is altogether beyond the means at the disposal or within the expectation of the University. Only with substantial endowments from friends of education and liberal grants from Government could such a scheme be carried out. The second would be less expensive and might be better adapted to the organising of honour work in subjects which might not be taken every year. The third would, I believe, best satisfy those men who, connected with existing Colleges and devoted to the causes they represent and anxious to remain identified with them, would yet wish and might be expected to share in the proposed work. Besides, it has this merit that it would make the best use of the men and materials we now have in the Colleges of Lahore, and would with little change in existing arrangements secure not a little of the desired improvement.

11. For my own part I see no reason why, beginning with approved inter-collegiate arrangements for some subjects and temporary appointments of men in Lahore for others, we should not aim at the gradual establishment of University Professorships. We have indeed even now in the Oriental College the means of providing University teaching in the Oriental Classical Languages.

## INDIAN UNIVERSITIES COMMISSION, 1902.

Punjab.  

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**Note by the Reverend J. W. T. Wright, M. A , Principal,  
St. Stephen's College, Delhi.**

SUCH suggestions as I should venture to offer are alluded to in the form addressed to you, amongst others, by Government, *viz.*, that the University should be not merely an examining but also a teaching body ; and that due attention should be paid to the election of Fellows and to the constitution of the Syndicate. Also that Affiliation Rules should be carried and enforced ; and that all possible provision should be made to encourage the better development of discipline and sound learning in the University.

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सत्यमेव जयते

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab

Note by George Serrell, Esquire, M. A., LL.D. (London), Barrister-at-Law, Principal of the Law College, Punjab University.

PARA. 3. The question whether Universities should be teaching bodies is one on which I have heard much discussion in connexion with my own University, the University of London. It appears to me that the question whether the examining body and the teaching bodies should be the same or different is one of which the importance has been *very greatly* exaggerated. I have never seen reason to believe that where, as in London, there were already efficient teaching bodies, their utility would be greatly increased by their being united with the examining body. I was educated at University College, London, and I graduated at the University of London, which was entirely a distinct body; the College gave high education, and I do not consider that the education suffered in any way through the separation of the College from the examining body.

The Punjab University is already a teaching University (through its Oriental College and its Law College), and may under its Act of Incorporation and Statutes be so to any further extent which the Senate sees good. But, as Lahore is already not scantily supplied with collegiate instruction, I should doubt if any good would be done by an extension of the teaching operations of the University.

To one thing I should certainly be opposed, and that is, to a rule requiring that candidates for degrees should receive instruction from teachers appointed or recognized by the University. This, unless the University took over *all* the Colleges in the area over which it operated, would seem to prevent such Colleges from appointing whom they thought fit as their professors; and even

if the University had absorbed all the Colleges, it would seem to imply the extinction of the "private," or non-collegiate, candidate for degrees; and I see no reason why he should be extinguished.

4. The assignment to each University of a "sphere of influence," so that bodies within that area wishing to be affiliated to some University should be affiliated to that one within whose sphere they were situated, would seem to be desirable, as tending to prevent a waste of time and force in organizing examinations, &c., at a needless distance from the centre.

5. I see no good in the existence of a long list of names of Fellows of whom but a small proportion attend the meetings of the Senate and many are probably appointed merely from compliment. If indeed those who receive the compliment become in return for it liberal pecuniary supporters of the University, the compliment may be practically justified; but I do not know whether it is the fact that they do, and even if it is, I would ask whether the same result might not be obtained by their nomination to some other title, not carrying with it the duty of sharing in the government of the University.

I think it is possible that the graduates of each University might take greater interest in it and feel more one with it if they were allowed to elect a certain number of the Fellows.

I observe that the "note of points" does not even hint at the question whether some share in the government of the University might not be given to the graduates. In the University of London, for many years past, the graduates (or such of them as chose to pay a small fee) have formed a body—there known as Convocation—which held occasional meetings and suggested changes in the University, for the consideration of the Senate; and although the actual *powers* of that body were very small, its *influence* was not unimportant, and several changes of moment which were effected by the Senate—notably the admission of women to degrees—were suggested to it by the graduates in Convocation assembled. The existence of such a body certainly tends to strengthen the attachment of graduates to the University and their interest in it,

and I do not know why there should not be a like institution in the University of the Punjab and in other Indian Universities.

6. As to the Syndicate in the Punjab University I see no ground for suggesting any change. I see no reason why all Syndicates should be placed on a statutory basis. I do not think that the assimilation of all Indian Universities to one type is by any means a result which it is desirable to aim at.

7. There seems no reason why a Fellow should be assigned to one Faculty only, and in the Punjab University he may be assigned to several if his qualifications are such as to render him suitable for several.

To add to the Faculties "recognized teachers" and graduates in honours would appear to be merely augmenting the Senate afresh, whereas there seems reason rather for diminishing it.

In the election of certain members of the Senate by the graduates, in the University of London, regard was paid to the separate Faculties, so as to keep a certain regular proportion among the number of elected Senators representing the different Faculties. This seems to me a reasonable arrangement.

8. A Register of Graduates, kept up to date, would certainly be desirable for the election of Fellows, and also if it were proposed to give the graduates, as suggested above, a share in the government of the University.

The proposal to confer an M. A. or other degree on a teacher from another University is a part of the system of Honorary Degrees, the whole of which, to my mind, is objectionable. I am sorry that the University of London, as reconstituted, has departed from its ancient practice, by which a degree in any subject meant really proficiency in that subject, and not some service rendered to the world otherwise, or the fact that the recipient was one whom the University delighted to honour. If there were a degree kept solely for a recognition of general merit, it would be very well; but I think it is not well that "Doctor of Literature" or "of Law" or "of Oriental Learning" should be of utterly uncertain significance, importing now that the bearer is a proficient in that subject, now that he is or

has been a successful General, or an admirable Lieutenant-Governor or an eminent Statesman.

9. Whether or not the University is generally responsible for seeing to the moral and physical welfare of College students, otherwise than to that of private students, may be open to question. It is of course bound to do no harm to either, as it may do, if, *e. g.*, its examinations impose, year after year, an excessive strain on the nervous system. But there are some special reasons for suggesting a duty owed by the University to College students (1) where the University conducts the College, (2) where the University, by requiring attendance at College lectures as a condition of admission to the examinations, necessitates the student's being a student of some College and not a private student. Both these points apply to the Law College of the Punjab University, and are of importance in connexion with the strong wish of the Law College students for a College boarding house.

This subject connects itself with the question whether it is well for the University to require attendance at College lectures as a condition for graduating. It is considered, I believe, that thereby the student is subjected to a certain degree of College discipline, which is calculated to have a beneficial tendency. Against this are to be set the following facts :—

- (1) Such discipline may not necessarily extend to more than presence for an hour or two a day in a College class, the student coming to the College for his necessary lectures and leaving directly after.
- (2) Such rule compels many men—of whom some perhaps might study in their own homes—to come to town and live, in the absence of a College boarding house, in what I understand are often highly undesirable lodgings, with perhaps more damage to their characters than can be compensated by the benefit derived from the brief College discipline.

(3) It probably adds to the expense of graduation, and therefore, in the case of a poor student, to the difficulty of it.

(4) It tends to bring into the class-rooms men who are not present because they value the instruction given, but only because they are bound to put in a certain number of attendances, and who consider that their success is really much more dependent on their private study than on their class lectures and look on the time of their attendance at class as comparatively wastage. A lecturer might address himself with more satisfaction to smaller classes if composed solely of men who came because they wanted to learn and thought that the classes would be helpful to that end.



10. The remarks under this head about English suggest the inquiry whether it is well that English should be "the" medium of instruction in History and Science. Considering that the Punjab University states as its very first object "the diffusion of European Science, as far as possible, through the medium of the vernacular languages of the Punjab," it might seem natural to enquire whether it is now possible, and desirable, for instruction to be given and examinations to be held much more largely in the vernacular than was possible when the University was originally founded. Many subjects which then, could be taught only by Europeans could, (perhaps) now be taught by graduates of the University in their own language. I do not claim any experience on the subject, but I was struck by the remark in Sir John Strachey's book on India (Edition of 1894, page 191). "The bare statement of the fact that little can be learned in our Colleges except through the medium of a foreign tongue goes far to explain their comparative failure"

As to provision for the comparative study of religions, this may be good, but I apprehend that it ought not to be spoken of as theology. The subject of the latter study is the nature of God, while the subject of the former is man's opinions about God.



11. The only suggestion I would wish to make in connexion with the working of the examinations is as to the desirability of some check on the examiners to prevent the inconvenience and dissatisfaction, if not the positive injustice, that occur when an examiner happens to set a paper differing very widely from the ordinary standard, especially by exceptional severity, by which the candidates' labours not only in the subject of that paper but in all the other subjects may, for that occasion, be practically rendered useless.

As regards the standard of the Law Examinations I apprehend that the Punjab University has not altogether a free hand, inasmuch as its law classes and examinations are resorted to, not, I think, to any great degree from a desire to gain University distinctions, but because they are, under the rules of the Chief Court, the passport to the legal profession. Therefore the great question for students is, what the Chief Court will require, and if the University altered its standard of requirements and did not gain the concurrence of the Court—so that the new standard of the University Examination was not the professional standard—I do not imagine that very many students would trouble themselves about the University standard.

I incline to doubt whether the standard of the Law Examinations is not rather too severe, especially through omitting to take sufficient account of the distinction which is well put by Professor Holland, in his work on Jurisprudence when he remarks that "while legal Science is capable of being intelligently learned, isolated legal facts are capable only of being committed to memory." No doubt it is not always easy, while remembering the distinction, to give practical effect to it, but I have thought, on looking over examination papers, that students are asked too many questions on isolated facts not involving knowledge of legal principle—questions, the answers to which it is not at all essential that a practitioner should have in his mind, provided that he knows where he can turn them up at a minute's notice. Most of us know that a good part of the information we want in life—say, *e.g.*, the addresses of all our acquaintances—is not worth committing to memory: that it would burden a memory whose powers after all are limited and would not even then be.

so safely known as if looked up in a book of reference when wanted. There are things in law (and in very many other subjects of study) of the same nature, and I doubt if sufficient care is taken to avoid tempting (or requiring) students to burden their memories with such things.

12. I should think that the work of the Registrar of a large University is quite enough to occupy the attention of one man, without the office of Principal of a College being annexed to it.

13. Under this heading I propose to speak only of the Law College, which is one of the two Teaching Institutions of the Punjab University :—

(a) The number and the qualifications of the teaching staff have been stated in detail in answer to the Circular sent by Mr. Bell. The subjects taught include—in addition to those stated in the University Calendar for 1901, pages 249, 250, *viz.* the subjects required for the Preliminary, First Certificate and Licentiate-in-Law Examinations—the following also :—



1. The one special subject (Law of Limitation) required for the Intermediate-in-Law Examination in addition to the subjects of the Licentiate-in-Law Examination.

2. The subjects required for the LL.B. Examination,—see pages 258, 259.

(b) The students now number about 150, of whom 17 only attend Vernacular Classes.

(c) The building is a house rented for 2 years from 1st April 1901. It is not at all a dignified building, being one in a line of buildings mostly used for shops, and itself adjoining a coach-builder's premises much inferior in appearance to the rest of the street. It is sufficiently spacious, but it is by no means such a building as any one can be contented with who would like the

students to be attached to their College and to feel a pride in it. It is much to be wished that there were a permanent building, and one of a worthy character.

(d) The constitution and rules will be found in the Calendar, pages 366 *et seq.*

(e) The College is stated in the Calendar (page 477) to be supported entirely from the funds of the University—that is to say, the University pays all the expenses of the College—at the same time taking all its receipts (the admission fees and the tuition fees). In former years the receipts considerably exceeded the expenses, so that the College was a source of income to the University. With the declining financial condition of the legal profession in recent years, the attendance at the College has fallen off and it is now a source of expense.

(f) There is no provision for the students outside the class rooms, except that they can read in the College library. Proposals for the establishment of a boarding house and for the provision of a recreation ground are now before the University.

*Nil.*

Lastly, I think that a minimum age limit for undergoing the earliest University Examination would, if practicable, be a good thing and would tend in the direction of preventing excessive mental strain. But it would of course be useless or worse than useless to fix a limit on paper, if in practice it could be evaded through misstatements as to the actual age of candidates, and unless there are the means of preventing this, it would be undesirable to make any such change.

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

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 Note by Colonel S. H. Browne, C.I.E., I.M.S., M.D. (Q.U.I.),  
 M.R.C.P., London (Honorary Surgeon to the Viceroy),  
 Principal and Professor of Medicine, Medical  
 College, Lahore.

THE remarks which I propose to make apply for the most part to matters connected with Medical education in the Punjab.

(1) *Preliminary Arts Examinations.*—For many years the Entrance Examination was the standard accepted for admission to the L. M. & S. Classes in the Medical College, but it was eventually found to be insufficient chiefly owing to its deficiency as a test of the candidates' knowledge of English. We found that the fact of a student having passed this examination gave no guarantee that he had a living knowledge of the language. It was found that students were unable to understand lectures in English at first and thus lost much valuable time.

In the Entrance Examination the oral test in English consists of reading only, and apparently it is possible for a student to pass the examination without being able to speak English at all fluently or to understand it when spoken. The marks allotted to the oral examination in English are 10 only out of a total of 150. The Intermediate Examination was then adopted as the standard, and it too has the same defect, although to a less degree, as students are required to write English "with a fair degree of accuracy." For the profitable study of Medicine a good knowledge of English is necessary, and the Entrance Examination might easily be improved in this direction. At the same time it would greatly facilitate the study of Medicine if students were required to take Latin as their classical language in the Arts Examination.

(2) *Should the University take an active part in teaching?*—Speaking entirely from the point of view of

medical study I do not think that much advantage would be gained by the appointment of University Professors or Lecturers. The classes in the Medical College are already so large as to be to some extent unwieldy, and if in a subject, such as Chemistry or Biology, University Lecturers were appointed, their classes would in all probability be too large for efficient teaching even if accommodation could be found for them. My experience has convinced me that, in the case of Indian students especially, the teaching of the subjects forming the Medical curriculum to be effective must be practical and objective.

Didactic lectures on these subjects are becoming more and more discredited from year to year in the Schools of Medicine in Europe and America. I do not therefore think that much advantage can be expected in so far as Medical education is concerned from an extension of the functions of the University in this direction.

Laboratories, not Lecturers, are required, and if the University will assist in this direction it will be doing a real service to Medical education. The University should in my opinion insist on due provision being made for effective teaching in all recognised Colleges, making this a condition of recognition. At present I do not think the University does its duty in this respect.

(3) *Boarding-Houses in connection with Colleges.*—It is undoubtedly most desirable that accommodation of this kind should be provided for students; establishments where they would be under some sort of disciplinary control during the time when they are not attending classes. The success of any institution of this kind lies mainly in its supervision; unless adequate supervision is arranged for no benefit would accrue. In the case of the Medical College students it should be remembered that they are for the most part young men, not school boys. They come to us after they have passed through other Colleges and should therefore be better able to take care of themselves. Many of them come from Colleges already provided with boarding-houses, and one would naturally expect that the results of their training there would be apparent in their conduct; but this is not so satisfactory, speaking

in a general way, as one would desire. It would be a great advantage if proper accommodation were provided for out students, and this might be better effected by private enterprise than otherwise.

(4) *Examinations.*—The Medical Examinations of the Punjab University are unsatisfactory. The papers in the written examinations are set by examiners selected from amongst the Professors in other Medical Colleges in India, or other specially qualified persons who have no part in the teaching of the students. We have therefore some examiners in Bombay, some in Calcutta and some in Madras ; so that it is not possible to hold any meeting of examiners at which the merits of doubtful cases can be discussed.

The question is partly one of geographical position and partly of remuneration. The remuneration offered to examiners is so small it is often a difficult matter to secure the services of persons who are experienced in examinations, the result being that the papers vary a good deal in standard and are not always very judiciously framed. In other Indian Universities the difficulty is not so great as they are situated in large centres where the services of properly qualified examiners are more easily obtained. It is scarcely necessary to urge the importance of this point especially in medical examinations, and if the University is to maintain the reputation and standing of its medical degrees it will have to increase its expenditure under this head.

(5) *Degrees and Diplomas in Medicine.*—At present the University grants the degrees of M. D. and M. B. and the diploma of L. M. and S. in Medicine. It seems to me that it is anomalous and unnecessary for the University to grant a diploma which does not carry with it the status of a degree. I am aware that the same practice is followed in other Indian Universities, but this fact does not justify it. There should in my opinion be, as in all British Universities, two degrees obtainable by examination, *viz.*, the M. B. and B. S. At present the only distinctions between the M. B. degree and the L. M. and S. diploma are that for the former candidates are required to have graduated in Arts or Science before commencing their medical studies, whilst in the latter they are only required to have passed the Intermediate Examination in Arts. For the

M. B. degree candidates are required also to attend lectures on Comparative Anatomy and to pass an examination in this subject at the first University Examination in Medicine; this condition not being required in the case of candidates for the L. M. and S. diploma. The unification of the examinations for the M. B. degree and the L. M. and S. diploma would, I think, be a step in advance, and as a separate qualification in Surgery is necessary the degree of Bachelor of Surgery should be instituted.

These points gain increased importance from the fact that many students of the Medical College after completing their courses of study have to go to England to get further qualifications there, and it is consequently desirable that the degrees and curricula of this University should be kept as much as possible in line with those in England. I should not omit in connection with this subject to point out that the candidates for the M. B. degree and L. M. and S. diploma have to pass examinations which are identical in every respect, except in so far as the subject of Comparative Anatomy is concerned, as already mentioned. The same set of questions answers in both cases in all the subjects of examination, a condition which seems to me altogether anomalous and undesirable. I would therefore recommend that there be only one examination and one degree, *vis.*, the M. B., to which should be added a Bachelorship in Surgery to be granted after a special examination in Surgery.

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INDIAN UNIVERSITIES COMMISSION, 1902.

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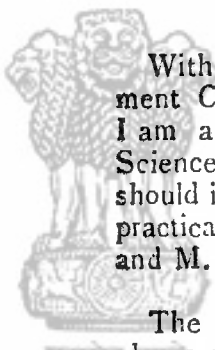
Punjab.

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**Note by Lieutenant-Colonel D. St. J. D. Grant, I.M.S., M.B., M.A., B. Ch., F.C.S., D.S.M., (Dublin), Professor of Chemistry and Toxicology, Medical College, Lahore, and Chemical Examiner to Government, Punjab.**

THE points I would like to lay before the University Commission are the following:—

I.—The teaching of Science in the Province is not satisfactory, the practical side being neglected, with the result that it is made a cram subject, and its great advantage as an educational instrument is lost.



With the exception of the Government College, no institution, as far as I am aware, is in a position to teach Science practically. The University should insist on certificates of *bond fide* practical courses for the F. A., B. A. and M. A. Examinations.

The University has not suitable places or apparatus for carrying out the examinations in Science in which a large number of students present themselves, and the practical examinations can only be described as a farce.

II.—Elementary Science (Dynamics, Hydrostatics and Pneumatics) with a higher standard of Mathematics should form part of the F. A. Examination. At present students, when they first enter the Medical College, are so ignorant of these subjects that they are unfit to commence the curriculum, and much valuable time is wasted in giving them the necessary elementary instruction.

III.—The Senate is swamped by Fellows chosen for any reason except fitness for the position. Fellowship of the University should carry no secondary social advantages such as rendering Fellows Darbáris.



**IV.—**The establishment of a University College, the lectures of which all undergraduates should attend, the other institutions remaining secondary teaching bodies, would insure a suitable standard of instruction.

**V.—**Affiliation of all teaching bodies to the University is to be desired.

**VI.—**The University should have its own examination buildings.



## Punjab.

Note by Lala Hans Raj, B.A. (Punjab), Principal of the  
Dayanand Anglo-Vedic College, Lahore.

## NOTES.

### I. Teaching University—

- (a) The Punjab University is already a teaching University in law and Oriental studies. The Law College and the Oriental College are in no way better managed than the Arts Colleges which are only affiliated to the University. Following are the reasons :—
- (1) Very few specialists as teachers.
  - (2) No boarding house or one of an ordinary nature.
  - (3) Nothing to encourage corporate life.
  - (4) The miserable condition of the Vaidic Class.
  - (5) The work of the students not upto the mark. Grammar defective and no deep scholarship.
- The work of the diffusion of Sanskrit knowledge has been well done by the Oriental College.
- (b) I do not think we can have a teaching University on the side of Engineering. The reasons are :—
- (1) The Government cannot be expected to provide funds for the establishment and maintenance of an institution which will only be an imitation of the Roorkee College.
  - (2) The Engineering Classes in the D. A. V. College and the Mayo School of Art do not prepare students for the Second Examination in Civil Engineering.
- (c) I cannot say anything about the Medical College
- (d) On the Arts side, I am not in favour of the University taking up teaching work before the B. A. Following are the reasons :—
- (1) Arts Colleges are scattered all over the province and the appointment of University lecturers to deliver lectures at Lahore will be to ruin them. To arrange for lectures at different centres is to make the work of the lecturers inefficient.
  - (2) Drilling work is to be done upto the B. A. Standard.
  - (3) Specialization begins after B. A. and it is only then that a University lecturer can prove most useful.
  - (4) The University ought not to enter into competition with existing Colleges.
  - (5) The number of students that will flock to the University lecturers will become unmanageable.
  - (6) Every College has got an ideal which it cannot be expected to forego.
- (e) I am not in favour of a few College lecturers being recognised as University lecturers and their lectures being opened to all Colleges, for the following reasons :—
- (1) The task is very delicate and to do so will be to make invidious distinctions.
  - (2) As the Mofussil and private Colleges are not adequately represented on the Senate, they will suffer most.
  - (3) Students will naturally like to join Colleges whose professors are recognised and that will be to give an artificial encouragement to admissions. This will be subversive of all competition.
  - (4) It will necessitate the equalization of fees which will be a serious matter to the Colleges concerned as well as to the students.

- (5) The arrangement of time table in different Colleges will become an impossible task.
- (6) Students will be put to great inconvenience when going to and fro.
- (7) The number of students will become unmanageable.
- (8) The University will not be effecting much by this recognition of certain lecturers.
- (f) I am not in favour of the institution of the Honors Course in F. A. and B. A., and making it compulsory for the Honors students to read with University lecturers.
  - (1) The present course is sufficiently stiff and I do not see any reason for adding to it even in the case of brilliant students.
  - (2) It is not so much teaching as proper direction and the habit to work that make a good student. Such a student can distinguish himself by taking his degree in the first division.
  - (3) The institution of an Honors degree without an increase in staff is useless.
  - (4) The proposal that Honor students should read with certain recognised professors is to tell them to read only with European professors and join the Government College or if they like to study in an unaided College to pay increased fee and expose themselves to the heat of June and July when going from one College to the other.
  - (5) The difficulties of the Mofussil Colleges will increase very much.
- (g) The Punjab University can profitably extend its teaching functions by taking up the work of the M. A. Class.
  - (1) The number of students will not be very large.
  - (2) The students require high and special instruction at this stage.
  - (3) University lecturers will have fit pupils to teach and teaching will become more efficient.
  - (4) The Principal of the Oriental College can be made available for Sanskrit students. One or two professors can be spared by the Government from the Government College. The University can import one or two first class men from England if the Government help.
- (h) The University can help to a very large extent in fostering corporate life and giving sound education :—
  - (1) By the establishment of a University Library and Reading Room.
  - (2) By the establishment of Inter College debating clubs.
  - (3) By the establishment of a scientific museum.
  - (4) By the institution of a system of occasional evening lectures in the premises of the University.
  - (5) By insisting on the better management of College Boarding Houses.The institution of the University tournament has resulted in much good.
- (i) A real teaching University implies a University controlled and managed by teachers engaged in University work and represented on the Senate without any other consideration besides that of educational influence and efficiency. I doubt whether the Government can fully accept this principle.

## II. Senate and Faculties.

- (1) Clause 4 (c) of the Act of Incorporation be given effect to.
- (2) The graduates of the University should be given the right of electing a certain number of fellows to the University.
- (3) Affiliated Colleges should be given the right of being represented on the Senate.
- (4) Fellowships ought not to be complimentary.

- (5) Every member of the Senate should continue to belong to one Faculty or the other. Any one who cannot be safely put on any faculty is not fit to become a member of the Senate.

### III. Students of the University.

- (1) Professors should have as at present the right of not promoting students to the 2nd and 4th year classes but they should not possess the power of keeping back a student from the University Examination because there is no probability of his success in the Examination. It will prove injurious to the interests of education.
- (2) University should insist on the physical education of the students. It should direct all Colleges to make exercise compulsory on all students. Before sending up boys to the University Examinations, Principals should be required to certify that the candidates have regularly gone through a course of physical exercise.
- (3) Boarding Houses should be better looked after.

### IV. University Teaching.

#### (a) English—

There is no doubt that Punjabi students are generally weak in English. The University has tried to improve this condition of things by rendering pass in translation and composition paper compulsory. It is also proposed to prescribe a text book in English for the Entrance Examination. The evil can be remedied :—

- (1) By commencing the study of English at an earlier stage than at present, say, in the 2nd Primary.
- (2) By eliminating Persian from the scheme of studies of the Primary Department of Anglo-Vernacular schools.
- (3) By teaching History in English in the Middle Department.
- (4) By eliminating Mensuration from the scheme of studies of the Middle Department.
- (5) By securing some highly educated and competent men as headmasters on high salaries. Some bright Punjabi youths can be trained by Government for this purpose in an English University.
- (6) The multiplicity of subjects in the Entrance should be reduced by permitting no student to take up more than four subjects viz. (1) English (2) a vernacular (3) Mathematics (4) a classical language, or Persian.
- (7) Marks assigned to English should be increased.
- (8) History and Geography should be taught in the High Department and a few questions on the subject should be included in the paper on English. No separate paper should be set on the subject as it encourages cram. But better text books ought to be prescribed.
- (9) No board school ought to have more than 25 boys in any class.
- (10) In colleges themselves, greater attention ought to be paid to composition and translation.

#### (b) Classical languages of the East—

The great defect in the study of Sanskrit is this that the University does not insist upon the study of Sanskrit grammar. Students pass by committing the translations of texts to memory.

#### (c) Vernacular—

Students know Vernacular as little as English. They have no taste for its study. The University regulations induce students to leave its study just at the point when taste is being developed for it. It is most unfortunate when one of the chief objects of the University is to develop Vernacular literature.

(d) *History, Political Economy and Geography—*

In the Entrance classes, students are simply disgusted with the cram work they have to do in connection with this subject. Its study is uninteresting. In the First Arts, intelligent students do not take the subject. Its marks are less than those of Science and its text books do not give anything which an intelligent student can not learn without the help of the Professor. Some text book in History should always form a part of English Course and a book on political economy should form a part of the F. A. History Course. Its marks should be raised to 150. The B. A. Course is on its trial. The subject has got no position in M. A.

**V. Affiliation Rules —**

None doubts the necessity and advisability of Affiliation Rules but they should be framed in a spirit of sympathy and catholicity. Denominational institutions are springing up in the province, combining religious education with secular instruction and they are exactly the kind of institutions required in the country. Rigorous rules rigorously applied will blight the prospects of denominational education. I urge that—

- (1) There should be no interference with the scale of fees. Our ideal should be free and sound education and not one based on "give and take" principle.
- (2) Teachers should be judged not merely by the salaries they receive. Academic qualifications should count for much but work should also be considered.
- (3) The managers of an infant institution cannot provide a good building at the outset. Its provision should be left to a later period in the growth of an institution. In fact the Government should be the first to come forward with an offer of contribution for the building.

**VI. Minimum age limit for the Entrance Examination —**

I am not in favor of it for the following reasons :—

- (1) 3031 students have appeared in the last Entrance Examination. Out of them 391 are below 16. Even out of them a good number is short by a few months. The evil is too limited to require any special legislation.
- (2) There being no arrangement in schools for the instruction of boys after they have passed the Entrance Examination, under age boys, however brilliant they may be, will have to spend one or two years of their life to forget what they had learnt in the previous year.
- (3) Indian students who gain Government of India scholarships will not be able to compete for the Civil Service.
- (4) If there are dullards among boys below 16, there are as many, if not more, among those who are above 16.

I think, however, no preference should be given to under age boys and therefore I wish that the Clause in the Code which gives preference in the award of scholarships to a boy of lower age should be removed.

HANS RAJ.

# **The Indian Universities Commission.**

SUGGESTIONS BY LAJPAT RAI,

*Honorary Secretary, D. A.-V. College Managing Committee, Lahore.*

The special objects for which the Punjab University was incorporated are given on page 35 of the last Calendar (Statutes). Taking them categorically, little or nothing worth speaking of has been done to achieve the first object up till now. Very few good books (whether Educational or General) have been translated, prepared, or published by or at the cost of the University, and practically no encouragement has been extended to those who were inclined, as well as qualified, to do this work. Towards these objects the University spent only Rs. 570 in the year 1899-1900 out of its general funds—Rs. 5,388-4-0 having been spent during the same period under the head "Endowed Readerships and Translatorships." The University claims savings to the extent of Rs. 1,36,423 under the head "Current Account." At least Rs. 25,000 out of this amount should be voted for the improvement and extension of vernacular literature, and an annual grant of Rs. 10,000 should be provided in the Budget for at least ten years to come. These grants must be equally distributed between the 3 vernaculars of this Province, viz., Urdu, Hindi and Gurmukhi, and it should be made worth the while of literary men to produce good and substantial books (both Educational and General) in these vernaculars. A competent and efficient Committee, composed of members who are qualified both by tastes as well as by the amount of leisure which they can command, should be appointed to recommend (a) books for translation or reproduction, (b) subjects for compilation, (c) books for approval, (d) arrangements for their publication. The annual report of the University should make a special mention of the work done and results achieved by the University under this head of its duties.

The regulations for the grant of Endowed Readerships and Translatorships should be so altered as to ensure the selection of such graduates only as pledge themselves to a life of literature or teachership. The candidates, as at present selected, use these Readerships or Translatorships as stepping-stones for entering Government service or the profession of law. The period also for which these readerships and translatorships are tenable should be extended to 5 years at the least.

The third object of this University is said to be to promote "the enlightened study of the Eastern Classical languages and literature." The Oriental College is apparently maintained to achieve this object as well as No. 5. That the Oriental College has till now substantially failed in attaining object 5, will not, I suppose, be seriously contested. In fact it could not have been otherwise. The fact that in the last 20 years not even one student has taken his M. O. L. Degree in any subject other than Sanskrit and Arabic carries its own condemnation. In Sanskrit also only one student has taken his M. O. L., all other students having taken Arabic. As for the other examinations it sounds ridiculous to prepare students for the Arts Examinations through the medium of vernaculars. The idea is not ignoble, but the state of the vernaculars renders its successful realization impossible. A glance at the list

of the subjects prescribed for these examinations will show the truth of this observation. To successfully deliver lectures on such subjects as Higher Mathematics, History, Political Economy, European Philosophy and Natural Science, you require specialists of a very high order, experts in their own branches of learning, competent to express themselves in vernacular. That it is impossible for the Oriental College to secure the services of such men at the low salaries that are now paid for the same, even if such men be available from amongst the Indian graduates, is a truth which no one is likely to deny. Not to speak of the Oriental College, even the Arts Colleges in this Province have not (except in one or two instances) been able to attract specialists of the 1st or 2nd class. Under the circumstances, there is naturally a strong consensus of intelligent public opinion to the effect that this attempt has proved futile and ought to be discontinued. The growth of our vernaculars is a question of time, and unless that time arrives it seems to be a sheer waste of money to attempt to attain the impossible. The savings thus effected would be well spent towards the accomplishment of the 1st and 2nd objects, *viz.*, the improvement and extension of the vernaculars. The 1st object would also be better served by the Readers and the Translators in Natural Science, &c., being required to deliver a number of specially prepared lectures on popular scientific subjects to popular audiences in different cities of the Province. These lectures might well, in the course of time, take the place of "University Extension Lectures" delivered under the auspices of English Universities. As to object No. 3, I think the Oriental College has not been altogether without use, although radical changes are required if an effective realization of the object is aimed at in this branch of its work. I can only speak with regard to the teaching of Sanskrit in the Oriental College. The College has, in my opinion, supplied a class of fairly intelligent Sanskrit teachers to the schools of the Province, although the system under which these gentlemen are instructed in Sanskrit is so radically defective that, the efforts of last 30 years notwithstanding, the enlightened and systematic study and knowledge of Sanskrit has not made any appreciable advance in this Province. Even now, whenever a specialist is required in any of the different branches of Sanskrit Philosophy, in Vya-karana (Grammar), or in the Vedic literature, you have to look to other Provinces to supply the want.

One of the special objects of the D. A.-V. College is to encourage and enforce the study of "Classical Sanskrit." In the year 1901 it had 4 Sanskrit Professors on its staff in the College Department. The senior of them was a Bengali Pundit, a distinguished scholar of the Sanskrit College, Calcutta, and a noble type of specialist in the Darshana Philosophy of India. The other two, claiming scholarly attainments in the two Mim-ansas, received their higher education at Benares. The 4th was an M. A. of the Punjab University employed to help the students in getting up their text-books for University examinations. The D. A.-V. College authorities have had very frequently to advertise for specialists in Sanskrit Grammar and in the recitation of Vedic mantras, and almost invariably the applicants whose claims were favourably considered were Pundits of other Provinces who owed nothing to the Oriental College. If the Oriental College is really intended to promote an enlightened study of the Classical Sanskrit, it must undergo radical changes, both in its staff of teachers as well as in the course of reading, in the quality of the former and in the system of the latter. It must have renowned Sanskrit scholars, specialists in the different branches of Sanskrit learning, on its staff, must pay them well in order

to induce them to stay, and must adopt a scheme of studies which is calculated to impart sound and substantial knowledge of the Sanskrit language and literature, of its philosophy and its science, of Hindu religion and ethics, of Hindu laws and Hindu sociology. If the financial state of the University renders the realization of the scheme impossible, or impracticable, then the best course would be to utilise the funds at present applied to the teaching of Eastern Classics to the making of liberal grants to unaided private institutions which at present exist or which may hereafter be opened for imparting an intelligent knowledge of the same. Because it should always be remembered that the principal endowments of the University having been received for these objects, they cannot be utilised for other purposes without laying the authorities open to a charge of breach of faith.

With the courses of reading prescribed for the various Examinations in Sanskrit language and literature, whether on the Oriental or on the Arts side, I will deal hereafter. The treatment which the University has till now accorded to the teaching of the Ayurvedic system of medicine is also hardly in keeping with the importance given to the same in the original scheme of the Oriental College.

Another, rather, objectionable feature of the Oriental College is the teaching of Hindu scriptures on the system of the oriental scholars of the west, such as Ludwig, Roth etc. One cannot reasonably expect non-Hindu Professors to follow, and regard with respect, the traditional meanings that are attached to Vedic texts and formulas, in the commentaries of pious Hindu commentators. It is useless moreover to expect a rational understanding of the Vedas by students who have neither studied Vedic Vyakarana nor Nirukta, Jyotish, Chhanda, &c., which are called the Vedangas, and without a knowledge of which no one can approach a proper study of the Vedas. The result is that neither Professor nor student can do justice to the most holy and most revered of the Hindu Scriptures. The system is open to serious objection on religious grounds. It shakes the faith of the Hindu students in their scriptures and tends to demoralise by forcing them, to learn meanings in which they do not believe, and to answer question accordingly. In no case should Vedas form part of the courses.

On the Arts side it is not practicable to con-

How far it is practicable to extend the teaching function of the University.

vert the Punjab University into a teaching body, unless it is proposed to convert the Government College into a University College for preparing M. A. students or students preparing for Science degrees. Even in that case the *personnel* of the Government College will have to be materially changed, and the salaries and the prospects of the staff will have to be appreciably raised, to induce competent scholars (both of European and Indian reputation) to accept the different chairs of Literature and Science. As things stand at present, the only practicable steps that can be taken immediately are—

(a) The strengthening of the Science Department of the Government College by the addition of some more chairs. There should be at least two Professors of Physics, two of Chemistry, one of Botany, one of Zoology, one of Geology, and one of Physiology. The Government College time-table of the Science classes will show that at present the Science Professor can only spare three periods a week to lecture on Physics to the M. A. class and so on.

(a) The strengthening of the Science Department of the Government College by the addition of some more chairs. There should be at least two Professors of Physics, two of Chemistry, one of Botany, one of Zoology, one of Geology, and one of Physiology. The Government College time-table of the Science classes will show that at present the Science Professor can only spare three periods a week to lecture on Physics to the M. A. class and so on.



- (b) The throwing open of the lectures of these Professors to the students of all the affiliated Colleges.

It is neither necessary nor expedient to adopt the system of Inter-Collegiate lectures. The differences in the abilities and the capacities of the Professors and Lecturers at present employed in different Colleges of this Province are not so marked as to render the system of Inter-Collegiate lectures of much practical use. In fact, the number of students that receive their education in the 3 principal Arts Colleges of Lahore is so large, as compared with the number of Professors who are engaged to lecture to them, that at present the idea does not seem to be worth even a trial. Besides, in the Punjab there is only one non-denominational College. All others are denominational, each having a religious mission of its own. It will not, therefore, be free from objection to adopt a system of Inter-Collegiate lectures in these Colleges. It is not right to assume that all European Professors are superior to all Native Professors, and when I say that, I do not make an exception even in the case of teaching English.

In the Lahore Colleges the system of teaching English seems to me to be very defective. It mainly consists in giving notes and in teaching by paraphrase. One of the most popular Professors of English in Lahore, a European, has made a reputation for giving an equivalent expression for almost every word that occurs in a text-book. He solves every difficulty for the students, and enjoys a popularity in coaching up students for that subject. On the other hand, I know, as a matter of fact, that students enjoying the privilege of learning English at the feet of European Professors have often been anxious to get hold of the copy-books of the students of the D. A. V. College containing notes given by the Indian Professors of English employed in that College.

In my humble opinion a Professor of Language and Literature can efficiently teach only a limited number of students. The Punjab graduate is generally deficient in a knowledge of English, the main causes of which are the following :—

(a). The foundations are very slender. A Punjabi boy reading in a Government Primary School has to study three foreign languages—Urdu, Persian, and English. To this may be added Arabic or Sanskrit if he belongs to a Mohamiedan or Hindu denominational school, respectively. He has thus to keep four languages up to the Entrance.

(b). The service of the Education Department is not sufficiently paying to attract graduates of high standing.

(c). The number of students with each teacher in the schools is generally too large to allow of a language being efficiently taught.

(d). The strain to which a student is put in learning History and Geography, by rote, is too heavy to allow him a margin, to devote time and thought to the cultivation of a taste for accurate writing and speaking.

(e). The teaching in the Colleges also is not as sound as it should be.

(f). The number of text-books that a student has to get up, and upon which a Professor has to lecture, is too large to allow of the Professor and the student devoting sufficient attention to the art of accurate writing and speaking.

(g). The text-books in the School Department admit of improvement.

The teaching of Sanskrit in the Punjab is even more defective than that of English. Neither the Department nor the University seems to have yet realised that nobody can acquire even ordinarily correct knowledge of the Sanskrit language without having a good knowledge of Grammar as the basis of his studies in Sanskrit. In this matter the Punjab is at a great disadvantage as compared with the other Provinces, where a good knowledge of the real vernacular of the Province and its grammar precedes the study of Sanskrit. A knowledge of the Bengali, Marhatti, Gujrati or Hindi grammar makes the task of a student of Sanskrit easier, while a knowledge of Urdu grammar makes it still more difficult and arduous, if nothing else.

In the Punjab University an effort is made to teach *Rig Veda* to students who have not studied *Laghu Kaumadi*, not to speak of *Panini*, *Niurkta*, and the *Maha Bhashya*.

For the Punjab University Arts Examinations a student of Sanskrit proceeds to read modern Sanskrit, drama, and poetry on the slender basis of Dr. Bhandarkar's 1st and 2nd Books of Grammar prescribed for the Entrance Examination.

In the text-books on Sanskrit prescribed for the F. A. and B. A., one finds no trace of "grammar," although there is a mention of grammar in the subjects of examination where grammar occupies only a subsidiary part of the paper on poetry, the whole paper carrying 75 marks out of 150. The same is the case with the Examination for the degree of B. A. From modern prose and poetry in Sanskrit a student at once proceeds to the Vedas, overleaping the Sutra, the Epic, and the Brahmana periods of Sanskrit literature. It is no wonder then that the Punjab graduate's knowledge of Sanskrit is most shabby and hollow, and does not even enable him to understand an ordinary book of Sanskrit beyond the text-books read by him for the examination. The case is different with Arabic. The rules prescribe standard books on Arabic grammar both in the Entrance and the F. A., and there is no attempt to force the student to take a leap from modern Arabic to ancient and archaic Arabic, covering a distance of several centuries, possibly several thousands of years. The same can be said of Persian. Why should there be an exception in the case of Sanskrit alone is beyond comprehension, specially when Sanskrit is admittedly one of the most, if not the most, difficult, the most complex, and the most grammatical of all the languages, and still more so when the Sanskrit of different epochs is governed by different formulæ and rules of grammar, and when the transition of the language from the archaic to the modern form covers an almost unimaginable distance of time and embraces a vast literature marked by the special peculiarities of each period in the history of its development.

In my opinion a book on Sanskrit grammar should be prescribed for each of the Arts Examinations, and a substantial proportion of marks should be assigned to this branch of the subject.

The hymns of the Vedas should be omitted from the Degree courses and a graduated course of instruction in Sanskrit Philosophy and Sanskrit laws should be introduced, or special courses of study, consisting of selections on the model of the Arabic

course for the B.A., should be prepared. It may be noted that no portion of the Quran forms part of the selections prescribed for the B. A. Examination.

The 3rd subject, which is the most neglected in the Arts Examination, is **History and Political Economy.** "History and Political Economy." The way in

which the candidates are examined in this subject is most faulty. Every Indian graduate should know at least the history of his own country thoroughly. 1stly, the teaching of the subject should be more intelligent in the school, although I am opposed to any paper being set in History and Geography in the Entrance Examination. This will to a great extent lighten the strain that is now put on the memory of the students, who will have more time for acquiring real proficiency in the languages. 2ndly, in the higher University Examinations it should be included in the list of compulsory subjects. So far as the First Arts is concerned the subject should be divided as follows :—

- (a) Histories of India and England ;
- (b) General outlines of the Histories of Ancient Greece and Rome ; and
- (c) Elementary Political Economy.

In the Degree Examination one should expect a very thorough and critical knowledge of the periods that may be prescribed. I have a little experience of the teaching of History of India, and I can say that at present, with the prescribed text-books on History, the students resent rather than appreciate good and critical lectures based on information other than that given in their text-books. Such lectures are more an infliction to them than a treat. Experience tells me that they generally pass by committing to memory ordinary school books, including catechisms, &c.

(1). *Examinations* :—(a).—I would abolish the Middle School Examination altogether.

(b). I would retain the Matriculation for the general body of students, but I think partial trial should be given to the system of allowing affiliated Colleges to admit non-matriculated students to their classes by holding an examination of their own, as is now done by the Civil Engineering College, Roorkee.

(2). I would confine the Matriculation to the following compulsory subjects :—

- (a). English.—(In the Arts Examinations of the London University, English History and Geography form one subject with English.
  - (b). An Eastern Classical language.
  - (c). Mathematics. (Arithmetic and two books of Euclid. Algebra up to Simple Equations).
  - (d). Vernacular.
- (3). I would retain the F. A. with the following subjects as compulsory :—

- (a). English.
- (b). An Eastern Classical language.
- (c). History and Political Economy.
- (d). One of the following :—Mathematics, Philosophy, and Science.

(4). After the F. A., I would allow the students to specialize and select only one subject for the B. A.

(5). In this case only may the Degree Examination be divided into a Pass course and an Honors course ; otherwise not.

(6). I am opposed to the appointment of Moderators except in the case of the Entrance Examination.

(7). I am of opinion that a student who passes in all subjects but one, and in this latter fails by 5 marks only, should be passed without re-examination, or should be allowed to appear next year in that one subject only.

(8). The Examiners should be selected from the professors and teachers of the affiliated Colleges of other Universities.

(9). If more subjects than one are to form the course for the B.A. degree, then students should be allowed to pass their examinations by instalments in one subject at a time.

(10). All affiliated Colleges, specially the Colleges teaching up to the B. A. should be well represented on Committees that select Examiners. At present the Private Colleges are not represented at all on the Committee that selects Examiners on the Arts side.

(11). The dates of the Medical examinations are very objectionable, and have been fixed with an utter disregard of the interests of students.

In the Punjab the appointment of Fellows has probably been much more anomalous than anywhere else. A number of persons have from time to time found seats on the Senate who could hardly be called educated. A good deal of patronage is exercised in the appointments to seats on the Senate. The Principal of the D. A.-V. College, numerically the largest College in the Punjab and not much behind the best in the matter of education, had, till only recently, no seat on the Senate.

The College was recognised in 1889, and the B. A. Classes were opened in 1893. Since then the College had been showing excellent results in all the University Examinations, including M. A. in Sanskrit, but still the Principal was not taken on the Senate until, towards the end of 1899, the matter had to be represented to the authorities, and the Vice-Chancellor and the Chancellor were pleased to give a favourable consideration to this representation. Some of the senior Professors of the D. A.-V. College have been successfully preparing students for the Degree Examinations for the last ten years, but they hold no seats on the Senate, while an examination will show that American and English Professors of the Government and Mission Colleges have generally been appointed Fellows after only a year or two's service in India. Some of the members of the Punjab Commission (Covenanted) are appointed as Fellows who hardly take any interest in the University or its affairs.

The number of covenanted members of the Punjab Commission who are Fellows *ex-officio* is abnormally and unnecessarily large. I do not think in the Punjab any difficulty has been experienced on the ground of the Senate being unwieldy. The number of the Senate should be about 125 or 150. The Principals of all Colleges affiliated up to the B. A. and all Professors and Lecturers of more than 5 years' standing should be *ex-officio* Fellows of the University. The governing bodies of all Aided and Unaided Colleges should be represented on the Senate according to the size and importance of the respective Institutions. The number of representatives allotted to each to be fixed by the Senate every third year. The election of the representatives to be made by the governing bodies subject to the approval of the Senate. Graduates to have the right of electing a fixed percentage of the whole strength of the Senate. All M. A.'s and B. A.'s of ten years' standing to have the right of voting in these elections. All others to be nominated by Government, by virtue of their reputation or office, subject to the condition that only men of literary

attainments and those actively interested in the course of education, or likely to take active interest in the same, are appointed. Due regard should be paid to the inclinations and tastes of the persons selected and to the leisure at their command to enable them to render effective service. Fellowships should not be terminable except in the case of elected ones, but liable to be vacated by continued absence from meetings for more than a prescribed period.

The present representation of the Arts Colleges at Lahore on the Senate stands thus--

Government College	6	out of a total strength of	...	...	...	8
Forman Christian College	5	out of a total strength of	...	...	...	12
D. A.-V. College	1	out of a total strength of	...	...	...	12
Islamia College	1	out of a total strength of	...	...	...	8

Principals of all the 1st grade Arts Colleges at Lahore should be *ex-officio* members of the Syndicate, as well as Principals of the Medical and the Law Colleges (if the latter is to be retained) in its present form.

Besides these, the Director of Public Instruction, the Vice-Chancellor, and the Registrar shall be *ex-officio* members, and so may be the Deans of Faculties if they are not already members of the Syndicate in some other capacity. The rest may be elected by the Faculties as at present. The total number not to exceed 25 and not to fall short of 20. The Principal Arts Colleges at Lahore are just now represented on the Syndicate as follows :—

Government College	...	...	...	3
Forman College	...	...	...	3
D. A.-V. College	...	...	...	1
Islamia College	...	...	...	0

In my opinion it is neither advisable nor expedient to provide for a school of Theology in connection with the Indian Universities, nor is it desirable to found a chair of Comparative Religion in connection with each University. The promotion of a study of Comparative Religion must be left to private Colleges.

On the Arts and Oriental sides the number of Faculties and Boards should coincide with the number of subjects for the teaching of which provision is made in the several Colleges constituting the University ; for instance, there should be a separate Faculty for each of the following subjects :—

- (1) English.
- (2) Mathematics.
- (3) History, Geography, and Political Economy.
- (4) Philosophy.
- (5) Physical Science.
- (6) Sanskrit.
- (7) Arabic.
- (8) Persian.

Under the present arrangement it often happens that specialists in some branch of knowledge are controlled by others not interested in, or not possessing information on, that subject. Faculties should certainly be strengthened by the addition of recognised teachers and distinguished graduates in the special subjects of the Faculty.

Boards of Studies as at present constituted do not seem to be of much use.

The present rules of the University as to who are to be allowed to join its examinations are sufficient and adequate; no alterations are needed.

Every College should be required to make adequate provisions for the physical welfare of its students.

As for their moral welfare the Boarding-house system should be extended, and, except in the case of students having guardians in the city, all should be required to live in Boarding-houses. I am not favourably disposed towards the system of *licensed lodgings*. This would lead to laxity of supervision and discipline, and encourage a tendency to evade the rule of residence in Boarding-houses.

(3) As for the fostering of a genuine University life, I would make the following suggestions:—

(a) Inter-Collegiate debates and meetings, plays and dinners, should be encouraged.

(b) The University should provide—

(1) A common play-ground.

(2) A good and substantial library and reading-room.

(3) Scientific museums.

They should be open to students of all the affiliated Colleges.

(c) The Sports Committee should be better organised and the Colleges should be well represented in fair proportion to the number of students in each.

There should certainly be some rules of affiliation, but—

**Affiliation of Colleges**

(a) There should be no restriction as to fees.

(b) Stress should not be laid on the recognition of professors and teachers by the University.

(c) There should not be any interference in the rules of management and internal discipline.

LAJPAT RAI.

LAHORE :

Dated 11th April, 1902.

Mufid-i'Am Press, Lahore.



सत्यमेव जयते

## Supplementary Notes

BY

LALPAT RAI,

PLEADER, CHIEF COURT.

(*An Examiner in the Law Faculty*).

### LEGAL STUDIES.

- (1) Legal studies should be past graduate.
- (2) The Course should be reduced to two years.
- (3) Substantial reduction and changes are required in the prescribed Courses of reading and in the text-books.
- (4) Substantial changes are required in the manner of conducting examinations. The present methods tend to encourage *cram* and tell very seriously on the health of the candidates. *The viva voce* examination as at present conducted is not of much use.
- (5) The staff of the Law College is not well paid. Hence teaching not good. Teaching can be materially improved by allowing affiliated Colleges to open classes.
- (6) A Boarding-house badly wanted.
- (7) Legal studies ought to be encouraged by throwing judicial appointments open to the best Law graduates.

LALPAT RAI,

*Pleader, Chief Court.*







सत्यमेव जयते

## INDIAN UNIVERSITIES COMMISSION, 1902.

### Punjab.

**Note by T. W. Arnold, Esquire, B.A. (Cantab.), Professor of  
Philosophy, Government College, Lahore.**

ONE of the most serious defects in our University system in India is the subordination of teaching to examinations. The promotion of sound learning, the encouragement of a love of knowledge and the formation of intellectual habits, are aims apt to be lost sight of in the effort to secure as large a percentage of passes as possible. By such percentages the work of the Colleges is largely judged, and the Colleges are thus forced into an unhealthy rivalry, which in many cases brings them down to the level of cramming establishments. The institution of University lectureships would do much towards raising the tone of University life and introducing a higher ideal of scholarship. The attention of the students could hereby be directed to aspects of study beyond the narrow range of the prescribed text-books, and much could be done to stimulate a love of learning which might exercise an influence upon our students after they have left the Colleges. For one of the most lamentable results of our present system is that learning is often made so distasteful to our students (those at least who do not proceed to the M. A.) that for the most part they do not continue their studies after taking their degrees; while the small minority that is animated by some desire for knowledge, lacks that training in methods of study that forms so essential a part of true education; for such training is generally neglected by the Professor, owing to the fact that he has to bring his teaching down to the level of the dullest student of the class, lest the percentage of passes should be lowered by pitching the standard of his teaching too high.

If University Professorships be instituted (and such a scheme is very practicable in Lahore), I would suggest that

the lectures of the University Professors should not ordinarily be confined to the courses of study prescribed by the University, nor should they form the subject of examination, so that our students may learn to acquire knowledge for its own sake and not merely for the purposes of an examination. Such a higher ideal of learning has not been unknown among the Pandits and 'Ulamá of India, just as it is found in Europe and America at the present day; but it is woefully lacking in our Indian Universities.

The University Professors might be appointed by the University from among such members of the staffs of the affiliated Colleges as are most fitted for such office. As far as the University of the Punjab is concerned, the choice would at present be practically confined to Lahore; but it would be a distinct gain to have higher University teaching in at least one centre of learning in the Province. The carrying out of such a scheme would imply a system of combined lectures also. This too is quite practicable in Lahore, where there is a great waste of power owing to the fact that a number of Professors are simultaneously engaged in doing exactly the same work in different Colleges.

As already indicated above, I believe that the Colleges themselves are largely responsible for the practice of cram so prevalent among our students. Cram is essentially the accumulation of information for the purposes of an examination, and if the examination loomed less in the eyes of a College, there would be room for more solid teaching. In this connection, I believe that the Government reports by publishing comparative tables of percentages of passes do a great amount of harm, and the Universities Commission might act in the interests of higher education by recommending that such statistics of the work of Colleges be omitted from Government reports. Any less adequate method of judging of higher education than statistical returns could hardly be devised, and it does infinite harm by giving prominence to an entirely false ideal.

In connection with the teaching of the Classical Languages of the East, there is one point which especially

deserves the attention of this Commission, namely, whether the Universities and the Colleges are giving that encouragement to Oriental studies which may be expected from such institutions in India. The contributions made by the Indian Universities to the sum-total of human knowledge may most naturally be expected to be in the departments of Oriental study. But, in Northern India at least, the Universities have not only done very little for the promotion of the study of Sanskrit, Persian and Arabic, but, further, many of the Indian members of the governing bodies of the Universities are distinctly hostile to these studies, in their anxiety to promote Western learning among their fellow-countrymen. It is desirable that the Indian Universities should distinctly recognise their duty in this matter, for it seems indeed preposterous that while so much excellent work is being done in Europe and America in Oriental scholarship, the Indian Universities should produce so little. The amount of work that still remains to be done in this field, in historical research, in editing texts, &c., in India is enormous, and much of it can be done in India alone; the Universities therefore ought to be training scholars to carry on this work. In this connection, I would suggest that if the chairs of Oriental languages are to continue to be held by Indian scholars, the co-operation of such European Orientalists as happen to be connected with the Universities should be encouraged. One of the causes of the futility of much Oriental scholarship in India is the absence of a larger outlook upon the general progress of these studies and ignorance of the work that has been done and is being done in other countries, and for this a knowledge of European languages, such as our Pandits and Maulvis do not possess, is essential.

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I beg to append to the communication I have already forwarded a few remarks on some of the other points to be considered by the Commission.

I am of opinion that the number of the members of the Senate should be limited, the number being fixed in each University according to the progress of education in the parts of the country that come under its sphere of influence,—this sphere of influence being territorially

defined. For the Punjab University, 100 would serve for some years to come as a sufficient number to include all the persons competent to deal with matters of higher education. Of this number a certain proportion might be appointed by Government, and the others be elected partly by the Faculties, partly by the affiliated Colleges and partly by the Graduates of the University. The aim in each case should be to associate with the University persons most competent to render efficient service to the cause of education; no Fellowship should therefore be conferred with the object of raising the social status of the recipient. But as it is desirable in India to associate with the Universities certain persons of distinguished social position, Honorary Fellowships may be instituted for this purpose, such Honorary Fellows being invited to Convocations and other public functions, but exonerated from taking a part in the current business of the University.

With certain exceptions, the tenure of Fellowships should be for a number of years,—say 5 or 7, with possibility of re-appointment or re-election. This seems a necessary corollary to the limitation of the number of the Senate; it would prevent the admission of newcomers being undesirably delayed, and enable the University to dispense with the services of such Fellows as took no interest in the proceedings of the University. This limitation of the tenure of Fellowships would render unnecessary any hard-and-fast-rule relating to the number of meetings to be attended, which might bear hardly on Fellows not resident in the University town.

It is undesirable that every member of the Senate should necessarily be a member of some Faculty. The Faculties are presumably bodies of specialists, and none but those possessing a special knowledge of the branches of study concerned should belong to them. The members of a Faculty may be elected by the Senate, but such election should be subject to the approval of the Faculty.

I am in favour of a minimum age limit being fixed for candidates for the Entrance Examination, so as to prevent school boys from being unduly forced, to the detriment of their health. At the same time I think that the standard of the Entrance Examination should be raised, so as to prevent students from

entering Colleges before they are prepared for the prosecution of higher studies.

I may state that I have been engaged in educational work in India as a Professor of Philosophy for the last 14 years, for 10 years in the M. A. O. College, Aligarh, and since 1898 in the Government College, Lahore; that I have been a Fellow of the University of Allahabad for the last 13 years, and up to 1898 a member of the Faculty of Arts and of the Boards of Studies in Philosophy, Arabic and Persian; and that since 1899 I have been a Fellow of the University of the Punjab, in which I am a member of the Faculties of Arts and Oriental Learning and Dean of the Oriental Faculty. In 1899, I officiated as Principal of the Oriental College for six months, but did not teach any of the classes.





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## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

Note by C. C. Caleb, M. B., M. S., Professor of Physiology and Botany, Medical College, Lahore.

1. I am of opinion that a Teaching University for the Punjab is both desirable and practicable. The Punjab University as at present constituted *is* partly a Teaching University, since it maintains and has complete control of the administration and management of the Oriental and Law Colleges, and through the curricula and regulations for its various examinations it directs to an important extent the teaching of the Colleges which it recognises.

2. What is wanted, then, is to enlarge the scope of the University's functions in one or both of these directions, so as to bring into greater prominence its work as a teaching body in contradistinction to its present more pronounced function as an examining authority.

3. Any scheme which would suggest, much less recommend, the acquirement on the part of the University of the managing control of the Colleges, by purchase, or otherwise, must be set aside at once as an impossible scheme, and therefore the alternative we have to consider—from the point of view of its practicability—is, can the existing machinery be so modified, or the powers of the University so enlarged, as to enable it not merely to direct in a more or less remote way, but to control and supervise, the teaching work of the educational institutions already existing, with a view to promote the interests of true learning.

4. This, in my opinion, can be accomplished, and the means which I would suggest to bring it about are briefly these :—

(a) The affiliation to the University of such of the existing Colleges as the Syndicate shall deem to have satisfied the con-



ditions for affiliation laid down in a set of Special Rules which shall be drawn up for the purpose. In these

Conditions for af- Rules stress should be  
filiation. laid upon the following  
points :—

- (1) The academic, or other qualification for teaching, of the staff employed by the institution applying for affiliation.
- (2) The provision of the laboratory accommodation, apparatus, or other appliances necessary for instruction in particular subjects.
- (3) The provision of an adequate library of books on all subjects taught in the institution.
- (4) The fees, charged by the institution. No institution should be affiliated without satisfactory proof that its scale of fees does not fall below a certain minimum fixed by the Syndicate. (N. B.— It is essential to this scheme, that it should be made impossible for one College to underbid another in the matter of fees.)

5. It shall be open to the University Affiliation to Fa- on the recommendation  
culties. of the Syndicate to  
affiliate a College in all, or in one only,  
or in several of its Statutory Faculties up  
to a stated standard, and in all cases  
the exact affiliation shall be entered in  
the University Calendar.

6. To make the control and super-  
Recognition of vision of the University  
Teachers as Uni- over its affiliated Col-  
versity Lecturers. leges still more effective  
and to promote and foster the sentiment  
that the Colleges themselves are in a  
real sense constituent parts of the Uni-  
versity, I would further recommend  
that the teachers of a College affiliated  
in one or more of the Faculties of  
the University should be recognised as  
University Lecturers (by name), and  
that such Lecturers should not be re-  
placed by others, without the sanction,  
after due examination of their quali-  
fications, of the Syndicate.

7. (b) The establishment of a system of Inter-College Lectures, given by the University Lecturers, in accordance with a previously advertised syllabus covering either the whole or part of the syllabus required for any given University Examination. These lectures should be open to every registered undergraduate, and his attendance upon the whole or part of the course he selects to attend should count towards satisfying the requirements of the University Regulations.

8. For this purpose, it will be necessary to group the Colleges to be grouped for lecture purposes, affiliated Colleges together in the several Faculties in some such a way as this, and by way of illustration only :—

Faculty.	Standard.	Subject.	College Groups.
Science	Intermediate	Physics and Chemistry	Government, Forman, Medical.
Ditto	Ditto	Botany and Zoology	Government, Forman, Medical.
Ditto	B. A.	Physics and Chemistry	Government, Forman.
Ditto	B. A.	Botany and Zoology	Forman, Medical.
Arts	B. A.	English	Government, Forman.
	B. A.	Mathematics	Government, Forman, D. A.-V.
	B. A.	History and Philosophy	Government, Forman, D. A.-V.
	B. A.	Classical Languages	Forman, Oriental, D. A.-V., Islāmiya.

9. For the system of Inter-College lectures advocated and illustrated above, the following advantages are claimed :—

- (1) As regards Teachers, it brings into operation the stimulus of emulation and rivalry, which in process of time must lead to better work being done by them, and which is likely also to induce them to specialise in one or more departments of a subject for which, from previous training, or present inclination or facilities, they have a special attraction.

- (2) As regards the student, it leaves him the freedom to learn from a living source which for personal or psychological reasons appeals to him much more than any other, and it gives him the liberty also of receiving instruction from a selected teacher, who, for various reasons, is better fitted to teach a particular subject or part of a subject, than his other colleagues amongst University lectures.
- (3) As regards the Colleges, the system possesses the merit of making them stronger, better equipped, and generally better prepared to devote their attention to teaching some, and even all, of the subjects required for the University Examinations, than is at present the case. Thus, it is possible to conceive of the Medical College, giving up the teaching of Biology, Physics and Chemistry, if it can be sure that these subjects can be equally well taught in the Government or the Forman College, and concentrating its resources upon subjects of more vital importance to the Practice of Medicine; or the Government and Forman Colleges, both bringing their equipments, as regards teaching staff and practical appliances, in one or all of these subjects, to a state of perfection in accordance with modern requirements, which, in the absence of a no higher stimulus than the percentage of passes, is at present entirely wanting.

10. The objections to the Scheme  
Objections to the Inter-College System. are briefly these :—

- (1) That time would be wasted in going from one College to another. This objection, so far as this University is concerned, need not be considered seriously. Nearly all the local Colleges,

with the exception of the Islámia, are situated within ten minutes' walk of each other—and in any case it should be remembered that the scheme, so far as attendance upon lectures delivered at particular groups of Colleges is concerned, is entirely voluntary.

- (2) That difficulties in connection with accommodation and apparatus would occasionally arise in consequence of the greater popularity of certain of the University Lecturers, as compared with others. In the event of such difficulties arising, they could be overcome in the first instance by limiting the number of undergraduates, and, in case of repetition, it may be left to be satisfactorily dealt by the authorities of the institutions (Government, University, or private), who are not likely to be found unwilling to devise ways and means to maintain and if necessary to develop the accession of popularity in their favour.



- (3) That the private students would be excluded from aspiring to University distinction. Personally, I think that this instead of being an objection is a recommendation. No private student has certainly any business to go up for a Science degree, and from ordinary considerations I should be inclined to infer that a person who had not been instructed by a *bond fide* teacher, and in a suitable educational environment, was not a person to be seriously considered in a scheme of University reorganisation.

11(c). The appointment of University Professors—that is of officers directly appointed by the University and receiving an honorarium from University Funds or from Special Endowments.

(c). Appointment of University Professors.

In the Inter-College Scheme, I should have made it clear that that scheme was intended to be applicable to the Ordinary or Pass Degrees only, and that the work of teaching for those Degrees was to be the special function of the University Lecturers. The function of the University Professor, on the other hand, should be to give courses of lectures for "Honours" men, the University giving to each Professor a small honorarium, say of Rs. 1,000, for every course of lectures delivered.

12. These are the three chief ways in which, in my opinion, the Punjab University, without the introduction of cataclysmic changes, may be converted into a Teaching University. But before concluding the subject, I wish to bring to the notice of the Commissioners the great importance I attach to Boarding Houses or Residential Halls as essential adjuncts to the fuller realization of the aims and objects of University training. I would indeed go so far as to recommend that no College should be affiliated to this University which does not possess a Boarding House, or which, within a limit of time to be fixed by the Syndicate, fails to provide residential accommodation for at least two-thirds of the undergraduates on its rolls.

13. It is the Boarding Houses which should serve to give 'timbre' to the Colleges, and by means of these houses, by the strictness of their internal discipline, by the moral influences brought to bear upon the resident members, or by the religious instruction which may be therein imparted, together with such help as may be afforded by the College play-ground, that the social, moral and physical culture of the undergraduate should be attempted, the culture of his intellect being left mainly to the College Class Room.

14. In course of time it will be the traditions centering around the Boarding House—not so much the teaching imparted in the College—which will become the determining factor in helping parents and guardians to select a particular institution for the education of their sons and wards. One College

would attract men for its undenominationalism, another for its special sectarian character, a third for its aristocratic exclusiveness, a fourth for its prowess at games, a fifth for its discipline, and so on, and each College would thus through its Boarding House become a centre of peculiar tradition and attraction.

15. I have laid some emphasis upon this association of inter-college co operation in the matter of academic instruction, with the establishment of Residential Halls in connection with every affiliated College, because it has seemed to me that it is the only feasible method by the adoption of which we may, in a measure at least, realise in this country the advantages which are generally claimed for the older English Universities. And from this point of view, no other University in India, so far as I know, offers anything like the same facilities, as does the Punjab University. Of its ten first grade Colleges, seven are located in Lahore, and all of them either already possess a Boarding House, or have the building of one in contemplation.

#### *University Teaching.*

16. Under this head I desire to draw the attention of the Commissioners to the necessity for reform as regards the present practice of prescribing text-books for the higher University Examinations. After a teaching experience of nearly sixteen years, I have no hesitation in stating that the practice has been productive of the most deplorable results both for the teacher and the student. It has encouraged and developed the evil of cramming in the student, and it has supplied a very potent stimulus to the teacher to reduce his teaching to mere textual analysis and criticism. Even when the teacher has been strong enough to rise above the temptation to do more than this, it has been only to find that no more than a cursory attention was paid to his teaching.

17. The evil has been aggravated by the fact that the teacher in this University is not the examiner also, and that in several cases the plea that certain questions in an examination were not set out of the

prescribed text-book has been upheld in favour of the candidates by Boards of Studies.

18. Under existing conditions—that the teacher not is under conditions the real educator. which make the text-book the real educator and not the teacher—it pays the student best to “get up” his text-book, and it is unfair to blame him seriously if for him the Professor’s or the Lecturer’s work does not possess much value.

19. To do away with this subordination of the teacher’s work to the text-book, to minimise the habit of cramming which the system encourages, and to enlarge the student’s own view of a given subject, I would strongly recommend that text-books should not be prescribed, but that the standard for each subject required for any given University examination should be indicated by means of a carefully drawn up syllabus—a list of books being appended to show its scope.

20. I may note that this method has recently been adopted by the Science Faculty of the Punjab University.

The Science Faculty and Text-books.



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## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

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Note by Dr. M. A. Stein, Ph. D., Inspector of Schools,  
Rawalpindi Circle.

1. The points to be considered by the University Commission which have so lucidly been set forth in the note dated 10th February, 1902, of the Hon'ble the President of the Commission mainly fall under two heads: those concerning the internal constitution of the Universities and their administrative bodies, and those bearing on the teaching work of the Universities.

With the former points, as far as they relate to the Punjab University, I am unable to concern myself here, though eleven years' work as Registrar of the University and Principal of its Oriental College has necessarily furnished me with some experience in regard to the internal administration of that body. With respect to the latter points, however, which affect the teaching functions of the University and thus the future of academic culture in the Punjab, I am anxious to record my opinion, both as an Educational Officer and as a scholar.

2. In the case of the Punjab University it is fortunately unnecessary to consider the preliminary question as to whether it was intended that it should fulfill the functions of a teaching body. The Act of Incorporation (Preamble, and Section 12), and still more fully the Statutes, show that direct academic instruction was given a prominent place among the objects for which the Punjab University was originally constituted. A reference to the records bearing on the movement which led first to the establishment of the Punjab University College and subsequently to its recognition as an incorporated University, would prove that its originators, among them so far-sighted and cultured a statesman as Sir Donald Mcleod, clearly recognized the risks and drawbacks attending the creation in India of purely examining Universities.



3. Looking at the question from a historical point of view, it is impossible not to realize at once that in respect of their task, their means of attaining it, and their sphere of utility such institutions in India are necessarily placed in a position entirely different from that which may legitimately be assigned to them in England. There a purely examining body might well claim to do useful work by testing, and thus indirectly guiding, the higher instruction obtained in a variety of Colleges or by private effort. Examiners, teachers and examinees connected with a body like the London University under its former constitution, are all the inheritors of a common culture that has had its slow and natural growth in the land itself, and that has permeated and moulded the minds of a long succession of generations. Those who have to prepare students for its examinations, must, no doubt, vary in attainments and abilities. But the system under which they have received their own education is practically the same, and as much the result of unbroken historical development as their common language.

In India all the conditions are different. The European science and culture which Indian Universities are called upon to diffuse, is in reality as foreign to the Indian mind as it is to the Chinese. Its introduction into India must appear a thing truly of yesterday when judged by the antiquity of the culture which it endeavours to supplant. The foreign language in which this new knowledge has to be conveyed, necessarily retards its absorption. An equally great obstacle is the deep-rooted difference in inherited notions and manners of thought which separates the Indian mind from the Western. This obstacle is all the more serious as for want of a first-hand acquaintance with the classical traditions and literatures of India upon which the whole system of Indian thought rests, it is very difficult for the average European professor in India clearly to realize, or sometimes even to suspect, the mental barriers opposed to his teaching.

Where such exceptional difficulties have to be contended with, a system of academic control which restricts itself practically to the fixing of courses and the conduct of examinations, cannot reasonably be expected to secure either thoroughness of knowledge or an early

spread of those methods of thought to which we must attach more importance even than to the bare knowledge itself. The task of mental transformation which higher education in India must aim at, is an exceedingly difficult one. It is impossible to assure due progress towards its attainment under a system which fails to exercise control over the methods and means of instruction. It is scarcely necessary to point out that to test the latter effectively through examinations becomes more and more impracticable the higher the standard.

4. The shortcomings of the results which have attended the existing University system throughout India, have been emphasized too frequently during the Commission's progress to need my comments here. But I may be allowed to illustrate them by an observation concerning the field of study in which as an Indologist I am personally most interested. I have often heard fellow-scholars occupying Sanskrit chairs and similar positions in European Universities express their surprise at the fact that with the wide spread of higher English instruction in India on the one hand, and with the manifest attachment of the educated Hindu to the traditional lore of his country on the other, contributions of Indian workers indicating some measure of original research on Western lines in the closely allied fields of Indian philology, archæology and history are comparatively so rare.

For those Orientalist scholars who have had occasion on the spot to study the working of the modern educational system of India, this fact presents nothing surprising. During a long school and College course almost nothing is done to systematically develop the habit of historical reasoning which is in itself so foreign to the Indian mind, and without which critical work in those fields is an impossibility. The strange medley of notions which are thus left undigested and unamalgamated in the brain of the average College student, has been revealed to me by many a curious personal observation. It is only natural that this fundamental defect of mental training prevents even those who by inherited interest or genuine enthusiasm are drawn towards the great monuments of ancient Indian culture, from ever attempting to assist the labours of Western scholars in those fields.


5. The Punjab University, for reasons which it is unnecessary to discuss here, has never been in a position to undertake on its Arts side the teaching functions provided for by its Statutes. But though its work has suffered in consequence, just like that of the older Universities, there seems to me to be good reason to believe that an effort to remedy this great defect would present here less serious difficulties. The comparatively recent extension of advanced English education in the Punjab has left us with the advantage that with the exception of one or two institutions, all important Arts Colleges of the Punjab preparing students for B. A. and M. A. Degrees are centred at Lahore. Thus it is possible to approach a scheme of Inter-Collegiate lectures which under existing circumstances appears to me the only practicable means for assuring to the University the minimum of its needful control over higher academic instruction, without encountering from the first the formidable objection of real, or supposed, injury to existing institutions.

6. Judging matters from a purely scientific and educational point of view, and leaving aside financial and quasi-political considerations, it has always appeared to me regrettable that the Government Colleges originally established at Provincial capitals were not, like the Medical Colleges by their side, systematically developed and raised in status until they could take their place as teaching Arts Faculties in true Universities organized after the great models of Europe. Japan proceeding on such lines has succeeded in building up in the "Imperial University of Tokio" an academic institution which by reason of its scholarly activity, the *alumni* it has trained, and its remarkable success in the diffusion of Western culture and science, has gained a distinguished place among the Universities of the world.

It is impossible to aim at anything approaching this standard where the teaching work of what may safely be called the most important branch of Indian Universities is divided among a variety of Colleges, widely differing in the qualifications of their Staffs, in equipment, management and aims. But it is essential to ensure at least that the methods of instruction are in keeping with the true objects of

University work, and that the educational and scientific interests of the students are not sacrificed in empty competition for high pass percentages.

I believe that inter-collegiate lectures of professors specially selected by the University, attendance at which would be obligatory for students preparing for Arts Degrees, would furnish a far more effective means for attaining that end than any system of inspection, however elaborate. These lectures if delivered by those best qualified in the particular branch of knowledge, and dealing with those portions of the course which are most calculated to call into play and develop the power of independent critical reasoning, would not only set the standard to which the work carried on in the colleges would have to conform, but would undoubtedly exercise also a distinctly stimulating influence on students and teachers alike.



It may suffice for the present to give in bare outlines my suggestions as regards these inter-collegiate lectures. They would be introduced in all those subjects taken by Arts Degrees candidates for which professors of special attainments and abilities are available in local colleges. The appointment as University Lecturer or Professor in a particular subject would be made only for a limited number of years (say three), but would be renewable. It would carry no emoluments beyond the salary already held by the nominee in his permanent post. The appointment would be made only on condition of the lecturer being wholly set free from all ordinary work in his college. The number of weekly lectures to be given would be restricted by due regard to the time needed both for their preparation and for their mental digestion by the students. This assurance of increased leisure for scientific work, indispensable as it is for a proper discharge of the higher duties entrusted to the lecturer, together with the more interesting nature of the work, would be the main inducement and reward connected with the appointment. The cost of "officiating arrangements" caused by this kind of "deputation" would have to be met by the University.

7. The proper selection of the most capable man for this post of University Professor would undoubtedly be a matter

of greatest importance. It would be incumbent on the authorities entrusted with this responsible task to consider not merely the academic distinctions and teaching qualifications of the available candidates, but above all their capacity for scholarly work as attested by original research and scientific or literary publications. It is scarcely necessary to emphasize the fact that under modern conditions of true University study only those who are capable of independent work in their respective field of learning can be expected to stimulate and guide in the manner indicated.

Fortunately labours of this kind if carried on systematically and on the right lines are bound to secure distinction, at least among fellow-workers. In consequence no difficulty need be apprehended about merit and ability being recognized in the case of the proposed appointments if only the selection is entrusted to an authority (distinct from the executive bodies of the University) which can be depended upon to consult those best qualified to judge in the particular field of study.

8. It would be the duty of the University Professor to settle what portion of the instructional work would be dealt with in his lectures and what would be entrusted to college tuition. In order to ensure that the latter proceeds in harmony with lines followed in the University lectures and supplies their needed complement, it would be necessary to make the University Professor also the Head Examiner for the time being in his particular branch of the Degree Examinations. I know that this proposal implies a total reversion of the policy hitherto followed in the appointment of Examiners. But the suggested arrangement is one which has long been accepted as a matter of course in the best-organized and most efficient European Universities. The fact that attendance at the University lectures would be obligatory for all Degree students removes the only serious consideration which in the case of the local University has hitherto militated against the appointment of a teacher as an Examiner. It is evident that by the proposed arrangement many of the grave deficiencies attending the existing examination system, such as the variation of standards, the difficulty of extending the oral part of the examinations, the

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Examiner's imperfect acquaintance with the candidates' intellectual level, etc., would be satisfactorily removed.

9. It is in my opinion a strong ground in favour of the suggested scheme of University Lectures and Professorships that it would not interfere with the continued existence and usefulness of colleges, while relieving them of those highest academic functions which in their individual isolation they cannot be expected to discharge.

I believe that the colleges constitute very important and valuable agencies for directing and controlling the moral education of students and for supplying that part of higher instruction which may be described as intellectual grounding. The present necessity of colleges within an Indian University appears to me all the more established in view of the great divergencies in social and religious notions which divide, and for historical reasons will for a long time continue to divide, the various Indian communities. To provide for true moral training without taking into account these far-reaching differences seems to me in the existing condition of things a well-nigh impossible task, or at least one which could successfully be attempted only by an exceptional combination of mental gifts and personal devotion. The system of separate colleges leaves a free scope for the assertion of the legitimate interests and claims of the various great communities. On this account alone it deserves the consideration of those who have to weigh also the social and political problems involved in the progress of modern education in India.

10. Among matters of practical organization closely connected with the suggested reform there are two which seem to call for immediate notice even at the present stage. One refers to the supply of qualified scholars to fill the proposed University Professorships; the other to the supervision of the teaching work left to the care of the affiliated colleges.

In respect of the first point I am of opinion that an important and attractive task would await the staff of the Government College if in its organization due attention were paid to the requirements of the proposed University Professorships. Considering the terms

and prospects offered to those members of the Government College Staff who are recruited from the Indian Educational Service, I think there ought to be good reason to expect that scholars of those superior qualifications which I have above endeavoured to indicate as conditions for the tenure of University Professorships would readily be found among them.

If in the selection of candidates for these Government appointments it were steadily kept in view that systematic scholarly training and proved aptitude for original research work are most likely to assure the future usefulness of the nominee as a teacher, and if reasonable leisure and facilities were given for the continuance of such work after his arrival in India, we could confidently look forward to a steady supply of scholars eager and fully capable to discharge the higher duties of University Professors. Government by making the selection with special regard to such qualifications, and by adding if possible to the number of College Professorships so as to include all important subjects on the Arts side, would indirectly and without special financial sacrifices render most important help towards the success of higher University work on the proposed lines.

11. It would scarcely be expedient on the present occasion to name the particular branches of study for which professors of the requisite type would, or previously would, have been locally available. But in order to show that given suitable selection and some little encouragement, a steady supply of qualified workers could be depended upon, I may make at least a brief reference to the evidence available in that field of studies with which personally I am best acquainted. I may safely say—and my assertion could easily be supported by referring to competent fellow-students in Europe and America—that wherever in India European scholars have held Sanskrit Professorships in Government Colleges they have almost without exception distinguished themselves by scientific labours which have assured to them an European reputation. It is enough for me to mention the names of Professor Cowell, Dr. Ballantyne, Professors Bühler, Haug, Kielhorn, and Peterson, which will long be remembered in the annals of Indology, and to add

that there are others still holding posts in Indian Colleges who would confer distinction on Orientalist chairs in any European University.

12. I am convinced that other branches of learning, though the local opportunities and inducements of original research may sometimes be less obvious, can show equally distinguished representatives on the staffs of Indian Colleges. It is needless to speculate how much greater the number of such scholars, academic teachers in the truest sense of the word, would be if the scientific interests concerned and the needful facilities for original work were always carefully considered.

The Indian Government have on many occasions generously recognized the claims of scientific research, especially where it touches the great historic past of the country. An example may show how easily the scientific interests thus acknowledged could be furthered in connection with Educational posts already established. Original research in Indian history would undoubtedly receive a most effective stimulus if the History Professorships in Government Colleges were filled with special regard to the scholarly qualifications needed for such work. It scarcely requires explanation that a thorough acquaintance with at least one of the classical languages of India is as indispensable for original research into the history of India (preceding the last three centuries) and its antiquities as is, *e.g.*, a knowledge of Latin and Greek for work in classical history or archæology.

13. Referring to the second point above mentioned, it appears to me essential in the interest of the proposed reform that the University should exercise a closer supervision than has hitherto been possible over the teaching organization of colleges. If the University is to render itself directly responsible for the provision of academic instruction according to the highest Arts standards, it must also be given the power to assure that the colleges, to which the important task of supplementary tuition will be entrusted, should be fully qualified for the efficient discharge of these functions.

With this object in view it will be incumbent on the University to see that only those subjects are included in the



curriculum of a particular college for which duly qualified teachers as well as all necessary appliances and materials are available. In judging of the qualifications of individual teachers it will be necessary to apply the test not of academic degrees alone but also of scientific and literary work. Similar control will have to be exercised also over the arrangements on which the maintenance of proper discipline and the care for the students' moral and physical welfare will depend.

14. It is manifest that this important duty of supervision over the affiliated colleges of the future could not be properly discharged by any of the existing administrative bodies of the University. It could, however, be entrusted with full confidence to a Board, composed of the University Professors, with the addition of the Vice-Chancellor, the Director of Public Instruction and, perhaps, the Deans of the existing Arts, Oriental and Science Faculties. In such a Board the best professional knowledge on the Arts side of the University would rightly predominate while the general interests of the University would also be assured attention.

15. Among the matters of internal teaching organization of colleges which this Board would be called upon to supervise, I wish to mention here one particularly to which as an Orientalist I am bound to attach importance. At present the teaching of Oriental languages and literatures in many, if not most, of the Arts Colleges is entrusted to Pandits and Maulvis whose acquaintance with the methods and aims of critical philology may without injustice be described as very limited. Useful as their work may be where instruction on traditional lines suffices, it can certainly not be expected to ensure the enlightened study of those classical literatures according to the historical and critical methods of the West as contemplated by the University.

For this purpose immediate supervision and guidance of their work by a scholar thoroughly conversant with Oriental philology as understood by Western students is absolutely necessary. It would hence be a duty of the Board to make sure that in each college the services of such a scholar,

whether European or Indian, are available and actually utilized for the purposes of such supervision, until it is possible to hand over the tuition of Oriental classics entirely to teachers who have themselves received the benefit of a Western philological training.

16. My concluding remarks concern the necessity of increasing the thoroughness of the Entrance Examination test, in order to assure that matriculation be attainable only by students fully capable of following, and benefiting by, an University course of studies maintained at a true academic level. My remarks on this subject may be short. The serious deficiencies in the mental equipment of the students at present entering the University are generally recognized. The question of remedying them has also, I understand, formed already an object of thorough consideration by the Educational Conference assembled at Simla and is likely to be dealt with before long in a definite manner.

I have had occasion to study those defects not only during my connection with the teaching work of the Punjab University, but recently also as an Inspector of Schools in the north-western districts of this Province. They extend almost over the whole field of subjects taught in the High School classes, but appear to me particularly marked in English, History and Geography and the Classical languages (with the exception of Persian). The most striking features are, in English, the want of conversational acquaintance with the language which very seriously hampers the student in following college lectures; in History and Geography, an often amazing indifference of the teachers to the real objects of this study; and in Oriental Classical languages a lamentable superficiality in Grammar and all that forms the foundation of a real knowledge of the language and its literature.

17. The attainment of better results in the instructional work of the High Schools can be hoped for only through a gradual improvement in the quality and training of the teachers. In this direction the University can exercise no immediate influence. But it has well got the power to protect itself against some at least of the imperfections of the existing school training.

On the one hand, it might remove the temptation of entering on an University course from those passed High

School students who are mentally not strong enough for an academic curriculum, by instituting, alongside its Entrance Examination, or as a portion of it, a test which would qualify for certain classes of Government employment but not for admission to a college.

18. On the other hand, the University ought to use every possible effort to render the examination of Entrance candidates by the prescribed standards really searching and effective. At present, I think, there is reason to fear that the application of the standards is by no means as thorough as it ought to be in the true interests both of the University and the candidates themselves. More than once I have been surprised to find that schools in which the teaching of certain subjects does not rise much above a system of parrot-like memorizing could show distinctly satisfactory pass percentages, year after year, in those very subjects. Nor has it been an uncommon experience for me to be told that a certain Pandit whose pupils about to appear at the Entrance Examination in Sanskrit showed an ignorance of Grammar such as would disqualify an European school boy from beginning to read his Cornelius Nepos, and whose method of teaching, whether judged by the traditional or the European standard, was equally contemptible, almost invariably saw his candidates pass successfully into the academic fold.

19. Imperfect as every examination system based solely on written papers must be, it would be possible to prevent such serious shortcomings if an endeavour were made in every case to secure the services as Entrance Examiners of those who by attainments and educational experience are best qualified to recognize and assert the right standard. It appears certain that such an endeavour could succeed only if the work of both Head and Sub-Examiners were by an increased rate of honoraria made far more attractive than it is at present. Such an increase would, no doubt, entail a financial sacrifice to the University, while at the same time the greater thoroughness in application of the test would in all probability lead to a considerable fall in the number of those entering colleges for higher education. But the loss in both directions would weigh but little in the balance when compared with the lasting advantage of the raised level of academic instruction.

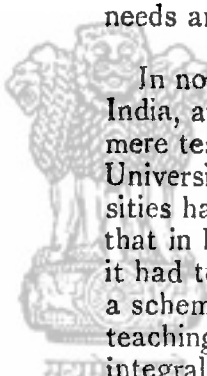
## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

Note by A. S. Hemmy, Esquire, B.A. (Cantab.), M. Sc. (Melbourne),  
Professor of Science, Government College, Lahore.

*A Scheme for the conversion of the existing Universities in India into Teaching Universities.*

VARIOUS types of Universities exist in the British Empire in which a varying amount of teaching is done by the University. By comparing these, it may be possible to find one which can be most readily adapted to the special needs and existing conditions in India.



In no University, however, outside of India, are the functions reduced to the mere testing of candidates; even London University, upon which the Indian Universities have been modelled, has realised that in being merely an examining body it had too low an ideal, and has devised a scheme by which most of the higher teaching institutions in London form an integral portion of the whole.

Considering first of all London University, we have still a body dealing only with examinations, curricula, and standards, but the University has two sides, one, the External, examining candidates from all parts of the country without inquiry as to how they obtained their knowledge, the other, the Internal, which consists of recognised teachers of institutions in or near London, to whom is given control of the courses of studies and examination of all students of those institutions.

This scheme, although at first sight it might appear to have been evolved to meet a need similar to that which exists here, namely, to convert a purely examin-

ing body into one which takes direct cognizance of the teaching of the student, yet in reality satisfies a different need, namely, to raise the status of the highly efficient colleges in London and to allow their staffs of eminent Professors to have a part in judging the fitness of their own students.

In India it is the Colleges which require to be kept up to the mark, and any scheme by which a College examined its own students would lead to jealousy and suspicion.

The system at Oxford or Cambridge  
Oxford and Cam- is too much the pro-  
bridge. duct of the past to  
lend itself to India; but it may be  
noted that, owing to the necessity of  
providing expensive laboratories and  
apparatus for teaching Science, almost  
the whole of the teaching in that  
subject is done by the University itself.

The system at Edinburgh where the  
Edinburgh and University does all the  
Victoria Universities. teaching and does not  
in any way concern itself with the wel-  
fare of the student outside the lecture-  
room, or of Victoria University which is  
a confederation of Colleges each in a  
different town, could not now be adopted  
in this country with its existing institu-  
tions.

Turning to the Colonies we find a type  
which seems to me to be more suitable  
for adaptation to India.

Sydney and Melbourne both have  
Universities more or less of the same  
type, but I shall specially consider the  
latter, as I am familiar with its methods,  
and can form some opinion of their  
success.

At Melbourne University, teaching is  
Melbourne Uni- provided in all branches  
versity. of learning except  
theology. Attendance at lectures is not  
compulsory for the Arts degree, but is so  
for other degrees; this, however, appears  
to have little influence on the attendance,  
for this reason, if for no other, that the  
Professor, together with an external Exa-  
miner, examines his own students. Only  
a very small percentage do not attend  
lectures, and they have to pay the same  
fees whether they attend or not.

Besides the University there are three affiliated Colleges on adjoining grounds which form centres for the athletic and social life of the University. The Colleges are maintained each by a different religious body, whilst the University itself is supported by an annual grant from Government. The Colleges, besides theological teaching and training of candidates for the Church, provide elementary lectures to junior students which to some extent replace but rather supplement the University courses, but the bulk of the teaching is of a tutorial nature.

The internal discipline of the University is maintained by a Professorial Board. The University is governed by an Executive Council elected by the Senate which consists of all persons holding doctors' or masters' degrees. The Faculties of Law, Medicine and Engineering respectively, which act as advisory bodies to the Council, and also prescribe the books and detail the subjects, consist of all Members of Council of those professions together with the Professors and Lecturers on those subjects. The Dean must be a Professor. The Arts and Science degrees are similarly regulated by the Professorial Board.

Sydney University has a system in most respects similar ; attendance at lectures for all degrees, however, is compulsory.

This system by which the Colleges are more or less confined to tutorial teaching is found to work very satisfactorily ; almost all the students who do well in the different honours examinations are college students.

A scheme framed on lines similar to the proposed Melbourne University scheme. I wish to propose to the Commission as suitable for India and one to which the existing institutions could without undue difficulty be adapted.

The University would consist of two sides, an examining side and a teaching side. The University divided into two sides.

On the examining side matters would remain much as at present. The Senate with the aid and advice of the Syndicate would draw up rules and regulations with regard

to the various examinations, and would exercise control over them. They would also appoint Examiners.

The manner in which the Fellows of the University are selected does not affect the essentials of this scheme, but all University Professors should be *ex-officio* Fellows; also a certain proportion of the Syndicate should be elected by the Professorial Board.

The constitution of the Faculties need not be altered. The internal discipline of the University and all financial matters would be removed from the control of the Senate: the former would be regulated in each College by the Principal assisted by the Professors, the latter by the Director of Public Instruction or of some board appointed by Government.

On the teaching side, a system of University Colleges in Arts, Oriental Learning, Law, &c., would be instituted, teaching all subjects examined by the University. These Colleges would be of higher status than the affiliated Colleges, and attendance at their lectures, with certain exceptions, would be compulsory. The existing Medical Colleges fall naturally into line with these Colleges.

The whole of the permanent staff of the University would be in Government service. The staff to be in Government service. the full Professors and Registrar members of the Indian Educational Service, the Assistant Professors members of the Provincial Educational Service, &c.

The Professors in their lectures would not be expected necessarily to cover the whole prescribed course, but to maintain the standard of learning expected of the students, and more especially to inculcate the spirit of the subject. In Science, however, a complete course of laboratory instruction would be given, and if required, opportunities for original research. Opportunities for research would be given to the Professors.

The University lectures would not enter into competition with those of the affiliated Colleges which would be of a more tutorial nature and specially for the purpose of taking the student through the prescribed course; however, certain courses of lectures at the affiliated Colleges might be recognised as equivalent to the University courses, provided

that the University were satisfied as to the qualifications of the lecturer; this would apply especially to Colleges situated in towns where there was no University College. Religious teaching in the Colleges might be encouraged if considered advisable.

The University would be supported financially by Government, to whom all revenue derived by fees, &c., would go.

The cost to Government of this scheme need not necessarily be any greater than the present expenditure on higher education.

The existing Government Colleges with their staffs would become University Colleges, and, though it might be advisable to increase the staffs, yet, beyond such necessary enlargement of lecture-rooms to hold the larger classes, no extra expenditure need necessarily be incurred. The income derived by the Universities from fees, as it is, more than covers the cost of examinations.

This scheme whilst utilizing existing institutions will be a great improvement over the system in force, and this without great expense or disturbance of present arrangements.

At present though the professorial members of the Indian Educational Service, drawn as they are mostly from England, are on the whole of higher intellectual attainments than the staffs of other Colleges, yet only a limited proportion of undergraduates obtain the benefit of their lectures, whilst the staffs themselves are cramped by the necessity of coaching up the duller students to the neglect of the brighter ones.

Under this scheme they are freed from these limitations, and will be able to encourage in their lectures higher intellectual ideals.

Further, in the future, a still better class of Professors will be attracted by the higher status and more congenial work, nor shall we have the frequent resignations in the first few years of service which at present occur in the



Educational Department. Professors will then be Professors indeed and not merely in name.

An honours degree could be instituted  
 4. Institution of without entailing addi-  
 honours degrees. tional work upon the  
 very limited staffs of existing Colleges.  
 The Professors in their lectures could  
 consider more especially the cleverer  
 students, giving special courses for their  
 benefit when required, whilst upon the  
 affiliated Colleges would more particularly  
 fall the work of carrying the average  
 passman on to his degree.

The standard and intellectual tone of  
 5. Raising of the University would be  
 standard. raised by this division  
 of labour without hardship to the average  
 student.

This scheme enables a tutorial method  
 6. Introduction of of teaching to be intro-  
 tutorial system. duced into the affiliated  
 Colleges. The average student in India  
 generally requires a great deal of teach-  
 ing of a coaching nature, and the  
 University lectures which would be of a  
 more formal character would require  
 supplementing by the College lecturer.  
 Most members of the staffs of affiliated  
 Colleges are drawn from graduates of  
 Indian Universities, and, for lack of  
 opportunities, cannot be imbued with  
 the same intellectual spirit as those who  
 have studied in the great European  
 centres of learning. They are, therefore,  
 not so well suited for formal lecturing,  
 but are none the less adapted for  
 tutorial work. The affiliated Colleges  
 are at present very generally understaffed  
 and unable to do all the tutorial work  
 that is required.

Again, from lack of funds, the science  
 7. Improved laboratories of most  
 Science teaching. Colleges are very in-  
 ferior both in accommodation and  
 equipment. It would be a considerable  
 economy to the Colleges and at the same  
 time conduce to greater efficiency of  
 teaching if all students in Science  
 worked in one well-equipped laboratory  
 under capable teachers. Nor would  
 there be so much dislike on the part of  
 the Universities to an increase in the  
 amount of laboratory work, at present  
 most insufficient.

By recognising certain of the lectures  
 Concessions to delivered at a College  
 affiliated Colleges. as equivalent to the  
 whole or part of the corresponding

University course in the more elementary classes or for the pass degree, the College need not suffer in status, and it would be able to utilise its staff to better advantage. Again, if a College wished to specialise in some particular subject and provided distinguished teachers for the purpose, the University might depute the teaching of that subject to the College and create honorary Professorships.

A special adjustment of University fees in favour of College students could be made to compensate for the extra cost of attending lectures at affiliated Colleges.

By such means the waste of money and <sup>Greater efficiency</sup> effort by several com-  
peting Colleges with  
of Colleges. inadequate means teaching the same subject would be diminished, the Colleges would be more efficient, and they would remain as before the centres of the social and athletic sides of University life.

An objection will very likely be brought  
Discussion of ob- forward that Professors  
jections. of Government Col-  
leges are not in all cases as able  
men as those to be found in certain  
of the other Colleges. This, as has already  
been indicated, could be met by making  
such men of other Colleges honorary  
Professors and giving to the Colleges  
concerned an appropriate grant. An-  
other objection might be that the Uni-  
versity would have no voice in the selec-  
tion of new Professors. This touches  
the question of the method of recruiting  
for the Indian Educational Service, which  
is certainly open to objection owing to  
the lack of publicity given to vacant ap-  
pointments. If, however, all appoint-  
ments to University Professorships were  
widely advertised by the Secretary of  
State for India, who should previously  
nominate a committee of experts to aid  
him with their advice (as is done for the  
Colonial Universities by the Agents-Gen-  
eral), and if the Secretary of State's no-  
mination before final decision were sub-  
mitted to the University concerned for  
approval, a better class of men would  
certainly be obtained than at present,  
better even than would be attracted by  
the University itself advertising, as the  
security of a Government appointment  
is always a consideration to men coming  
out from England.

The adoption of this course would also tend to prevent the previous objection being raised, as distinguished men in other Colleges would be eligible for appointment to the service.

It would be advisable to reduce the number of Assistant Professors as opportunity offered, amalgamating the incomes to form more full professorial appointments. In Science, however, Assistant Professors or their equivalents will always be required. The objection of going from one College to another for lectures, which has been raised against all systems of lectures open to the whole University could be considerably obviated by limiting all the University lectures to students of any one year to three particular days of the week, leaving the other three days free for College lectures.

It has also been objected that Government Colleges as Colleges are really required ; but in these days when new Colleges are springing up to meet the special wants of each different section of the community, this is not so much the case as before. The number of undergraduates at each College tends to decrease, whilst the number of subjects to be taught increases. The Government spends large sums of money to educate and influence a diminishing number of students and competes with private institutions. By this scheme, the number influenced will be an expanding one, whilst private institutions will not feel that they have to face the competition of comparatively well endowed Government institutions. There will be no further requests that the Government shall not teach certain subjects because the poorer institutions cannot afford to do so ; nor so much endeavour to make a small staff cover in a cursory way a larger ground than they are really able to do.

That the Senate would have no direct control over the teaching and internal discipline of the University Colleges would not be a disadvantage, as interference by such a body is always open to objection. The Punjab University has under its control the Oriental College, but all questions relating to teaching and discipline are rightly left to the discretion of the Principal. In like manner the Principals of Government Colleges are given a free hand.

I do not think that a body of men equal to, still less superior to the present Indian Educational Service, will be attracted to India except by the fixity of tenure, assurance of pension, &c., of Government service, and to have as University Professors men inferior to members of that service would render any scheme unworkable.

In conclusion, I notice all the other schemes for converting Indian Universities into teaching bodies entail a considerable additional expenditure upon the University without making it clear where the money is to come from; further, none of them really touch one of the most important objects of such conversion, namely, to have a body of teachers independent of examinations and their results. Any change in an existing system entails difficulties and grievances; it is as well, therefore, when the opportunity for change does occur, to make it an effective one to avoid the necessity of further alterations in the future.

The state of University life in India is at present thoroughly unsatisfactory, and slight modifications will not touch the root of the evil. The Universities want intellectual tone, and the only way to introduce it is to have the undergraduates brought into contact with a body of teachers who are raised above all feeling that they are coaching students for examination. The rivalry of Colleges prevents them from supplying such teaching; the only answer to the difficulty is to have University Professors. In my opinion, the scheme I have set forth above is workable, the introduction of it without any insuperable difficulty. I have not gone into minute particulars, and the details might be modified to suit the needs of each particular Province.

The main outlines of the scheme  
Summary of are—  
scheme.

- (1) Division of the University into an examining and a teaching side;
- (2) The examining side to remain essentially as at present;
- (3) The cost of maintenance to fall upon the Local Government which would control the finances;

- (4) The institution of University Colleges in all branches of learning ;
- (5) The staffs of these Colleges to be in Government Educational Service ;
- (6) University lectures to be compulsory with certain exceptions ;
- (7) Affiliated Colleges to have certain of their lectures recognised as equivalent to University lectures ;
- (8) The conversion of the existing Government Colleges into University Colleges.

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ADDITIONAL NOTE BY PROFESSOR  
HEMMY.

*On Honours' degrees.*

I am in substantial agreement with the scheme proposed by Dr. Stratton.

I consider that there should be an interval of three years from the Intermediate examination to the Honours one, and that the examination in English required of candidates taking another subject for Honours should be taken previously, either one or two years after passing the Intermediate as the candidate prefers.

A candidate should be allowed only one attempt at Honours, and if not considered to show sufficient proficiency for Honours, may be allowed a pass provided he show sufficient knowledge. If he fail completely, then he should be required to enter for the ordinary B. A. examination.

A student who has obtained Honours should be allowed the M. A. degree without further examination. A student obtaining a pass should be allowed the B. A. degree, and must proceed in the ordinary way to the M. A. degree by examination.

For all pass examinations, B. A. or M. A., there should be no classification or order of merit.

Any system in which the Honours course is simply an enlarged pass course is not worth the extra trouble or cost to the Colleges.

As referred to in my note on a Teaching University, unless a special class of teachers be set apart for teaching Honours men, it is impossible for the Colleges (in the Punjab at any rate) to take up the extra work with their limited staffs.

#### *Affiliation of Colleges.*

Some scheme of affiliation is imperative in the Punjab unless the University be allowed to degenerate.

Before affiliating, the University Syndicate should consider the financial stability, the accommodation and equipment, the scale of fees charged, and the qualifications of the staff of the institution applying.

The affiliation should not merely be up to a certain standard, but the subjects permitted to be taught should also be specified. If a College wishes to extend its curriculum, it should make a fresh application to the University.

The qualifications of any new members of the staff of a College, should be considered by the Syndicate, which should have power to prevent any teacher whose qualifications were regarded as insufficient from teaching in an affiliated institution.

The Syndicate should also have authority to prevent anything of the nature of one College underselling another.

#### *Recognition of Teachers.*

I fail to see that the publishing of a list of recognised teachers would serve any useful purpose. All teachers in affiliated Colleges should have their qualifications scrutinised by the University, as I have mentioned above. To recognise them specially by publication in a list is only to make a cheap and harmful distinction—harmful because it would imply in India that a teacher in an affiliated College as such was regarded by the University as worthy of some special distinction. If only a certain proportion of the teachers are recognised, what is the meaning of recognition? In London University the distinction appears to be in recognising certain teachers in *unrecognised* institutions; apparently in recognised institutions there, all the staff are recognised.

### *Constitution of the Senate.*

In my opinion it would be advisable to have four classes of Senators :—

- (a) *Ex-officio*. This class should be much more limited in number than at present. If University Professors be appointed, they should be included in this class.
- (b) Nominees of the Local Government. These should consist of those men only whose opinions on educational matters it is advisable to have.
- (c) Those elected by the staffs of affiliated Colleges.
- (d) Those elected by the general body of graduates of higher standing than B. A. (*viz.*, all having Doctors' or Masters' degrees, M. B.'s and L. L. B.'s).

The elections should be by Faculties.

Fellows should be nominated or elected for five years only, but be eligible, of course, for re-nomination or re-election. The existing Fellows, unless re-nominated or elected, should be made Honorary Fellows with power to be present at Senate meetings without a vote, but not at Faculty meetings.

Fellows, as such, should be given no privileges outside of the University.

### *Constitution of the Syndicate.*

The only alteration I should propose is that, if University Professors be appointed, they should be allowed to elect certain of their number to the Syndicate.

### *Teaching of Science.*

There is certainly too little practical work required of students in Science. In every examination there ought to be some test of a candidate's practical knowledge even if only orally. In all examinations beyond the Intermediate, students should be required to bring certificates of having spent so many hours working in some laboratory recognised by the University as properly equipped, and the examination should be truly a practical one in which the student performs experiments, &c., unaided. For the Science degree this should also be required for the Intermediate also.

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

Note by the Reverend H. C. Velte, M. A. (Lenox), Vice-Principal  
and Professor of English, Forman Christian College, Lahore.

*Teaching Universities.*

1. Taking it for granted that Indian Universities should teach as well as examine, I believe the first step to be taken in the Punjab in this direction is to bring the University into right relations with the Colleges which now do the teaching work. I do not think the University is in a position to maintain any more teaching institutions, and even if it were, it would not be desirable that it should do so, and in any way enter into competition with existing institutions or take any of the work now done by them out of their hands. The fact is the Colleges are better qualified to carry on the teaching work than the University now is. But what is needed is to bring these institutions into closer relations with the University. In the Arts and Science Faculties the Colleges do all the teaching, but their relation to the University is only formal. The Punjab University is the only University in India which has no affiliation rules whatsoever. It makes little or no effort to exert an influence upon the Colleges preparing candidates for its examinations; it asks no questions as to the character or the efficiency of the teaching given in them; it exercises no supervision or control over any of these institutions. In this respect, therefore, it is less of a teaching University than any of the other Universities in India. Here it is where reform should begin. The Colleges may still continue to do the teaching, but the University should exercise over them a close and effective supervision. Such an arrangement will benefit the Colleges themselves, as well as promote the highest interests of education.



2. The University may, however, supplement the teaching given by the Colleges, and help the Colleges to do better work. It may, if it has the funds, institute lectureships on subjects not provided for in the Colleges. It could also arrange for courses of lectures on subjects of general interest for the benefit of students and of the general public. These lectures should be open to all students of affiliated Colleges on payment of a specified fee. Some of the lectures of the Oriental College on the Arts side might with advantage be made available to all students of affiliated Colleges. The University might also establish and maintain a Library, open to Fellows, teachers and graduates, and well-equipped laboratories for students of the physical and chemical sciences.

*Constitution: the Senate,  
Syndicate and Faculties.*

1. The Senate should be re-organised. All existing appointments might be cancelled, and a new Senate formed. The maximum number should be 100. It is desirable to prescribe the qualifications of those to be appointed Fellows. Only those should be appointed who have a certain academical status, who are qualified to advise on educational questions, and who take an active interest in the work of the University. Each appointment should be for five years, and should be capable of renewal at the end of that term.

2. The principle of election should again be introduced. Graduates of ten years' standing should be given the privilege of nominating Fellows to represent them on the Senate. The representation should be by Faculties.

3. The majority of the members of the Syndicate should be persons directly connected with education. The different Colleges should be represented. The Director of Public Instruction should be a member *ex-officio*.

4. Fellows should be elected to serve on certain Faculties by the Faculties themselves. In no case should a Fellow be appointed to a Faculty without the consent of that Faculty.

*Examinations.*

1. The present system of examination encourages cram; the element of chance, so fatal to the student, is present

to a considerable extent. Many good students, who would do credit to a College were they promoted, are held back and become disheartened, while inferior candidates are successful, and are sent on to choke up classes which they are unfit to join.

2. Examinations occupy altogether too large a place in the life of the Indian student. He is tempted to think only of his examinations and to neglect real study and that broad culture of the mind which is an essential element of a College education.

3. The number of examinations should be reduced. The Middle School Examinations could be left to the schools, and the Intermediate Examination might, perhaps, be left to the Colleges. The teacher, after all, is the best judge of a student's attainments, and of his fitness to be promoted to a higher class, until he is ready to appear for his degree. At present good, faithful work done by a student in College under his teacher often counts for nothing, while the student who has neglected his work, but has learned the art of cramming, passes the examination.

4. The present Entrance Examination is such only in name. Only about one-sixth of those who pass this examination join College and take up a University course. There should be a Final Examination for schools, and a separate Matriculation Examination only for those who wish to be admitted to the University.

5. The standard of this examination should be raised. The examiners should be, so far as possible, Professors of University Colleges. At present many students who enter College do not know sufficient English to understand the lectures, or to use English as a medium of study. The examination in English should be more strict, and special importance should be attached to the Essay and to English Composition.

6. According to the present rules candidates cannot be examined by those engaged in teaching them, not even in a subject other than that which they may be teaching. This rule should either be modified or abolished.

7. In the Degree Examinations it does not seem desirable in such subjects

as English and History, to require answers to be valued by marks; nor is it desirable to publish the marks candidates have gained. Examiners should be required to declare candidates as either *Passed* or *Failed*. Candidates who have passed should be arranged by the examiner in three classes,—first, second and third. This will make the examination less mechanical; it will lighten the work of the University office and make it possible for the results to be published sooner; it will simplify the work of the examiner, while the passing of a candidate will depend not so much on the quantity of the work done by him as upon its quality.

8. No student should be admitted to the examination who has not kept full terms at College, and finished all the prescribed courses. Except in the case of *bonâ fide* teachers, private candidates should not be allowed to appear in the examinations.

#### *Co-operation.*

1. The co-operation of Colleges situated in the same town, and near each other, through combined lectures and in other ways, is desirable, but I doubt, whether, under present conditions, it is practicable, except in the post-graduate courses.

2. Colleges should be encouraged to specialise in particular subjects, so as to economise labour and expense. This applies to the post-graduate courses, and to such subjects as Biology in the F. A. as well as to some subjects in the B. A. courses.

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

Note by the Revd. J. H. Orbison, M. A. (Princeton), M. D. (Pennsylvania), Professor of Biology and English, Forman Christian College, Lahore.

*Memorandum on certain points under consideration by the University Commission.*

## TEACHING UNIVERSITIES.

THE Punjab University already exercises teaching functions in connection with the Law School and the Oriental College in appointing teachers and supervising instruction ; but I believe the time has fully come for the University to undertake something further in the direction of providing advanced teaching in Science and Arts. A beginning might be made thus :—

(a) Let Annual Lecture courses be inaugurated by the University on subjects pertaining to Arts and Science, attendance on which might be made obligatory for men reading for degrees in those subjects. Such lectures would deal with subjects on broader and deeper lines than is possible at present, and would become powerful means of intellectual stimulus and inspiration. (A University Course of Lectures on Comparative Religion would also be extremely profitable.)

(b) Let the University give all *Post-graduate* teaching into the hands of University Professors. Most of these could be selected from among already existing Staffs of Colleges (for example, Classical Languages—Oriental College ; English and Science—Government College ; History and Philosophy—Forman College ; Mathematics—Dayanand Anglo-Vedic College, &c.) The University shall have full power to choose and designate in each case. If necessary, one or two additional Professorships could be established, to be filled by able

men from England brought out from time to time for the purpose. In the case of Professors appointed locally, part of their time might be given to post-graduate work for the University, and part to under-graduate work for their Colleges according to choice and circumstances; appropriations being made from University funds to the Colleges to aid them in employing Assistant Professors to do the under-graduate work thus left partially unprovided for. All fees to be paid by students going in for post-graduate work should be equalized.

If even a beginning were made on the lines indicated above, a decided advance movement would be initiated which might gradually be developed and extended. A higher tone, a broader culture, a truer spirit would be infused into the education fostered and controlled by the University. A higher degree of specialization, a great desideratum, would be encouraged and attained in post-graduate work. A wholesome mixture of co-operation and competition would be secured, the former ingredient being gradually increased and the latter correspondingly reduced. (I would remark, by the way, that inter-collegiate competition is not by any means wholly an evil). I should not be in favour of extending University teaching to such a degree as to destroy or even jeopardize the individuality of life and teaching, the particular *esprit de corps*, which should be developed in the different Colleges. Each College, it seems to me, ought to stand for some distinct type of teaching and discipline, some special idea or ideal which it aims to impress upon its own students in its own way, and which it should be unwilling to relinquish. Hence it would appear desirable to retain a considerable portion of under-graduate training in the care and control of the Colleges (some of which are outside of Lahore).

As regards the University undertaking Honours courses for the B. A. degree, I confess there are some strong arguments in favour of such a scheme. But there are also weighty objections—(1) great additional expense would be involved; (2) adjustment of time-tables would be difficult; (3) Colleges would doubtless object to the instruction of the brighter men being relegated to others, unless indeed they were permitted to have a share in it; (4) the entire

separation of the brighter from the duller men would not be wholly advantageous to either class, though a partial separation may be desirable and is attempted in some of the Colleges ; (5) the importance of maintaining the individuality of the College spirit and training would have some bearing in this connection ; (6) a comparatively small proportion of those passing the Intermediate are capable of taking full advantage of an Honours course. It does not seem to me advisable to permit any further specialization for the B. A. degree. There is sufficient opportunity for this in post-graduate work. My remarks apply of course more particularly to conditions experienced in the Punjab.

#### CONSTITUTION OF THE SENATE.

I think it would be a great improvement if the re-construction of the Senate were inaugurated *de novo* in order that it might become a more intelligent, efficient, representative and genuinely competent body, possessing the ability as well as authority to initiate, influence and control matters and measures educational. The number of Fellows, including those non-resident in Lahore, might be not less than 100 and not more than 150, divided say into five classes:— (1) Honorary Fellows, including Life Fellows, of limited number ; (2) nominated by Government, say 70 ; (3) elected by the Senate, say 10 ; (4) a representative from each of the affiliated Colleges ; (5) representatives of the graduates, say one for every 500, to be chosen from themselves. Much care of course would be required in working out the details of the method of election to be adopted in this case. I think it would not be feasible to arrange for election by Faculties, but by the general body of graduates, all graduates of not less than 10 years' standing being made eligible to act as electors.

#### AGE LIMIT FOR MATRICULATION.

It does not seem to me necessary or expedient in present circumstances to attempt to fix a minimum age limit for matriculates for the following reasons:— (1) it seems advisable as a rule not to interfere with natural processes, such as early maturity, precocity, extraordinary talent, exceptional home training, &c., in the case of some boys ; (2) experience has not shown that these boys suffer in comparison with their fellows ;

(3) it is not expedient to place restrictions upon freedom of action in such matters except for very urgent reasons ;  
 (4) parents will inevitably resort to dishonest manipulation in recording the ages of boys. I hear this has already happened in Allahabad.

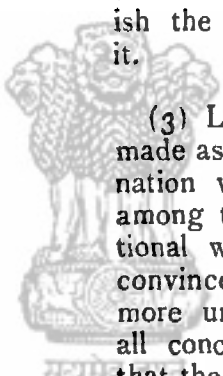
#### EXAMINATIONS.

This point I believe to be of fundamental importance. I feel strongly that some *root-reforms* and substantial changes are needed precisely in this connection if we are to correct some of the defects most urgently calling for remedy in the present system. At the same time I recognize that the matter is complicated and difficult to handle, and therefore it is with some diffidence that I offer certain suggestions which have occurred to me. There are two *desiderata* which seem to stand out clear and prominent—(1) It is desirable to lessen the strain, physical and mental, to which the students are subjected in preparing for and in passing our examinations. These are at present a bugbear to all concerned. (2) It is desirable to diminish the stress laid upon the passing of examinations, which leads students to regard *that* as an end in itself and the chief goal of all effort, and consequently tends to the excessive cramming so common among them. To meet these requirements the following changes and modifications seem to me advisable :—

(1) The Middle School and High School examinations might be managed as ordinary School examinations, certificates being issued to those who pass ; while a special Matriculation examination of a fairly searching and sifting character might be instituted, only for those who desire to enter College, scholarships being given to those standing highest.

(2) Let the Intermediate Examination be modified. (The letters F. A. ought to be dropped entirely, as indicating a degree or title which has no longer real significance or worth as such.) (a) It might be made a College examination, those passing it being eligible to promotion to the Third Year Class, or if not caring to proceed further they would be granted special diplomas. Why should the University continue to conduct a minor examination such as this is ? Would it not be enough that the University lay down the curriculum to

be followed? It may be objected that the Colleges cannot be trusted, that some Colleges will be lax and careless in passing men. To this I might reply that such Colleges would only injure themselves by promoting badly prepared and unworthy men into their B. A. Classes, and moreover that those are the Colleges whose reputation would soon suffer and whose diplomas would be of little worth in the estimation of the Government and the public. (b) If the plan suggested were not considered feasible, I should strongly urge that the Intermediate Examination be at least made as strictly *local* as possible, that is to say, the Examiners should not be chosen outside the Province, and they should be chosen from among those who are themselves engaged in teaching and are therefore best acquainted with existing requirements as to standard, capacity of students, &c. In any case lessen the importance attached to the Intermediate Examination as such, and diminish the strain upon those preparing for it.



(3) Let the B. A. Examination be made as far as practicable a *local* examination with Examiners appointed from among those who are engaged in educational work in the Province. I feel convinced that the results will be far more uniform, fair and satisfactory to all concerned. Let it be understood that the mere passing of the examination and the getting of the B. A. degree is not regarded as in itself a matter of extraordinary moment and value, either from the pecuniary point of view, or the point of view of Government employment; but rather as a mark of having reached a certain standard of general education, or having passed a certain stage in the educational curriculum as an introduction to post-graduate or professional studies. Consequently let it be understood that it is not the great aim of the University (or the Government) to discourage aspirants for degrees, or to limit the number of men obtaining degrees by raising the barriers so high as to be insurmountable. My feeling is that the more graduates of the right sort the better, both for governors and governed, provided it be made clear that possession of a degree (especially an ordinary one) does not constitute a special claim to Government employment.



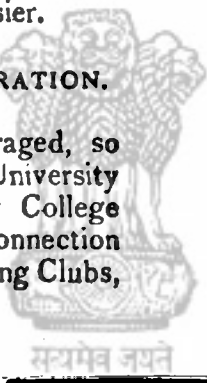
(4) Let some plan be adopted by which the name of the student, the name of his College, and his religion would not appear on his examination paper or the list sent to the Examiner.

(5) Let the passed candidates be placed in three groups as at present (the best men in different subjects being awarded prizes and scholarships), but let the names in each group be published *in alphabetical order*. By placing men in *groups* rather than according to individual marks, something might be done to diminish unhealthy rivalry, competition and jealousy, both among Colleges and individuals. Special additional papers could be set for men going in for high standing or scholarships.

(6) I should not be in favour of making the present courses any narrower. The present curriculum is in all conscience quite narrow enough. If anything, the education provided for these men should be broader, though it might involve making each subject easier.

#### INTER-COLLEGIATE CO-OPERATION.

This should be more encouraged, so as to develop something of a University spirit as well as a distinctively College spirit. This would be done in connection with University Lectures, Debating Clubs, and Sports.



## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

**Note on Teacher's Diplomas and the Affiliation of the Central Training College to the University by H. T. Knowlton, Esquire, Principal, Central Training College, Lahore.**

THE results of the examinations (Arts Faculty) for the past ten years are as follows :—

Examination.	Number examined.	Number passed.	Percentage.
Entrance ...	18,751	10,001	53'3
First Arts ...	4,533	2,338	51'7
B. A. ...	2,689	982	36'5

These figures are generally considered unsatisfactory, and have been variously explained.

Whatever may be the cause, the University has taken no steps to make the instruction given in the schools and colleges more efficient by encouraging the members of the teaching profession to properly qualify themselves for their work. For the Lawyer, the Doctor, and the Engineer special training has been considered necessary, and the University has, by its courses of study and examinations, encouraged and directed that special training; but no such guidance and stimulus has been given to the teachers of our schools.

*Should there be a Faculty of Pedagogy?*—In dealing with the means by which the University might encourage and direct the systematic study of the History, Theory, and Practice of Education, one of the first points to be considered is whether there should be a separate Faculty of Pedagogy, or whether education should be one of the many subjects entrusted to the Faculty of Arts. At Edinburgh, St. Andrews, and most of the English

Universities, there are Professors of the Science and Art of Education and special Boards of Studies entrusted with the drawing up of courses of Reading and Regulations for the conduct of the Examinations for the Teacher's Diploma. But, as far I am aware, at no English University does there exist a separate Faculty of Pedagogy. At Madras University, too, there is simply a Board of Studies. Still, the creation of a Faculty of Pedagogy seems to be very desirable. When a Board of Studies is once formed, it frequently happens that not only is the number of members composing it small, but that no change in the membership takes place unless a vacancy occurs through the transfer or resignation of a member. Thus there is a possibility of the syllabus and every thing connected with the work becoming stereotyped. There is little or no progress. With a Faculty things are different. New members are added every year; the University profits by the knowledge and experience of these gentlemen; the text-books and courses of study are frequently revised; the latest views prevail; and there is no 'marking time.' In the Punjab University there are already separate Faculties for Law, Science, Medicine and Engineering, and surely it will not be contended that education is of less importance than either of these subjects. If no separate Faculty of Pedagogy be created, there is a possibility of the importance of the subject being underestimated, of the drawing up of the regulations and the courses of study being left to one or two members directly concerned, and of little or no interest being taken in the subject by the majority of the Fellows. There are many gentlemen in the Province not only deeply interested in the Training of Secondary Teachers, but both able and willing to give advice regarding the courses of study, etc., and it is in order that the University may emphasise the importance which it attaches to the training of a teacher, and enlist the interest and co-operation of as many as possible, that I strongly urge the creation of a Faculty of Pedagogy.

*The affiliation of the Central Training College to the University.*—But in order that there may be some guarantee that the subjects prescribed by the University will be systematically studied

and intelligently mastered, (and not merely crammed up for the purpose of passing the examination,) it is essential that the students preparing for the Teacher's Diploma should be attached to an institution carried on in conformity with rules laid down by the University itself. In other words, that the college in which the students are trained to become teachers should be affiliated to the University. Further it is essential that the college affiliated to the University for this purpose should have attached to it a large school in which the students may learn the *art* of teaching. Such an institution already exists in the Central Training College, and its affiliation to the University should be a matter of little difficulty. The college from the first has in a way been connected with the University: since 1883 the Principal has been *ex-officio* a Fellow and a member of both the Science and the Arts Faculties; the only examinations recognised by the college when considering the qualifications of candidates applying for admission are those conducted by the University; and for many years the college regularly sent up men to the University Examinations. If affiliated, the college would conform to the affiliation rules observed by other colleges, and would teach the courses of study prescribed by the University for the Teacher's Diploma.



सत्यमेव जयः *Should the course of study be a post-graduate course?*—The next point to be considered is whether the course of study prescribed should be a post-graduate course; or whether, after passing the First Arts Examination, students should proceed to take a degree in Pedagogy in the same way as they take a degree in Arts. In most of the British Universities, the candidates who present themselves for the examination for the Teacher's Diploma must be graduates. At Edinburgh two diplomas are awarded. For one the candidate must have taken Honours at the M. A. Examination, for the other, he must have taken a pass degree. The Victoria University only admits to its examination for the Teacher's Diploma graduates of some University in the United Kingdom. The University of London only examines its own graduates. Oxford University admits to the examination for the "Diploma in the Theory, History, and Practice of Education" (1) members of the University who have entered on the eighth term

from their matriculation and have passed all the examinations qualifying them to enter for the second public examination or (2) men who have qualified for a degree at some recognised University." At Cambridge and Durham Universities candidates for the Teacher's Certificate must be 20 years of age and have passed one of some thirteen examinations enumerated in the regulations. It will be seen that all agree in admitting to the Teacher's Examination only those who can give some guarantee of having received a good general education; and that, in most of Universities, the examination is only open to graduates.

But in considering this question in India, we have to bear in mind the special conditions under which we work. English is the medium of instruction in both English and Indian Universities; and it thus happens that the English student is taught through the medium of the vernacular, while the Indian student is taught through the medium of a foreign tongue. Hence the English student can devote his whole attention to the mastery of the subject-matter, having been perfectly familiar from childhood with the language in which the facts and truths are expressed. The Indian student, on the other hand, is only imperfectly acquainted with the language which forms the medium of instruction; and frequently experiences the greatest difficulty in grasping the statements made by his teachers or found in his text-books. He thus experiences a difficulty which the English student never meets with: and it is not therefore surprising that the attainments of the majority of our Indian graduates are comparatively lower than those of graduates of English Universities. But if at home it is considered desirable that only graduates should be eligible for admission to the examination for the Teacher's Diploma, it seems doubly necessary that the course of training prescribed by the University for secondary teachers should be a post-graduate course.

*Should the course of training extend over one or two years?*—Another point to be considered is whether the course of training should extend over one or two years. In England, the course of training for graduates usually extends over one year; but, as I have already pointed out, we have to

work in this country under very different conditions. First, the men have frequently been taught by untrained teachers; secondly, their training has been impeded by their imperfect knowledge of the language used as a medium of instruction; and thirdly, while they have gradually learned to understand statements made to them in the foreign tongue, they have acquired little or no facility in using the foreign language when imparting information to others. They can understand statements made to them in English, but have little power to express themselves fluently and correctly in that language. For these reasons, a two years' course of study at a training institution appears necessary.

*Outline of the course of study.*—The course of study would naturally be laid down by the Faculty, but I give below an outline of the course generally prescribed :—

- (1) The Elements in Mental and Moral Science in their relation to the work of teaching.
- (2) An outline of the History of Education with a detailed study of the life and work of an eminent teacher.
- (3) Methods of teaching and class management.
- (4) The preparation and delivery of regular *courses* of lessons in the practising school under the guidance and supervision of lecturers and tutors. (A certificate to the effect that the student has delivered at least 100 lessons should be required of every candidate before he is allowed to sit for the written examination.)





सत्यमेव जयते

# INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

**Note by Maulavi Hakim Ali, B. A. (Punjab), Principal, Islamia College, Lahore.**

1. That for the Punjab University it is too early to be turned into a teaching University.

2. That each University should have a sphere of influence and that a local limit be placed on the right to affiliate Colleges; provided that any University may affiliate to it any College situated in the sphere of influence of any other University if the former is satisfied that a mistake has been committed by the latter in not affiliating to it the College or in rejecting it if already affiliated.

3. That in Punjab the number of Fellows be fixed at 150. That Fellowships be terminable, as they are at present, by death. That the new and vacant Fellowships be given to persons qualified to advise on questions relating to higher education and as far as possible not by way of compliment.

4. That the number of members of the Syndicate be increased to 30, in order to represent the Colleges adequately.

5. That the Faculties and Boards are not as at present constituted equal to the duties assigned to them.

6. That M. A.s and B. A.s of certain qualifications be elected Fellows in proportion to the number of graduates.

That the University be empowered to confer the M. A. or other higher degrees on recognised teachers who come from this University or other Universities.

7. That attention be paid to bring men of different Colleges together.

That no minimum age be fixed for candidates for the Entrance Examination.

8. That Boards of Moderators be appointed to consider the question papers (in the various subjects) set by the examiners.



9. That the statement "that many students begin their University course without sufficient knowledge of English to profit by the lectures they attend" is not well founded.

10. That in Lahore Colleges there is much of practical work in Physics and Chemistry.

11. That to promote the comparative study of religions no schools of Theology be established.



# INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

### Note by the Graduates' Association of the Forman Christian College, Lahore.

THE Graduates' Association of the Forman Christian College beg leave to submit the following suggestions regarding some of the points to be considered by the University Commission. The Association has tried to confine its suggestions to points coming within its scope, and has not deemed it necessary to make observations on all the subjects embodied in the Note circulated on behalf of the University Commission. We have also contented ourselves with indicating general lines of reform without going into details.

1. We are of opinion that it will be of advantage to the University to allow its graduates the privilege of electing a limited number of men from among themselves to serve as Fellows of the University with due regard to considerations of ability, experience and standing. We recognize, under existing circumstances in our country, the value of Government retaining largely in its own hands the power of nominating Fellows, but we think the time has arrived when graduates as such should be given some recognition in the constitution of the University, and some small proportion of Fellowships be set apart to be filled by representatives of the graduates. This step, besides satisfying a legitimate aspiration of the graduates, will facilitate the eliciting of the views of the educated classes on educational problems, and will secure their sympathy and co-operation to a very large extent.

2. In order to promote a more liberal and sound education than obtains at present, and to arrest the tendency toward cram, it seems desirable that a double course of studies be introduced, *viz.*, an "Honours" course and an ordinary Pass course. The former may

lead to an examination more searching than our degree examinations have been hitherto, and the latter may provide an easier test than at present for the benefit of those requiring a degree for admission to further professional studies and not aiming at or fitted for literary or scholastic distinction. We recognize that there are practical difficulties in the way of introducing this scheme, the chief among them being that of expense which would be very heavy, and it is doubtful if the University would be willing to undertake it. This difficulty might be overcome, however, by placing on record the advisability of this scheme and leaving it to the option of individual Colleges to introduce it if their funds permit the adoption of the proposal.

3. On the question of making the University a teaching body, exercising a direct control over the appointment and recognition of Professors and Teachers, we feel that this step, though fraught with possible advantages in respect to the interests of true education, is not feasible under present circumstances in this Province, and that the time has not yet come for the University to assume teaching functions in connection with pre-graduate studies. This plan could not be well tried without running the risk of retarding the progress of indigenous Colleges which are just budding out into life, and some of which acquire an exceptional value as denominational institutions, satisfying the particular religious and moral requirements of particular communities; especially in this Province, where education is still in its infancy, comparatively speaking, any step that is likely to be resented as undue interference with individual freedom cannot be recommended. We think, however, the experiment may be tried to a certain degree by making the University directly responsible for post-graduate studies, and allowing it to supervise and control the teaching in these subjects.

4. The provision of scholarships for original research, in different branches of learning, we think, is an urgent necessity, if true scholarship is to be encouraged, and if the development of the faculties of the best University men be aimed at. In the Punjab University there has hitherto been almost no provision made under this head, as the few ill-paid Readerships connected with it

have been awarded on condition of service in the Oriental College for a number of periods.

5. To avoid abnormal pressure on the brains of students, which is believed to be largely responsible for their physical weakness, for premature decay of mental faculties, and for dulling their intellects, we would suggest that greater option be allowed to students in the selection of subjects of study, and that students failing in one subject only may not be forced to again pass an examination in subjects in which they have once passed.

(a) The career of many a brilliant student has been marred because the rules of the University obliged him to take up subjects for which he had no aptitude or taste. This has been a direct incentive to cram, and has greatly injured the prospects of true learning and original research. If instead of this the choice of a student be left more free to select subjects better suited to his taste, better results may be expected.

(b) A great deal of valuable energy of young men has been so far wasted by subjecting them to repeated examinations in subjects in which they have already passed, simply because they failed in some other subject. We are strongly in favour of a rule being passed to the effect that a student failing in one subject alone in the F. A. and B. A. Examinations shall be permitted to appear again in that subject only.

6. As regards the Oriental Classical languages (Sanskrit, Arabic and Persian), we are of opinion that the study of the former two may be given the encouragement they deserve by placing the courses in those languages on the same level with the Persian courses in point of difficulty. We also beg strongly to urge the removal from the B. A. Persian course of the Arabic portions of Reading and Grammar that have been appended to it, because this presses hard on those students who have not read any Arabic previously, and who form the majority of those taking up Persian for the B. A.

7. In connection with the question of the vernacular languages of India, we believe that by the impulse given in recent times to the development of indigenous literature these languages

have improved sufficiently in point of literary wealth to deserve a place in the curriculum of Colleges, and that as an experiment the most advanced of these languages may be recognized as fit subjects of study for the Intermediate Examination in Arts, if not for the B.A. In the Punjab, Urdu, Hindi and Gurmukhi (Panjābi) might be included in the list of optional subjects for the F. A., provided that no student be permitted to take more than two languages in all, including English. The recognition of these languages as possible subjects of study in the Colleges will give an impetus to the growth of vernacular literature, and will help to develop men fitted to do original work in the vernaculars, which is retarded at present by the fact that the instruction of the students in the vernaculars of the country is left far too incomplete in the schools.

8. One other question which we feel it necessary to touch is that of fixing a minimum age limit for candidates for the Entrance Examination. We are strongly of the opinion that such a limit is both unnecessary and undesirable. We are not convinced that any tangible evil has been proved to result from the absence of such a limit, while we see a clear possibility of such a limit acting as an obstacle in the way of some of the most intelligent and promising young men who generally pass out of the schools at a comparatively tender age. It has been generally observed that such boys do not show themselves to be in any way inferior to students of more advanced age in intelligence or grasp of intricate subjects, and if their physical exercise is carefully supervised, they do not suffer in physique either. The fixing of a limit will either put a sudden stop to the progress of such boys at an impressionable period of their age and expose them to the risk of becoming idlers, or will encourage false representations as to age being made by candidates for the Entrance Examination.

*Committee—*

Lāla MATHURA DAS, M.A., LL.B.  
 „ SHIV DAYAL, M.A.  
 Pandit RAM BHAJ DATT, B.A.,  
 LL.B.  
 Lāla HARI DAS, M.A.  
 Shaikh ABDUL QADIR, B.A., *Secretary.*

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

Note by F. J. Portman, Esquire, B. A. (Oxford), Professor of  
History, Government College, Lahore.

THE prevalence of "cram" is undoubtedly one of the greatest evils in the present system of education, particularly in such branches as English, Philosophy and History. Knowledge is looked upon by the students simply as a means for gaining marks, and so they seldom have any desire for knowledge that is not contained in their text-books—which are not always unimpeachable authorities, in Philosophy and History, at any rate—and it is almost impossible for them to show any originality that they may possess, in consequence of the system of examining on the set text-books merely.

The man who desires a pass-degree only must always and everywhere "cram"; but surely it is the duty of a University to provide for the "Honours" man too. At present such provision seems lacking, in this University at any rate. The following suggestions are made with a view to indicate the lines on which that provision might be made and the system brought somewhat nearer to the Oxford model:—

(i) The number of text-books set for both the B. A. and M. A. courses should be somewhat reduced.

(ii) The character of the examination papers should then be changed. A certain number of questions, carrying a certain percentage of marks, should be set upon the text-books only, and it should be distinctly stated that a candidate may obtain a pass-degree, *but a pass-degree only*, by satisfying the examiners in those questions. Other questions should then be set, *not* upon the text-books merely, but upon the general subject taken up, and it should be stated that a candidate could obtain Honours, *i. e.*, a first or second class, *only by proficiency in these questions*.

Thus, in an English paper, for example, questions of this sort might be set by giving unseen passages to explain ; or questions might be asked upon characteristics, &c., of various authors, some knowledge of whom is generally considered necessary to an education in English literature, or upon the history of literature, and so forth. In Philosophy and History the setting of such questions would obviously be an easy matter, and in Languages something might be done by the setting of unseen passages, &c.

A definite standard of such questions for B. A. and M. A. Examinations would very soon be set up without much difficulty, and in this way perhaps a first class might become a test of real ability ; at present it tends to be a test of successful cramming.

(iii) In the M. A. Examination certainly, and possibly in the B. A. also, candidates for Honours should be allowed to offer a special subject, chosen by themselves, in connection with the course they are taking. Such special subjects should either be chosen out of a specified number—which should give ample scope—or might depend absolutely upon the choice of the candidate, considerable notice, say six months at least, being required to be given to the authorities, and the choice being subject to their approval. Thus, in English a candidate might make a special study of some author, or of some period of literature, and in Philosophy and History, and perhaps also in Languages, the system could be easily applied.

It might be advisable to make the attainment of the highest honours dependent upon taking a special subject, as in the Honour School of History at Oxford.

Of course there should be no set textbooks for special subjects ; the student must depend upon himself and his teachers. It may be pointed out that if the University becomes a teaching body, *i.e.*, if University lectures are established, such lectures might very easily be directed towards helping students in their preparation of special subjects.

(iv) As a matter of detail, the marks allotted to each question in special subject papers and in Honour questions in ordinary papers should not be stated on the paper. A good student should be able to choose his own questions, and one who cannot should suffer accordingly. As regards Honours questions, it should be possible to obtain full marks on a certain number of questions only, and considerable latitude of choice should be given.

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# INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

**Note by Muhammad Shah Din, Esquire, B. A. (Cambridge),  
Barrister-at-Law, representing the Anjuman-i-Islamia,  
Lahore.**

### INDIAN UNIVERSITIES COMMISSION.

*Suggestions on some of the points to be  
considered by the Commission.*

In this Memorandum I propose only to state my views in general terms, without entering into details, on some of the points raised by the Commission, leaving a fuller consideration of those points to Educational experts who are in a position to lay before the Commission definite and workable schemes on such aspects of the problem of University Education as may have formed the subject of their special study.

#### TEACHING UNIVERSITIES.

The Punjab University is a teaching University in the Faculties of Law and Oriental learning, and maintains in accordance with its statutes an Oriental College and a Law School, which has lately been designated a Law College.

##### (A) THE LAW COLLEGE.

The teaching of law has lately been placed by the University on a sound footing by the appointment of a whole-time Principal, who is a Barrister-at-Law and a graduate of an English University, and by strengthening the staff of Assistant Law Lecturers and Readers. There are two sections of the College. In one the instruction is imparted through the medium of English, in the other through that of the vernacular; and in both the standard and course of instruction are identical. The regulations of the University provide for a bifurcation of legal studies, leading to the Diploma side and the Degree side respectively, the entire course in both cases extending over a period of 3 years.

The question as to whether this three years course should be reduced to one extending over two years is one of great importance, and the Law Faculty, after very full consideration, has recently recommended that this should be done at least on the Degree side, the course being made a post-graduate study. I venture to think that this recommendation is based upon sound considerations and that its acceptance will, besides avoiding an undesirable clashing of studies in Law and Arts, tend to make the teaching of Law in the College more efficient and thorough than has hitherto been the case.

The management of, and supervision over, the Law College are at present vested in a Committee called the Law College Committee, which consists of 6 members including the Vice-Chancellor. This Committee was constituted in 1897, and I have been acting as its Secretary since July 1898. So far as the teaching of law is concerned, the University has, I venture to think, done its best to discharge the obligations imposed

upon it by its statutes by strengthening the Law College in every way in order to meet the growing needs of the Province.

A proposal to establish a Boarding-House in connection with the College has been under the consideration of the Committee for some time past, and one will be established as soon as the Committee sees its way to make it a self-supporting institution.

The Law College of the University sufficiently meets the educational requirements of the Punjab, and the opening of Law classes in connection with any Arts college either in Lahore or elsewhere appears to me to be both unnecessary and undesirable.

#### (B) THE ORIENTAL COLLEGE.

The Punjab University is bound to maintain an Oriental College under the express terms of its statutes. The Preamble to the Act of Incorporation recognises the following as among the chief objects for which the Punjab University College was to be constituted into a separate University :—

- (a) The diffusion of European science, as far as possible, through the medium of the vernacular languages of the Punjab ;
- (b) the improvement and extension of vernacular literature generally ;
- (c) the enlightened study of the Eastern classical languages ;

and it is in part fulfilment of these objects that the Oriental College has been maintained by the University. The promoters of the University movement in this Province appear to have emphasised their desire to see these objects fully carried out, and this could not be done without organising a College Department with a view to impart systematic instruction through properly trained teachers in the classical languages of the East and in the elements of Western science by means of translations from the English language into the vernaculars of the Province.

The Oriental College, therefore, fulfils a strongly expressed desire on the part of the founders of the University, and being the only College of its kind, maintained by an Indian University, in which an organised attempt is made to impart higher instruction in the classical languages of the East, it meets a real want in this country.

How far this College has fulfilled the expectations of its original promoters or advanced the objects laid down among the chief aims of the University, to which I have already alluded, is a question of very great practical importance, and I must say that there is a rather strong impression prevailing among a certain class of persons whose opinions are not without weight that on the whole this College has not proved a success, and that its net result from a higher educational standpoint is incommensurate with the financial burden which its maintenance imposes upon the

University. It is difficult to say precisely to what extent this impression is justifiable, but on the other hand I am not prepared to say that it is without any foundation. That the College supplies an educational need in the Punjab, is, I think, well established, not only from the number of students we find on its rolls from year to year but also from the number of Oriental teachers supplied by it to the various Arts Colleges and High Schools in this Province and in other parts of India. The growing demand for Oriental teachers can hardly be supplied by any other institution that I know of, and it is manifestly impolitic to abolish this College and to fall back for fulfilment of our needs upon the old *maktab* and *patshala* systems, of which the revival would be a questionable benefit from the point of view of modern education.

I am, therefore, of opinion that the Oriental College must be maintained in its integrity. At the same time I think that the institution should be thoroughly overhauled, and a searching enquiry made as to the sufficiency and soundness of the courses of study prescribed and of the methods of teaching followed therein. These are, in my judgment, capable of improvement; and unless in respect of these, the Oriental College keeps pace with other progressive educational institutions in all the departments of knowledge which it has made its own, it will fail, I am afraid, in promoting "the enlightened study of the Eastern classical languages and the diffusion of the European sciences through the medium of the vernacular languages of the Punjab."

I may mention in this place that the last named object, namely, the diffusion of the European sciences through the medium of the vernacular, has not, so far as I know, been very materially advanced by the Readers and Translators who have in past years been appointed to the few endowments which were created for this purpose in connection with the Oriental College. These endowments are of small value and it is idle to expect graduates who look upon them in the light of a subsistence allowance to teach in the general knowledge department of the Oriental College, and at the same time to produce good translations of text books of Western science into the vernacular.

The want of such translations has always been very keenly felt by the University, and it was with a view to supply this want and to promote the production of sound vernacular literature in this Province that in the beginning of 1897 the Syndicate appointed a Standing Sub-Committee charged with the duty of supervising the preparation of approved vernacular books, and made a budget provision of Rs. 2,000 per annum to meet the expenses incidental to this work. Three text books have so far been translated into the vernacular under the supervision of this Committee, and more would have been taken in hand, but for the fact that owing to financial difficulties the University has

withdrawn the budget grant that had been sanctioned in 1897. I have been acting as the Secretary of this Committee since November 1898.

#### (C) TEACHING ON THE ARTS SIDE.

The next question for consideration is whether the Punjab University should be made a teaching University in the Faculty of Arts. This question is not free from practical difficulty, though in the abstract a proposal of this kind has its attractions and commends itself to all persons interested in the promotion of sound learning and genuine culture. In arriving at any definite conclusion on this question the Commission will have to take into consideration the resources of the University, the peculiar circumstances of the Punjab, and the existence and number of denominational institutions affiliated to the University which are managed by private bodies in various parts of this Province. My own opinion, formed after some deliberation, is that the Colleges should be allowed, as at present, to teach up to the B. A. degree for the Ordinary or Pass course (to which I shall presently refer), and that to that extent and for that purpose the University should remain, as is the case now, a merely examining body. It may, however, well assume teaching functions in post-graduate studies as also for the purposes of the B. A. Honors examination.

After the matriculation, there should be, in my opinion, a bifurcation of studies into an Ordinary course and an Honors course, and the present Intermediate examination may with advantage be reduced to a House examination. The Ordinary course should be a graduated course of not more than 3 years, comprising 4 subjects, 3 compulsory and one optional, which a student who has no aptitude or inclination for higher study in special branches of knowledge, should be able to go through without much difficulty, so as to take the Ordinary degree after 3 years' reading in an Arts college. The Honors course should be so framed as to enable a student who takes it up to specialise from the matriculation upwards in one particular branch of learning, and the examination for the Honors degree should be more searching and cover a wider range than is the case at present with our degree examinations. The University might very well undertake the teaching for the Honors course, so that no student should be able to present himself for the Honors examination who does not attend the lectures of the University Professors. In this way, the majority of students who do not hanker after, and are not fitted to achieve, academic distinctions, will go through the ordinary curriculum of the various colleges in the Province and pass the degree examination very much as they do at present, while the minority of earnest learners will be enabled to concentrate their whole intellectual energies on single subjects, and by thus laying the solid

foundation for original thought and deep research will in after years strengthen the ranks of literary men in this country. The present system of college education, while greatly multiplying the number of graduates with a smattering knowledge of several subjects and a thin veneer of Western thought, has failed to produce the men we stand in need of,—men moved by a deep, genuine love of knowledge and equipped with all the apparatus of modern scholarship, who may lead on the literate classes of the country to high ideals of moral and civic duty and breathe new life into indigenous institutions, so as to bring them into line with the more energetic and refined civilization of the present age. In order that our colleges may produce such men, the institution of a system of University teaching by means of competent University professors seems to me to be urgently called for, care being taken at the same time that for the purposes of the Ordinary degree the University should in no way interfere with the *status quo*, and should, in fact, try to facilitate, in the interests of general education, the passage of the majority of students through its affiliated colleges.

It will thus be seen that I am in favour of the appointment of University Professors and Lecturers who will teach only for the Honours course, while I would leave the teaching for the Ordinary course to individual colleges. In my opinion it is both impracticable and inexpedient to frame a list of recognised teachers in this Province; and it follows from what I have said above that candidates for degrees should not in all cases be required to receive instruction from teachers appointed or recognised by the University.

#### CONSTITUTION.

##### (A). THE SENATE.

The present number of the Fellows of this University is 136. Of this 64 are Europeans and 72 natives of India; 85 officials and 51 non-officials; 85 residents in Lahore and 51 non-residents. The number of Fellows named in the Act of Incorporation is 125, so the Senate of 1902 is by no means unwieldy compared with the Senate of 1882. The circumstances under which the University was constituted 20 years ago necessitated the nomination of a comparatively large number of Fellows, representing the Native States, the official classes, the landed aristocracy, and the educated people of the Punjab, as it was through the helpful influence and co-operation of these that the Punjab University College was raised to the status of a University. The University still stands largely in need of this influence and co-operation, and under existing conditions of educational progress it is, I think, inexpedient to reduce all at once the numerical strength of the Senate. In as much as, however, it is becoming more and more necessary every day, in the interests of sound education, to have on

the Senate persons who are well qualified to advise on questions relating to University education, the time has come when even in the Punjab Fellowships should not be given merely by way of compliment, and advantage may be taken of the elimination by death or otherwise of Fellows to place a reasonable limit on the number of our Senators. In order, also, to remove the impression that a Fellowship is merely a social distinction and carries with it no responsibility towards the University, the adoption of a rule that Fellowships shall be vacated by non-attendance at meetings seems to be imperatively necessary, the more so as it will gradually result in purging the Senate of many amiable persons who only retard the appointment of more active workers in the cause of education.

I may add that I am not in favor of a change being made in the tenure of Fellowships by making them terminable. Such a change, I consider, would not be conducive to the best interests of high education in the Punjab as under such a system the University would run the risk of being periodically deprived of the knowledge and experience of its working acquired by many a Fellow during his tenure of office, resulting in a possible serious interference with the continuity of a consistent educational policy. Let the best available persons be appointed Fellows, and let the authorities be guided in appointing them solely by considerations of fitness for the work to be done by them, but once they are appointed let them acquire experience and gain authority which sound experience gives, and let them serve the University for their lives.

The Act of Incorporation allows the Senate to nominate a certain number of Fellows, and so far as I am aware only 8 Fellows have been nominated in pursuance of this provision. The Senate has not in recent years felt disposed to exercise this privilege, and its non-exercise does not appear to me to have resulted in any disadvantage to the Senate or the University. Any other form of election or nomination does not seem to be very urgently called for.

#### (B.) THE SYNDICATE.

The Syndicate at present consists of 21 members, including the Vice-Chancellor, and all the six Faculties are adequately represented on it. As 12 of the syndics are actually engaged in teaching, the colleges enjoy a very full share of representation, and Government has on this Board no less than 4 accredited exponents of its views.

#### (C.) FACULTIES AND BOARDS OF STUDIES.

The Senate is divided into 6 Faculties, each Faculty having its own separate Board of Studies. This division is a sound one, and the Faculties with their several Boards of Studies have, I venture to think, been working to the satisfaction of the Syndicate and the Senate.

I consider that the rule that every member of the Senate must belong to one Faculty at least is, in this Province, a salutary one, and that it should not be abrogated, though I am disposed to favour the proposal that each Faculty may be further strengthened, if need be, by adding recognised teachers and graduates with Honors in the special subject of the Faculty.

#### GRADUATES.

I certainly think that it is very desirable that a register of graduates with their addresses should be formed and kept up to date so that the University may be able to keep in touch with its alumni.

#### STUDENTS OF THE UNIVERSITY.

If the University can hope to perform such an Herculean task, it should certainly look after the physical and moral welfare of the students of all affiliated Colleges, but I very much doubt if with our present resources and the existing means of control over the Colleges this is at all practicable. I am afraid that for some time to come this University will have to content itself with stating in general terms, which may practically be disregarded, that it expects every College to do its duty in these respects, as anything in the nature of a vigilant watch over the internal administration and economy of the colleges, many of which are denominational, may be resented as an unwarrantable interference with private enterprise.

The provisions for the physical and moral welfare of the students will, therefore, have to be largely left to the various colleges in this Province, but it is both feasible and necessary, in order to foster a genuine University life in Lahore, to organise under the auspices of the University literary and scientific societies and recreation clubs which would bring men of different colleges together and create around them a bracing atmosphere of common educational interests and identical aims of life.

#### UNIVERSITY TEACHING.

It is to some extent true that many students begin their University course without sufficient knowledge of English to profit by the lectures they attend. But it seems to me that this short-coming has been rather exaggerated. Considering that these students are taught before entering the Colleges in large classes mostly by Indian teachers, who are not well paid and who are not themselves thoroughly well grounded in English, and considering also that the change from school life to college life is attended in most cases by new methods of teaching and new sets of teachers, mostly Europeans, it is not at all surprising that when these students begin their University course they appear to know less of English than they actually do, and being unaccustomed to the lecture of an English Professor, they for the first few months of the 1st year



are unable intelligently to follow them. This defect will be gradually removed by allotting more time and paying greater attention to the teaching of English in schools and by employing better qualified English teachers.

I am strongly opposed to the fixing of an age-limit for candidates for the Entrance examination, as I believe that such a limitation would not only serve no educational purposes, but would unnecessarily retard the progress of students who complete their school course early in life and whose parents or guardians are anxious to prepare them for examinations in regard to which an early age is either a prescribed condition or a ground for preferential distinction. A similar proposal was brought up before the Syndicate of our University last year, and I still adhere to the opinion which I then expressed that the suggested limitation is entirely uncalled for, and is intensely unpopular among the educated classes of the Punjab.


The establishment of a School of Theology will be of no practical good to this Province, and it is possible that the motives of Government, with which the University is identified in the popular mind, may be misunderstood and misrepresented in connection with this scheme. The comparative study of religions is *prima facie* a very desirable object, but I very much doubt if the existing conflict of religious opinions will allow of such a school being organized, endowed, and worked so as to promote a spirit of toleration and mutual good will among professors of the various creeds prevailing in India. I should be in favour of leaving the religious problem in India for the present severely alone, as it is probable that in trying to unravel the tangled skein of religious questions, the University may find itself landed in difficulties which may detract from its usefulness as an unsectarian educational centre.

M. SHAH DIN.

## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

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 Note by Shaikh Muhammad Shah, Pleader, Chief Court,  
 representing the Anjuman-i-Islamia, Amritsar.



HOSTELS should be established in connection with Colleges and High Schools and placed under resident supervision. College hostels, as far as possible, should be under European supervision. Those European Professors who are well known for their genial disposition and warm sympathy with the aims and aspirations of their pupils should alone be selected for the important duties of supervision. The proper provision for board, lodging and the moral discipline of students in hostels should be made a condition of affiliation of Colleges to Universities. Suitable quarters should be provided for the Professors of Colleges. All such Professors, more especially European Professors, should be enjoined to promote social intercourse between the students and themselves. Such social amenities will most assuredly conduce to the healthy formation of character and prove a most powerful means to acquire the English language. For the acquisition of a living language mere book reading is not enough. An insight into a foreign literature does not necessarily signify a thorough knowledge of the language.

This defect has given a plausible handle to some witnesses before the University Commission for criticising the English style of Indian graduates. Interesting, but at the same time instructive, text-books may be prescribed, the power of observation may be strengthened by equipping the mind with the scientific methods of thought, but the English language with which the Indians generally, and the Punjabis more particularly, struggle cannot be efficiently acquired without a free intercourse with the English Professors. In High

Schools a similar system should be adopted, and the teachers should be ordered to develop the conversational powers of their pupils. Mere paraphrasing and giving explanations of difficult allusions can, by no means, accomplish the object. I have personally known many students who were unable to speak even two words in correct English, but who could paraphrase tolerably well.

There is a strong consensus of opinion about reconstituting the Senates of the different Universities. I entirely concur in the well expressed opinion. I shall, however, add that the Managers of important High Schools should also be selected as Senators, because, in the first place, they take a keen interest in educational matters, and in the second they, I submit, are better qualified to know the needs and requirements of the recipients of Primary and Secondary Education.

A European cannot fully realise the difficulties with which a Punjabi child is surrounded. He begins with the Urdu which is not his mother tongue, although closely allied to it, and gradually as he advances in years he is overweighted by the multiplicity of subjects. Those who are conversant with the present state of the Primary and Secondary Education in the Punjab will in this respect bear me out. A drastic reform in these two important departments will most certainly produce better and healthier students.

As at present advised, I cannot approve of the School Final Examination being kept distinct from the University Entrance or Matriculation Examination. In my opinion the present scheme of studies requires a thorough overhauling before any such distinction is to be observed.

There is a general cry against 'cram.' Cramming no doubt deserves a sweeping condemnation; but, as long as public examinations are the sole test of proficiency, 'cram' will be most assiduously resorted to. It is unquestionably true that cramming is much encouraged by various competitive examinations. Professional 'coaches' owe their existence to such examinations. To avoid cramming and to educate the mind small textbooks should be discontinued. The subjects should be so arranged as to excite mental curiosity, and to raise the tone of mind and, in short, to make them

both interesting and instructive. The system of payment by results as the sole method of calculating the grant-in-aid is a further inducement for cramming. Scholarships as at present given by competition prove a strong incentive to cramming.

For the general efficiency of High Schools more Training Colleges affiliated to the Universities should be established, and the teachers of English in Secondary Schools should be thoroughly qualified and able to speak English correctly.

Grants to Primary and Secondary Schools should depend upon attendance, buildings, teachers, discipline and the circumstances of the locality. In my opinion the grants should be more liberal, and sympathetic Inspectors should be deputed to conduct Departmental Examinations *in situ*.

To sum up, I am of opinion that English has now become the chief classical language of the whole country. To improve the knowledge of the English language and literature there should be a close and intimate connection between the teacher and student. He should not like Dickens' Yorkshire School Masters rule with the rod of iron, but like old masters of our indigenous schools and spiritual guides he should win the regard and esteem of his pupils.



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## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

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Note by M. G. V. Cole, Esquire, M. A. (Cambridge), Principal,  
Khalsa College, Amritsar.

IF the College career is to be considered, as in England, as something quite distinct from the school course, a complete separation between the two is advisable, and every institution, which is to be recognized as a College, should be prepared and equipped for teaching up to the B. A. Standard, and should be represented in the Senate.



The close connection between College and School when they are combined in the same institution, especially in large boarding establishments, hinders the development of the College and renders the maintenance of discipline by the school teachers more difficult. There is also a great danger of trouble in other ways, which will readily suggest themselves to those who have had charge of large boarding houses containing boys of all ages.

The disabilities of isolated Colleges are many, particularly as regards participation in—

- (i) Inter-Collegiate and University Lectures ;
- (ii) Use of a University Library ;
- (iii) Social intercourse between Members of various Colleges ;
- (iv) The frequent Athletic contests between different Colleges, which form such an important feature of University life.

The B. A. papers in English do not seem to be arranged so as to thoroughly test the candidates' knowledge of the subjects set. Complaints are made

that they are so lengthy that no time can be spared for thoughtful answers. As the marks are at present allotted, there appears to be little scope for any display of individual taste or originality of thought.

The majority of First Year students enter upon their College career without a practical working knowledge of English. I would suggest that much more care might be devoted to acquiring English conversation in the High School. At present book words and book knowledge appear to be the chief aim.

There is a tendency in some private institutions to be careless in providing the funds necessary for the proper maintenance of the College under their control. Where this is the case an endeavour is made to run the institution on cheap lines, and it is very difficult to maintain a high standard of efficiency.



## INDIAN UNIVERSITIES COMMISSION, 1902.

## Punjab.

Note by J. G. Gilbertson, Esquire, M.A. (Edinburgh), Superintendent, Mission High School, Lahore.

*I. The University.*—I am strongly in favour of a Teaching University, but this, I believe, is not yet possible for the Punjab. Failing this the Affiliation Rules should be so framed as to give the University a greater control over the Colleges.

The Senate and Syndicate need remodelling to give better representation.

I would have Fellows hold their appointment for a limited time, making ability, and time to take an active interest in the work of the University, the main qualifications. A fixed proportion of the whole number should be appointed by Government and the remainder should be elected, partly by the Senate, and partly by the Graduates of the University.

In forming a new Syndicate I would give "Subjects of Study" rather than Colleges the first consideration in representation.

Similarly the members of the Boards of Studies should be appointed with regard to the work to be done, and not, as at present, be appointed simply as the Faculty's representatives in the Syndicate.

*II. Examinations.*—I believe it would meet the requirements of the Colleges if the Entrance Examination were done away with as a standard of Education, and an ordinary Matriculation Examination were to take its place. The Middle School Examination should also be done away with.

The University should exercise no control over the School in any respect. The School should be absolutely in the control of the Education Department up to its leaving certificate.



I would also like to see the Intermediate Examination abolished. I do not see that it serves any good purpose. In addition I would so modify the regulations for the B. A. as to make it possible for a student to take this degree in three years.

I would also alter the M. A. regulations so that a student should be required to pass in two subjects—though not necessarily at the same time—with the option of taking Honours in either or both of his subjects without prejudice to his taking the ordinary degree if he failed to take his Honours.

The examinations in Arts, and correspondingly in Science, would thus be—

(1) Matriculation—

Minimum age 15 complete years.

(2) B. A. and B. Sc.—

After three years' study.

(3) M. A. and M. Sc.—

After two years' study.

(4) Doctor's Degree—

Five years at least after taking the Master's Degree.



## INDIAN UNIVERSITIES COMMISSION, 1902.

**Punjab.**

**Note by Harkishen Lal, Esquire, B.A. (Cantab), Barrister-at-Law,  
representing Government College Graduates' Union.**

*I. Teaching University.*—It appears that there is a general desire to convert the existing Universities in India into teaching bodies. I submit that the University of the Punjab is, to some extent, already a teaching body, as it directly maintains an Oriental College and a Law School. The present state of things is such that the University of the Punjab could easily be converted into a teaching body. The best Colleges are all situated in Lahore, and could, without much difficulty, introduce an inter-collegiate or combined system of lectures. If the scheme of examinations be slightly altered, we could at once have a teaching University and keep the Muffasil Colleges in efficient conditions. I would humbly suggest that the Middle School Examination and the Intermediate in Arts Examination be abolished and the University course be divided into the B. A. and M. A. or Honors Examination alone. The B. A. Examination taking 3 years after the Entrance and the M. A. or Honors course 2—3 years after the B. A., I would confine the M. A. or Honors course to Lahore and the Muffasil Colleges to be recognised to B. A. standard only. The M. A. or Honors to be given for proficiency in one subject as now.

If we adopted this system it would have one further advantage. The spirit of the day in the Punjab is to organise sectarian institutions and to infuse sectarian spirit in the students. By a combined course of studies this spirit would receive a slight check. My meaning would be clear by mentioning that the Punjab has established in the last 10 years or so—

one Chiefs' College,  
one Arya College,  
a Sikh College,  
an Islámia College, and  
a Hindu College.

Besides the various Colleges at Lahore which could organise a combined system of lectures, the University itself could appoint a few lecturers by diverting whole or part of the funds of the Oriental College and increase their number as its funds increase.

*II. Sphere of influence.*—I think each University should have a sphere of influence defined; and the Viceroy in Council should have the discretion vested in him to alter and vary University jurisdiction as the altered circumstances of the country required. But the various Universities may advantageously recognise the examinations of the sister Universities, to allow candidates for their own examinations.

*III. Constitution of the Senate.*—The rules laid down in the Act of Incorporation are sound, so far as they go. In practice, however, they have not been followed. The Chancellors have appointed persons to the Senate not qualified under the rules, and appointments have been made as New Year's honors. I fear that the election of Fellows by the Senate has not been countenanced, and it is a fact that with one or two exceptions the Senate has not exercised the right of election. The matters require to be looked into and set right. Further, the right of election should be conferred on affiliated Colleges and the graduates of the University. Proportions to be fixed somewhat on the lines suggested by the Government College Graduates' Union. The maximum number of Fellows to be fixed as the minimum is already fixed, and the appointments to be made terminable on expiry of say 7 years, or continuous absence from meetings say for one year.

*IV. University teaching languages.*—It is only rarely that students enter upon their University career with out sufficient equipment to follow the lectures which are given in English. But it is a general complaint that though the students can reproduce Shakespeare, Milton or other authors by heart very few can express themselves on ordinary affairs in fairly correct English. They do worse in their own vernaculars, and are not capable of doing anything in the classical languages that they may study

up to the highest standard. I submit that these defects arise from—

- (1) too frequent examinations ;
- (2) too large classes in schools, where personal attention of the teachers to composition is impossible ;
- (3) too many subjects of study in early years ;
- (4) absence of thorough grounding in their own vernaculars ;
- (5) reading, writing and thinking about things that much concern us in everyday life ;
- (6) too much attendance in lecture-rooms in Colleges ; and
- (7) continuous application to study from early morning to late in the evening.

*V. Languages continued.*—In my humble opinion every educated man in the Punjab should be taught fairly well three languages—

- (1) English.
- (2) Vernacular.
- (3) Arabic (for Muhammadans) or Sanskrit (for Hindús).

If the University Commission could induce UNIFORMITY IN WRITING CHARACTERS in the School teaching for various languages, say Roman letters, they would enable students and teachers to save considerable amount of time and confer a lasting boon on the community.

The difficulty of imparting religious and moral instruction would be more than half solved if the educated people were instructed in Sanskrit or Arabic as they happened to be Hindús or Muhammadans.

*VI. Political Economy.*—Another study which does not receive proper encouragement is the Political Economy. It has no place in the present scheme of studies before one enters the stage of B. A., and here also it is assigned only a secondary place, being coupled with History. In my humble opinion sound economic principles should be taught early and more generally. I venture to assert that a considerable percentage of

our ills is due to economic revolution that has taken place and is proceeding fast by the altered state of affairs brought about by the—

- (a) change of Government ;
- (b) scientific discoveries ; and the
- (c) economic ambition of European races.

I believe that a more general and accurate knowledge of economic facts and principles will have the effect of alleviating our miseries and dispelling suspicion with which people now view all the economic acts and measures of the Government of India. I would further suggest that teaching in this branch of study should have special reference to the economic phenomena of India ; and that special chairs should at once be founded in connection with Indian Universities to enable the incumbents to collect and study the economic facts of the country and to generalise truths therefrom.

*VII. Examinations.*—In this connection I would beg leave to suggest—

- (a) That in the language examinations too much stress should not be laid on mere rules of construction, the solution of mythological problems or historical allusions, or the histories of literatures as a correct composition and lucidity of style. The papers should be intended to test more the command on the language than mastery of the text-books.
- (b) Uniformity of standard of examinations should be insisted upon and a system of grace marks introduced. Further, if a student fails in any one subject and shows sufficient competency in others, he should be examined in that one subject only to qualify for Pass six months after the date of examination at which he has failed. His promotion should not, however, be stopped.

*VIII. Affiliated Colleges.*—(a) Though it is not possible to form a list of recognized teachers or lay down any fixed and definite rules for the selection of Professors by various governing

bodies, I would suggest that Indian Professors, employed in Government, Aided and Unaided Colleges should be encouraged to proceed to Europe and to gain proficiency in higher studies and better organisations. In this connection the Indian Government scholarships, now awarded to students for finishing their studies in Oxford or Cambridge, may for a time be diverted to this direction. It is essential, in the interest of sound education in the country, that a class of teachers should be produced who should combine double training of Indian and European Universities.

(b) The spirit of competition in fees in the affiliated Colleges should be discouraged. A fair standard of fees should be fixed; the present standard of fees in the Government College of Lahore being too high, it should be reduced.

(c) Some tutorial system should be introduced to bring the students into closer relation with the Professors and to enable the Professors to take personal interest in the welfare of the boys.

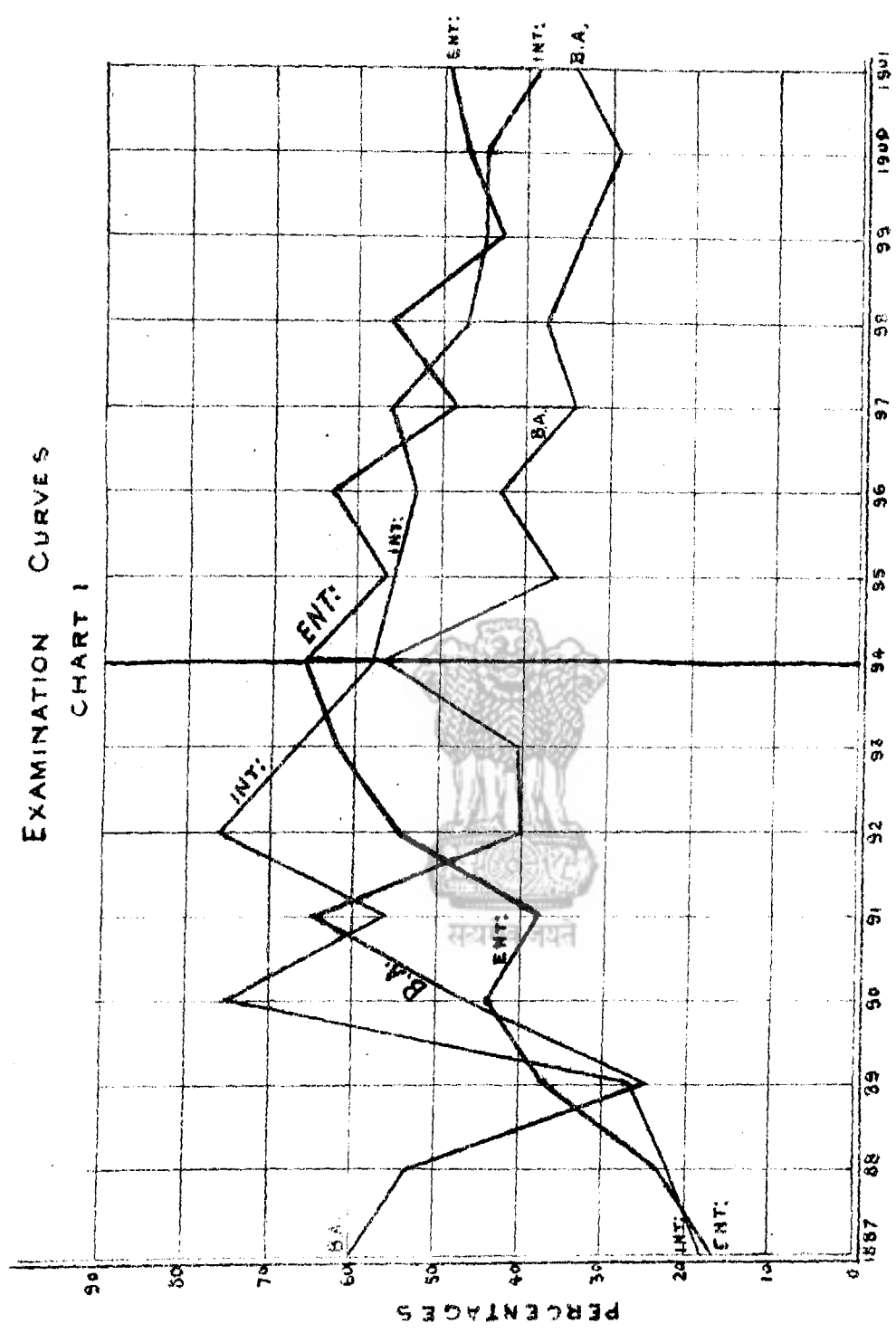
(d) The moral, intellectual and physical deterioration of young men is due mainly to the too rigid system of school life. The schools and Colleges have very inconvenient hours, especially in summer. The students are given an almost unlimited quantity of task to do out of the school hours, they have to devote attention to a number of subjects at an early age, and they receive no personal attention from their teachers or Professors. To remove these defects some modification in the school routine should be made, and corresponding to a tutorial system in College, special instructors for moral and physical training should be employed, whose certificates should be required to enable a student to go up for the examinations.

*IX. General.*—On other points I concur with the suggestions submitted by the Graduates' Association of the Government College.



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EXAMINATION CURVES  
CHART I







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