

With best compliments from Dr. L.C. Jain.

UNIVERSITY OF THE PANJAB

PROCEEDINGS

OF THE

FIRST ECONOMICS TEACHERS'

CONFERENCE

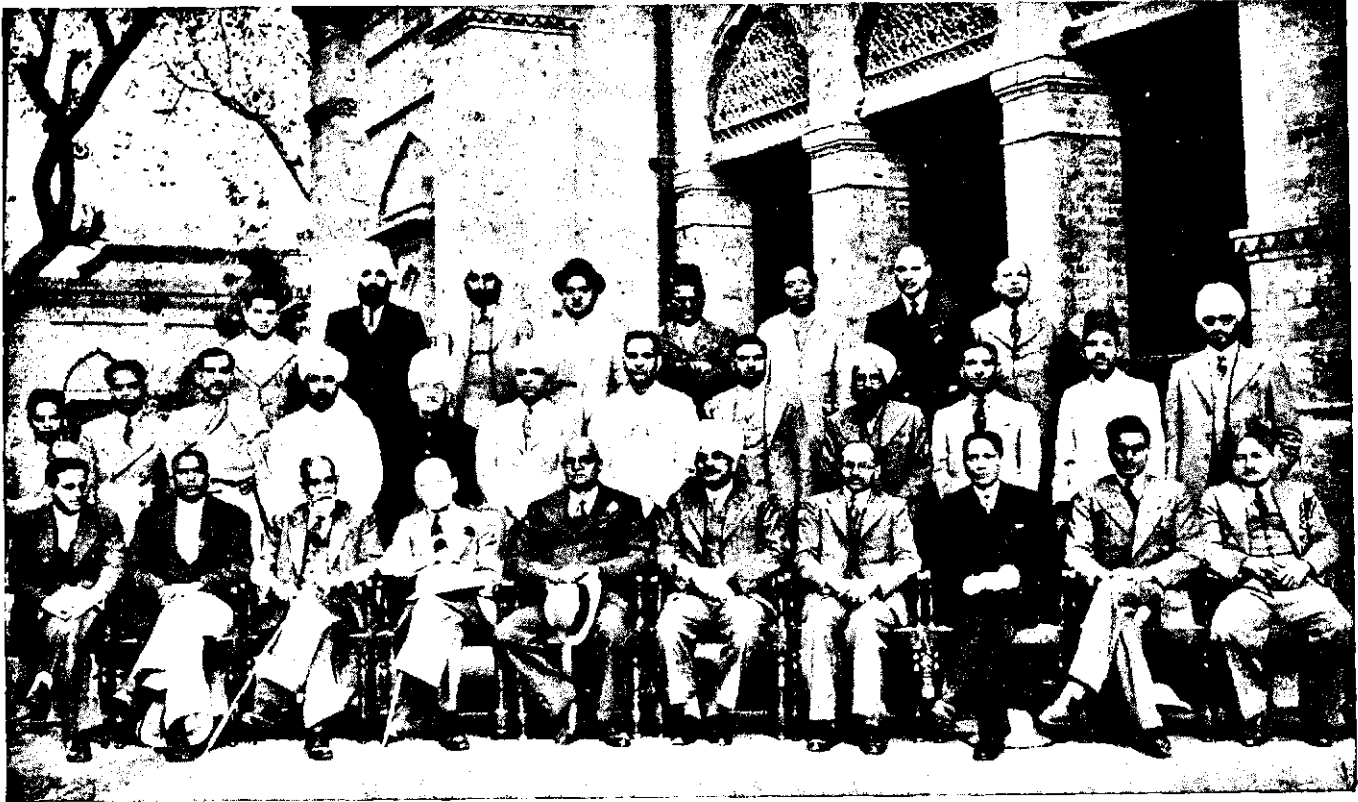
LAHORE

April 2 and 3, 1940

CONTENTS.

	Page
1. Message from the Vice-Chancellor	3
2. Inaugural Address by Dr. T.E. Gregory, Economic Adviser to Government of India	4
3. Presidential Address by Dr. L. C. Jain	9
4. Discussion on Place of Economics in Education— initiated by the Hon'ble Mr. Manohar Lal ...	14
5. Discussion on Syllabus, Study, Teaching and Examination in the Intermediate—initiated by Prof. D. N. Bhalla	20
6. Discussion on Syllabus, Teaching and Examination in B. A. Economics—initiated by Dr. S. M. Akhtar	29
7. Discussion on Syllabus, Teaching and Examination in M. A. Economics—initiated by Dr. B. K. Madan	44
8. Discussion on the Organisation of Economic Research in India—initiated by Dr. T. E. Gregory	48
9. Resolutions Passed at the Conference ...	53

Economics Teachers' Conference



1st Row.—Dr. B. K. Madan, Prof. A. N. Bali, Sir Abdul Qadir, Dr. T. E. Gregory, Hon'ble Mr. Manohar Lal, Hon'ble Mr. Justice Bakhshi Tek Chand, Dr. L. G. Jain, Ram Chandra Esq., C.I.E., I.C.S., K. C. Chowdhry Esq., I. C. S., Prof. J. Guleri.

2nd Row.—Prof. Q. M. Fareed, R. K. Seth, K. C. Nag, R. K. Kumar, Shiva Dayal, Bal Raj, D. N. Bhalla, D. K. Malhotra, Bawa Narain Singh, H. L. Phillips, Anwarul Hasan, A. S. Grewal.

3rd Row.—Prof. P. C. Malhotra, Gurdit Singh, Hardit Singh, D. C. Sabherwal, Chiranjiva Lal, B. Dass, C. L. Kapur, S. M. Dattatreya.

PROCEEDINGS

OF THE

FIRST ECONOMICS TEACHERS' CONFERENCE

HELD AT LAHORE

on the 2nd and 3rd April, 1940.

The first Economics Teachers' Conference met in the Hailey Hall on the 2nd April, 1940, at 10 a. m. with Dr. L. C. Jain, D. Sc. Econ. (London), University Professor of Economics, in the chair. There was a large and distinguished gathering, prominent among those present being the Hon'ble Mr. Manohar Lal (Finance Minister), Dr. T. E. Gregory (Economic Adviser to Government of India), Principal G. D. Sondhi, Sir William Roberts, Principal J. W. Thomas, Mr. P. K. Wattal (Accountant General), Sardar Kartar Singh, R. B. Ishwar Das, Professor Shiv Dayal, Mr. & Mrs. B. P. L. Bedi, Mr. S. P. Jain (Indian Railways), Mr. M. R. Kohli, Prof. D. N. Bhalla, Dr. I. Durga Parshad, Dr. S. M. Akhtar, Prof. R. K. Luthra, Dr. Harnam Singh, Prof. Krishan Datta, Prof. I. M. Kapoor, Prof. H. C. Saxena, Dr. D. C. Ghose, Prof. A. S. Grewal and Prof. Indra Prakash Anand.

Dr. Anwar Iqbal Qureshi (Professor of Economics, Osmania University), Dr. D. L. Dubey (Mecrut College), and Prof. K. C. Nag (Delhi University), had specially come to attend the Conference from outside the province, while the following teachers attended as Delegates from the Mofassil Colleges :

Mr. B. L. Jain, S. A. Jain College, Ambala City ;

Sardar Hardit Singh Dhillon, Khalsa College,
Amritsar ;

Mr. M. R. Jaini, Hindu Sabha College, Amritsar ;

Mr. Q. M. Fareed, M. A. O. College, Amritsar ;

Mr. Anwar-ul-Husan, S. E. College, Bahawalpur ;

- Mr. Dewan Chand Sabherwala, V. B. College,
D. I. Khan ;
- Mr. Prem Chand Malhotra, R. S. D. College,
Ferozepur ;
- S. Bawa Narain Singh, G. N. Khalsa College,
Gujranwala ;
- Mr. F. M. Fazal, Zamindara College, Gujrat ;
- Mr. Ram Lal Bhatia, D. A. V. College, Jullundur ;
- Mr. Parma Nand, D. A. V. College, Jullundur ;
- Mr. K. K. Dewett, Government College, Ludhiana ;
- Mr. J. Guleri, Agricultural College, Lyallpur ;
- Mr. C. L. Suri, D. A. V. College, Lyallpur ;
- Mr. C. L. Kapur, Government College, Lyallpur ;
- Mr. S. M. Dattatreya, Govt. College, Lyallpur ;
- Mr. R. K. Kumar, D. M. College, Moga ;
- S. Gurucharan Singh, Government Emerson College,
Multan ;
- Mr. D. K. Malhotra, Mohindra College, Patiala ;
- Mr. S. M. Idris, Islamia College, Peshawar ;
- Mr. H. L. Phillips, Edwardes College, Peshawar ;
- Mr. Tilak Raj Chaddha, D. A. V. College,
Rawalpindi ;
- Mr. A. C. Mukerjee, Gordon College, Rawalpindi.

The proceedings began with a Welcome Speech by Principal G. D. Sondhi in which he extended a warm welcome to Dr. T. E. Gregory, Economic Adviser to the Government of India, Hon'ble Mr. Manohar Lal, and the Delegates to the Conference. He also read the following Message from the Vice-Chancellor.

MESSAGE FROM
M. AFZAL HUSAIN, Esq., M.A., M.Sc., I.A.S.
Vice-Chancellor of the Panjab University.

“I am exceedingly sorry that a pressing engagement outside Lahore has deprived me of the pleasure of attending the first Economics Teachers’ Conference.

There was a time when faith was the basis of human society. But times have changed, and new ideas have taught us new lessons. Today Economics provides the foundation for our social organization. There was a time when brute force determined what was right, but such an attitude is legitimately challenged today. Now economic strength is the final arbiter. In the present war it is not the number of bayonets that will determine the final victory but the economic resources of a nation. In fact the most potent armament of the present war is the economic armament.

It will not be out of place to mention here that making economic laws the sole basis of our behaviour is not likely to promote higher human ideals and in our country, where religion still holds the field, it is necessary to study the influence of economic laws on human morality in general. Economics has a truly cultural value, but it is necessary that we should not ignore in laying down economic laws the ethical basis of our society. Much work remains to be done in the virgin fields of economics in relation to ethics. It is for the teachers to keep this very important aspect of our education prominently before them.

I wish the session every success”.

The President of the Conference then requested Dr. T. E. Gregory to deliver his Inaugural Address.

INAUGURAL ADDRESS

BY

Dr. T. E. GREGORY, D. Sc. Econ. (London).

Economic Adviser to Government of India.

Dr. Jain, Ladies and Gentlemen,

After two years' residence in India one begins to realize how shrewdly one's movements are watched both by the Press and by the public. I had no idea that I had already visited Lahore five times. I hope before I leave India somebody will be able to say that I have been in Lahore fifty times. My sixth visit is connected with so pleasant and so important a function as the first Conference of Teachers of Economics in the Punjab. Since this Conference proposes to discuss the place of Economics in the educational world separately, I have unfortunately been deprived of the opening address which otherwise I had intended to give: for I had intended to speak at some length about the place of Economics in the educational system, because it appears to me that democracies cannot survive unless a broader attempt and a deeper attempt is made to make the public aware of the fundamental economic bases of human existence. But as my friend, Mr. Manohar Lal, has to speak on this particular subject I would like to say a few words about two other aspects of the economic situation. The first concerns the relationships between economists and the general public at the present time. I do not know whether economists are popular with the public. I sometimes doubt it. But I do know that Economics is a science which does not enjoy that measure of esteem which I think we would all like to see it enjoy throughout the world. In every part of the world that I am familiar with, when the science is discussed by non-economists, whether they are politicians, journalists or the general public or other scientists, I notice a certain vein either of resentment or of contempt or of both. Now considering how vital the economic side of a country's life in every part of this world is for its continued existence, it is certainly very confounding that a subject like economics which professes to explain the facts of economic existence should be as unpopular as it is. I should like to explain the reasons why it seems to me that economic science is unpopular at the present time. I think we ought to be under no delusion and we ought to recognise that the first reason why economic science is unpopular is because the

general public has a very strong idea that economists do not agree with each other. The old story "of six opinions being held by five economists, two of them being Mr. Keynes", is one of those remarks which is a half truth but which does very fully reflect the public attitude towards our science. The public, I think, overlooks the important fact that there is not only disagreement, but also agreement among the various schools of economic thought. And, moreover, the public completely overlooks the fact that these differences of opinion, though so widely advertised in the case of economic science are also to be noticed in other fields of learning. I think if there are 5 theologians or philosophers there will be not 6 opinions but 16 opinions, and those who have studied the course of discussion---let us say in the biological world in recent years---let us say biologists and other natural scientists, will agree that at the present time, our differences have been very well advertised, but our agreements have not been so well advertised, whilst the reverse is true of natural science. The second reason why economic science at the moment is unpopular is, I think, a perfectly natural and human one. It is this. If one reads the economic literature of the 18th or the early 19th century, one discovers how brilliantly Adam Smith gives a simple rationalisation of the current political, philosophical and business attitudes of the time. On the other hand, there is now more divergence of thoughts: but it seems to me that apart from this in the modern world people are beginning to realize that economic science is as hard a subject that it is as difficult a discipline as any other higher discipline which may be mentioned, and this constitutes part of the basis for the re-action against economists. It is, I think, nothing else except the resentment of the ordinary man that he cannot any longer understand the modern economic world as easily as he would like to. Economic life is more of a mystery to an average person. I suppose the physical science of 300 years was much simpler than the physics of today. It is natural that the technique of the science should be more elaborate than was the case in the past. However deplorable the effects on the general public, the improvement in technique is a necessary consequence of the maturity of the science with which we are dealing. And, lastly, to my mind much the most important reason for the unpopularity of the economic science at the present time is connected with the nature of this world in which we have been living for the last 5 years and which has resulted in the outbreak of world war. The present generation asks for certainties in a world of uncertainties. It is very difficult to find comforting answers to these questions. I think the real reason for the unpopularity of

economists is the same as the real reason for the unpopularity of dentists. Nobody goes to a dentist unless it is too late. No one dreams of consulting economists unless it is almost too late. Then, of course, you will have to tell people that it is almost too late. Then the natural inclination is to present the advice given. In other words, the public is asking us to provide smooth formulae for an uncertain world and smooth formulae are not available. I will admit that we are unpopular and our science is unpopular. Nevertheless, I think, we are entitled to claim that we are the only people, the only accredited doctors dealing with a particular type of patient. It may be that our stock of knowledge is not very great. It may be that the patient may die. But nevertheless we are the only accredited professors of a particular branch of learning.

We as economists ought to have, I think, definite ideas of the present times and see what is the illness our patient is suffering from in this year of Grace 1940. Well I have no hesitation in saying that the fundamental sickness from which the patient suffers at the present time is the fact that civilisation is wasting on the most colossal scale the resources which could be utilized for the benefit of mankind. I am quite indifferent to this interminable conflict on methodology between the followers of Professor Robbins and the followers of the late Professor Cannan, whether we ought to deal with the methodology of economics on the line of economics being a normative or a positive science. There has been an enormous waste of time on this particular point. In the present world neither the followers of Robbins nor the followers of Cannan would deny the fundamental fact that this is the world of extremely limited resources. That was true even in the period of optimism which preceded the arrival of Herr Hitler. It is not true that the golden age was broken with the onset of the 1929 depression. The public became used to extravagant statements and came to believe that there was no reason whatever why every body in the world should not be helped to anything he liked. I have never seen a scientific statement by any economist showing why this arbitrary statement should be accepted as true so long as the world is as short of resources as it actually is. The fundamental problem for us is a problem of choice. In other words, a problem of utilising very limited resources in different directions. I think the people of India, living in a country like this, will agree that this is a world of limited resources. The first duty of an economist is to insist that waste is a crime against society. But let us look round. We have before our eyes in Europe, probably the greatest

example of waste that the world has ever seen. The British war expenditure is between 4 and 5 million pounds a day. The French war budget is probably 3 to 4 million pounds a day. Germans are probably spending something like 3 million pounds a day. Here are three of the richest countries in the world devoting something like half of the national income in the manufacture of arms and munitions for the purposes of destruction. But even before the war broke out waste was going on in every part of the world. Racial myths in Europe, for instance, destroyed and are destroying the working power as well as the happiness of literally hundreds of thousands of human beings. It is often said that rearmament provided employment. That is perfectly true. But the same amount of money spent in other ways would equally create employment and would at least have given the world something for the money spent. Give me 4 million pounds and I guarantee to reduce unemployment in a more humane way, that is, by spending it on rehousing of the population and the re-building of universities.

It is impossible to be optimistic about the immediate results which will follow in Europe as a result of the war. Nobody knows what will be the results of two world wars in the life of a single generation. But the economic effects are likely to be serious. Despite optimistic talk of a Federation to be set up at the end of the war, it is far more likely that differences in standards of living will be exploited in the interests of protection, and the process of recreating a world economic system will be impeded. Though I am not optimistic about the immediate future, the fundamental economic truth is that it is the generation which fights the war which has to bear the cost of it. This statement which was a novelty in the world of thought during the last war has become a commonplace of economic and political discussion. But its effects are very profound, provided that the war does not result in the complete destruction of physical equipment and the annihilation of the populations of Europe. There is no reason why after the war human faculty and the physical means of production should not once again be devoted to the task of building up standards of life. The last post-war period showed how quickly mere physical destruction could be overcome, if a concerted effort were made. But these consoling long-term reflections should not blind us to the fact that in the immediate future the European standard of life is bound to fall, and a fall in the standard of life is not easily compatible with the co-existence of the democratic system of government.

Ladies and Gentlemen, I thank you very much for the honour you have done me, and the kind references which have been made to me. I have now been in India for nearly 2½ years and I have enjoyed every moment of it. Nothing is more pleasing than to have an opportunity on an occasion of this kind to meet old pupils and colleagues and discuss some of the problems of this completely distracting world.”

Dr. Gregory's Address was followed by the Presidential Address by Dr. L. C. Jain.

PRESIDENTIAL ADDRESS

BY

Dr. L. C. JAIN, D.Sc. Econ. (London).

University Professor of Economics.

A number of Teachers' Conferences under the auspices of the Punjab University have been held from time to time; but this is the first occasion when the teachers of Economics from all over the province and even from outside are meeting in Conference to discuss methods and problems of economic studies, instruction and research. The need for such a Conference was long realised, and the idea has materialised with the inauguration of the autonomous administration in the province, and during the regime of our first Indian Vice-Chancellor.

1. This Conference is meeting under the shadow of a world war and I feel convinced that there cannot be any lasting peace unless and until a proper harmonisation of varying interests, political and others, has been achieved on the economic plane. The outstanding problems of our own country are mainly economic in nature and to alleviate general distress the economist must bear the heaviest burden and render the truest service.

2. I take the chair, therefore, with a heavy sense of responsibility and with not a little feeling of trepidation, but I feel reassured by the presence in our midst of a great teacher of Economics in India the Hon'ble Mr. Manohar Lal, and of a great teacher of the West now in India who has come all the way to inaugurate our Conference and guide its deliberations. In Dr. Gregory I greet my own Professor and with my pupil Dr. Madan as the Secretary of this Conference, we represent three generations of teachers in direct succession. The Conference, moreover, enjoys the active support of the first Indian Principal of the Government College, Lahore, himself a teacher of Political Economy and Head of the Department of Political Science in the University.

3. *Programme:* The programme of the Conference includes a discussion of the main problems affecting the study of the science of Economics. We will consider first, the place and function of economic studies in modern education, in short why need we study Economics at all? The issue is of great

significance and we are fortunate that the first speech will be delivered by the Hon'ble Mr. Manohar Lal who was Minto Professor of Economics in the University of Calcutta at a time when many of us were hardly introduced to the subject; who held with distinction the port-folio of Education in the old ministry of the Punjab and who is acclaimed by all to be the most distinguished Finance Minister in the country. After examining the true importance of Economics intrinsically and relatively to other branches of human knowledge in any scheme of education, we will proceed to consider the methods of study, instruction, and examination and the content of economic curricula at different stages. Dr. Gregory's experience of western Universities will be of immense help in this connection and he will initiate the discussion on the organisation of research work in Economics which is of vital national importance.

4. *Neglect of Economics*: Economics as a subject of systematic study in India is of comparatively recent origin. A Cinderella among subjects it has not yet received the attention to which it is entitled. For instance, it has been some times confused with Geography. In popular estimation the easiest to study, it was officially regarded as either too 'difficult' or too 'dangerous' a subject for Indian students to learn immediately after their Matriculation. This view, according to some, is the real explanation of the absence of any provision for the teaching of Economics to the Intermediate classes in Government Colleges. Moreover, the discussion of economic problems in India is attended even now with great controversy—for instance, the recent conflict of opinion on the subject of gold exports and the present rupee parity. Economics has often been treated as the hand-maid of political propaganda.

5. *Sad Plight of Teachers*: Turning to teachers in India generally, few will deny their unhappy lot, but the plight of a teacher of Economics calls for special lament. Not only are the salaries unbelievably low, the hours of teaching unduly long and the security of tenure fast disappearing, but it is not uncommon to find M.As. in Economics teaching History, Political Science and even languages. On the other hand, an M. A. degree in Economics is not considered an indispensable requisite for teaching Economics upto any standard. Being discontented with his 'job', the entire energies of the poor teacher are absorbed in grappling with the very real problem of his domestic economy and little wonder that he has no time left to study the more general problems of world economy.

Both the teacher and the taught naturally suffer, in the circumstances, and I may be pardoned when I say in all frankness that teaching sometimes becomes a process whereby the notes of the teacher become the anchor of the pupil without a passage through the minds of either.

6. *Medium of Instruction* : A serious difficulty in the way of our students' grasping principles of Economics is that these are introduced in a foreign setting and are given through the medium of a foreign language. It is like trying to teach Economics to English students with the aid of illustrations applicable to Japanese life and that too in the language of the Japanese. The results can hardly be expected to be satisfactory. From my experience as an examiner in Universities where Economics is taught in English and in the Hindi Sahitya Sammelan and the Osmania University where papers in Economics are answered in Hindi and Urdu respectively, I have no hesitation in saying that the students and the teachers both would do much better work in Economics in their own language than in English.

I am reminded in this connection of a story told by a member of our Public Service Commission. They were interviewing a candidate for an important appointment under Government. Asked what his interests were, the candidate promptly replied that he was most interested in rural uplift. "Cattle-lifting also", remarked one of the Commissioners. "Certainly, Sir" emphatically declared the young aspirant to state service, "there can be no rural uplift until cattle lifting is seriously encouraged and we ought to be grateful to our Viceroy for teaching us this art".

7. *Economic Studies Divorced from Life* : Another defect from which our system of education, particularly in the field of Economics, suffers is its deplorable dissociation from the facts of life. Physical Sciences have their counter-part in experimental work, but what, for want of a better term, I might call the 'mental sciences' are confined, so far as their teaching and learning goes, within the four corners of text books and some learned volumes. I make no apology for saying it, that while teachers in general can talk learnedly of Indian agriculture and its ills, of industry and its great importance in the economic development of our country and the various means necessary to foster the growth of trade and commerce and a host of other things, they have perhaps seldom lived in a village, or acquired first hand knowledge of the actual working of a great modern industry, or of the intricate mechanism of a banking house or

of a Stock Exchange. What they teach is thus divorced from the back-ground of reality. The students, too, are in no better position. Knowledge thus imparted or acquired never becomes, nor can become, a part of our life; something of the very essence of our being, something which would actively influence, though unconsciously, all our thought-processes and our day to day conduct in the various spheres of life.

8. *Need for Real-life Studies*: So far as the study of Economics goes, I would, if I had the power, set apart a percentage of marks at each examination for practical work. I would insist, for example, that every student in the Intermediate stage should spend a part of his summer vacation in a typical Punjab village and make a survey of its economic life with particular attention to the average size of holdings, nature of the soil, crops grown, subsidiary occupations followed and the domestic budgets of representative families. Under-graduate and post-graduate students must similarly devote part of their time in making a first hand study of economic institutions such as factories, banks, stock and commodity exchanges, and labour organizations. I would further insist on the theses prepared by our post-graduate students being preferably confined to subjects dealing with the economic life of our country in the raw. While books with notes and appropriate commentary do serve a useful purpose, I put it to you if the primary need of the student is not to get into direct touch with the human and material factors the interaction of which, in the ultimate analysis, produces data which, in turn lead up to the formulation of economic theories.

9. *Importance of Statistical Work*: The importance of economic statistics of which there is such a deplorable lack and ignorance in our country cannot be over emphasised. Discussions and correspondence with distinguished foreign and Indian economists have convinced me of the desirability of statistics being included as a compulsory part of our syllabus in the Intermediate and B. A. classes. The way in which students holding Bachelor's and Master's degrees in economics show unfamiliarity with Indian statistics generally, is appalling. It must be an essential part of our instruction to make students of Economics in India feel an interest in the vast range of official and unofficial statistical literature and to equip them with scientific training in the methods of collection and interpretation of economic data. Such a training, I have no doubt, is indispensable for economic instruction or research work of any value. In this country in the economic sphere we have for some time been content with quack and quick remedies. It is time that we got down to brasstacks.

10. *University Research Scholars* : I may be permitted to say that the efforts made in the development of economic research in the Panjab University have met with not a little success. The results have been generally encouraging and some of our students, indeed, have shown brilliant promise. The first scholar, Dr. B. K. Madan, has already made his mark. His monograph on "India and Imperial Preference" is excellent work and shows what a Doctorate thesis in Economics might well be. The Punjab Government has recognised his talent by placing him on special duty in connection with economic problems arising out of war. The research work of Dr. Anwar I. Qureshi, a dear pupil of mine—whom I am glad to see attending this Conference—has earned for him the Chair of Economics in the Osmania University, Hyderabad. Messrs. Vikramjeet Singh and Amar Chand Bhatia have distinguished themselves by doing good work on the "Problems of Provincial Finance" and "Beggary in the Punjab" respectively, while Mr. Lila Krishna's "Marketing of Cotton in the Punjab" has been described by Prof. Brij Narain as a model of research. Yet another of our students, Mr. Abdul Hamid won the coveted first prize of Rs. 500 on "Marketing of Wheat in India" awarded by the Government of India (Imperial Council of Agricultural Research). Of the present research scholars Messrs. V. K. Chopra and B. N. Pal, I need only say that they are following in the footsteps of their predecessors.

11. *Conclusion* : We have made a beginning and I am sure that with the help of similar Conferences in coming years, a considerable headway will be made towards finding a satisfactory solution of the main problems, professional and instructional, which engage the attention of the teachers of Economics today. The war has created many problems and many more will be created by the peace whenever it comes. Just as in the efficient conduct of war there is urgent need for a correct appreciation of economic factors for a maximum exploitation of the resources of the nation ; in time of peace, men will be needed who will not only be able to appraise correctly, but be able to mobilise all those forces which tend to alleviate misery consequent upon warfare. The teachers of Economics meeting in Conference will perhaps succeed in creating the nucleus for making such a mobilisation possible.

With this end in view a few things can be done at once—for example, we can devise ways and means of making an adequate provision for library equipment for the needs of both the teachers and the taught. We can make provision for many more research studentships, provision for more liberal grants to enable students to come into direct contact with the econo-

mic life of the country through frequent excursions and visits to centres of industrial life. With the investigation of problems connected with the teaching of the subject and the adoption of a medium of instruction, more suited to the genius of our boys and fulfilling their special needs, a mass of data will be available on which India of the future will be able to build an efficient system of education.

With an increasing realisation all round of the financial helplessness of our teachers as a class, we hope that something will be done to better their lot. It is hoped that time will soon be when all teachers of Economics will be esteemed by what they put into their work rather than by what they get out of it and will measure themselves and others with the yard stick of intellectual eminence alone. Thanks to the increasing urgency and importance of economic problems, an impetus has been given to a more wide-spread study of the subject, and it will not be checked. The economic spirit has taken possession of the younger generation and perhaps sooner than later India will make good the time she has lost and win for herself the place she should have held long ago in the comity of nations. In furthering the objects of this Conference, I hope for much assistance from this younger generation as well as from my fellow students and colleagues in the University.

Discussion on the Place of Economics in Education.

The Hon'ble Mr. Manohar Lal initiated the discussion on the Place of Economics in Education.

“The high place of Economics in education is not open to question. This science provides us with a high mental training and discipline and its importance in the study of the “common weal” is obvious. In the struggle and the turmoil of the present age, the economists enrich education, because their study has direct and immediate bearing on our daily life” observed Mr. Manohar Lal while initiating the discussion on “Place of Economics in Education,” in the open session of the Conference.

Proceeding he said that it was fashionable to consider Economics as a “discredited science,” in the recent past, but that is no longer so. Economists are sure to play a conspicuous part in finding solution for the difficulties of the present day world. It is not “men” who will settle the differences that have engendered the totalitarain war which is going on ;

it is the economic equipment on the two sides represented by the warring forces that will ultimately be a decisive factor.

Duty of Economist : “ The duty of the Economist is perfectly clear ”, he said. “ It is the duty to examine forces which will contribute to the welfare of mankind. In peace times the Chancellor of British Exchequer could have used the huge expenditure of 6 million pounds or 10 crores of rupees daily incurred on armaments, on some other useful projects. ”

Referring to the Punjab Government's financial difficulties Mr. Manohar Lal humorously observed that if the British Chancellor had passed this colossal amount on to him, instead of using it in combating the forces of destruction, he would have been in a position to build a fine superstructure of projects in his province.

India's Poverty : Referring to the extreme poverty of India, he asked the economists to probe its underlying causes. He said that the per capita income of the people in the country was very low in spite of the fact that the country has tremendous resources at its disposal to develop.

In order to impart true kind of education and to have a right perspective, Mr. Manohar Lal continued, it is essential that the economists should find out satisfactory solution of the problems of protection, planning etc.

Mr. Manohar Lal did not agree that material prosperity with which an economist deals is, in any way, a moral bar in the educational sphere. Economics never works against the highest ethical standards. It is a support for the religious-minded to be able to serve humanity increasingly.

The opening session came to a close with a vote of thanks proposed by the Secretary, Dr. B. K. Madan.

April 2, 1940.

AFTERNOON SESSION.

The Conference met again at 3 p.m. in the Hailey Hall, with Dr. L. C. Jain in the Chair. The discussion on the Place of Economics in Education was resumed.

Sir Abdul Qadir said that for a proper understanding of our problems the study of Economics is necessary. The knowledge of Economics makes one a better citizen. He was glad to see the importance of Economics as a subject of study being widely recognised in India. This subject had a place of its own in Education and developments were taking place all over the world making its study more and more essential every day. Politics not unnaturally were claiming a great share of attention, but they too depended mostly on the economic conditions of the country concerned. International relations were also being controlled by economic relations. The present terrible war was greatly due to economic rivalries and jealousies and when it ends the final adjustment of good relations between different countries will depend materially on the adjustment of their mutual economies. He added that it was gratifying to see such a large number of teachers of Economics and outside colleges represented at the Conference, and he appealed to them to devote more and more attention to the application of their knowledge of the subject to the peculiar conditions of India and to induce their students also to make use of the knowledge gained by them in a practical and useful manner, when they enter life.

L. Shiv Dayal.—As one of the oldest teachers of Economics, L. Shiv Dayal traced the history of the teaching of Economics in the Punjab. He said that many battles had been fought for Economics in this province and referred to the part played in them by the Hon'ble Mr. Manohar Lal, Principal G. D. Sondhi and Rev. Dr. E.D. Lucas. The first battle, he said, was fought and won when, due to the efforts of the above-mentioned gentlemen, Economics was included in the curriculum of the University as a separate and independent subject of study. The second was when an attempt was made not to introduce Economics in the Intermediate with the result that it was there except in the case

of the Government colleges. Economics was taught in all other colleges. The third battle, he said, was still going on regarding the introduction of Economics in the Intermediate in the Government Colleges. The learned Professor hoped that the present Conference would contribute substantially to winning the third battle by devising measures resulting in the adoption of Economics in the Intermediate in all colleges. He referred to the keen interest taken by the President of the Conference in this matter, and hoped that his efforts would soon bear fruit.

Mr. Bajrang Lal Jain (*Jain College, Ambala*), summarising his Paper on Place of Economics in Education observed that the history of economic thought dated back to the earliest times. Economics did not then form a part of education, as it was not a regular, organized and systematised body of knowledge. But with the appearance of different schools of economic thought, and of the Industrial Revolution in England Economics came to possess an independent place in popular education.

“Economics is closely related with other social sciences and its study helps the proper understanding of them. A study of Economics is essential to understand the current social, ethical and political problems and to increase human welfare. But the present methods of teaching Economics are defective; they make the subject soulless. There is a preponderance of cramming work. Economics should, in fact, be taught through the development of powers of observation and first hand knowledge.”

The Conference then proceeded to discuss the question of the Medium of Instruction in Economics.

Professor Anwar Iqbal Qureshi (*Head of the Economics Department, Osmania University, Hyderabad*), read the following paper in this connection :

“I think the fundamental difficulty and defect in our University system of education is that we impart teaching through a foreign medium. The Osmania University is the first of its kind in India where all lecturing work is carried on through the medium of the primary vernacular of the country, that is, Urdu. Twenty years ago when Mr. (now Sir) Akbar Hydari submitted a memorandum in which he propounded this great scheme of starting a University with the primary object of teaching through Urdu, there were not many experts in the country who received the idea with any great favour. As a matter of fact, some of the greatest experts considered it rather fantastic and altogether unworkable. It must be said to the credit of Sir Akbar

that this great experiment today is an accomplished fact, and all experts in the country are now looking to the University for guidance. It will not be considered out of place here to reproduce briefly some of the remarks which the Vice-Chancellor of the Andhra University made in his recent Convocation Address: "In pride and fulness of heart as an educationist, I congratulate the Sovereign and his Government on the success achieved by the Osmania University. The band of young, accomplished and enthusiastic teachers composing the different faculties are a team which the greatest educationists in India would be proud to captain. The researches accomplished and still in progress and the investigations in the theoretical and applied fields of Science including Zoology, Physics, Chemistry, Civil Engineering and History augur not merely an All-India but an international future for the Osmania University. To be the first to recognise the Indian language as a fit medium for University culture and to have made the University founded on that principle a centre of modern research are accomplishments for which India must be eternally grateful to the Nizam's Dominions."

The primary function of the University is to train the mind, but the training of mind can never be thorough if it has to employ a foreign vehicle of thought. English is not only a foreign language to most of us in India but is also 'alien'. By 'alien' I mean that it has no connection with tradition, culture and life with the East, and except in the big cities it is seldom spoken. A good deal of saving in time and improvement in the quality of work can be effected if the teaching work in the Indian Universities is carried on through the medium of Vernacular. The Indian National Congress has decided to adopt Hindustani as the *lingua franca* of the country, and I think if we rise above petty regional and provincial jealousies, it will not be difficult for the country as a whole to adopt Hindusatani as the chief medium of instruction in all our Universities. I should not be misunderstood to belittle the importance of English in our Universities. I firmly believe that a sound knowledge of English is absolutely essential, if we are to benefit from the very valuable treasures of the knowledge and learning of the West. It is with this idea in view that English has been made a compulsory second language and no student is awarded a degree unless he passes an examination of fairly high standard in English.

Now I come to the most pertinent part of my paper, *viz.*, the possibility of teaching Economics in Urdu. Many will doubt seriously the possibility or at least the practicability of such a proposition.

It is said that adequate literature is not available in the vernaculars. Also there will be immense difficulties regarding

the technical terms, so on and so forth. I quite admit the force of these arguments. But something has to be done. We cannot afford to be mere spectators and watch our own intellectual ruin.

Why is the intellectual standard of an ordinary Indian graduate so low? In my opinion the real answer to this question is that he does not properly understand what he reads. He only crams and passes the examination.

I am firmly of the opinion that if teaching in Indian Universities is to improve, it must be done in the vernaculars. In the course of twenty years we have coined thousands of terms and several hundred standard books have been translated into Urdu. If our example is followed by all other Universities a tremendous amount of literature will be forthcoming in a short time. What Osmania has done, other Universities too can do."

Dr. Gregory took strong exception to Professor Qureshi's suggestion that English is an alien language to the Indian mind. He did realise the importance of teaching Economics in Urdu in the Intermediate standard. He feared, however, that teaching Economics in Vernacular would be fraught with difficulties owing to the multiplicity of languages.

Sir Abdul Qadir supported Dr. Qureshi so far as his plea for the adoption of Urdu as a medium of instruction for the study of Economics was concerned. He stated that he had personally observed the effectiveness of this medium during a visit that he paid some time ago to the Osmania University at Hyderabad. He noticed that the teachers were lecturing not only on this subject, but many others such as Physics and Chemistry with great ease through the medium of Urdu and the students were following the lectures much better than they could have done through the medium of any foreign language. With reference to the objection taken by Dr. Gregory to the remarks of Dr. Qureshi calling English not only a foreign but an 'alien' language, he observed that he would venture as an old advocate to point out to Dr. Qureshi one of the principles of advocacy that if the throwing of one stone at his adversary was sufficient for his purpose, he should not throw two stones at him and that he should have been content with using the argument that English was a foreign language to an Indian instead of adding that it was 'alien' and thus alienating the sympathy of Dr. Gregory who on principle agreed with the point raised by Dr. Qureshi that instruction through the medium of one's own language was always preferable as compared with instruction through the medium of a foreign language.

SYLLABUS, STUDY, TEACHING AND EXAMINATION IN ECONOMICS IN THE INTERMEDIATE.

Professor D. N. Bhalla, in initiating the discussion on the subject, said :—

No one in this gathering will question the great importance that should be attached to the study of Economics in drawing up any curriculum of studies for the post-Matriculation classes of any University. Our learned Finance Minister, Hon'ble Mr. Manohar Lal, and our esteemed guest, Dr. T. E. Gregory, have already spoken to you about the significance and importance of Economics in any scheme of studies that we may devise for the benefit of our young men. The question, however, that has considerably baffled me is the manner in which and the stages by which we must impart knowledge of the various aspects of this subject to our young men. The conclusions at which I have reached so far are purely tentative and I hope that the discussion on the various aspects of this problem today might bring us nearer to the solution of the problem itself.

During my experience as a teacher in one of the biggest colleges of this province I have had occasion to notice certain things which have an important bearing on this problem. In the first place, you will agree with me that the mental equipment of an average student that enters the portals of a college in these days is extremely low. Therefore, it is extremely difficult, if not impossible, for a teacher to instil into the minds of his pupils correct notions in regard to even the most elementary features of economic theory which, as you all know, is so difficult and complicated.

After carefully analysing the various causes that may be responsible for this low standard of general intelligence of our students, I have come to the conclusion that this is mainly due to a very serious defect in the scheme of studies pursued in our schools today. Instead of developing the habit among our school children to observe things for themselves and of providing them with a sound knowledge of the elements of basic subjects as also of teaching them how to bring about a simple co-ordination of their various physical and mental faculties, we allow a large part of their time and energy to be wasted in gathering a good deal of undigestible knowledge from books which only encourages the tendency to cram and tends to kill

all initiative on the part of the young minds who are subjected to the ordeal of learning a mass of information that these books contain.

Unfortunately, the school teacher, in his anxiety to prove his worth by passing a large percentage of his students in the University Examinations, helps to massacre the students' mind by insisting on their adopting certain short-cuts to success, which have done incalculable harm to the student world already. The more I think on this point the more I feel that, if we intend to produce the right type of students, we shall have to do away with the plethora of text books that we prescribe for their use in their school career and further take steps to introduce revolutionary changes in our school curriculum.

Secondly, I feel very strongly that we are helping this process of massacre by insisting upon students, during their school and early college life, to imbibe their knowledge in various subjects through the medium of a foreign language and also to express themselves in that medium. In consequence the average student is unable to grasp what he is told and can still less adequately give expression to what little he knows with the result that he is forced to fall back upon cramming as the only means of obtaining success in the University Examinations. In theory all our leading educationists have acknowledged the incalculable harm that this insistence on the use of a foreign language as the medium of instruction has done to our students, but in practice no steps have been taken so far to obviate this defect.

I would strongly advocate that, if we are to teach such a complicated subject as economics at the Intermediate stage, we must take early steps to impart instruction to our students through the medium of an Indian vernacular. I know, a number of my friends would raise serious objection to this proposal on the ground that the adoption of such a course is not practicable, because of the non-existence of suitable books in an Indian vernacular on the subject. I do not think, personally, that this difficulty is insuperable. If we make up our minds on this point, I am sure that much more adequate books can be made available for the use of students in a couple of years' time than even those which they are called upon to use at present. In this connection, I am particularly thankful to my friend, Professor Brij Narain, for having offered to deliver a lecture in Urdu on the highly technical and difficult subject of the "Theory of Prices and Foreign Exchanges" with a view to demonstrate as

to what can be possibly done in this direction. After listening to that lecture this evening we may find ourselves in a better position to pronounce our opinion more definitely on this point. I do not see why it should not be possible for some of our learned friends in this gathering to produce suitable books in vernacular for the use of our students at the Intermediate stage of their study in economics. If necessary, I would appeal to the Syndicate of this University to take appropriate steps for the achievement of that end.

Thirdly, I feel very strongly that the study of economics in this University—as a matter of fact in all Universities in this country—is absolutely unrelated to the facts of economic life around us. The average student learns a number of things like a parrot without understanding how the theories, which are crammed into his brain, are related to the economic organisation and the general industrial activities of the community in which he lives. To some extent, I must admit, this complaint will be found to exist in all parts of the world, but in this country the ignorance of the average student in this respect is most appalling. It is very necessary that in the scheme of economic studies that we build up we must take appropriate steps to bring our students into closer touch with the actual facts of economic life and economic organisation, as far as it may be possible for us to do so.

Finally, I feel that the student is most seriously handicapped through the non-existence of any suitable books to serve his purpose. Within the last ten years or so a number of books have appeared on the market which, without meaning to give offence to any particular individuals, I think, are hopelessly unsuitable. The practice that has recently developed on the part of a number of teachers—sometimes as many as six or seven—combining together to produce text books for the use of the students, with a view to the adoption of those books in a larger number of colleges, has helped in the deterioration of the standard of these text books. Such publications help the publishers and booksellers to exploit both the teacher and the student, besides removing the onus of responsibility that must rest on the authors of the single-author publications. It is a peculiar type of ‘hedging’ through which each one of the numerous authors of the book can lay claim to any excellence that the book might possess and disown all responsibility for its defects. While the authors are ‘hedged’ in this peculiar way, the poor student suffers and pays for it. This exploitation of the student can be obviated only by the University taking definite steps to place

more authentic and better text books on the market taking special care in the selection of authors who would not similarly exploit the student.

Only yesterday, I happened to come across the review of a very thought provoking book, which has been recently published, by Professor Stephen Leacock. The title of this book is "*Too Much College*". It appears to me that the evil I have complained of above is not peculiar to this province or even to this country alone, and that there is a tendency in most parts of the world to make the curricula of schools and colleges more and more complicated and expansive and thus deprive the student of the opportunity of educating himself through his own observation and experience. But while this is true of every other place it is more particularly true of this country "where education has become to a great extent the mere acquirement of sufficient qualifications to enter some close service or profession instead of being a process undertaken for its own sake."

Taking all these points into consideration I would suggest that our Intermediate course in economics should aim at imparting knowledge mainly on the descriptive parts of the subject which would provide the basis on which a study of the theory can be built up at the B. A. stage. The syllabus of studies for the Intermediate Examination should be distributed over two papers, one of which shall include a knowledge of economic geography and economic history and the other shall be concerned with the study of certain aspects of the mechanism of Industry and Trade. For instance, in the case of the latter, it should not be difficult to select appropriate examples illustrating the technique of agricultural production, as also of manufacturing and mining processes. In addition to these it should include an account of the manner in which trade in certain goods is carried on, with special reference to the internal as well as the external trade of India in those goods for which she has already become famous, together with the methods that are actually adopted for financing these trade operations.

It will be noted, in this connection, that a certain amount of knowledge of theory may be picked up by the more intelligent students straightaway and may thus help to provide the necessary stimulus to such students to educate themselves. In the case of others such a course of study will prepare the ground for studies of a more advanced nature in both the theory of economics as well as in the application of that theory to the study of more concrete economic problems which the students will be called upon to tackle at a later stage of their

career. Even if it is considered desirable to bring the students more directly into touch with the theoretical frame-work of the subject at the Intermediate stage, the knowledge of that theory may be imparted to them through the medium of a language with which they are familiar rather than through the medium of a foreign language which they can hardly understand or use adequately.

As regards the methods of teaching, I do not think I need say much in this gathering. Most of the members of this Conference must have found that each one has to determine how he shall approach the subject with reference to the order in which he might like to deal with the various parts of the subject, but there are two points on which I should like to lay particular emphasis here. In the first place, every teacher shall make an effort to supplement the teaching of various processes of industrial technique or the various aspects of economic organisation by giving the students a practical knowledge of the same in their operation in actual life. This may be done by arranging occasional excursions to places and industries where such knowledge can be obtained. It may also be effected by bringing the students into more direct and intimate contact with persons who are closely connected with the control and management of commercial and industrial concerns, by arranging with them to give occasional talks to the students and by permitting occasional discussions with them on matters concerning their particular avocations in life. I am sure the establishment of such a contact will be equally appreciated by the businessmen and will serve to establish the proper liaison between economic theory and practice. Further, the teacher should habituate the students to express themselves by encouraging a good deal of actual writing work and correcting the same from time to time. Such a practice will not only be useful to the students from the examination point of view but will also help them to make their knowledge more precise and clear in regard to what they are called upon to learn.

Mr. M. R. Kohli (Managing Director, the New Bank, Ltd., Lahore) disagreed with the speakers who had said that Economics was not a popular subject and that the economists were not held in high esteem. He, on the contrary, believed that Economics was a popular subject and the economists were a popular set of gentlemen. Mr. Kohli felt that the study of Economics widened man's general knowledge and outlook on life. But, he felt, that Economics as a subject was not being put to as great a use as was desirable and possible. To derive greater benefit from the subject he pleaded for a greater practi-

cal bias to be given to the teaching of Economics, and with this end in view suggested that the courses for the B. A. Economics Honours be modified to give place to the teaching of Practical Banking, Foreign Exchange, Insurance Company Law, organization and working of Stock markets and such other subjects of greater practical importance than the ones taught at present. He hoped that the commercial community would co-operate willingly with the Economics Department of the University to make such a scheme a success. He stressed the need for such co-operation as, he thought, it was very useful.

Messrs. C. L. Kapur and H. L. Phillips also took part in the discussion. Dr. Gregory suggested the use of cinema films and mechanical models besides economic excursions with a view to elucidating the processes in the working of industries and expressed his willingness to render whatever help he could as Economic Adviser to Government of India in this connection.

In the evening Professor Brij Narain delivered a lecture on "Money and Exchange" in Urdu. Sir Abdul Qadir was in the chair. The lecture was well attended and much appreciated. The first day's proceedings came to a close with a vote of thanks to the learned Professor and Sir Abdul Qadir, moved by Professor A. I. Qureshi.

April 3, 1940.

The delegates to the First Economics Teachers' Conference reassembled in the Hailey Hall on the 3rd April, 1940, at 10 a. m. Dr. L. C. Jain, D. Sc. Econ. (London), University Professor of Economics, was in the chair.

Professor Brij Narain moving his resolution that option should be given to the Intermediate and B.A. students appearing in Economics to answer their papers in any modern Indian language, claimed that he had taught principles of economics and Indian economic problems in Kisan Schools, to students of lesser general intelligence than the students of our colleges, with a fair amount of success. He did not ask for a compulsory change in the medium of instruction, but sought permission for teachers to teach economics in Hindustani to students who wished to be examined in their own language. Professor Brij Narain anticipated the argument about the difficulty of procuring good text books in vernacular and confessed that he was thoroughly dissatisfied with the books produced by the Osmania University, but he maintained that proper type of books could be produced.

Prof. A. C. Mukerjee (*Gordon College, Rawalpindi*) drew attention to the difficulty that the teaching of Economics in vernacular would cause to the candidates for competitive examinations. Referring to the difficulty of text books in vernacular he suggested that the University set up a Board for considering this question. He deplored the fact that Economics was not included in the curriculum of instruction for Intermediate in the Government Colleges and suggested that the Economics Teachers should have this grievance redressed by adopting a suitable resolution. He pointed out that the teaching of Economics through the aid of films, educational trips and models was difficult owing to the expenditure involved. Written work could be successful only if it could be linked in some way with university examinations. He appealed to the audience to be realistic and define the aim of Economics. He also drew attention towards the sad plight of the teachers and suggested that teachers should form a Trade Union.

Dr. L. C. Jain pointed out the strong need for the suggestion made by Prof. Brij Narain and recalled that even Dr. Gregory had favoured the teaching of Economics in vernacular up to the Intermediate standard.

Prof. Brij Narain remarked that 90% of the students should not be penalised for the sake of 10% students who took the competitive examinations. Moreover, he suggested, lectures could be delivered in English as well as Hindustani, as the change would mean a great saving of time.

Prof. P. C. Malhotra (*R. S. D. College, Ferozepur*) suggested that the candidates for competitive examinations should raise their own standard of English to enable them to express their ideas in English even when instructed in Urdu rather than ask for instruction in a foreign medium.

The following resolutions, the first suggested by Prof. J. S. Guleri, were at this stage, put before the House and adopted unanimously.

“This Conference recommends to the University that Economics should be introduced at the Matriculation stage and taught in modern Indian languages as a descriptive subject either separately or along with Civics and Geography.”

“This Conference is of the opinion that Economics should be introduced as an elective subject for the Intermediate Examination in the Government Colleges of the Punjab.”

Prof. A. N. Bali (*D. A. V. College, Lahore*) drew attention to the difficulty of covering the course during the short space of two years in Urdu as well as in English. He also pointed out the difficulty of framing the time table.

Prof. Anwar-ul-Hasan (*Bahawalpur*) supported Professor Brij Narain's suggestion and stressed the fact that Intermediate students did not understand the subject when instructed in English. He further suggested that attempt should be made to issue pamphlets in Hindustani for the use of agriculturists, merchants and industrialists and that Economics be introduced, in the Matriculation and in Government Intermediate Colleges.

Prof. S. M. Idris (*Islamia College, Peshawar*) looked forward to the political emancipation of the country and deplored the feeling that English should remain the medium of instruction in all subjects. He pleaded that a beginning should be made by changing the medium of instruction for Economics. He recounted his own experience of teaching successfully his Pathan students in Pushto which had a very limited vocabulary.

Prof. Q. M. Farid (*M. A. O. College, Amritsar*) supported the proposal and suggested that descriptive portions in Economics

may be taught in Urdu or English at the option of the teacher, but no option should be given with regard to the teaching of problems in Exchange and other such difficult portions.

Prof. C. L. Kapur (*Government College, Lyallpur*) supported Professor Brij Narain's resolution and asked for an approach to economic theory being made through descriptive economics. He suggested that the Board of Studies while recommending books should also include such books in modern Indian languages as are available. The Conference adopted a resolution to that effect.

Prof. H. L. Phillips (*Edwardes College, Peshawar*) supporting Professor Brij Narain's resolution in Urdu maintained that the principles of Economics are more easily grasped when dealt with in Urdu.

Dr. B. K. Madan stressed the desirability of settling first the question of medium of instruction and suggested that a beginning be made at the bottom. The competitive examinations, he said, were at the top and could, therefore, be tackled later.

Professor Bali clarifying his position remarked that he did not raise the bogey of competitive examinations. He was in favour of a change in the medium of instruction, but wanted the experiment to be made cautiously and, therefore suggested that a beginning be made with the Intermediate only.

Professor K. C. Nag (*Delhi University*) supported Professor Brij Narain's resolution and the underlying principle. He objected to the use of the word 'vernacular' in view of its sinister implications and agreed with Professor Bali that a beginning be made with Intermediate classes.

Professor Brij Narain then put the following resolution before the house. The resolution was adopted.

"The Conference recommends to the University that option should be given to candidates offering Economics in Intermediate and B.A. Examinations to answer their papers in a modern Indian language."

The Conference then proceeded to consider the problems of syllabus, teaching and examination in Economics in B.A. also, in order to have a joint discussion in regard to both Intermediate and B.A. Classes.

SYLLABUS, TEACHING AND EXAMINATION IN B.A. ECONOMICS

Dr. S. M. AKHTAR (*Islamia College, Lahore*), initiating the discussion on the subject of syllabus, methods of teaching and Examination for the B.A. classes in Economics said :—

I believe, it would have been better, if we had approached these problems not according to the various classes in isolation but as one whole. Or separate discussions might have been held on each of these subjects: one on the syllabus, another on the methods of teaching and the third on examination; each covering all the three stages, the Intermediate, the Degree and the Post graduate stage, in the study of Economics. As it is, my initiating the discussion regarding B.A. seems superfluous, because all that was said about the Intermediate yesterday applies more or less equally to the B.A. My repetition would seem like beating a dead horse. Even then perhaps repetition would not be entirely fruitless, if it leads to the deepening of convictions and indicates the urgency of reform.

Let us take the problem of the syllabus first. Obviously there are two methods by which a syllabus for a class may be indicated. Either details of the various items to be studied may be given and supplemented by a list of books, usually a long one, as references; or a few text books may be prescribed indicating both the scope and the standard expected. In this University in Economics the detailed syllabus method is followed in the case of the Intermediate and the B.A. classes and with the exception of paper III and some options, the text book method is followed as far as the M.A. examination is concerned. Both these methods have their respective advantages. Generally speaking the text book method is more definite as regards the standard and the other is more definite as regards the scope. Generally the detailed syllabus method supplemented by a long list of references and without prescribed text books is considered to be preferable. I, however, beg to differ from this generally held view, at least as far as the Intermediate and the B.A. classes are concerned. My objections to this method are two.

Firstly, it gives greater opportunity and incentive to the writers of cheap notes. The students have neither the time nor the enterprise to consult the long list of references in the

light of the given syllabus. Considering that the medium of instruction is also a foreign language, the command over which by the average student is far from adequate, he welcomes any short cut to knowledge in the form of summarised notes. Thus the real purpose of prescribing the syllabus in this form is not achieved. By expecting too much from the student you end by getting too little.

In the second place, by detailing the topics for study it is not possible definitely to fix the standard of treatment expected of the student. The same topic, for instance, "the determination of prices or the theory of value" can be treated in an elementary way as well as in an advanced manner. By prescribing books of the required standard as text books the expectations from the student can be more precisely indicated.

It is suggested, therefore, that at least as far as the Intermediate and the B. A. classes are concerned, the syllabuses should be indicated by prescribing well chosen books as text books which the students should be expected to read. These books should not be in the form of alternatives as at present, but each should, as far as possible, be distinct from the other as regards treatment and scope. For instance in the B. A. Theory Paper one good standard book may be prescribed as the basic text, for instance, Taussig's Principles of Economics. This may be supplemented by a few small treatises on special branches of the subject, like Handerson's Supply and Demand, Robertson's Money, Dalton's Public Finance. In Paper B, Vera Anstey's famous book on the Economic Development of India, or Jather & Beri's two volumes may be supplemented by Darling's Punjab Peasant and Calvert's Wealth and Welfare. These books thoroughly studied by a student will give him a better grasp of the subject than he can ever get by reading cheap notes which are inevitable, when he is required to do too much of reading under the other system. The important points to remember are that the books prescribed should be by standard authors and that they should not be too many in number.

So much as regards the syllabus. Our ultimate object is to raise the standard of teaching and examination in all the classes. For this it is necessary firstly that the quality of the student should be improved right from the lowest classes, which is, however, beyond our control; secondly Economics should be started uniformly from the same class in all the colleges affiliated to the University. This will necessitate the recognition on the part of the Government of Economics as one of the subjects in the Intermediate. I need not dilate upon this, because Dr. Jain

has already so ably pleaded for this reform. Thirdly, the change in the medium of instruction is perhaps the most important condition of any significant raising of the standard. The necessity of this reform was considerably emphasised in our yesterday's discussions. I may, however, add that the reform need not be introduced in all its perfection at once. Let us first make it optional for the student to answer questions either in Hindustani (in Persian or Deonagri script as wished by the student) or in English. I am glad that an important step has been taken in the direction of substituting a vernacular for English as medium of instruction and examination. The University Syndicate decided only two days ago that in future the teaching and examination in the classical languages should take place in vernacular and not in English as at present.

One word about teaching and I have finished. At the present time, it appears that too much time is devoted to lecturing on the part of the teacher, and too little to thinking and writing on the part of the student. Several factors are responsible for this state of affairs: lengthy syllabuses, anxiety of the teacher to push through the examination as many students as possible by spoon feeding, his ability and work being judged by his pass percentages, the incapacity of students to work on their own because of their low intellectual equipment due to various causes etc. In spite of all these handicaps, however, it is possible to curtail lecturing work. The teacher should only aim at explaining thoroughly the basic and fundamental ideas involved in the problem in hand and let the students supply details from their own readings. The time thus saved (say two periods out of five a week) may be utilized in discussions and writing exercises on the part of the students under the guidance of the teacher. This can easily be done in the B.A. classes where the number of students is quite manageable. To enforce this system let every college make it a condition for sending up for the University examination that the student concerned should have written a specified minimum of essays during the course of two years as certified by the teacher or the Head of the Department of the college concerned.

Dr. I. Durga Parshad :

I. Syllabus.—There is nothing radically wrong with our syllabus. Minor changes may be made here and there, with always difference of opinion. The object of the syllabus is to give many B. A. students who did not elect Economics for their Intermediate Examination, and who cannot afford to study Economics for an M. A. Degree, a fairly good and comprehensive knowledge of the subject. That object, in my opinion, is being fulfilled.

II. Study.—It is needless to tell this audience that we should go to our classes thoroughly prepared with our lessons and otherwise. The preparation ought to be fresh every time, and is not to be based on the text only, but on everything bearing upon the topic. This requires a great deal of reading, thought and observation.

It is sad to say that students do not make any previous preparation, nor can they be persuaded to do so, except with too much waste of time. Some of us may raise the question as to where lies the necessity of previous preparation on the part of the students. The answer to that is that not every thing which is taught in a lesson is brand new knowledge to the students. If they would only make sure of what they already know, the teacher's task will be lightened and the students' time can be saved.

III. Method (Teaching).—I shall try to deal with this under the following heads :—

(a) *The Lecture Method.*—It can be useful for the B.A. students, coupled with brief or detailed notes on difficult topics only. The class should not be turned into a dictation class. I remember a European teacher of mine who spent practically the whole period in dictation and dictation alone ! This becomes very irksome and monotonous. Sometimes, a so-called lecture may go completely over the heads of the B. A. students. In that case, the text book should be gone through carefully.

(b) *The Tutorial or Discussion Method.*—Very good on certain occasions, but difficult to carry out, because of the lack of previous preparation on the part of students. We can make use of it on a lesson that has already been taught.

(c) *Question and Answer Method.*—Very good again. But by the time the students reach the B. A. Standard, especially the 4th year class, they become too sophisticated to answer questions. They become very much afraid of making a mistake just, as we also. In the hands of a sympathetic teacher, the method may be effective. I remember a teacher of mine who used to say, "There is a measure of truth in it" to almost every answer which was given in the class. That was encouraging, though perhaps not of the best kind. But it was much better than practically snubbing a student, and making him a laughing stock for the rest of the class.

(d) *The Essay Method.*—is also very good. But with our large numbers it is practically impossible to examine these essays even

twice a week. These ought to be very carefully marked, if possible, with red ink. Otherwise, the students continue making the same mistakes over and over again. Some say that the method is useful even though no corrections are made by the teacher. There is this to be said about it, that it is a good method of making the student work; for most of the time, it is the teacher who works.

(e) *Excursions and Tours to places of Economic Importance.*—Very good. But these cannot be undertaken every day. They have their usefulness, but are beyond the reach of the average student unless subsidised by the College every time.

(f) *Social Methods.*—Meeting students outside the class-room atmosphere, and making these meetings occasions of educational value. I know a teacher, who calls students in batches to his house, either for lunch or light supper and then discusses some important topics in Economics with them. Of course, this again raises the question of our large numbers and limited funds.

(g) *Text book Method.*—I come, finally, to this method because I find it the best under conditions such as they are. But the text book or books must be supplemented with a lot of extra reading suggested by the teacher, and by fortnightly and monthly tests. The results of these tests during a term or a session ought to be incorporated with the House Examination results of the term or of the session. What I mean is, that as the maximum number of marks each examination in Economics carries is 150, 50 should be reserved for these tests, attendance, and good behaviour. In my experience, I have found that this reservation of 50 marks for these terminal or sessional examinations keeps the students alive and working throughout the two years in the B. A. classes. Of course this means a good deal of trouble to the teacher, but it is worth it, both for the teacher and the students.

I realise the inability of the students to buy the suggested books except text books. The library may have only one copy which cannot possibly circulate among 40 or 50 or perhaps 100 students, as some of our colleges have even in elective subjects. The library may keep 2 or 3 copies of the important books to be issued to students only for one or two days. Overnight issues can also be arranged. I am speaking from personal experience as a Librarian also.

Going back to the system of incorporating the result of students' work through the term or session and its effects, I wish we as teachers could propose or suggest some way to the

University of the Punjab to adopt a similar scheme for University examinations also. It has very good effect upon students throughout the two years and means much less strain in the final University Examination. I realise the difficulties involved, but some way can be found out of these. It is done in Science practicals. It can be done in the Arts subjects also. If you ask me to make a suggestion, I can.

Of course, there is no specific method of teaching. Variety, they say, is the sauce of life. A careful teacher who knows his job well will make use of any one or several of these methods, as and when required.

IV. Examinations.—The trouble in Economics is not the subject matter. It is the composition in English which is very defective. Many a time the Examiner knows that the student understands the subject quite well, but that he cannot express it in correct English. The student is marked down for this. Therefore, either ignore the language part, as is done in some countries in Europe, or adopt Prof. Brij Narian's proposed method of teaching Economics in Urdu. This raises further issues and may be separately considered.

Prof. R. K. Bhan, (S. P. College, Srinagar, now in London.)—

The syllabus in Economics requires to be improved considerably, if not overhauled. The improvement should start from the bottom, as it will be difficult to effect a rise in the standard in the higher degree course without a proportionate change in the intermediate and the B. A. Those of our graduates who come and join the London School of Economics for their first degree have to sit by a long time to follow the lectures meant for Intermediate classes. The fault lies in the system of which they are victims and not in them. The clear remedy that can be suggested in this behalf is the raising of the B.A. standard. Dr. Jain, the University Professor of Economics, told me once that it could not be done unless all Government Colleges introduce Economics at the Intermediate stage. This anomaly ought to be removed as soon as possible. Anyhow, the students who take up Economics for the first time in the B.A. should be willing to bear all risks and liabilities attendant on such a course. It is only by strengthening the B.A. standard that specialisation in M.A. can be possible. The understanding of most of the theoretical economic problems should be completed by a student in his B.A. before he begins the M.A. course. One way out of this difficulty would be to restrict admission to M.A. to those who pass with Honours. But that may not be feasible at the moment.

The B.A. students should particularly be interested in the subjects of money, exchange and banking. I know as a teacher of degree classes that some of the students neither care to read nor understand this part of Economics considering it too difficult. They can easily afford to make a choice out of the University examination paper, leaving out one or two questions on these subjects. Without going into further details which can be taken up when a complete revision of the syllabus is under taken I would suggest the following immediate changes:

Paper A:—Study of Monetary theories and recent developments; Exchange control; Clearing Agreements; Business cycles or Industrial fluctuations (in place of trade depression etc.) Economic planning and main principles of Agricultural Economics. Elementary Statistical methods. Incidence of Taxation.

Paper B:—Population problem. Trade, Tariffs and Fiscal policy in place of commerce and trade. Agricultural improvements and the work done by the Imperial Council of Agricultural Research.

In the M.A. the study should primarily be of a specialised character instead of a broad survey of all branches of Economics. This can, however, materialise, when the B. A. standard becomes more comprehensive. The number of papers may be reduced and each paper should involve a more intensive study. The thesis may carry 300 marks and be a substitute for half the total number of papers. I would draw attention to the syllabus of M. Sc. Economics at London. The kind of work that the M. Sc.'s do here is definitely of a very high order. In the University of Bombay M. A. Economics can be done by thesis only. It should not be difficult for our University to introduce a change so that an M.A. becomes a specialist in one particular subject rather than have a smattering of every thing.

Prof. R. K. Bhan (*Supplementary Note*).—One particular branch of Economics with special reference to India should be the field of study. In this way we can envisage the building up of a body of specialists, who, if they combine their work in their respective spheres will be of immense use to the country

The second proposal which I would like to submit is with respect to text books. I am personally in favour of discarding set text books. It has stimulated the acting of some of our good brains in a wrong direction. The students should be encouraged to have a wider reading, and they should be positively dis-

couraged from confining themselves to one or two specific text books. A re-orientation in the method of setting question papers can go a long way in this direction.

Thirdly, the necessity of increasing the equipment in the way of books and current literature is paramount. The individual colleges, especially those outside the University centre, should be persuaded to increase their grants, but even if it be not possible to do so immediately, the Central (University) Economics Library may be further enriched with books and periodicals and a method may be devised by which the teachers from mofussil colleges can easily avail themselves of this facility. Within the existing grants, the affiliated colleges can presumably make a better selection of their books. If necessary, a Central Advisory Committee may every year pass on a list of books approved for their purchase.

Fourthly, the teachers should meet once a year to discuss various problems and the methods of overcoming difficulties. I would also suggest that the teachers of mofussil colleges may be persuaded to spend a part of their annual vacation or any other time at the University Centre where they will have access to necessary literature and opportunity of exchange of ideas.

Lastly, I would suggest the finding out of ways and means for developing Economic Research. Better methods will have to be introduced and the co-operation of all teachers is necessary.

Professor I. M. Kapoor (*Hailey College of Commerce Lahore*).—The method of teaching adopted in our Arts colleges is very unsatisfactory. It makes students a “Jack of all trades.”

For the B.A. degree a student has to take up seven papers in all ; three compulsory English papers and four more papers comprising two optional subjects. The subjects chosen out of a long list may not have anything in common with one another, and may also be quite different from what the student may have done in his Intermediate. No wonder that under this hotch potch system, a student gets only a smattering knowledge of the subjects and does not prove to have a really deep dip in any of them. This cannot in any sense whatsoever, train his mind to think independently and to develop originality.

As against this the Degree courses in European Universities start at the Intermediate stage. A student selects his subject for specialization after his Matriculation and studies that alone for full four years, *i.e.*, one year for the Intermediate and three years for the Degree. His curriculum is well

conceived and connected and, therefore, helpful to the study of his main subject. To adopt the European model to Indian conditions may not be beneficial as, due to the foreign medium of instruction, the general level of understanding of our Matriculates is very inadequate as a basis of specialization in any branch of knowledge. But a start can be made by treating the Intermediate examination as a foundation for a degree course and, by extending the latter to a period of at least three years. Perhaps later, under *Swaraj*, we may take the final step, when the medium of instruction may be an Indian language.

Equal emphasis should be laid on the need of a change in the system of combination of subjects. The Faculty of Arts may be split up into several parts. Following the precedent of Cambridge tripos, a first (*i.e.* B. A.) degree may be instituted in our Universities in each individual subject like Mathematics, Economics, etc. There may then be a B. A. degree in Economics and Politics only, another in Mathematics only, a third in Philosophy, a fourth in History and so on. I am far from minimizing the importance of the study of English. Let us follow into the footsteps of those who are responsible for framing the curriculum for the degrees in sciences and commerce in our Universities, *i.e.* only one (or at the most two) papers in English literature (prose and poetry) and the rest, (seven or eight) only on one subject (or at the most two more or less allied subjects such as Economics and Politics). Further, I suggest that the divisions or classes in our pass course should be abolished and, following the London University, First and Second Class Honours Degree and a pass Degree should be awarded, the latter to those who do not deserve Honours and yet deserve success in the examination.

Some of my suggestions on the above lines are given in my minute of evidence submitted to the Anderson Committee in 1932. I am glad to report that some improvements on the lines suggested by me have already taken place.

Prof. S. M. Idris, (*Islamia College, Peshawar*), in a written note observed.—One of the most fundamental problems which a teacher of Economics had to tackle was the method of teaching. Different teachers approach the subject differently. An eloquent speaker, as a rule, feels reluctant to supplement his lectures with notes, whereas a less gifted speaker lays greater emphasis on their efficacy. The inevitable consequence of the first method is that the teacher frequently ignores the needs of the students. If, however, the teacher supplements his lecture by giving at the end a resume of its contents, there is greater possibi-

lity of the ear being helped by the eye. Besides, there are some questions which no single book thrashes out sufficiently explicitly, and which students, especially beginners, find hard to understand unless they are amplified by the teacher's notes.

The teachers should not skip lightly over the various points of the lecture, nor should the lecture be delivered at a break-neck speed. Some teachers, being self-hypnotised, speak more to satisfy themselves than to make the subject intelligible to the majority of the students. They are usually deceived by the nodding heads of some of the front-benchers, but ignore most of the amazed back-benchers, who find themselves lost in a maze of words. May be they nod their heads even as the serpent does its hood, without enjoying or, as some would say, even hearing the music. The teacher must, therefore, proceed with his lecture in a calm, methodical way, emphasizing the words that need emphasis, and repeating and explaining the more difficult points which need elucidation. I would go so far as to suggest that a teacher, before he starts his lecture, should dictate briefly the main points of the lecture, and then proceed with it point by point.

The Intermediate student, being only a beginner, is more in the need of spoon-feeding than the B.A. student and, therefore, while ample notes may be advisable and even necessary in the case of the former, brief hints and reference to chapters on the various topics in different books may serve the needs of the latter. The policy of "Nurse the baby, protect the child, and free the adult" should in other words, be freely applied in the case of students.

The other method, namely, the exclusive dependence of teachers on the dictation of notes is to my mind extremely harmful. For, in this case, the student merely becomes an automaton. That magnetic effect which a teacher can produce on the taught by his vigilant eye, by his vivid exposition of the subject under discussion, and that inquisitiveness on the part of the student which a good teacher alone can create, is smothered; and the ears, instead of being used as a means to awaken the dormant cells of the brain, are made only a channel for the scribbling down of notes.

I have mentioned only the effect on the taught. What is the effect of this method on the teacher? The teacher, once he has prepared his notes, becomes a gramophone.

The question of notes brings me by a logical sequence to the question of examination. I am not, I trust, giving out a secret when I say that the Panjab University is, rightly or wrong-

ly, usually called a University of crammers. The method of examination has become so stereotyped that teachers can anticipate almost with mathematical accuracy the type of questions that could be asked. From this possibility of guessing the method of setting examination papers, to the abridgement of knowledge for cramming purposes there is but a short step. It is like striding over peaks in order to avoid the abysses. But, alas! Those who try to jump from peak to peak jump only into the abyss.

Under the prevailing system of examinations originality is at a discount; notes are the surest way to success and the note writers' formulae serve as the "Open sesame."

I venture to suggest that in order to test the real ability of students the examination papers should be so set that, say, one third of the questions give a chance to crammers, while the rest of the questions are such that it is beyond them to assimilate their subject-matter from mere notes. At the same time, I would suggest that in the B. A. an oral test preferably by a board of examiners, be held in addition to the written examination.

As regards the methods of study it may mean two things: the method to be followed by the teacher for himself and the method that the student may be advised to adopt. I make this distinction, because the method that may suit the teacher may not suit the student. For the teacher the best method to follow would be to study standard and up-to-date books on the topics under discussion, and to arrange the views of different authors in as concise a manner as possible. As far as practicable the up-to-date theories are to be made familiar to the students for the obvious reason that they live in the present and can have not much use for obsolete theories and facts, apart from the use which the past always has for the present.

A workable method which, by the way, I also follow is to recommend a number of books to students on different topics, and to ask them to write in their own words the subject-matter of certain chapters in as concise a language as possible and to bring to the surface the underlying thought of such chapters. This method may take the form of setting questions on different topics of the syllabus in such a way that a complete answer to all the questions cannot be found in one book. The students may be referred to books which bear on the questions, and after they have written answers to the questions with the help of the books, the teacher may go through them and correct them, if need be.

Economics as even a tiro knows deals with men's activities in the ordinary business of life. But the way in which it is studied for examination purposes has very little to do with life's struggle. The illustrations given in the class, should, therefore, be taken from every day life so as to render the subject quite realistic.

Again, it is high time we looked to the question of the teaching of Economics from the practical point of view, and modified our syllabus in the light of the requirements of the country in respect of important problems facing her. Too much insistence on the study of questions which have at the best a speculative value only will sound like the old saying "While Rome was burning Nero was fiddling".

Prof. P.C. Malhotra (*R.S.D. College, Ferozepur*):—The method of teaching Economics to Intermediate and B. A. classes cannot be the same. The vast majority of students joining the first year class are ill-equipped with the knowledge of English and not able to grasp readily the lectures delivered in the class on a subject like Economics with which they are making their first acquaintance.

When a particular topic has been finished in the class by means of a lecture, the stage is set for rubbing into the students the main ideas of that topic. By means of questions the teacher can ascertain the extent of 'absorption' by the students. The teacher now knows the difficulties of the students. The topic can again be reviewed by re-doing it by means of another lecture. It is desirable to follow a particular book in the class. In that case the relevant portion of the book can be gone through in the class by means of reading and the teacher explaining difficulties of language and ideas during the progress of reading work. The finishing touch to the topic should be given by asking the class to answer a particular question based on the lecture and reading work that has preceded. When the answers of the students are read out it is possible for the students to compare each other's answers. The teacher can thus point out the comparative merits and defects of the various answers. Finally, the teacher should give a sort of model answer to the question when the students will know their errors of omission and commission.

It has been my observation that when the class is asked to do writing work, not an inconsiderable number of students follow the line of least resistance. They copy out from the book without even caring to know the meanings of the various words

that have been used. This bad habit must be checked from the very beginning.

The teacher can make the class work appear prominent in the eyes of the students by assigning say one-third of the marks in the house examination to it. Tests by means of various term examinations will thus be not of exclusive importance.

Further it is an anomaly that whereas Economics has been accepted as a subject for the Intermediate by the University, it has not yet been introduced in the Government Colleges of our Province. The teacher has, therefore, to begin with the elements of the subject with the entire class in B. A. If Economics is also taught in the Intermediate classes in Government Colleges, it will help to raise the standard of teaching in B. A. classes.

It should be the endeavour of the teacher to inculcate in the students habits of using the library. Frequent stock taking of the work done in the class by means of small examinations is also desirable. I have tried a method of examination in B. A. classes. The students are assigned a small portion for examination. The test is of the duration of a single period and as such can become an integral part of the regular work. A question is dictated and the answer papers are collected at the end of the period. Next day the answers are returned unmarked and uncorrected to the students. The teacher reads out the question and explains, and the students are asked to allot themselves marks to their answer. The answer books thus marked by the students themselves are now returned to the teacher. The answer books of those students who have allotted to their work less than 33% of the marks need not be looked up. The marks above 33% are again checked up by the teacher. These answer books are returned to the students, showing in individual cases the measure of over-marking or under-marking and the reasons therefor, thus incidentally correcting the answers.

The advantages of the above method of examination for class work are several. The student gradually learns how to make the correct approach to answering questions. He develops the habit of judging his own work. He finds his errors himself and this provides the necessary motive force for self-improvement. There is no temptation to copy, because this means self-deception, the student being his own examiner.

In order that B. A. teaching may prepare the way for M. A. work, the habits of extensive reading, dispassionate thinking and close and patient analysis must be developed.

Prof. D. K. Malhotra (*Mohindra College, Patiala*), alluded to some of the difficulties encountered in the teaching of Economics in early stages which arose mainly from (i) lack of any kind of elementary knowledge of economic activity among the students who pass out from schools, (ii) the absence of scope for seminar or written work and (iii) indefiniteness about the extent of information expected from the student in the examination. Professor Malhotra suggested that students in the higher classes of schools should be given an elementary knowledge of the economic activity of mankind along with Geography and some machinery should be set up, such as a Board of Moderators, which would adjust the standard of questions set to the requirements of the syllabus.

Prof. P. N. Chaku (*S. P. College, Srinagar*), in a note emphasised the need in regard to the study of Economics of teachers keeping abreast of literature published from day to day by good writers as much as the conducting of research. The one can in fact be the means of the other. This could perhaps be best done, if there were a co-ordinating agency, which would pass on information and invite articles from teachers in different parts of the province.

Principal G. D. Sondhi (*Government College, Lahore*), placed before the meeting a scheme for the reorganisation of studies at the Intermediate stage. This scheme aims at providing a wider basis and a better background for such students as intend taking any of the social Arts subjects for the B.A. Examination. It lays down that a student on the Arts side shall take two papers in English as at present, and two papers in any one of the following subjects :—

Mathematics,
Science or a
Classical language or
French,

and any four papers out of the following six one-paper subjects :—

Economics,
History,
Logic,
Civics,
Psychology, and
Geography.

Commenting on Dr. Durga Parshad's observations about the B.A. teaching Principal Sondhi agreed with him in so far as the text-book method was concerned. But he pointed out the difficulties in the way of allotting 50 marks to written work. He was of opinion that the system could work only, if teaching was done in one central institution instead of many which were frequently jealous of each other.

Prof. A. C. Mukerjee suggested that Principal Sondhi's scheme should also include Commerce among the subjects out of which four were to be chosen by a candidate.

Prof. Anwar-ul-Hasan suggested that Economics should not only be introduced in the Intermediate but also in the Matriculation standard. He maintained that the study of Economics is essential for the prosperity and welfare of the country. He appealed to the economists to provide literature on current economic problems in modern Indian languages for the public.

Prof. R. L. Bhatia, (*D.A.V. College, Jullundur*), also stressed the need for the production of text books in Economics suited to the special requirements of Indian students.

Dr. Jain, at this stage, recommended to the Conference the adoption of Principal Sondhi's scheme with the underlying principle of which he expressed his complete agreement.

Principal Sondhi replying to the criticism of his scheme explained that in so far as the single paper subjects will lay stress more on general conditions and will deal with the subject in a descriptive manner, the burden on the students will not be very heavy. On the other hand, it will have the great merit of preventing specialization at too early a stage and of giving the students a better and a wider background.

The scheme was put to vote and carried.

Dr. L. C. Jain, summing up the discussion on the Intermediate and B.A. work in Economics, observed that so far as the Intermediate was concerned, there was a definite unanimity of opinion that Economics was an essential subject of instruction in the Intermediate stage; that the medium of instruction should be a modern Indian language, and that the study of Economics should be related, as far as possible, to the facts of economic life in the country. In regard to B.A. the standard could be raised, only if Economics were taught in all colleges in the Intermediate in vernacular and a consensus of opinion had emerged in favour of prescribing one or two carefully selected text books instead of a

large number. There was also a general feeling that there should be more of tutorial instruction and less of formal lecturing than was the case at present. This would be specially feasible with the economy of lectures which is bound to follow from the change in the medium of instruction from a foreign to an Indian language.

The Conference then proceeded to the discussion on M. A. teaching which was initiated by Dr. B. K. Madan.

SYLLABUS, TEACHING AND EXAMINATION IN M. A. ECONOMICS

Dr. B. K. Madan: I propose to offer a few brief and tentative observations on the syllabus and examination in M. A. as well as the methods of study and teaching at that stage, in a spirit of self-examination rather than criticism.

I would suggest, in the first place, a redistribution of the subject matter of the six papers for the M. A. examination; secondly, an increase in the number of papers to seven; and thirdly, an increase in the number of marks allotted to the thesis to 300. The scheme of papers would be as under:—

1. Principles of Economics, History of Economic Thought, Economics of Welfare, as at present.
2. Money, Currency and Banking—theory, present systems and history; Public Finance and Indian Finance—theory, practice and history.
3. Trade, Transport and Industry (and Industrial Labour)—Past and Present, with particular reference to U. K. and India.
4. Agricultural Economics—Agricultural Organisation and Systems, Tenures and Tenancy, Co-operation and Marketing etc., Agricultural Development in the U. K., U. S. A. and India.
5. International Trade—theory and present organisation and history, including India's Foreign Trade and Trade Policy.
6. Political Science or Statistics or Economic History and Development of U. K., U.S.A., Japan, India.
7. An Essay—on subjects of broad bearing, involving a thorough understanding of the essential and fundamental problems with particular reference to recent developments in

thought and practice—relating to the subject-matter of each of the 5 or 6 papers given above *e.g.*, rural and agricultural reconstruction, the trade cycle, recent international monetary developments, public finance policy during the depression etc. etc.

The Essay in the M. A. syllabus should not, indeed, cover ground which is additional to, and apart from, the other papers. It should be meant to serve as a method of co-ordinated study and comprehensive understanding of a field of knowledge with the fragments of which one is familiar. It should be a mode of acquiring breadth of perspective, width of outlook and depth of insight in relation to any subject with which one is otherwise acquainted. As such its scope should not be independent of, but co-extensive with, other papers. That is so for the most part at present. I, however, suggest the consideration of the above subjects for inclusion among the subjects of the Essay. Actual writing of essays on some of these subjects should be encouraged; the essay should not be covered by lectures, but the broad lines of synopsis should be indicated or agreed upon in the course of seminar discussion and reference may be suggested to sources of study in books, periodicals etc.

The thesis as already observed should cover 300 marks. The length of the thesis need not be increased. The amount of work that a thesis student puts in in order to turn out a good thesis should make the increase in number of marks suggested justifiable, particularly in view of the increase in the number of papers suggested. The thesis should be alternative to (1) the Essay, (2) Paper 6 consisting of three options and (3) either Paper 4 or Paper 5.

The general merit of the arrangement of papers suggested above is that a more systematic knowledge, thorough understanding and comprehensive grasp of subjects will be imparted than with the present distribution of papers under which loose, disjointed, ill-coordinated stuff is served to the students. In particular, emphasis is laid in the new scheme of studies suggested on the need for the treatment of history or background and application to Indian conditions in conjunction with theory and present organisation as closely related parts of an organic whole. At present the study of subjects like currency and banking, and public finance is split up into many papers taught by different teachers. Under the suggested scheme, Indian Economics and Economic History will disappear as separate papers and will be incorporated in parts with other papers which shall relate each to a branch of economic study

and shall not be, as at present, hybrid amalgams of a vast number of subjects. The specialised and more detailed study of Economic History will, however, be possible as an elective paper 6.

Another general point I wish to make is in regard to the Seminar classes. Seminars as a method of study and teaching are in many ways a much better approach to the problem of grappling with a subject than the ordinary lecture class. There is a close, reciprocal and mutually responsive intellectual co-operation between the teacher and the student. As a method, therefore, there is every thing to be said for it, particularly at the M. A. stage where the pupil is in a sufficiently advanced and developed intellectual stage and is, therefore, in a position to make a substantial contribution to the elucidation of issues in point and problems under discussion and to the training of his own mental processes. But our experience in respect of responsive cooperation on the part of the student is not very happy. The reason is that we begin our seminars in the sixth year class, when the student, already too conscious of past neglect, is looking for make-shifts and short-cuts and other improvisations just to secure an easy and good pass in the final examination.

This brings me to another aspect of our teaching, the neglect of the fifth year student. He receives less than half the attention that the sixth year student receives. This is one defect in our system of teaching. Study and teaching cannot proceed on any systematic lines and good principles cannot be applied unless there is evenly distributed and uniform emphasis on regular work during both years of the M. A. course. The present fitful and haphazard alternation of indifference and over-attention are not likely to promote adherence to sound principles of study and teaching.

Again, at present, seminar classes in all papers are with the University Lecturer, while the University and College Professors have only lecture work to do. Whatever may have been the justification of this division of work in the past, it cannot continue to give good results for ever. Seminar work ought to go together with lectures and should be distributed among teachers so that the responsibility for lecture and seminar work in respect of any subject is combined in a single teacher and is not completely separated as it is now.

Prof A.N. Bali who followed Dr. Madan suggested that there should be no failure of students in the examination and the M.A. examination should be split up in two parts. He suggested

that all students who had attended 70% of the lectures, done 66% of the seminar work and satisfied the tutor that they had worked properly should be given a 3rd class degree. Those students who wished to obtain distinction could be given a test and classified into 1st and 2nd class M. A.'s. Professor Bali alluded to the feeling prevailing among the students that the Professors were partial to their favourites and, therefore, recommended the abolition of the system of internal examiners altogether.

At this stage a committee consisting of Principal G. D. Sondhi, Dr. I. Durga Prashad, Dr. S. M. Akhtar, Prof. D. N. Bhalla, Prof A. N. Bali, Dr. L. C. Jain and Dr. B. K. Madan was formed to suggest changes in the M. A. courses.

ECONOMIC RESEARCH.

“The Organization of Economic Research in India” was discussed in the concluding sitting of the Economics Teachers’ Conference, in the afternoon of April 3, 1940.

Dr. T. E. Gregory (*Economic Adviser to Government of India*) initiated the discussion in which Sir Abdul Qadir, Dr. D. L. Dubey, Prof. A. I. Qureshi, Prof. D. N. Bhalla, Mr. S. P. Jain, Prof J. S. Guleri among others participated.

Dr. Gregory pointed out how an absolutely fatal tradition had grown up around pseudo-research in University circles. Many people take to research not because they feel an interest in it, but due to the insistence of the authorities that before a person is appointed to a University post he should have established his ability to conduct research himself as well as to guide that of his students. Thus the production of a book is made a condition precedent to a University appointment. This is undesirable. The time of the University Teacher is largely spent in the production of indifferent books and teaching as such is in danger of being forgotten altogether. It is not realised that teaching is a creative art in itself. The first step, therefore, towards the organization of real economic research would be to put an end to this fatal tradition.

Research is of two kinds: the advancement of theoretical knowledge or pure research, and the advancement of knowledge in the shape of organization and collection of factual material or applied research. There is a tendency to identify research generally with the latter type. Many American research endowments in England were given for the collection of factual material, but were not made available for pure research. The Universities, too, usually encourage research of the second type, *i. e.*, applied research in preference to pure research which requires a maturer mind and leisure for original thought. Accordingly the provision of research facilities for the adult mind is neglected and greater facilities are provided for younger men.

Referring to the organization of economic research in India Dr. Gregory recalled his experience in the London University and maintained that his Indian students always preferred to take up subjects of an All-India and of a contravercial nature. The reason probably was that such subjects always had their

political aspects and the researchers could gather all-India reputation through their works. Dr. Gregory felt that this tendency persists in India and must be discouraged. India is a vast country and has numerous problems of general and specialized nature. One part of the country is different from another and, therefore, the all-India problems ought to be split up in order that they are studied in their minutest details. Young researchers should take up subjects of a provincial or local character. Having adopted this line of approach, the different Universities should co-ordinate the results of research, avoid overlapping of work and should present these as parts of a consistent whole.

In conclusion Dr. Gregory pointed out the different fields of economic study which were still untouched and unexplored such as subjects of Indian economic history and he hoped that Indian scholars would turn their attention to them.

Sir Abdul Qadir, participating in the discussion, remarked that pseudo-research was merely collection and tabulation of various facts already known. He was of opinion that a good teacher was not necessarily a good researcher as teaching does not call for originality. He agreed with Dr. Gregory that research should embrace provincial subjects, but pointed out that lack of material was one of the difficulties in the way of such research being successfully undertaken.

Dr. D. L. Dubey emphasised the value of presenting the results of economic research in Indian languages to rouse the interest of the people. He pointed out the difficulties faced by the researchers in their work and appealed to Dr. Gregory to see that the publication of Government reports was not unduly delayed.

Prof. Shiv Dayal following Dr. Dubey said that Economics is a Science of tendencies and its conclusions and results differ from those of exact Sciences like Mathematics and Physics. He reminded the audience that the late Col. Stephenson had succeeded in founding Schools of Botany and Zoology in the Punjab and his Scholars led the way in research in those Sciences in most of the Universities of Northern India. But research in these Sciences of classification requires great patience and capacity for taking infinite pains which was another name for genius. Researches in this domain differ widely from those of Sir. C. V. Raman and other workers in Physical Sciences. The speaker expressed his entire agreement with Dr. Gregory in the fact that a research scholar may not necessarily be a

good teacher nor a good teacher be a successful researcher. Some brilliant teachers had contented themselves with mere spade work in research. Research Scholars like poets were born and not fashioned in any workshop or laboratory. Another factor that counted in research was the question of chance. He quoted the case of Mr. Edison who stepped forward from one discovery to another in rapid succession, for promoting human welfare and adding to our advancement and comfort in daily life. He mentioned that some of the Punjab University Research posts attached with the Oriental College had failed to leave a great mark on furthering the stock of knowledge. He supported Dr. Gregory in his view that our Research Scholars should not be very ambitious to take up all-India questions of research, but they should like charity begin at home. He referred with satisfaction to the splendid work done by the Board of Economic Inquiry Punjab in producing scores of volumes on village surveys dealing with the every day life of our agriculture. He made a passing reference to the fact that different Research workers deduced from the same body of facts varying results according to their bias or training.

Prof. J. S. Guleri pointed out that Dr. Gregory's remarks were not intended to discourage research by young workers. All that Dr. Gregory had implied by his vigorous plea for making a clear distinction between research done by young workers and that conducted by senior men was not to put a stop to either kind of work, but to assign proper values to both, and to recognize that the facilities required by the two sets of workers were different. In fact research by young students had just started, and there could be no question of discouraging it. It was, however, necessary to realize its limitations.

Prof. H. L. Phillips said that not only did the colleges lack in technique of research, but also many times opportunities for research were lost as many an important research was undertaken by the State without ever asking the colleges to co-operate or undertake the work. He suggested the Conference should recommend to the University that the Government might be approached with the request that State investigations of economic importance be undertaken as far as was practicable in co-operation with colleges. and the University.

Prof. D. N. Bhalla participating in the discussion complained that in Indian Universities the efficiency of a teacher was judged either by the number of lectures he delivered or by the number of his students who passed the examination. This left very little time to the teachers for carrying on research work. He suggested that the Conference

approach the managements of the colleges to allow more leisure to the teachers for research work. The President put the following resolution before the Conference, which was unanimously adopted:

“This Conference feels that the teachers of Economics in various colleges affiliated to this University should be given sufficient facilities and opportunities for carrying out research and it appeals to the Managing bodies of various educational institutions to take steps to provide such facilities and opportunities to such of their employees who are willing and capable of doing research.”

Mr. S. P. Jain (*of the Indian Railways*) drew the attention of the economists to the unexplored transport problems of India and suggested that some fruitful research could be done in that connection. He pleaded for the immediate creation of an Indian Institute of Transport.

Dr. Gregory replying agreed with the speaker and suggested that a reference in this connection may be made to the Railway administrations in India.

Dr. D. C. Ghose, in a note, observed: “I should like to make two suggestions regarding our difficulties with regard to research in this province or country. Firstly, it should be possible for this University to compile a publication of all the books on Economics on the lines of the Bibliography of Social Sciences as published by the London School of Economics. As we all know this publication has served a very important purpose and I think that a publication on this line will fill an important gap. Secondly, I would like to suggest that there should be a central place where all kinds of publications, Indian or foreign, old or new, are available. We spend most of our time in looking for the material and on account of the absence of such an institution we do not get these publications.”

Before concluding its proceedings, the Conference resolved that a Punjab Economics Association be formed, and that this Association should publish a quarterly journal called the Punjab Economics Journal. A Committee consisting of Prof. J. S. Guleri, Punjab Agricultural College, Lyallpur, Prof. C. L. Kapur, Government College, Lyallpur, and Dr. S. M. Akhtar, Islamia College, Lahore, was formed to draw up a draft constitution.

Dr. L. C. Jain in his concluding speech complimented the members on the large and distinguished gathering, the high level of the discussions and the remarkable unanimity in

all decisions on matters of great moment for the development of economic science and research. Dr. Jain had no doubt that if even a few of the resolutions of the Conference were implemented, and he hoped that they would be implemented, economic studies were bound to make a rapid progress in the province and scholars of Economics would soon take their rightful place in making valuable contribution to the material advancement of the country.

The Conference was specially fortunate in having the co-operation of the Hon'ble Mr. Manohar Lal, Dr. T. E. Gregory and Sir Abdul Qadir, and Dr. Jain expressed deep gratitude to these gentlemen on behalf of all the members. Dr. Jain hoped that similar Conferences would be held in future years, and they would come to play an important part in the progress of economic studies and research.

Prof. Shiv Dayal proposed a most hearty vote of thanks to the chair and the President again thanked Dr. Gregory and declared the Conference closed.

RESOLUTIONS PASSED AT THE CONFERENCE.

1. The Conference recommends to the University that option should be given to candidates offering Economics in Intermediate and B. A. Examination to answer their papers in a modern Indian Language.

2. The Conference recommends to the University that Economics should be introduced at the Matriculation stage and taught in modern Indian language as a descriptive subject either separately or along with Civics and Geography.

3. The Conference is of the opinion that Economics should be introduced as an elective subject for the Intermediate Examination in the Government Colleges of the Punjab.

4. The Conference approves the following scheme of Principal Sondhi for the reorganisation of study in the Intermediate Arts:

“Students on the Arts side shall take two papers in English as at present, and two papers in any one of the following subjects:

Mathematics,
Science, or a
Classical Language, or
French,

and any four papers out of the following six one-paper subjects:

Economics,
History,
Logic,
Civics,
Psychology, and
Geography.”

5. The Conference requests the Board of Studies in Economics to include such books in modern Indian languages as are found suitable, while recommending books.

6. The Conference feels that the teachers of Economics in various colleges affiliated to this University should be given sufficient facilities and opportunities for carrying out research and it appeals to the managing bodies of various educational institutions to take steps to provide such facilities and opportunities to

such of their employees who are willing and capable of doing research.

7. The Conference resolved that a Punjab Economics Association be formed, and that this Association should publish a quarterly journal called the Punjab Economics Journal. A Committee consisting of Prof. J. Guleri, Punjab Agricultural College, Lyallpur, Prof. C. L. Kapur, Government College, Lyallpur, and Dr. S. M. Akhtar, Islamia College, Lahore, was formed to draw up a draft constitution.

PROGRAMME OF ECONOMICS TEACHERS' CONFERENCE.

(Hailey Hall, Lahore).

Opening Session: 2nd April, 1940, 10 A.M.

1. Speech by Professor G.D. Sondhi, Principal and Head of the Economics Department, Government College, Lahore, welcoming Dr. T. E. Gregory, Economic Adviser to the Government of India, and Delegates to the Conference.

2. Inaugural Address by Dr. T. E. Gregory, Economic Adviser to the Government of India.

3. Presidential Address by Dr. L. C. Jain, University Professor of Economics, Lahore.

4. Discussion on "Place of Economics in Education" to be initiated by the Hon'ble Mr. Manohar Lal.

5. Vote of thanks by the Secretary, Dr. B. K. Madan.

Afternoon Session : 3 P.M.

Discussion on "Place of Economics in Education".

Discussion on Syllabus, Study, Teaching and Examination in Economics in the Intermediate, to be initiated by Professor D. N. Bhalla.

7 P.M.

Lecture on "Money and Exchange" in vernacular by Professor Brij Narain.

3rd April, 1940, Morning Session : 10 A.M.

Discussion on Syllabus, Study, Teaching and Examination _____ in B.A. to be initiated by Dr. S. M. Akhtar and Dr. I. Durga Parshad.

_____ in M.A. to be initiated by Dr. B. K. Madan.

Afternoon Session : 3 P.M.

Discussion on "Economic Research" to be initiated by Dr. T. E. Gregory, Economic Adviser to Government of India.

5 P.M.

Tea Party by Dr. B. K. Madan in the University Hall Lawns to meet Dr. T. E. Gregory and Delegates to the Economics Teachers' Conference.