

ANSWERS TO THE
QUESTIONNAIRE

issued by the
Commission on Education.

by The Members of the
Teaching Staff
of Wilson College,
Bombay

ANSWERS TO THE QUESTIONNAIRE ISSUED BY

THE COMMISSION ON EDUCATION, GOVERNMENT OF INDIA

By

Members of the Teaching Staff

of

Wilson College, Bombay 7

Questionnaire issued by the Commission on Education:

Answers submitted by :

J.W. Airan,
M.Sc., Ph.D.
Prof. of Biochemistry,
and Principal.

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1. Colleges do the kind of 'teaching' and have the sort of 'curriculum' which can be more easily understood in the Schools. Hence, constant conferences and consultations, even workshops, in which school teachers and college teachers (especially those who teach the first two years) can participate. 'University' is far too remote to have any effect.
 4. (a) Rapid growth in the number of 'colleges' to secure personal and social development of our young people.
(b) Cautious expansion of post-graduate departments (which to me are the 'universities' today) solely with a view to securing centres of 'excellence' and 'quality' and depending upon the means available and the felt needs of the nation.
 5. Once the socially-oriented objectives of 'colleges' are made clear, and the norms by which 'standards' in the rapidly changing situations are defined, it will be possible to know what an 'adequate preparation' is. If 'college' is considered as a preparation for entrance to 'university', colleges will be the places where, towards the end of the college course, some of the students (and not all) can be adequately prepared; but never at the end of the Secondary course.
 6. Selective admission to colleges : NO
Selective admissions to post-graduate courses : YES
very rigidly so.
 7. National needs : Avoid duplication of efforts, especially in the organization of departments of Natural Sciences, where equipment and personnel are hard to get. All universities need not be of the same pattern. This can be easily understood if universities, as they are constituted today, are looked upon as a fine conglomeration of post-graduate departments. All the universities need not have all the departments of basic sciences.
 8. Yes, for the purposes of development of a few post-graduate departments if they already have a sufficiently powerful nucleus for this purpose. Another condition : Such a college must have a powerful programme of under-graduate instruction.

The number of such colleges be limited, lest the life of the universities (as they are constituted under the various Acts) be impoverished by the 'removal' of good colleges. All the good colleges need not necessarily be made autonomous; and if they are that, autonomy should be restricted to certain departments.

9. Development of a 'part-time' and 'correspondence' approach to education be left to private agencies which can be permitted to function under a suitable control exercised by their own federation, and not by any university.

11. Before the number of universities in this country was increased, most of the good colleges were expected, and were able to carry out most of the functions of the 'teaching universities', at least in a limited way. Once this function (I refer to post-graduate work) was taken away from most of them, the starting of a college became more or less a matter of money, a donor, and political push. This is where 'sub-standard' colleges came in, and unfortunately they enjoy the same blessings in that the students they 'train' get the degree from the same university as students from another but much better college.

If colleges were to award the first degree, mushroom colleges will soon (not overnight) disappear.

12. (a) Generous admissions to the courses leading to the First Degree.
- (b) Honours Degree should be open to those who possess the necessary talent and intellectual equipment. Admission to this course therefore be open to those who have either secured a high grade at the first degree, or have, as disclosed by a formal test before completing the First degree course, shown a high degree of attainment.

An Honours degree must be a reward for excellence at any cost, and may therefore involve an additional year.

15. Absence of clear objectives of college education. Absence of flexibility in the matter of curriculum to suit the urgent needs of personal development of otherwise active young people.

A large influx of young, inexperienced teachers in colleges.
Pressure-politics at the university level, including, sometimes, the appointments of university officials.

Absence of emphasis in college teaching on motivation-producing aspects of education.
Practically no provision for instruction which would lead to the development of inner resistance in students to that which is unsocial or immoral.
Indecision in the matter of medium of instruction at the college level.

17. Make all post-graduate courses research-oriented, definitely those in Natural Sciences. The U.G.C.'s policy of insistence on M.Sc. by papers should come under review. University requirements be reviewed to provide for research degrees in inter-related fields.
18. Only research workers be recruited to the 'University' i.e. Post-graduate Staff. All teaching at this level be research-oriented. Colleges should be encouraged to build up, in selected subjects, 'balanced departments', i.e. having teachers who can excel in teaching, and others, who may not be effective 'teachers', but are active researchers.
19. Such provision be made within the individual colleges that there can be a 'follow-up'. But an effective orientation is needed.
21. Grading rather than giving marks, as is done at present. A qualifying examination may be one of the considerations for admission to a higher stage of education or for service. It should not be the sole criterion.
22. Provision be made for adequate representation on the UGC for college representation.
Can its offices be moved to a more central place, like, say Nagpur ?
24. The Chancellor should not function as Head of Government, but as an individual who is certain of his own standing in the field of education.
27. Yes. Such a University should be so situated that a number of universities in that State can have an easy access to it. None of the existing universities should be converted into a Central University, but new ones be set up in the manner in which Britain set up recently its seven new universities.

Questionnaire issued by the Commission on Education

Answers submitted by: Mrs. E. Kurien, M.A.
Professor and Head of the
Department of English.

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General I.

5. Yes, standards have been deteriorating.
Causes:-

(1) Education has come to mean the acquiring
of a degree

(2) Corruption and nepotism have made young
people cynical - they know that what ultimately counts
when it comes to getting a job, is not real personal
worth or scholarship, but influence (wire-pulling)
wealth, high connections etc. Hence students'
indifference to knowledge;

(3)^(a) An examination system which permits large
numbers of ill-equipped students to pass every year
(because a pre-determined minimum of passes is insisted
upon), (b) the nature of question papers to some extent-
testing memory power rather than ability to coordinate and
relate facts, to evaluate, etc..

(4) The presence in the class rooms of large
numbers of students with a very inadequate
knowledge of English - when the medium of instruction
continues to be English.

(5) The unplanned establishing of schools and
colleges resulting in ill-equipped teachers being
employed.

7. This definition is too narrow and dangerous
(witness, Nazi Germany, Totalitarian States). Aims of
education should be larger and higher. The pursuit
of excellence, "the making of good men" - nothing less
than this should be the aim of education: to develop
to the fullest the potentialities in man. Education
aimed at the "total" or "whole" man should attempt to
train body, mind and spirit. Education should produce
moral, intellectual, social and occupational
(professional) excellence. To make a good thinker
(trained to use his mind efficiently); to make a good
worker(trained to do his best whatever the skill he has
achieved); to make a man good to "live with" and
work with (with the right attitudes and relationships to
other human beings) - (This view which I uphold very
strongly is expressed by M.L.Jacks, Director of the
Department of Education, Oxford University, "The
Educating of Good Men".)

If something as large and permanent as this is our national educational aim cherished ideals of Democracy and industrial and technical progress will be taken care of in the process of achieving these larger ends. Education is not merely a means to an immediate end.

Higher Education III

5. Causes:

(1) Social pressures - the minimum qualification for most jobs is a university degree.

(2) A degree has become a status-symbol (for marriage, for general social acceptance etc.)

(3) An inadequate number of technical and other courses of study

(4) Certain kinds of jobs also have become status-symbols (Medicine, Engineering, Law etc.) and a university education is necessary to enable one to get special training for these jobs.

Measures: Separate streams from the high school stage onwards - for academic and non-academic studies, based on aptitudes, motivation and ability, so that large numbers who now come to the university and are not fit for academic pursuits can be absorbed into these other courses and fulfil themselves there. Also some guarantee of employment for these in expanding industries would go a long way towards encouraging the non-academic minded to turn to these courses of study.

6. Yes, selective and restricted. Without selecting and restricting of numbers there will be no progress in Education.

10. I agree entirely with this view. Suggestions:-
(1) Raise the age of admission to college (17+). Since only a coordinated scheme of reforms (Higher, Secondary, Primary stages) will effectively overhaul our entire system, raise the age of admission to schools also (6+)
(2) Make admission much more selective and restricted. Everybody has a right to education - but not of the same kind or on the same level.
(3) More broad-based course in 1st and 2nd years (A General Education course).
(4) The Examination system at all levels should be changed so that the capacity to think is tested and not just factual knowledge;
(5) Progress at each stage (at least month by month) to be satisfactory. This can be checked through assignments etc. but only restricted admissions will make any of these possible. If it is argued that everybody has a right to a university education, it must be pointed out that everybody has an obligation to equip himself for it.

12. Yes, on the basis of talent alone. The course should be more challenging and demanding than pass-courses, not merely in terms of books to be studied and the number of papers to be done, but in terms of the level of study also. It need not be of longer duration - unless e.g. a 3-year Honours course is made equivalent to the M.A. degree.

15. Social changes largely : (1) Lack of discipline, or indiscipline in homes resulting from a change in the traditional attitudes and expressions of respect towards parents, elders, teachers and towards authority in general.

(2) False ideas concerning the implications of democracy and Freedom (" I am as good as anybody else" or "India is a free country - I can do what I like" etc.)
(3) General social climate in the country - indiscipline, corruption, lawlessness. (4) The fact that many cannot follow lectures in English and this leads to indifference and misbehaviour. (5) Many times poor and uninteresting teaching - and teachers who come into teaching with wrong motivations. (6) The lack of a sense of purpose and direction among many who come to college (quite mechanically, from school to college as the next natural stage) without personal aims or ambition - and hence, indifference to what is taught; (7) Lack of interest in knowledge as something worth acquiring for its own sake (the attitude of society also to knowledge); (7) The presence in the colleges of large numbers who feel frustrated and rebellions because academic studies are not really in their line; (8) Large numbers in the classroom making any worthwhile and close relationship between teacher and student impossible - so teachers and students meet as strangers more or less.

20. A short period of training should be useful -
(a) in the lecture method (b) the tutorial method (c) the seminar method.

This could include a course of lectures on the theoretical aspects of these and also Demonstration lessons followed by questions, suggestions etc.

21. Our question-paper patterns should be re-examined and changed to give more emphasis to evaluation, personal judgement and individual response etc. and less emphasis should be given to memory testing. (The discussion of statements, marshalling of arguments for and against, the shaping of the answer, the diving towards a conclusion, the selecting of relevant facts etc. should carry more marks).

No false sympathy should make the university insist on or expect a pre-determined percentage of passes at an examination.

Methods of assessment should be re-examined.

19. (1) To attract the best talents, make ^{the} teaching profession attractive socially, by making it attractive financially.

(2) Encourage better minds at Int.Sc. e.g. to go into research (B.Sc., M.Sc.) through attractive stipends and scholarships, so that some of the best minds can be ploughed back into teaching.

(3) Some areas or states might have more potential teachers than they can absorb while others suffer from a scarcity of these; hence make inter-state movement of teachers possible (language of instruction important factor)

Questionnaire issued by the Commission on Education

Answers submitted by: Miss J.P.Mullaferoze, M.A.
Professor of English.

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General

3. How would you reconcile the conflicting demands of quality and quantity in Indian education at different stages and sectors? What attempts were made from this point of view in the last 18 years, and how should they be modified in future?

Ans. Answer with reference to the first part of the question. After "High School" there could be 2-year "Junior" Colleges of the type found in the U.S.A., providing a more liberal education and giving students the opportunity to assess their inclination and talents for a 4-year degree course that would follow later, admission to which could be made both restrictive and selective, otherwise students may go in for non-academic training.

5. There has been a very common criticism that standards in Indian education have been deteriorating. Do you agree with this view? If so, what, in your opinion are the causes of such deterioration.

Ans. (With reference to College education).
(a) The idea of "democracy in education" as implying that even those not fit for further academic training have a right to enter and choke the field.
(b) Lack of vocational guidance at the school leaving level.
(c) Prestige value wrongly attached to certain courses causing a jamming up of certain fields e.g. in Science.

(d) The examination system that lays too much emphasis on factual information and too little on analytical understanding of the subject.

(e) Lack of library facilities: e.g. (i) poorly stocked libraries with reference to both the number of copies of standard reference books and to the up-to-date buying and maintenance of fresh books; (ii) dearth of current literature in the form of good foreign magazines and newspapers and newspaper supplement.

(f) Lack of good grounding and wide disparity in the background training and information given in different schools.

(g) Changing Government policy with regard to the medium of instruction etc. at school level thus resulting in a lop-sided and not broadly based syllabus.

(h) Dearth of good teachers at school level and difficulty in recruiting good staff at the College....

level - due to (i) poor salaries (ii) poor working conditions (iii) very little incentive and encouragement and leisure from routine work for creative and intellectual advancement.

Part II of the Questionnaire. (Higher Education)

1. What role can the universities play in improving education at the school stage.

Ans. Prescribe definite standards of requirement for entrance to specific courses, not only in the subjects of possible specialization but also in the language to be used as medium of instruction.

4. What principles should guide the future expansion of higher education?

Ans. (a) Teach students to realize the responsibilities of democratic citizenship:- social purposefulness, discipline, integration

(b) Develop their critical ability to enable to form unbiased judgments on controversial issues.

(c) Foster a sense of creativity where latent.

(d) Make them aware of the "explosion" of knowledge on all fronts - which makes narrow specialization futile

(e) Inculcate a sense of values, and produce a "liberalising" effect on the mind so that they become aware of and respect knowledge in fields other than of their interest.

(f) Cultivate a spirit of inquiry and analytic thinking, and the scientific attitude.

6. "... what practical measures would you recommend to enforce a policy of selective and restricted admissions to the Universities?

Ans. (a) A separate university entrance examination for the different courses according to requirements (Arts, Science, Commerce, Architecture, etc.) for which all those students who have passed the S.S.C. examination, are eligible.

(b) Aptitude Tests alongside with the University examination.

9. "How can we develop a programme of part-time education, correspondence courses, etc...."

Ans. (a) The curriculum to be imaginatively set by specialists in the different fields.

(b) Periodic examinations (approximating roughly to a term's work) to be held at different centres.

(c) Cyclostyled lecture-series by specialists, along with questions which involve, in their answering both information and analytic thinking to show an understanding of the subject.

(d) A comprehensive Bibliography

(e) Library facilities by way of both books and reading room to work in after office-hours. (Students should be able to take home with them, for short periods, reference books that they might use as text books, because not all students can afford to buy standard books.

(f) Facilities for loaning books from a common pool on either a rental or a "hire-purchase" basis.

(g) A series of regular assignments to evaluate progress and to see that there is no lopsided studying only at the time of examinations. (This could mean that the next part of a course is not sent until the student has satisfactorily worked his assignment on the previous one).

10. "Programme to raise the standards of our first degree level"

(a) Emphasis on broad, basic principles underlying a subject rather than on factual detailed information.

(b) Discourage learning by rote by inculcating the scientific attitude, through relating theoretical fundamentals with current practical trends where possible (e.g. economic theory through current situations illustrating them).

(c) Information plus reasoning should be the guiding principle and requirement even at the examination stage.

(d) Fewer lectures and more seminars, discussions, group projects and individual assignment to make each student an active participant in the study of his subjects.

(e) At the B.A., B.Sc. level a brief thesis to show some trend towards independent thinking. This thesis should be counted along with assessment of answer papers.

12. Admission to Honours courses should certainly be restricted to enable a better student-teacher ratio and relationship to exist, and to see that every student gets individual attention and participates in the work done by the group. This would reduce the rush on certain subjects.

13. "Improvement in facilities, teaching methods and conditions of work".

Facilities

Ans. (a) Libraries: (i) easier borrowing of books, if more copies are available (ii) up-to-date reference books

(b) Reading rooms } for students with no
} facilities or educational
(c) Day hostels } background in the home.

Teaching methods:

(a) Less of lecturing and more of discussion
(b) More Seminars.

- (c) Regular written assignment work
- (d) Group projects
- (e) Running a wall paper to encourage contributions and develop creativity.

Conditions of work:

- (a) Extra-curricular activities to produce an atmosphere of community life - e.g. debates, dramatics, play - readings - to encourage a more imaginative approach to different subjects.
- (b) Experts in the field or creative writers to give talks, to make the subject come alive
- (c) Visits to places where the practical work of a theoretical subject of study is being done - to give students a better understanding of their subject.
- (d) Emphasis on regular assignment work rather than on mere compulsory attendance at lectures.

18. "Teaching and research - balance the claims"

Research need not mean periodical publication of papers or articles but in a broader sense it should mean the teacher's own deeper advancement in his subject, and his "aliveness" to new developments otherwise teaching would suffer.

Good teaching must necessarily involve some research. Research proper may not be possible for all because they may not have the aptitude or they may not have the leisure to continue it.

Teaching and research must therefore go together. Perhaps the departments may be "balanced" - some teachers with greater emphasis on research, others on teaching, especially at the pre-intermediate level.

19. What measures should be taken to ensure the recruitment, retention and continued improvement of competent teaching and research staff in the Universities?

Ans. Recruitment: Selecting good potential is difficult because of dearth of applicants. This could be rectified and better people attracted if the following were done:

- (a) Give proper social status and remuneration at least on par with, if not industry, other services requiring similar qualifications. Also provide amenities like medical relief, pension, etc. and residential accommodation where possible.

- (b) Better working conditions: This would mean (i) leisure to pursue research or creative work (ii) less pressure of routine work (less no. of lectures and extra-curricular responsibility) to provide time for mutual intellectual contact through meeting informally in the staff room, to stimulate inter-disciplinary intellectual contact; (iii) Freedom (with limits) to experiment in new teaching methods.

Retention and continued improvement

- (a) Encourage and reward merit
 - (b) Encourage interest in keeping the library up-to-date
 - (c) Provide contact with outstanding workers in the field through: (i) academic conferences and (ii) talks by experts
 - (d) Refresher courses and summer schools
 - (e) Visiting professorship - for inter-University contact.
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Questionnaire issued by the Commission on Education

Answers submitted by: Mrs. N. Pillai, M.A.(Cantab)
Lecturer in English.

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Higher Education

6. (1) The problem of falling standards of education at Indian Universities is closely related to the present policy of uncritical admission to the universities. At present Indian universities offer academic disciplines only.

(2) It will not be possible to implement selective admission, unless alternative courses of study are offered to the mass of students who clamour for university education.

(3) A suggestion : to encourage and to develop the prestige of pass courses, thus restricting the Honours courses to those who have the requisite intellectual ability (Certain colleges examined by the U.G.C. might be declared competent for pass courses only.

(4) If Technological and not strictly academic subjects were to be offered, with a diploma (or a degree) in view, either at established colleges, special "Junior" colleges or Polytechnics (as they are known, sometimes in the U.K.), it would prove more practicable to apply selective principles of admission to the more academic disciplines.

7. (1) It should be recognised that in India the right to university education is taken for granted, and that economic pressures tend to make a degree the coveted objective.

(2) If new universities are to be established, they should be based on a broad, less academic pattern of education.

(3) Distinctions should be made between academic and non-academic subjects, and institutions that offer purely academic disciplines and those that permit a wide range of courses such as domestic science, carpentry, radio-engineering.

(4) The pattern of general education offered at some of the larger State Universities in the U.S.A. might suggest an acceptable model.

(5) A greater variety in subjects, and a fresh re-grouping of allied subjects, to attract intelligence and initiative, if not intellectual ability.

(6) If athletics, crafts, photography etc. were included within a wide scheme of university education, there would be an easing of demands made on purely academic courses of study.

10. Yes.

(1) One of the factors responsible for the lowering of standards at both levels of degree examinations in India, is the dependence on text-books, and factual information.

(2) The average student in an advanced country, is made to depend on his own powers of assessment and ability to integrate knowledge, at the level of university studies.

(3) Methods of teaching at the school stage should provide some degree of preparation, for the student to turn from passive receptivity to alert enquiry.

(4) Lectures should not assume the importance they now possess, in a course of university studies.

Questionnaire issued by the Commission on Education

Answers submitted by :

Subhash Jain,
M.A.
Professor of English

Q.21 Evaluation techniques and
the present examination systems

Evaluation is a part of the teaching and learning process. The student has a part in the appraisal which should be done in terms of goals which to him are desirable, definite, understandable, and attainable.

We must try to measure certain more significant things than the student's knowledge of certain items of information. We must try to get data which bear on the more intangible outcomes of the educative process. We must try to find out how well the student understands what he has learned and how long he retains it. We should emphasize understanding, appreciation, capacity to infer, and growth in social behaviour.

Evaluation is a continuous process. We should seek to evaluate what the students do in terms of goals consciously arrived at, appropriate to their abilities and interests. Evaluation has no real meaning apart from a set of objectives we are trying to achieve. It must concern itself with studying changes in students over the period of school and college years with the basic motive - the improvement of opportunities to grow and learn.

To evaluate means to place a value on something. We make judgments about the development and learning of the students. The student's role in evaluative activity can be manifold : One of these is individual's responsibility for evaluating his own progress. Another is his cooperation in the group's evaluation of its own work. It is a sound principle of mental hygiene to help students gain a realistic view of their own abilities and the use to which they are put. The teacher's role need not be confined to answering the question : What am I as a teacher trying to help these students achieve ? He must collect and organize data from tests of various kinds, observational records, journals, sociometric studies, and individual interviews. He must appraise both individual and group progress. In evaluative practice the central purpose should be diagnostic first and prognostic later.

The protagonist of the present education system is the final examination. It dominates the students' minds all throughout the university year and has devastating and disastrous effects on teaching and teaching methods. Very often a particular college gains reputation if a large number of its students passes the University examinations.

This has resulted in more importance being given to memorisation, or learning by rote. A student can remain fairly irregular in studies throughout the

academic year. He wakes up toward the end of the University year, commits to memory a few answers, reproduces them in his answer book, and can still have a good score in the examination. It is needless for him to retain what he has learned by rote after the examinations. At best, we have succeeded in producing a good parrot.

The presence and availability of cheap guide books and eleventh-hour-success pamphlets are a sad commentary on our examination system. The student fraternity all over India certainly makes recurrent use of these and the solution lies in evolving better evaluation techniques to fight the menace of these trite guide books.

We ought to go beyond standardized tests and essay examinations in appraisal and we ought to become aware of the inadequacies and weaknesses in traditional marking systems. The essay type of test involves too much writing and not enough thinking. The sampling of achievement which it makes is so limited that the student's knowledge in the area is not measured accurately. The scores are not sufficiently objective to make for high reliability. 'Misuse of tests can have a positively bad effect on learning.' When, instead of being only one part of the process of evaluation, tests are used as the sole criterion, they tend to encourage cramming of facts rather than a broad understanding of basic principles. When a student's term marks depend largely on his performance at formal examinations, there is at once a premium placed on dishonesty. The marking of examinations, particularly the essay type, uses undue amounts of the teacher's time and energy.

Short answer tests overcome some of the difficulties essay test. These employ the newer procedures such as matching, multiple response, rearrangement, computation, identification, correction of errors, deduction of conclusions from given data, true-false, and completion.

Tests may be understood as survey, a rough measuring device revealing what a student does with reference to norms on rather large unit skills. They should be diagnostic showing the nature and character of a student's weaknesses. They should also be instructional and should have the main purpose of teaching students some specific items. "In the process of appraisal the chief value of a test, aside from instructional purposes, is in the diagnosis of a student's work to discover the errors made and the difficulties encountered." A study of test results should reveal typical errors and should suggest what teaching needs to be done and which of the students can profit by special assistance.

We must therefore evolve some system by which the student's day to day and week to week work is assessed. The syllabus in a particular subject should be conveniently divided into credit units and through laboratory work, journals, weekly, quizzes, papers, seminars, the progress of the student should be graphed. This will secure regularity in attendance and work. Such work which is periodically assessed should gain for the student more

than half the year's credit. That is to say, day-to-day work should have about sixty percent of the final formal examination credit.

There are a few risks involved in doing this : In the long run he might concern himself with bits of credit units and lose overall perspective. However, the formal examination should concern itself mainly with giving the student an overall perspective of the subject or discipline and should count for forty percent of the total credit make-up of the student's evaluation. It might lead, in few cases, to personal favoritism. With the supervision of the Chairman of the Department and the Principal of the College, the risk of a particular teacher indulging in personal favoritism can be eliminated.

Measurement is a part of evaluation, not the whole story. Measurement should furnish important data for making judgments about the worth of an instructional programme. These judgments should be made with respect to the aims and objectives of the programme and in terms of information collected from a variety of sources, including measurement.

Wilson College,
Bombay 7.

Questionnaire issued by the Commission on Education

Answers submitted by: Miss N.Driver, M.A.
Lecturer in English.

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Q. There has been a very common criticism that standards in Indian education have been deteriorating. Do you agree with this view? If so, what in your opinion are the causes of such deterioration?

It is very obvious that standards in Indian Education in the past few years have been deteriorating. Some of the causes for this are:-

- 1) The medium of University Education does not get a proper foundation in school
- 2) Overcrowding in colleges - admitting students without any selection test.
- 3) Un-systematic teaching by University Staff, who have had no training and have taken to the profession due to the want of a better one.

Q. How can education be utilized to develop national emotional integration?

University education should be on an all-India basis with English and Hindi as the optional media.

Q. It has been suggested that some programme of orientation of training is essential for junior teachers of universities. Do you agree with this view? If so, what particular programme would you recommend.

A training for junior teachers of universities is essential - The training should include a number of study subjects like:

- 1) Educational psychology
- 2) Methods of teaching
- 3) Class control and
- 4) Voice production.

Q. It has been suggested that admissions to universities should be selective. Do you agree with this view? What particular measures would you recommend to enforce a policy of selective and restricted admission to the universities?

A selection is very essential and would be best if done at the school level - This however, I am aware, involves many difficulties and hence for the time being the selection should be done before the student gains admission to the College. There should be an admission test conducted by colleges based along the lines set by the university.

Questionnaire issued by the Commission on Education

Answers submitted by :

(Miss) S.P. Karnik
M.A.
Lecturer in English

I. General Questionnaire

A. Evaluation of Past Experience :

Q.1 Achievements and failures of educational developments in post-independence India :

- (a) Spread of literacy among the masses.
- (b) Though inadequate, some provision has been made for giving technical training to deserving students.
- (c) A general sense of frustration that has spread among the more intelligent students.
- (d) A widespread toning down of the standard of education at all levels, resulting in "cheap" degrees and a mass of inefficient, unemployed or frustrated degree-holders.

The Lessons of the Past :

- (a) It doesn't always pay to sacrifice quality for the sake of quantity.
- (b) Equality of opportunity for the equals may mean democracy; but yielding to sheer pressure of the masses is likely to end in mere mobocracy.
- (c) Even the best of schemes can yield but disappointing results if acceptance of a fresh approach on the part of the teachers and the desire to learn (rather than know and pass) on the part of the students do not combine.
- (d) Educational reforms should be implemented after careful consideration on the following points :
 - (i) National demands
 - (ii) International standards
 - (iii) General calibre, aptitude and reactions of the students who are likely to fall under that scheme
 - (iv) Contemporary teachers trained according to older methods and therefore finding it difficult to switch over to newer situations and methods at short notice.

Q.5 Yes; there is reason to complain that there has been a deterioration of standards.

Reasons :

- (a) Blind application of a uniform standard to a heterogeneous student population.
- (b) Frustration among intelligent students, false complaisance among the less deserving students, and disappointment for the teacher who faces indifference and apathy in the class and cannot please either of the two categories of students.
- (c) Outdated syllabi and a tendency to compromise while examining papers.
- (d) An obvious lack of coordination between primary and secondary stage and secondary and higher education stage.
- (e) Lack of incentive for the teachers - both material and psychological.

Q.16 Yes; two national standards of attainment will go a long way in improving the standards. Among other things, the following should be taken care of :

- (a) Students, and especially their guardians, should be made to understand that the choice of the career for the ward should be made during the last two/one year/s at school level. The syllabi for different occupational studies should be so adjusted as would prepare the student for his prospective vocation (partly at least) by the time he leaves the School.
- (b) A combined committee of school and college teachers for different subjects should compare notes from time to time on the point of the efficacy of the prescribed courses supposed to be preparatory for University education.
- (c) Group pressures should not be allowed to dominate the educational scene in vital matters such as admissions, tests, courses to be prescribed. As far as possible, educational institutions should refuse to compromise in matters of academic excellence.
- (d) Syllabi should be under constant review in the changing contexts and there should be no fear in implementing radical changes in the prescription of text books and courses or in the setting of examination papers. Inter-school, Inter-University and Inter-State comparisons aiming at raising the standards rather than diluting courses could be helpful.

III. Questionnaire on Higher Education :

Q.5. (I) Causes leading to pressure on admissions :

- (a) Lack of alternative occupation.

- (b) A marked indecisive attitude to one's goals on the part of the guardians and their wards.
- (c) A refusal to accept that everybody is not fit for college education.
- (d) False notions such as regarding college education as a prestige point prevalent in a large sector of society, especially in urban areas.
- (e) Undesirable confidence in such factors as :
(i) dilution of courses to suit a mass production of graduates, (ii) authorities fearing mass demonstrations etc., and yielding to sheer pressure of numbers.
- (f) Neither the school teacher nor the college teacher has a voice in prescribing admission policy.

II. Recommendations :

- (a) Let the students/guardians be clear about the future prospects of the students.
- (b) Provide alternative employment/educational outlets for various calibres.
- (c) Democratize within limits but no acceptance of mobocracy.
- (d) Give teachers a definite say in prescribing
(i) admission policy (ii) examination methods and (iii) prescribing courses.

Q.13 Teaching methods and conditions of work :

- (a) Keep more room for new approach.
- (b) Some of the old methods deserve to be preserved.
- (c) Acceptance of the fact that ultimately one uniform method is not effective for successive groups of students.
- (d) Arrangements should be made to keep the teachers as close to the colleges as can be. A lot of energy is wasted in larger cities in coming and going and it affects teaching.
- (e) An annual allowance towards the purchase of books (standard works) and periodicals to each teacher for his personal library would be encouraging reading habit, and scholarship. Also, raise the social status of the teacher.

Q.14 Measures to fight wastage and stagnation :

- (a) Avoid repetition of "information" while prescribing courses, so as to leave more room for knowledge and insight.

- (b) Avoid frustration and defeatism at two levels by prescribing challenging material for the better students and simpler courses for the mediocre ones. Both the groups will benefit. Actually, oversimplification is not welcome even by a dull student as it creates two psychological problems:
 - (i) a false sense of confidence and complaisance
 - (ii) a feeling that one is under-rated.
- (c) The teacher should have enough leisure, means and incentive to be exposed to newer frontiers of knowledge and teaching methods.

Q.15 Student indiscipline :

Causes :

- (1) Wrong notions about freedom and rights under a democracy.
- (2) Compulsion as far as physical attendance in a class is concerned.
- (3) Past experience where violence has made reason and principles (even academic values) surrender.
- (4) Unacademic-minded students forced to join colleges by the guardians.
- (5) Lack of clear-cut objectives in guiding the students and encouraging them to pursue activities.
- (6) Concern with examination rather than knowledge and learning.

Remedies :

- (1) Voluntary attendance.
- (2) Refusal to sacrifice academic values to any pressure.
- (3) Create a social consciousness and proper opportunities for alternative activities for leisure class students not desirous of pursuing studies.
- (4) No standardized approach to a variegated group of students.
- (5) Fewer students in a class - to be sorted out broadly on their intellectual level or at least their grasping capacity.

Questionnaire issued by the Commission on Education

Answers submitted by :

(Miss) A.K. Doongaji
M.A.
Tutor in Politics

Q.7 National System of Education :

It has been suggested that the national system of education is one which enables a country to achieve its goals and meet its challenges. From this point of view, what are the cherished national goals which we have kept in view or the challenges that face us at present. How should the present educational system be reconstructed to help us to realise these goals to meet these challenges ?

A University has been defined as "an association of persons engaged in the search for truth for the sake of its intrinsic values." However, a University is itself the product of a particular social set-up, and therefore cannot stand outside it, oblivious of its needs and aspirations, its goals and problems. Apart from the gigantic challenges of economic development, of political stability coupled with liberty, which a new nation must inevitably face, to-day in India, we are facing a crisis of values - social, cultural and spiritual. Our social institutions and customs are fast breaking up, perhaps because they are inconsistent with the changing needs and conditions of our society, or perhaps, because they have outlived their usefulness and cannot be revitalised from within. Culturally, we are all aware of, and feel the impact of Modernisation. At the same time we are still confused as to the place of ancient Indian culture in our pattern of life to-day. We have not yet achieved a working synthesis of the two and our attitude to both is at best vague and ambiguous. This naturally leads to the spiritual crisis of 'rootlessness' which is so widespread and is characteristic not only of our students but of our society as a whole.

If we are to think of reconstructing our present educational system, then we must give primary importance to providing special expertise in particular professional and technical fields. This is important if we are to fulfil the economic, political and administrative goals of a developing country. However, in addition to their special knowledge and skills, these experts must, as a result of their university education, possess certain qualities and attitudes. "If the teaching of technical subjects is linked up with life and throws light on some of its basic problems, if it brings out their broader social and economic implications, and cuts across narrow frontiers, they can become agencies for providing a type of education which has a liberalising effect on the mind" (K.G. Sayidain). Perhaps a reconstruction can be undertaken along the lines suggested by Dr. J.W. Airan in connection with a 'Multiversity' in the notes on "Problems of Higher Education" submitted to the Task Force.

Q.5. HIGHER EDUCATION :

There is at present a severe pressure of inadequately prepared students trying to obtain admission to the universities. What are the causes of this pressure and what measures would you recommend to respond to this pressure ?

The continual increase in the numbers of those who desire higher education is perhaps due to the wish of the parents to give better education to their children than what they themselves have had. It may also be attributed to a tendency to look upon higher education as an instrument for upward mobility in society or as the only means for earning a livelihood. Admissions must be restricted but not in any irrational, haphazard manner. It is certainly a wastage to provide higher education for students who lack either the capacity or the willingness to profit by it. The problem of large numbers, however, will continue to haunt our educational system in the years to come. Therefore, besides restriction on admissions, we should have a reasonable teacher-student ratio, which would make staff-student relationship more meaningful than what it is at present. Technical education should be provided on a larger scale, so that it will at least eliminate the necessity of securing a university degree in order to get just any kind of job.

Q.15 What factors have contributed to the upsurge of indiscipline amongst students and what are the short range and long range measures which should be taken to improve the situation ?

The following may be listed as some of the causes of student indiscipline :

1. The feeling of 'rootlessness', of drifting along with no worthwhile purpose or goal. This makes many students misfits and strangers in the educational world.
2. Most students especially in the Arts Section are not seriously interested in their studies. This makes for an all-round atmosphere of insincerity and retards the growth of intellectual integrity which is indispensable in any educational institution worth its name.
3. There is an increasing tendency to disrespect all kinds of authority. In some cases, perhaps the behaviour of the authorities themselves is not worthy of respect. But when lawlessness and disobedience become a matter of intentional habit, it cuts at the very foundations of any orderly system of education.
4. Indifferent or bad teaching can also lead to lack of interest and indiscipline amongst the students.

5. Indiscipline is also encouraged when the authorities are weak and succumb to all kinds of student pressures however wrong and unjustified they may be.
6. The widespread prevalence of unemployment amongst the educated leads to uncertainty and restlessness amongst the students, and may thus be the cause of student indiscipline.

As far as the short range measures which could be taken to improve the situation, every instance of student indiscipline as and when it arises, must be firmly handled. But firm handling of individual incidents has its limitations and, in the long run, an improvement in the situation can only be brought about by a greater understanding of students' needs and a more sensitive approach to their genuine problems and grievances.

- Q.16. It has been suggested that top priority should be given to the development of post-graduate education which plays an extremely vital role in raising standards, and which is now at a low level, both in quantity and quality, Do you agree with this view? If so, what programmes for the development of post-graduate education would you recommend?

Yes. I am inclined to agree fully with the view that greater importance should be given to the development of post-graduate education. The University should itself undertake the teaching of post-graduate students. This has already been done in Bombay University as regards the social sciences - viz., the departments of Economics, Politics, Sociology, Statistics, Applied Psychology and Law. The University maintains a special staff and provides special library facilities for these departments. The staff is easily accessible to the students while they are on the campus. Outstanding teachers in colleges can also help in the teaching. These departments also form centres of research, by way of departmental schemes or by way of providing guidance to Ph.D. students. This will at least make for better organisation of post-graduate teaching than what exists to-day, i.e. the inter-collegiate system. It will also provide the better student with adequate facilities, proper guidance, and if he has the initiative, a closer, personal contact with his teachers. (who are not bogged down by innumerable lectures and whose minds are keen and alert and stimulated by research). Only those who have published something worthwhile in their subjects and those who evince the keenest interest in it, should be appointed full-time post-graduate teachers. They should not have more than 5 lectures a week and must devote the rest of their time to guiding student personally or pursuing their own research or participating in some - - - research scheme of the Department. A greater emphasis should be placed on students attending seminars, writing papers, discussing etc. than on attending formal lectures. In order to do this they must necessarily spend much of their time in the library. Lectures should not be made compulsory at the post-graduate level.

This alone, however, will not solve all the problems of post-graduate teaching. Much will depend on the calibre and attitude of the students, which, however, cannot be radically different in calibre and attitude from what it was at the B.A. level in the Colleges. However, restriction on admissions at this level is of the utmost importance. Lack of this will not only result in immense wastage of resources we could ill-afford to squander, but will also lead to increasing frustration for the better student and a general fall in standards, which are already pretty low.

Questionnaire issued by the Commission on Education

Answers submitted by :

(Miss) A.C. Khabardar
M.A.
Tutor in Economics

Q.I. It has been suggested that top priority should be given to the development of post-graduate education which plays an extremely vital role in raising standards and which is now weak both in quantity and quality. Do you agree with this view? If so what programmes for the development of post-graduate education would you recommend?

Post-graduate education may be in great need of re-orientation but one is doubtful whether it needs top priority because -

- (i) The best M.A.s and M.Sc.s do not go into the teaching profession, and so the education system will suffer.
- (ii) ".....where the spark does not exist, it cannot be artificially kindled, but in our educational system there are many conditions under which it is often kindled." (K.G. Saiyidain). What would be the criteria for admitting students to the post-graduate courses? With the existing system of examination and job availability the best minds may turn away (or may be turned away) from post graduate courses. Therefore it is the duty of the college to spot the 'spark' and make it aware of the riches that lie ahead so that the desire to seek is stimulated.
- (iii) It might appear as though it is easier to handle the education problem at the post-graduate level, simply because students are fewer. However there is something like a natural growth process of the mind and 'dumping' a student's mind only during the last lap of his career might give rise to a new class of 'intellectual elite' who may not be very useful to the society and might be even dangerous because they think they know too much.
- (iv) If at all one thinks of giving top priority then higher secondary and under-graduate stage is most important, because the impact on the individual would be deeper and on the society more widespread.

One hopes that education will not be equated with the possession of mere knowledge.

Q.II. It has been pointed out that much of the work which is being done at present in our Universities is really of the school stage and it is our 2nd degree (M.A. etc.) which is really comparable to the first degree (B.A.etc) in advanced countries. Do you agree with this view?

If you do, what programme would you recommend to raise the standards of our 1st degree level so as to make them broadly comparable to those in advanced countries. What built-in mechanism would you recommend for a continuous review and adjustment ?

One would not agree with the statement entirely because it is not right to equate and compare education systems of different countries with a different set of backgrounds and circumstances.

The work which is done at school stage in other countries is not done at any stage in our country.

Most of our students do not learn methods and attitudes which they ought to learn in the school stage. When they come to college they are treated as college students without the gap being filled. They are therefore -

- (i) either "spoonfed" for all the four years
- (ii) or the lecturer maintains the quality of his lectures, leaving it to the students to respond according to their capacity. Therefore the majority of the graduates are sub-standard.

The best remedy of course would be to thoroughly stream-line the higher secondary stage. Till then it would be the moral responsibility of the college to fill this gap at some stage.- either during First Year and Inter and if not possible there due to numbers at least during Junior (might be during Senior too !) - then each department has fewer students attached to it.

- (a) More Seminars and discussions conducted in a spirit to inculcate the right attitude towards the subject.
- (b) Correct method of taking notes in the class and from text-books.
- (c) Easy methods to remember, recapitulate and link the various topics and subjects.
- (d) Some practical work as preparing charts, tables, diagrams - visiting places of interest and preparing reports, etc. - in groups without the help of the teacher. This may make the subject more interesting and meaningful and so the students may work for their improvement more sincerely.

Questionnaire issued by the Commission on Education

Answers submitted by: Prof. T. B. Desai, M.A.
Professor of Economics.

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3. At the College level, quality should be maintained and even improved. One way to do it is divert many more students through agricultural and technical bias at the high school level and opening a large number of technical institutions for the S.S.C. passed - instead of so many Arts and even Science colleges.

4. See answer to Q.3.

5. Yes, standards have definitely fallen. The causes, at the college level, are due to a hasty change-over from English at the school level, the refusal of students to study at all or even read anything this talk about "wastage" from failures at examinations. The "wastage" is really much more, but examiners are afraid that they would be dropped if they mark accurately; so there is a good deal of "gracing" etc.

8. Education is not to be related to "productivity" technical training is Education is for life, for the development of all the student's faculties, physical, intellectual, emotional, spiritual and "spiritual" does not mean mental or poetic, it relates to the soul within and the self above

9 to 12. "Seek ye first the Kingdom of Heaven and its righteousness and all other things will be added unto you". Reach after the basic, the fundamental things, and the others will be realised as a result.

III. Higher Education

1. By doing their own work better and thus supplying better teachers, citizens: organisers and leaders

4. Always to insist on quality; not to undertake too many things if that comes in the way of standards; more specialization and at the same time more integration; to go down to fundamentals, instead of groping about with a lot of information.

5. The pressure is the result of lack of other opportunities for advancement through, for example, post-S.S.C. Technical institutions should not respond to this pressure, i.e.e. not give in and admit such students.

6. Yes. Have admission rests for marginal cases.

9. There cannot be "part-time education". Employed persons cannot receive any of "the benefits of higher education", except increments at their jobs. I taught such a class for a term and they said they had no time to read at all except during the vacations.

11. Let the Universities assure the paper-setters and examiners that they will not be penalised if the candidates find the papers "difficult" or the results involve a good deal of "wastage". That will drive out the sub-standard colleges.
12. Then the "non-Honours course" will become a travesty.
13. The most important thing is to pay the teachers better!
14. One essential measure is to have a University examination at the Jr.B.A. level - then they might read for two months in that year, at present they don't.
20. Yes, it can be very useful. There can be seminars on the particular subjects and courses on teaching methods.
21. For the two papers on "Indian Economic Problems" at the B.A. about a hundred books are suggested. So the students do not read even ten, or five. Recommend a few books and insist on their really studying them. Give the paper-setters and examiners real freedom to give the correct result, do not penalise them for the 'wastage' at the examinations; give them freedom even to repeat the whole of the previous year's paper sometimes and do not come down on them if the "wastage" is 95%
26. Yes. It might even be transferred to the Union list, then we would have more comparable standards and less influence of local politics on it.
27. A good idea; it can serve as a model. A Government College and School in every district and metropolitan area would serve a similar purpose.
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Wilson College,
Bombay 7.

Questionnaire issued by the Commission on Education:

Answer submitted by :

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B.Ed., (Edinburgh)
Professor of Economics.

Education Commission Questionnaire. Section I - General.

Q.5. Deterioration of Standards.

1. It does not seem to me that standards among undergraduates are any worse today than they were nine years ago when I started teaching here. That they still remain at a fairly low level seems true.

2. This low, if constant, level may be due to three factors in particular :

(a) Uncertainty about the medium of instruction. There is no reason why excellent work may not be done while working through a language other than one's mother tongue, provided that sufficient grounding is available. (In illustration : consider the large numbers of senior members of staff who are thoroughly competent in their own disciplines, and have worked through English, while in no way neglecting their mother tongues for many other purpose. I might also cite the case of my classmate in Edinburgh 10 or 11 years ago who, though working in a foreign language since he was a Greek-speaking Cypriot, took the Hons. Economics class medal in competition with a number of native English speakers, and also completed his Ph. D.).

Our present students have suffered from the variations in the politicians' language policy.

(b) The forcing of too many square pegs into round holes because of the lack of sufficiently varied choices (i) within the universities'/colleges' syllabi; (ii) in other forms of higher education apart from college after the S.S. C. Examination has been successfully passed.

(c) The purely monetary/employment considerations which influence such choice as is available - interest in a subject and aptitude for it play a very minor role in determining the selection of courses of study.

Q.13. The duration and division of the educational course.

Since Indian students on the whole arrive in the colleges, too immature to tackle much of what ought to be demanded of university students, some means of bringing about a higher entry age are desirable.

There are two possible methods which suggest themselves :

(1) The establishment of 'junior colleges', preferably as separate institutions. The secondary schools already carry a heavy enough burden, and the methods for these colleges would need to approximate more closely to school than university ones. The stages then, roughly, would be :

Primary	5/6 yrs.	to	11/12 yrs.	(6)
Secondary	11/12 "	to	16/17 "	(5)
Junior coll.	16/17 "	to	18/19 "	(2)
University	(coll.) 18/19	onwards		
		-	3 years for a general degree	
		-	4 years for an honours degree.	

(2) Division of the post-primary stage into two. This would allow all children, without selection, to proceed to a secondary school from 11/12 years to 14/15 years. Only those intending to proceed to higher education (not necessarily of the university type) would continue in senior secondary schools to the age of 17/18. (This would cut out a year, compared with the suggestion (1)).

Section III - Higher Education :

Q.6. Selective admission :

(1) Selection of some sort is necessary to avoid square pegs in round holes, which abound at present.

(2) The S.S.C. Examination results can only provide a useful basis for selection if they are properly presented - i.e., mark total and average percentages should not be used, but properly standardised scores, including the class teachers' assessments.

(3) It would be desirable to find reliable aptitude tests both for science and arts subjects. Some institutions are already using such tests - their experience should be more widely known and drawn on to help pinpoint the major difficulties. Much more extensive experimental work requires to be carried out. If the criterion of the aptitude tests' predictive ability is the final result in gaining (or not) a B.A./B.Sc., then such experiments ought to await the revision of the degree examinations.

(4) Interviews are really only useful when sufficient time can be devoted to them by people skilled in interview technique, and the numbers involved at the college entrance stage are far too large to make this possible.

The interview, coupled with aptitude (and possibly personality) tests should be used in the selection of post-graduate applicants.

Q.9. Part-time education etc.

(1) It must be recognised that the work done by a correspondence course student is not the same as that accomplished by a full-time (and particularly a residential) student, and the degree or certificate awarded on the completion of such a course should be correspondingly different. For many purposes either type of degree might be equally satisfactory, but they are not identical.

(2) If part-time courses are run, then the students enrolled should be employed only part-time also, otherwise the whole process just becomes that of cramming notes, since there is no time available for either reading or discussion.

(3) One thing which colleges/universities might organise more widely than at present is extra-mural lectures and courses for the general public, some of whom, at least, while not wishing to study for a degree, are interested in particular topics or particular developments. (Refer to the W.E.A. etc., in the U.K. and elsewhere).

Q.10 Raising first degree standards.

The suggestion of the formation of 'junior colleges' (Ref. answer to question I (13)) would help to remove this difficulty.

To anyone who has taught 6th Year pupils in the U.K. and students in undergraduate classes in Bombay, a difference in outlook and in liveliness of mind (speaking of the majority in each case) is evident. Usually, the 6th Year pupils are being accustomed to doing some work entirely on their own; and in a reasonably good school they are acquainted with a library and its use in their studies. (They will also have available, even in the remote rural areas, public library facilities of a fairly high and comprehensive standard). Generally, they have been able to work in quite adequately equipped science laboratories from their first year onwards in secondary school. Even our M.A./M.Sc. students may not have all these advantages.

Q.12. Honours courses.

(1) The 'General' degree in Bombay seems to be a dead letter more or less.

(2) The Scottish system of an Ordinary degree, normally completed in 3 years, and an Honours degree requiring 4 years, might be studied. In this system, most courses taking one session's study are complete units in themselves.

(3) We spoon-feed our students not only in the rigid content and the methods of teaching often actually used in specific subjects, but also in the framework of First Year followed by Intermediate followed by Junior followed by Senior, with almost no freedom of choice in the first 2 years and often not much more in the latter two. It is possible to go too far in the other direction in allowing total and undirected freedom of choice from a bewildering array of subjects and fields of study, but the possibility of allowing a student in his first year to opt for a course which someone else may be studying in his 2nd or 3rd year should be considered. This can have a very stimulating effect, if the students are a little more mature than they are at present at the start of their college careers.

Q.20 Training for college staff.

(1) Some kind of help seems very necessary to make the best of what teachers we have.

(2) A 3-month course in the summer vacation might help - for anyone who wanted to join, but particularly aimed at assisting the newly appointed junior lecturer.

(3) These could be run by the teacher training college perhaps, or by making use of the experience, suitably sifted, analysed and condensed, of practising college teachers. Some Arts/Science colleges could pioneer such schemes and invite neighbouring colleges to join in the project. (A good deal of formulating of the basic needs to be met in such a course is necessary).

(4) The course should include both elementary techniques (known far better to any reasonably-trained primary school teacher than to many lecturers) and also some theoretical work.

(a) Class-room discipline - a rather different matter when the class is 150 strong instead of 40.

(b) The preparation, and the use in the classroom, of adequate lecture notes - many of us waste precious years of unnecessary trial & error in learning this - and some never learn at all.

(c) How to use a blackboard - and, of course, other visual aids.

- (d) Voice production - sadly neglected, but often a most potent factor in captivating a student's interest - quite apart from the physical strain involved in a wrong method of using the voice.
- (e) Opportunities to read, digest, write about, discuss books and articles in the fields of educational theory and philosophy.

Q.21. The reform of examinations.

- (1) Examinations should be regarded as aids and not barriers to education - stimulators and not stultifiers of thought.
 - (2) Questions should be framed far more carefully - preferably not by committees. They should not be answerable from something learned off by heart beforehand, whether the candidates own notes, or his professor's, or from a 'guide'.
 - (3) The professor who has taught the candidate must be much more closely associated with the final assessment.
 - (4) The statistically indefensible system of summing raw scores in widely disparate subjects, marked by different examiners, to give spurious "totals" must be prohibited at all levels, and some attempt made to employ valid techniques. The present system is very unjust.
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Questionnaire issued by the Commission on Education

Answers submitted by :

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Head of the
French Department

Q.II. General A :

Considerable lag between Theory & Practice, Plans and their Implementation : Facts responsible. How minimise effects ?

Answer :

- (a) Plans are sure to fail, when planners act more with enthusiasm than with a sober sense of realities. Planners who pitch their expectations too high are very likely to be disappointed. When grown-ups provide adult-food for baby stomachs, it will definitely cause a severe stomach-ache. What we need is not a programme of education for giants but for young minds capable of being quickly exhausted !
- (b) To seek to bring in foreign methods of education is good to a point. But these should not be introduced without proper caution. They should be admitted only after a careful consideration of the psychological set-up of our youngsters and the conditions in which they study in this country. A large majority of our students in colleges acquire knowledge through a medium entirely foreign to their minds. Plants which thrive easily in their own soil and climate are likely to wither away rapidly if implanted in a milieu unsuitable to their growth.
- (c) If the plans of the Sixth Education Commission are not to go the way of the previous plans, they must not be too extensive and over-ambitious. Progress must be made in their implementation only by stages, starting with a solid basis from the lowest stage, and then gradually building up the higher structure of national education. "The child is father of the man", and consequently it is this stage that demands the greatest attention. If an attempt is made to organize everything hastily at the same time, the Commission cannot hope to attain any tangible results.
- (d) Any planning without giving proper thought to the purposes of the Great Planner of the Universe, any leading without the Light of the Great Leader of mankind will be planning for organized chaos ! Too much emphasis on scientific technology and even on the Humanities - divorced from a proper - stress on time-honoured spiritual values of Ancient Indian Culture - I mean soul - culture - will leave things exactly where they are, if they

do not make matters worse. The fate of the Prohibition Policy should make us stop and reflect; though in the present case we are dealing not with something merely negative but with something positive and of greater importance.

- (e) All planners having at heart the true progress of their country in any sphere must bear in mind the following words of Earnest Renan : "Great men of Progress are men who have a profound respect for the Past". All planned education must therefore have its roots in the spiritual past of the country, since all great things can be achieved by thinking forwards as well as by looking backwards.
- (f) The best-devised plans are likely to have very little success, if education is left, as it is now, to purely individual initiative, which, barring a few exceptions as with our own institution, is nothing short of a profitable Business Enterprise. If we are serious about making education in this country something more valuable than just a Commercial Enterprise, then education must be pre-eminently a State Concern and should be handled by the Central Government as is the case in France. Only a few reliable institutions should have the privilege of being autonomous. This only can maintain uniformity of standards throughout the country.

Q.XV HIGHER EDUCATION :

Upsurge of Indiscipline among students : Measures to improve the situation.

Answer :

- (1) Not every one should be admitted for higher education, just because he has fared well at the S.S.C. examination. Entering college, as things exist to-day, most of the students find themselves in an element entirely foreign to them, since the medium of Education becomes a different one. Consequently in order to maintain discipline, students must not be allowed to enter the doors of colleges without a proper test for fitness. A thorough grounding in the elementary principles of all subjects which are to be pursued for higher study and a working-knowledge of the language which is to be the medium of study are minimum qualifications which must be insisted upon before admitting students. If a proper selection of students is made after a consideration of their aptitude for college education, the problem of indiscipline will be solved to a considerable extent.
- (2) Students who, after admission, show lack of interest in their work must be eliminated after one- mid-terminal test serving for a warning and a second Terminal test calling for drastic action. Only those who remain after these two tests should be allowed to continue.

- (3) Where students are rowdy in a class, prompt rustications and even dismissals by strict principals capable of showing courage will go a long way to improve the behaviour of others who will automatically realise their situation. Because of the fear of immediate dismissal the problem of discipline was not so intense in our days. Love is all right, but fear of the highest authority is also essential. "The fear of the Lord is the beginning of wisdom" is a statement well-worth considering in this respect.
- (4) Fewer subjects must be taught and taught well in an integrated manner. If students are given the subjects they like, they will be more attentive and take greater interest. Wherever there is an undue burden, there is bound to be restlessness and hence lack of discipline.
- (5) Moral education must be made a compulsory subject in the curriculum both in school and in college. Where such education is given thoughtfully and earnestly by the right sort of people, the problem of indiscipline is less acute. We provide students with the stones of knowledge. These must be held together by the cement of moral education so as to erect a proper structure of sound character. Only such education will instil higher ideals in the students' minds and inspire them with a sense of purposefulness and of right-living.
- (6) No student below seventeen must be admitted to a College. Mature students always behave better. Instead of seeking to lead their superiors, they know how to be led by them.
- (7) A lawyer or a doctor acquires a large practice only after years of experience. Unfortunately our teachers come raw and quite inexperienced as to the manner of handling students. The problem of discipline can be solved considerably by recruiting the right type of teachers who have undergone some previous training.
- (8) Lady teachers can always ensure better discipline and should be recruited on a larger scale. Only, they should be sober and mature and not mere fashion-plates. Students cannot be expected to respect highly teachers who are just a few years older than themselves. In all cases a college teacher, besides being well qualified, must be of a somewhat advanced age and must have a commanding personality to win the reverence of his students.

Wilson College,
Bombay 7.

Questionnaire issued by the Commission on Education

Answers submitted by: K. M. Mathew, M.A.
Professor and Head of the
Department of History.

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Should higher education be in the concurrent list?

If higher education is placed in the concurrent list both the Union Parliament and State Legislatures will have the right to make laws in regard to higher education and in case of inconsistency, or clash the laws made by the Union parliament will prevail.

In a vast country like India with local diversities, the need to reconcile national unity with local diversity in the field of higher education is greater than in any other field. The Central Government can lay down general principles which should apply all over the country and the States can function and make laws within their own frame work to suit their own requirements. In newer federations of the world the tendency to make the concurrent list longer and longer is due to this urge to maintain the equilibrium between national union and local or State rights.

If higher education is put in the concurrent list it might help the Central Government to be more effective than at present in guiding and helping the schemes of higher education in the States. It might also help to eliminate differences in academic standards, facilitate inter-University exchanges of teachers and educationists, and also the migration of students from one University to another.

Questionnaire issued by the Commission on Education

Answers submitted by: A. Cherian, M.A., Ph.D.
Lecturer in History.

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National system of education

13. What should be the total duration of the educational course leading to the first degree? How would you subdivide it into different stages (such as primary, middle, secondary or higher secondary, pre-university or intermediate and under-graduate)?

Ans. (1) The total duration of the educational course leading to the first degree should be for a period of 16 years;

(2) The sub-divisions of this should be as follows:

Primary 4 years; middle 4 years; secondary 3 years; pre-university 2 years and under-graduate 3 yrs.

Many of the students seeking admission to a college are found to be inadequately equipped to receive the necessary instruction in such things as languages, modern scientific terms, the use of standard text books etc. Hence there should be a period of two years for such students in the college to enable them to adjust to the new situation. At the end of this period, it is hoped, that the students might be in a position to follow the lectures and to read the standard text books. It may also be pointed out that no restriction be placed on the admission of students to the first year class in the college so that all who are desirous of getting the benefits of college education may have a chance. However, at the end of the two years in the college there should be a university examination and only those who have shown a certain standard of proficiency or excellence be permitted to proceed to the under-graduate class (a period of three years study leading to the first-degree).

15. Would you advocate the adoption of a uniform structure of the educational system in all the States and Union Territories? If you do, what particular structure would you recommend? If not, what minimum core of uniformity in structure would you recommend, if at all?

Ans. (1) A uniform structure of the educational system in all the States and Union territories is desirable. But since it is beset with so many difficulties, such as the medium of instruction, different levels of understanding in the case of students from different states, I do not advocate a uniform structure;

(2) However, a certain minimum core uniformity can be aimed in certain respects such as:

(a) Common medium of instruction (for some time at least, this should be English);

(b) Hindi to be studied as the compulsory Second Language's

(c) The text books and the syllabus should be such as to facilitate the migration of students from one state to another (the present system by which some universities do not recognise the equivalent examinations of the other universities create problems for many students)

(d) Giving equal importance to the study of social sciences and scientific subjects at the first two years in the college or there should be a system of general education during the first two years at the college level.

Higher Education.

4. What principles should guide the future expansion of higher education?

Ans. (1) A sufficient number of professional institutions to provide technical, technological, engineering, medical and commercial education should be started in order to meet the acute problem of unemployment in the country and to reach the goal of welfare state;

(2) These institutions should be equipped with expert staff members (if necessary to be invited from abroad) so that the standards may compare favourably with other countries. These institutions should be provided with well-equipped Laboratories and Libraries:

(3) Humanities and Social Sciences should continue to be encouraged;

(4) Scholarships should be provided to enable meritorious students to get the benefits of higher education;

(5) While starting new universities, the Government should satisfy itself that the necessary conditions are available;

(6) While granting affiliation to colleges, universities, they should be very careful to see that the minimum requirements are fulfilled;

(7) There should be a system of periodical inspection about the working of colleges from time to time

(8) Private agencies should be encouraged to start new institutions by liberal grants from the central and state Governments;

(9) At the post-graduate level, our standards must be comparable to the standards in foreign countries. It is advisable to upgrade certain departments of some of the existing colleges with the support of the university and the Government;

(10) Pay scales in institutions of Higher education should be such as to attract genuine scholars to join and continue in the profession and to prevent such people from shifting to other walks of life.

13. What measures would you suggest to improve the facilities, teaching methods and conditions of work in universities and colleges?

Ans. (1) Separate departments are to be established for every subject in each university. Such departments may be entrusted with the post-graduate teaching, with the assistance of specially qualified teachers from the affiliated colleges;

(2) In the universities and the college, it is desirable to appoint on the teaching staff persons who have attained a certain grade of excellence in their subjects. In order to enforce this, the university should lay down minimum qualifications for the appointment of professors and lecturers in the colleges, and this should be strictly observed and rigidly enforced;

(3) Regular tutorials and seminars for groups of 20-25 students supplemented by periodical written tests;

(4) Teacher student ratio should be improved;

(5) The number of working days has to be increased. As it is, there are only 6-7 months of actual work. This has to be raised at least to 10 months.

Wilson College,
Bombay 7.

Questionnaire issued by the Commission on Education

Answers submitted by: Mr. M. D. David, M.A.
Lecturer in History,
Wilson College.

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Higher Education -III

Q.6 I agree that admission to universities be selective to stop the below average students flooding the universities who ultimately bring down the standard of education. S.S.C. marks and School records should help in the selection of students. If necessary a test may be conducted for the purpose.

Q.15 The following factors contribute to student in-discipline.

(1) Many students are intellectually incapable (below average students) of taking interest in real intellectual pursuits. This inability creates in them a kind of restiveness. To avoid this only average and above average students be admitted to the universities

(2) Present system of teaching and examination system provide students with so much of spare time which the students fail to spend usefully. Many of them are certain of getting through an examination by reading guides at the last moment. This wastage of valuable time should be brought to an end. To do it students must be made to work outside college hours also.

(3) There are other factors like unemployment, and language problem for which the Government is responsible.

Q.26 Higher education should be in concurrent list in the interest of the nation.

Q.27 University can play a vital role in adult education. University education must train the mind to approach a problem dispassionately and analytically. It should help the youth to understand nobler aspects of life and his mind should be trained to pursue the nobler and higher things in life. For any good act a good ideal is essential. A university can help a youth to find out his own ideal in life which he should try to achieve during the rest of his life.

General

Q.6 According to me a national system of education should be planned taking into consideration economic, social and political life of a country. It should help a person to realise his best in the given circumstances and at the same time give his best to the Society in which he is placed. National system of education must make the youth conscious of the problems of the society in which he lives and he must evolve an ideal during the time of his student ship and must strive to fulfil the ideal for the betterment of society when he steps into life.

In this respect a study of the past of his society and nation also is essential. He understands his present only in relation to ^{the} past and then he can plan his own future and help to build the nation's future.

Specially thinking of our country it is a most urgent need that all universities must have one medium of instruction whether it is English or Hindi. Adoption of regional language as medium will be suicidal to this nation and a national system of education can never come

Q.5 It is true that standards in Indian education have gone down. The reasons are (a) bad students and bad teachers: students are not interested in knowledge but are interested in getting university degrees. Teachers have no sense of vocation. Their own economic frustrations make them lose sight of the great ideal of a teacher (b) Lack of a national system of education is another cause. (c) Medium of instruction becomes a greater problem for a student than the problem of studying a particular subject.

Wilson College,
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Questionnaire issued by the Commission on Education

Answers submitted by: Mr.S.N. Sharma,
M.A., Ph.D., T.D.B.T.

Lecturer in Hindi.

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General

5. Causes of the deterioration of standards.
- (a) The present medium of instruction in the universities.
 - (b) Increase in the number of students.
 - (c) Deterioration in the quality of teaching owing to inefficient teachers.
 - (d) Inadequacy of personal contact between the teacher and the taught and the consequent lack of proper supervision of the work of students.
 - (e) Soft pedagogy which induces laziness in students.
 - (f) Desire of the examining bodies to show better results.
 - (g) Financial worries of teachers who are low-paid and cannot devote their attention wholeheartedly to teaching.
 - (h) Anxiety of students to pass examinations some how rather than to acquire knowledge.
- B.

6. National Education

- (i) It should reflect national aspirations, goals and ideals.
 - (ii) It should have uniformity of pattern.
 - (iii) It should inculcate a feeling of brotherhood.
 - (iv) It should lay stress on cultural heritage and its importance.
9. (a) Discouraging regionalism
- (b) Explaining regional peculiarities in terms of national importance
 - (c) Teaching the lives of regional heroes in national setting.
 - (d) Bringing about inter-regional understanding and intimate familiarity.

contd.2.

III. Higher Education

2. (a) Produce suitable literature for adults
(b) Devise effective ways of educating them
(c) Arrange lectures on topics of daily life which concern adults.
4. (a) Quality
(b) Needs of Society
(c) Fulfilment of the people's aspirations
(d) Cultural and intellectual development
6. Admissions to universities should be selective.
Basis of selection:
(a) Aptitude
(b) Interest
(c) Ability
(d) Examination marks.
7. (a) Necessity
(b) Local requirements
(c) Adequacy of funds
(d) Maintenance of standards.
11. Yes.
(a) Adequacy of funds to be insisted upon
(b) Proper check on financial disbursements
(c) Enforcement of educational rules on the management
(d) Curb on business mentality in running such institutions.
(e) Regulated admissions
(f) Limiting the number of colleges or institutions to the needs of the population of the locality.
15. Causes of indiscipline.
(a) Increase in numbers
(b) Social status of the teachers (in cities specially)
(c) Consciousness of individual rights
(d) Failures of authorities to enforce discipline
(e) Growth of the spirit of trade unionism among students.
(f) Consciousness of the strength of numbers among the students.

- 3 -

(g) Success of agitational movements.

Remedies

(a) Sympathetic attitude

(b) Suggestion

(c) Consideration

(d) Firm action

(e) Occasional weeding out of the
undesirable students.

20. (a) Method of preparing lecture-notes.

(b) Art of effective speaking

(c) Class control.

Questionnaire issued by the Commission on Education

Answers submitted by: G.B. Gramopadhye, M.A., Ph.D.
Professor and Head of the
Department of Marathi.

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Place of regional languages in University Education

(1) Regional languages are going to play an important role in the new democratic set-up. Indian Constitution has recognised them as National languages. In some of the States they are being given the position of official languages too.

(2) Whether the regional languages would be used as media of instruction at the university level would depend upon the universities concerned. In some of the universities, they are already used as the media of instruction, and it is not unlikely, looking to the trends, that they might be called upon to shoulder that responsibility. The principle, that mother-tongue is the best medium of instruction and also the fact that some of the regional languages, if properly planned, can be used as media of instruction, is accepted by many educationists. (This, in no way, lowers the importance of English, the study of which is quite essential in many ways than one).

It can be seen, therefore, that the study of regional languages needs be given a proper place, even in university education.

The questionnaire, I am sorry to state, has not given due consideration to this problem.

In Indian universities, teaching of all the languages is almost identical irrespective of the difference in their nature. English, though not foreign to some, is definitely the language of a very few. Linguistically it is analytical as against the Indian languages, which are to a large extent synthetic. And hence, while teaching English, composition gets prominence, though literature is also taught. Classical language, like Sanskrit, is one out of date, not a living language. The emphasis, therefore, is bound to be on translation part of it, though of course, the content is not overlooked. But the case of regional languages is quite different. They are living and growing languages, and many of them are rich in their literatures. And hence, their teaching needs different approach, and different planning. Whatever creative thing, and serious writing would be done by Indian student is mainly in their own languages - the regional language.

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The first degree, being terminal to many, the study of regional languages and their literatures should be complete in itself and also preparatory to the second degree. Once the principle behind this is accepted the working out of it is only a matter of details. But there, it will have to be borne in mind that this study is that of their literatures - both creative and critical in all the different branches, and not only that of composition.

I should like to make one more point clear; and that is in relation to the experts in scientific, technological and other professional branches. They seem to be badly in need of proper orientation in the cultural heritage of their region in particular and of that of India in general. This can be achieved only through a proper and well-planned study of literatures, especially of their regional language. These experts are going to hold key-positions in our nation-building and they are going to have a major share in policy-making: and therefore, it is all the more necessary that they should have broad and cultured minds with a humanistic approach, and artistic taste. This can be achieved only through the study of literature and art.

A question, here, may be raised whether this objective can not be achieved by the study of English literature. Will not the study of regional languages and their literature narrow down the Indian mind. Answer to this is clear, if viewed with an open mind. Study of regional languages and its literatures is but a natural process. Great artists and thinkers have always felt and thought first in their own mother-tongue - their regional languages. Because of the English education during the last century or so, we have been made to think in English. But this thinking has rarely produced anything original worth the name and anything which has received world recognition. There may be many reasons, but it cannot account for the lack of thinking and feeling in their own language. A mind can be richer and original if it has been nurtured through its own language and its own literature.

A question, here, may be asked whether our Indian languages and their literatures are potential enough to infuse that strength. And here again we may turn to the Graduate and Post-graduate teaching in regional language and their literature.

History of teaching of regional languages and their literatures, however checkered it may have been, shows that teaching and serious and critical writing in those languages have gone parallel to each other. I may here quote the teaching of Marathi in the Bombay University. They, though not interdependent, are definitely reciprocal. They have been helping each other. And it is but natural with living and growing languages.

Here, we come across the problem of research in regional languages and literatures. This research will have to be properly planned. The fact that this differs from that in natural sciences should not be lost sight of. Similarly collecting rare manuscripts and editing them is only a part of such research. A part should not be confused with a whole. Authoritative and critical studies of authors, periods and forms of literature and art should be given prominence. Literary Histories, too, should be esteemed as research. Many of the regional languages are badly lacking in them. Historical approach, balanced judgment and critical acumen are needed for such work. This can be done either individually or collectively. In fact, some of the contributions of this sort can be effectively and fruitfully done by a team-work. Research scholars forming this team may either belong to colleges or universities.

But such a work needs fulltime application. Hence, research scholars either in colleges or universities need not be burdened with undergraduate or graduate teaching. But the post-graduate teaching should be done by them. Because the teaching to the post-graduate classes and the research has to go hand in hand. They are complimentary to each other, at least in the case of language and literature. (Linguistics has become a specialised branch now a days and except for semantics to a certain extent, this new science is not at all concerned with the literary aspect of language. And hence language study, here, does not mean 'linguistic' study) Of course, there needs to be co-ordination not only with the linguistics department but also with other departments especially in the faculty of humanity.

In short properly planned teaching and research in regional languages and their literatures will encourage original creative and critical thinking and thus enrich the personality of University students. Such a product may form a part of the elite both in the Universities and also with Society.

Questionnaire issued by the Commission on Education

Answers submitted by :

(Mrs) S.J. Upadhye, M.A
Lecturer in Marathi,

Q. 10 HIGHER EDUCATION
to 14
* Q.20

The technique and methods of teaching and evaluation of subjects differ according to the set up of the subject itself e.g. the set up of natural sciences is different from that of social sciences, and even different from that of languages, etc. Hence, while thinking of the technique or methods of a particular subject, its set up should be taken into consideration first.

As a student and a teacher of a language, I would like to remark on Qs. 10 to 14 and 20 - Questions on Higher Education, from this particular point of view.

It is true that there is a lot of wastage and stagnation in our higher education, and the result is this that it is really the second degree which is comparable to the First degree in advanced countries. To find out the reasons, it will be convenient to analyse certain factors.

When we say Bachelor or Master in a degree, it should mean that the student should, in originality, come to the standard of a Bachelor or a Master in that subject, For this, the sound knowledge and grasp of the principles of the subject is necessary. It is only then that a student will be in a position to apply them to any problem or piece of art which comes before him. If a student is to be trained to this level, then certain problems seem to arise.

- I. In case of languages, especially regional languages there are two groups of papers.
 1. (a) Poetics and criticism - wherein the student learns the basic principles of literature, and its application i.e. basic principles of criticism.
 - (b) Literary Essay, Translation, Philology Grammar - wherein he learns the composition of language.
 - (c) History of literature - wherein he has an idea of a wide and upto date survey of the literature.

2. The remaining papers i.e.

- (a) Special authors and
- (b) & (c) General papers in Prose & Poetry.

The papers in Group (1) are those whereby the student learns the basic principles and the composition of language which are essential to get an insight into the subject. Study of these papers is but essential for the study of the papers in Group (2). Hence it is necessary that at least paper (1)(a) and any one of the other two in the group along with one General paper be studied in the Jr. B.A. and the remaining three be studied in Sr. B.A., which means knowledge of and insight into the principles in Jr. B.A. and its application in Sr. B.A. This may help the student to rise to better academic level.

At present, as a matter of economy, the Jr. & Sr. B.A. Classes are combined, and each alternate year there is a batch of students who are supposed to learn the application of principles first, and then next year, know what the teacher or they meant the previous year. Even from the point of view of the teacher, it is very difficult to evaluate and criticise authors, forms or piece of art in front of students who don't have even a bare idea of Poetics and Criticism.

Hence provision should be made to bifurcate Jr. & Sr. B.A. Classes and study of particular papers be done in Jr. or Sr. B.A.

II. Though the curriculum comprises of all these six papers, the first three papers in Gr. (1) do not change. The papers in Gr. (2) change every alternate years. While framing this part of the curriculum, it should be seen that authors or books which create problems and make the student think of the literary principles and the structure of various forms of literature, are given importance.

Another problem is created out of this. Previously, a question of review of various prose and poetry forms was included in both the General Papers. This has been deleted since last two years, not because it is not important, but because it was found difficult to include with due and proper importance in the limited number of six papers. A sound study of languages which are day by day, developing in different dimensions, is difficult with a limited number of six papers. Facility on the part of the University, to study the language entirely would certainly benefit the students. Hence, the University should facilitate a study of language entirely by introducing two more papers - say, that of study of a particular literary form, a period study etc.

III. Even if the curriculum is framed variedly (within its limit) there is another problem. Tremendous stress is laid upon the teaching of curriculum itself. So, the student studies only some particular topics or authors or books, and not language or literature through them. Of course, the lecturer cannot be held responsible completely.

The University has fixed the capacity of lectures per paper i.e. 3 periods per paper. Within this period, only the knowledge of the subject and curriculum can be imparted; while the originality and maturity of thought can be reached only when the students work on small projects and discuss together with the guidance of the staff members, i.e. planned Seminars, and individual work. It is here that a student can be enlightened, and the degree reached to its level in its true sense. The administrator of a college cannot forget the economic aspect.

The result is, we find quite a few colleges who go out of the way to appoint more staff members than are required as per the University requirement, with this view, go out of the way and work for six full days. But even then it becomes difficult for them to provide for such work properly in the time-table. So, provision should be made by the University for such work, which should also be followed not only by colleges going out of the way to maintain standards, but all the colleges. Such a programme if fixed, may create a good level of education of the subject. Perhaps, this may act as a remedy to substandard colleges other institutions of higher education. (Q.11)

As regards Q.12, it may be said that if proper attention is paid towards the framing of Curriculum and teaching methods and due number of periods with the view stated above, it does not matter which institution, college or University, brings it into practice. The number of students for languages is already limited. In case of subjects where there is a rush for academic or other reasons, limit may be put to a certain extent.

Q.20

As regards Question 20.

Any new teacher, in spite of the confidence in one's own intelligence, would certainly like to have a little training. But since the technique and methods of teaching of each subject or group of subjects differ, it will not be proper to put new teachers of all different subjects in the same class; and it will not be practicable to conduct training classes for a few new teachers. So the best way out would be that the new teachers should be allowed or asked to attend the lectures of the Seniors, and during the initial stage of lecturing, prepare notes for a period and get them examined by the Seniors. I shall not suggest the idea of a Senior attending the class of a Junior new lecturer since that might make the new lecturer conscious, or affect the atmosphere of the class-room.

Questionnaire issued by the Commission on Education:

Answers submitted by :

1. S.K. Ookerjee,
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2. Mrs. A.S. Ookerjee,
M.A.
Professor in the
Department of English.
3. Mr. R.N. Karani,
M.A.
Lecturer in the
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Part I (GENERAL)

Q.5. Evaluation of Past Experience :

We agree that the standards in Indian education have been deteriorating. Some causes of this may be located in student life, and others in the conditions of the teachers.

Students:

- (a) Most students wish to acquire a degree only in order to secure a good job. Such an attitude is the outcome of a mistaken conception of the value of academic education. This can be remedied if commercial and government offices remove the emphasis on university degrees in the recruitment of their personnel. They could introduce appropriate tests for such recruitment.
- (b) At present there is no satisfactory system of selection to the university. Students without the requisite ability to profit by university education are thus able to join our colleges. By such indiscriminate flooding of the colleges no good results either to the students or to the community. Selection would not mean that those who are not selected would be at a disadvantage, because they could be diverted to non-academic institutions (such polytechnics) more suited to their special bent and ability. Whereas at the university they would have been misfits, at such institutions they would profit both themselves as well as the community, which is constantly in need of technically trained men.
- (c) Students who, after admissions to colleges, tend to slack off, are still allowed to remain there (or transfer themselves from one college to another)

although their performance shows no improvement. This is the result of the lack of any satisfactory system of periodic tests and assessment.

- (d) Students find it difficult, and often impossible, to comprehend lectures in a language in which they have been inadequately prepared at School.
- (e) The present system of examination is not calculated to raise the academic standards. (See answer to Q. 21 of Part III - 'Higher Education').
- (f) Courses of study are often unrealistically set, showing no awareness of the interests and capacities of present-day students.

Teachers :

- (a) Conditions of service (such as salary and security) are not attractive enough to prevent talented people from going into more lucrative and secure professions.
- (b) Lack of leisure. Leisure is essential for serious scholarship and proper preparation of valuable lectures. Though it is important that members of staff take part in extra-curricular activities, too many extra-curricular responsibilities must affect adversely their performance in the academic sphere, to which, after all, top priority should be given.
- (c) The disproportionate student-teacher ratio which obtains in most colleges affects both the quality of teaching and the personal contact so important in academic life.

National System of Education :

Q.11 The educational implications of a democratic socialistic pattern of society are that equal opportunities for receiving all types of education should be open to every person, quite irrespective of caste, wealth, social position, religion, sex or personal influence. The only condition for admission to a university should be that certain academic requirements are satisfied.

From the fact that public funds are increasingly utilised for higher education, it does not follow that the public has an unqualified right to be admitted in spite of such above-mentioned requirements not being satisfied. Public moneys must be utilised in the most profitable manner, and to use them in trying to educate academically those who are unsuited for such education amounts to a waste of public funds.

Part III - HIGHER EDUCATION

Q.5. The major causes for the present severe pressure of inadequately prepared students on admissions to the universities are :

- (a) the impossibility of getting jobs without a university degree,
- (b) the notion that a degree confers social status, which is an asset in various walks of life (e.g. it is thought to increase the chances of marriage).

Some measures to counteract this pressure on admissions :

- (a) offering other possibilities for non-academic trainings (as pointed out in the answer to Q.5. of Part I) such as technical institutes, polytechnics and centres for training in all sorts of crafts and skills which do not require a high degree of theoretical knowledge or intellectual attainments.
- (b) bringing about a realisation in the world outside the university - the world of commerce, industry etc. - that an academic degree does not qualify a man for a large number of jobs and is therefore not at all necessary in order to give him employment. (As a start, the Government could decide not to make university degrees the criteria of selection or promotions, but could devise its own departmental tests. Such practice may then be followed by other employers too).
- (c) raising of the entrance age to colleges. Students who enter college at present are inadequately prepared and immature. As a result, the first two years of college amount in practice to an extension of school, and academic work in the proper sense of the term cannot begin till after the Intermediate. If those students who intend going for higher education and are judged eligible for it by their school record could be made to spend two more years at school, where they would be specially prepared for college education, the colleges could at once begin to perform their proper task effectively and efficiently.

Q.6. Admissions to universities should be selective. As. Dr. D.S. Kothari writes, "Almost everywhere - I mean in advanced countries - ... the gifted students - the most precious asset of a nation - are being given special attention."*

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* 'Education, Science and the Nation', Inaugural Function of the Education Commission, 2nd October, 1964, p. 19.

Q.13 Teaching methods could be improved in the direction of making students participate more actively in the intellectual adventure. Present-day students, because inadequately prepared for college education, expect the teachers to deal with every single topic in the syllabus and to cover the entire course in the lectures. Better equipped students would make such spoon-feeding unnecessary, thus allowing more time to be devoted to tutorials and discussions, where the students would play a more active role than at present. Methods of teaching which would encourage a mutual give-and-take between teacher and student are more in keeping with the aims of higher education than a passive reception on the part of the students of what the teacher tells them in his lectures.

Training in the use of the library should form an important part of college teaching.

Q.14. Wastage and stagnation in higher education would be reduced by (a) a system of selection and (b) a system of periodic and continuous assessment (as explained in the answer to Q.5 of Part I), and by (c) offering other facilities for non-academic training (as explained in the answer to Q. 5 of Part-III).

Q.16. Post-graduate education certainly plays a most important role in higher education, and its quality is an index of the worth of a university. In order to maintain a high standard in post-graduate work, the following may be recommended :

- (a) It should be conducted by separate post-graduate departments in each subject, employing full-time professors and readers.
- (b) They should have an exceptionally good academic record, and should have done special work in their field.
- (c) Their salaries should be commensurate with their attainments and responsibilities, leaving them free from financial worries.
- (d) Their lectures should be published.
- (e) They should be given facilities (of place and time) for further study and research.
- (f) Post-graduate students should be admitted after very thorough testing by the department.
- (g) Their progress should be carefully and continuously watched, and they should not be allowed to continue their studies if their performance falls below standard.

- (h) Written assignments should be a regular feature of their work, and should count towards the final grade.

Q.17 To promote research habits the following are suggested :

For Students :

- (a) Both examination by papers and the submission of a dissertation should count towards the getting of a degree.

For Teachers :

- (a) Study-leave facilities.
- (b) Financial aid in the purchase of books and material.
- (c) Financial aid in the publication of research papers.

Q.18 A good teacher should not only prepare and deliver valuable lectures but should constantly renew his stock of knowledge and his contact with recent developments in his subject. This can only be brought about by periodic research.

Q.21. To improve the university examination system the following are recommended :

- (a) A completely new approach to paper-setting. The emphasis should be on discovering whether the student has a comprehensive grasp of his subject, the ability to answer questions relevantly and the ability to maintain his point of view by argument and evidence. Tests of memory should be reduced to the minimum. Paper-setters should be free to set any kind of question (from within the syllabus), unhampered by the pattern of the papers of previous years. This would eliminate the vicious practice of students consulting previous papers to discover what topics may be safely omitted from study.
- (b) In subjects where convenient and possible the open-book system should be encouraged. This would also reduce to a minimum an unnecessary load on memory.
- (c) Stricter vigilance at examinations. The serious implications of cheating should be brought home to students in the early stages of their academic career.

- (d) Framing of the examination time-table to ensure that undue fatigue is not caused to the candidates.
- (e) More examiners should be appointed per paper, thus reducing the load of correction work and making possible a fairer assessment of the papers.
- (f) Strict instructions should be given to the examiners not to allow any considerations other than those of merit to influence them in the assessment of papers. Misplaced concern for the future of the students has resulted in the deterioration of standards. If an examination is to be of any value, it should be clearly understood that the percentage of success should not be predetermined and artificially regulated. (For example, because in previous years 70 % of candidates have passed in a particular subject, it does not follow that - in the name of • preserving the standards - in the current year also about 70 % should be made to pass, by greater leniency in the correction.)

Questionnaire issued by the Commission on Education

Answers submitted by: Prof. A. J. Borde, M.A.
Prof. of Economics
and
Prof. (Mrs.) I.A. Borde, M.A.
Prof. of Philosophy.

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Higher Education

5. Among the causes of this pressure might be cited the following:

- 1) Increase in population
- 2) Spreading desire for higher education
- 3) Prestige value of such higher education
- 4) Emoluments, increments, promotions, etc.
being connected with degrees
- 5) Unemployment
- 6) Lack of alternative courses of study

Measures suggested

Short-term measures

- (1) Provision of alternative courses, e.g. technical
- (2) Persuading the Government and Commercial establishments not to tie up emoluments, increments etc. with degrees but with professional efficiency.

Long-term measures

- (1) Control of population
- (2) Rapid industrialisation and diversification of the economy,

6. In principle YES, but the principle of 'Selection' has to be applied in our country with great caution and after careful consideration of certain historical and social facts of our national life.

Some of these facts may be briefly stated as follows:

(1) Education and intellectual enlightenment have been the monopoly of certain upper castes. Therefore there is naturally an increasing desire for higher education on the part of those who were denied this in the past. This is a demand for justice and must be as such accepted.

(2) University education still has social status and prestige value. Further more, as stated above, it is tied up with emoluments, increments, promotions etc.

(3) 'Ability' or 'lack of ability' in the Indian society may well be a result of certain social organisations, e.g. unequal opportunities due to caste-system.

In view of this:

- (1) the principle of selection in this country....
contd.2.

can only be applied provided there is a just social order and there are equal opportunities with due weightage to the backward classes and tribes.

(2) and secondly for some time at least, some degree of university education should be available to all who desire it.

Implementation of the principle of Selection

When the above-mentioned transitional stage is over, selection might be made with the help of certain intelligence, aptitude and ability tests which should be given either at the higher secondary stage or prior to entrance to the university.

9. The increasing desire for higher education has to be accepted. But:

(1) adequate facilities and equipment are not available to meet this demand;

(2) secondly owing to poverty and backward economic conditions, many deserving and good students are forced to earn.

For these reasons part-time education should be made available by means of -

- (1) evening classes
- (2) correspondence courses, wherever feasible
- (3) external degrees in certain faculties.

10. Yes, much of the work which is being done, particularly, in the first two years of our university, is really of the school stage.

The following measures might prove useful to raise standards:

(a) The period of high-school education should be lengthened by a year or two during which some of the subjects which are done in the first two years in College, are dealt with.

This would ensure that the student who enters college is older and more mature.

(2) There should be three-year-degree courses.

(3) The medium of instruction in the school and College must be the same or atleast the student entering college must be at home in the medium of instruction at the college level.

(4) To ensure continuous work on the part of students, a system of regular internal tests should be evolved.

(5) The present system of imparting education should be overhauled, i.e. lectures, tutorials etc.

(6) To eliminate the predominance of 'Guides' 'Notes' etc. stereotyped examination questions have to be avoided.

(7) For better teacher-student and student-student contacts, more and better college-hostel facilities should be provided.

(8) N.C.C. should not be compulsory.

The existing system should be critically evaluated from time to time (a) by honestly examining the relevance and value of certain subjects (b) and by making the syllabus more flexible.

- 13.
- (1) Orientation courses for teachers
 - (2) Training in teaching methods
 - (3) Refresher courses from time to time
 - (4) Faculty-wise and more effective academic contacts.
 - (5) Grants to teachers to build up private libraries.
 - (6) More inter-disciplinary contacts within a College.
 - (7) Freedom to experiment with the syllabus
 - (8) More emphasis on student-teacher and teacher-teacher contacts
 - (9) A better student-teacher ratio
 - (10) Better salary scales in relation to cost of living for teachers
 - (11) Provident-Fund-cum-pension facilities
 - (12) Residential quarters for teachers

12. Yes, it would be good to have Honours and pass courses to cater to the differing needs and abilities of different students.

Under this scheme Honours courses should have longer duration talent may be a basis for selection for Honours courses

This scheme, while meeting the demand for a degree, would also ensure serious work at the Honours level.

15. (1) A country like ours going through difficult times, provides enough causes for unrest.

(2) Irresponsible political leadership

(3) Still many unsolved issues, like the language problem.

(4) Main Cause - lack of definite goals and purposiveness in our whole national life.

(5) Other causes over which educationists have no control.

Measures (1) A really exacting, satisfying and challenging system of education which will grip the minds of students, excite them, and utilise all their mental and physical energies; (2) Fruitful spare time activities e.g. adequate library facilities, social service projects, and development of constructive hobbies.

18. Universities should really be centres of research, but in colleges also research should be possible and encouraged but need not be insisted upon.

Whenever a teacher shows any research-interest or promise, he should be given every facility and encouragement.

26. YES, we think higher education should be in the concurrent list, despite its possible disadvantages.

Questionnaire issued by the Commission on Education

Answers submitted by :

Prof. G.H. Godbole,
M.A., Ph.D.,
Head of the Department
of Sanskrit.

I. GENERAL

- Q.5. It is true that standards in Indian Education have been deteriorating. The causes of such deterioration are :
1. Lack of keen foresight on the part of the Central Government Education Minister.
 2. Absence of coordination between the various states among themselves as well as with the Centre with regard to the execution of any uniform scheme or plan connected with education.
 3. Ministers holding the portfolio of education go on changing and every new minister does not necessarily stick to the earlier plan or commitments. In fact each new minister likes to have a stamp of his own. This is considered to be the only department where introducing radical changes does not have an immediate effect and so utmost precaution is not taken before making any new experiment.
- Q.9. National emotional integration can be developed by adopting a policy of planned student and teacher exchanges between the various universities in the country. Educational tour-programmes during vacations should be so arranged that students get an opportunity to observe and appreciate various cultures in different provinces.

III - HIGHER EDUCATION :

- Q.5. At present there is a severe pressure of inadequately prepared students on admissions to the universities. The reasons for this are as follows :
1. Every student has a right to higher education as soon as he passes a particular examination of SSC standard.
 2. Fascination of a degree as the only means of increasing one's capacity to earn money.
 3. He finds no other avenue open.
- Q.6. Admission to the university should be selective. Passing the SSC Examination may be looked upon as a minimum qualification for an employment, but not necessarily enough for going in for Higher Education. Special intelligence tests should be administered by the universities for those desirous of Higher Education. But provision of employment has to be made for those who are not found qualified for Higher Education. This would save a lot of wastage of money and energy of the students. Moreover even after admitting students for Higher Education, weeding out of the underserving should be done from time to time.
- Q.18. Research is primarily dependent upon the aptitude and keen desire of the teacher. Other factors such as library facilities, time at the disposal of the teacher etc. are only secondary. The provision for these should be made by the College.

Questionnaire issued by the Commission on Education

Answers submitted by :

Mr. Mahesh M. Mehta,
M.A., Ph.D., LL.B.
Lecturer in Sanskrit.

I. GENERAL

- Q.1 The post-independence period is certainly remarkable for a quantitative or numerical expansion of education. The failure consists in its inability to impart the right type of education which is determined by the quality-value and by its productivity with regard to real intellectual development.
- Q.4. Priority is not given to education, the most vital matter in the progress of any country, at any stage. We have committed the blunder of putting the cart before the horse. Industrial and educational development should follow a parallel course and the latter requirement could not be deferred to future planning. Bad education saps intellectual growth and character. Over-emphasis on industrial and technical expansion has resulted in the loss of values of life and has exclusively bred acquisitive impulse among people. It is not realized that sound education accelerates even material progress by bringing about ability and integrity.
- Q.5 Deterioration is due to dilution and diffusion, breadth without depth. We have misfits in our higher educational institutions. They are unqualified and what is worse, uninterested. This leads to indiscipline and disrespect (for the teachers), which tend to demoralize even the teachers, who are actually the pillars of the society.
- Q.6 I believe that there should be a single uniform system of education prevalent in all the universities of the country. The uniformity should be effected in all matters such as medium of instruction, course, curriculum, syllabus, examination-system, admission-standard, standard of judgment etc. This alone can foster national unity by eliminating all anomalous and discriminating situations. Education in the country becomes a homogeneous affair and the various universities would serve as convenient vehicles of imparting common education. Further, educational reforms can take place much more easily on the national level by the decisions of a central pool of eminent educationists. Thereby immature and parochial local tendencies would not

be able to thrive. A continuous process of renewal is possible only in one single national body of representative educationists. Opportunities for rapid development and execution of educational values would also be intensified. The common national objectives could be easily implemented without any dissipation. Again a common nation-wide system is in its very nature a brake against disintegration, because it makes inter-communication possible.

III - HIGHER EDUCATION

- Q.6 Admissions to the university should be necessarily selective and restrictive. Constitutionally, not all are capable of receiving higher education. It is doubtless that not all can have the zeal to undergo the rigorous discipline that the pursuit of higher knowledge entails. For ensuring right selection examinations should be made stiffer and more challenging so that they become a reasonably reliable standard of judging the calibre of a student. Even in higher education there should be a gradual tapering so that lesser talents are weeded out at every higher stage. This would automatically raise the standard of students, because it makes it possible to demand greater and greater academic distinction from the successful student. With other alternative avenues like the Polytechnics coming up, wastage and stagnation can be avoided.
- Q.19 Improvement in financial condition, in conditions of service, and other facilities can ensure better teachers in the field.
- Q.21 Anything that would defeat the use of so-called guide-books and catechisms should be devised. Text-books should be good and interesting with all due aids provided. They may be changed every year. There should be greater room for unseen passages. Questions should also be of an objective type which may elicit from the students knowledge, grasp, intelligent, original approach and criticism. Where it is not possible to have objective questions, assessment should be without any unnecessary leniency. Stereotyped answers may be given minimum credit. Tightening of the administrative machinery is also essential. Periodical tests, assignments, seminars should be given importance more than merely as a requirement.

In the end I feel that this laudable work of our Education Ministry in the form of setting up of this comprehensive Commission would be reduced to a mere academic adventure, if the Commission's considered recommendations are not immediately and wholeheartedly carried out, without any ado of administrative and financial difficulties. I have sensed a general feeling of scepticism and apathy among teachers with regard to the possible success of the mission by which the Commission is inspired.

Wilson College,
Bombay 7.

Questionnaire issued by the Commission on Education

Answers submitted by :

(Miss) Kamal N. Velankar
M.A.
Lecturer in Sanskrit.

Answers to some of the questions issued by the
Education Commission.

Q.6

The admission to Universities should be selective because this would help us to raise the standards.

Only those students who get marks 40 % and above at the SSC examination should be admitted to colleges. Those who get 45 % and above at the Intermediate should be admitted to graduate courses. Similarly, those who get 45 % and above at the graduate level, should be admitted to post-graduate courses.

Q.10

It does appear that "it is our second degree that is comparable to the first degree in advanced countries." The most important defect in our curriculum is that we never make the students think for themselves. Even criticism is reproduced from books. The students should be asked to write essays on various topics that are included in the syllabus and they should be asked to write what they think.

Q.21

In addition to this, the examination system also needs to be changed. The examinations at present test the memory of a student and his capacity to reproduce rather than his originality. The questions asked should be such as would require the students to express their own views with their reasons for holding them.

Questionnaire issued by the Commission on Education

Answers submitted by: Mr. R. W. P. Master, M.Sc., Ph.D. A.R.I.C
Prof. of Biochemistry.

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Part I.

6. A national system of education should aim at:

- (1) Uniform standards of education in all provinces.
- (2) Equal opportunities to all deserving students to make progress
- (3) The standard should be essentially very high
- (4) There should be a unifying language or languages for inter-communication
- (5) The national interest should always be kept in view i.e. to make available suitably educated personnel for the welfare of the country
- (6) Education should reflect the national as well as the Human culture.
- (7) The system should have standards comparable to its counterpart in other countries of the world.

Part III

19.
 - (1) Encouragement of young and fresh talent
 - (2) Reasonable financial guarantee to prevent too much attraction by other high paying jobs.
 - (3) Exchange programmes with other developed countries.
 - (4) Independent research units with liberty to each research worker to pursue his line of thought
 - (5) Teams engaged in projects of high standards.
 - (6) Recognition of merit of research workers by awards.
 - (7) Good equipment assuredly supplied to talented research workers.
 - (8) Generous grants to research workers without too many administrative complications.
 - (9) Seminars given by distinguished personnel from Indian as well as from abroad by invitation.

Questionnaire issued by the Commission on Education

Answer submitted by: Miss Pramila Y. Gaitonde,
M.Sc., Ph.D.
Lecturer in Biochemistry.

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General

5. Yes. One of the causes is the increasing number of students and the unavailability of teachers to pay individual attention. The system of teaching should be improved and the curriculum should be given more importance. A student when he comes to the University must have some background to the subject he chooses. The subject at the university level should not be an introduction to him but he should have already made an acquaintance with the subject at the secondary school level.

8. The man who is educated will have better judgement from theoretical as well as practical experiences.

9. By National-disciplinary schemes, which will include (a) behaviour of the individual who will not be dragged by existing incorrect social customs, (b) basic values of life, such as truth and brotherly relations.

15. This should be applicable particularly to the science graduates. This can be achieved by prescribing similar books by authorised persons, so that the diversity in the recognition of degrees from various universities will be minimised.

Higher education

1. University teachers should be made available to the school at least once a month to hold debates and seminars on the subjects in which they are interested.

4(a) A person should feel that he or she is self-dependent

(b) One should have personal independent judgement.

6. Students should be diverted from the science and the arts courses to specialised training in short-term courses such as:

- a) Small scale industries schemes
- b) Courses in carpentry
- c) Laboratory technician's courses
- d) Courses in routine work in pathological laboratories.

9. The lectures arranged by the university should lay particular stress on the basic principles so that the student should easily grasp whatever he reads for his study. In short the mechanism of teaching should be such as to make the student independent in learning as far as possible.

12. The admissions to the Honours courses should be on the basis of ability as the student who is not well read in the particular subject may do well in the general course.

13. Universities can arrange summer schools every
contd.2.

year at various institutions so that the maximum number of teachers can take advantage of it. The method of teaching at colleges besides lecturing, should be through discussions and seminars so that the students learn to make use of Library facilities.

15. If the teacher-student relation is improved, that is, if a group of students is put under the care of a teacher for the whole academic year then there is the possibility of improving discipline amongst the student.

Films on discipline, and hygiene rather than lectures may improve the situation.

16. All the post-graduate departments should be University Departments.

The research guides who are specialised in their subjects can arrange the lectures in their institutions for the benefit of the students.

The Colleges should arrange discussions or seminars every week, under the supervision of the post-graduate teacher. Visits to other institutions may also help to some extent.

17. If a research project is undertaken by the team, it will be a great help to the individual worker. The other specialised agencies should allow the use of instruments for this project if they are not available at that institution. The university can provide financial assistance to the research scholars.

20. (a) It is advisable that the junior teacher should observe the experienced teacher lecturing (b) The junior teacher should take the tutorials where the number of students is small and can be kept under control.

21. Every candidate, if possible, should be examined orally, where the objective questions can be asked.

Questionnaire issued by the Commission on Education

Answers submitted by: Dr. J. P. Kotval, M.Sc., Ph.D.
Professor of Botany and
Head of the Department of
Biology.

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III. Higher Education

4. Higher education should be geared to the needs of the nation. e.g. a much greater effort should be made to improve the utilisation of modern methods in agriculture which has been one of our greatest failures.

5. The reasons for inadequately prepared students on admission to universities:

1. The numbers of students are very large in relation to the facilities for teaching

2. Teachers in schools are untrained and are few.

3. Teachers are very inadequately paid.

4. The language problem.

6. There should be at least two standards of institutions to cater to the needs of the average students and those who are above average.

12. I think that this is an excellent proposal. In fact I would go further and say that separate institutions should be set up particularly in Sciences and Technology to which the really talented students should be admitted from, say, the intermediate stage of the ordinary colleges. The standard of admission should be strict e.g. as at the Indian Institutes of Technology and only a few students should be selected for these courses purely on merit.

13. I feel that to improve the facilities, teaching, and conditions of work in university colleges the following be implemented:-

(a) The teachers on the whole should be given a better status as regards salaries and security of tenure. It is not possible for a teacher to put in his best efforts unless he has a certain self-respect and, freedom from financial difficulties.

(b) Teachers should be then chosen by the applications of strict standards of qualifications and other academic distinctions e.g. research.

(c) The Government, U.G.C. or other agencies should subsidise colleges so that better facilities are made available.

(d) Special teacher training courses should be made available for keeping teachers up-to-date with their subjects and if necessary they may be asked to attend these compulsorily.

Questionnaire issued by the Commission on Education

Answers submitted by: G.V. Joshi, M.Sc., Ph.D.
Professor of Botany.

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Higher Education III

1. Universities can improve education at the school stage by fixing higher standards for entrance to the universities.
2. By providing education to all those who want it.
5. Pressure on universities can be relieved by opening more Polytechnic schools and similar other institutions which will divert flow of students who join universities to qualify for jobs.
6. It should be left to the University concerned.
7. Each university should have a definite purpose behind it. It is no use creating new universities when the existing ones are not functioning well.
8. Yes. It should be similar to CAL TECH or MIT which have evolved their own standards. It should be an independent body without university influence.
9. By giving facilities to students to appear for the examination in isolated subjects so that an employed student can secure higher education at the time available to him.
10. No. Our syllabi are comparable to advanced countries but method of treatment is elementary.
11. Yes. Education has gone to masses and it is a natural result. It can be bettered by creating better teachers.
12. Yes. Talented persons must get education according to their needs and which can satisfy their intellectual appetite.
13. Improving conditions of living of teaching faculty. Improving teaching and knowledge by organising intensive seminars, summer schools and refresher courses.
16. Yes. Better developed post-graduate departments at the universities and colleges where facilities for research are adequately provided.
17. Research should get top priority in education. Export of research workers should stop and attempts to retain good workers should be made.

18. It should be left to the institutions.
Teaching and research should go hand in hand.
19. By providing him security of service, free
education to his family, and recognition of his merit.
20. Yes. Summer schools in every university.
24. It should be a fully autonomous body with
financial aid without any strings.
26. Yes. If all the universities agree to it.
27. Yes. Each one with a definite object and
definite field of specialisation.
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Questionnaire issued by the Commission on Education

Answers submitted by: Miss M.G.Lalani, M.Sc.
Lecturer in Chemistry.

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Higher Education.

6. It will be wrong to deny admission to the university to anyone who is eligible to be admitted and who promises to abide by all the rules and regulations of the university.

If, however, the study during first two years in college is so formulated that a good demand is made on the student's intelligence and less on his memory (unfortunately at present a good crammer is a good student) a large bulk of the student group will realise its position and will drop out at this stage. Secondly a student must not be allowed to take the same examination more than once. Thus whatever wastage we have to face will be over within two years.

Once a student has passed through this tough barrier, there will not be many chances of his failing in future examinations.

Admission to post-graduate study:

Teacher's opinion on the student's mental capacity should be the sole criteria for the students admission to post-graduate study.

Higher Education

16. (1) Post-graduate study must be given top priority in university education.

(2) In the study of Natural Sciences, the student must be given full freedom to plan his work in the laboratory. The present practice of appointing demonstrators for post-graduate students has deprived the student of an opportunity to plan ones work.

(3) The university should invite top authorities on the subject, from all over India to lecture to the student

(4) The university should also make arrangements for the post-graduate students to take advantage of all the laboratory facilities available in the university.

(5) After the student has successfully taken the post-graduate degree examination he should be asked to submit to a panel of experts a scheme in a field of his subject in which he has the greatest interest. A few examples of schemes that may be prescribed by a university can be:-

(a) A scheme to carry out research in a particular field, supported by his reading of latest publications in the subject.

- 2 -

(b) A scheme depicting the problems that a particular industry in India faces and how they can be solved. Again supported by references from literature and publications.

(c) Exhaustive account of administrative and labour problems facing a particular industry in India and different attempts made to solve them. Again supported by his readings.

There can be many more schemes of this type.

A student can be given six months time to submit any one of the schemes prescribed by the University. At the end of this period he appears before a pannel of experts to defend the stand he took in the scheme he presented.

Questionnaire issued by the Commission on Education

Answers submitted by: Prof. G.N. Nabar,
M.Sc., LL.B.
Professor and Head of
the Dept. of Mathematics.

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Higher Education

1 & 20. School education should not be a part of the function of the university. If the University takes over Secondary Education, that would be a retrograde step. Education of mature young men and women is the main job of the university. But the university can help improve secondary education by improving Teachers' Training and Education. Every university should organise a Department of Education for training secondary school teachers and junior collegiate teachers.

2. Morning & Evening class and correspondence courses should be organized by the university. The university should also conduct Extra-Mural lectures for the public.

3. The function of the university is to produce mature, healthy-minded, enlightened citizens. The main concern of the university is, that way, with the individual who should be so educated as to know the proper ordering of his loyalties. A university which achieves this objective amply fulfils the claims - local, regional, national and also international.

4. Some universities are concerned with research only, some try to develop only leadership while some are concerned with producing good citizens.

In our country, under the present circumstances, our universities must be mostly of the third type, though they will have to take upon themselves to some extent all the three functions. Our society has remained backward through centuries; enlightenment was denied to the people for hundreds (or even thousands) of years. Our main concern to day must be to have an enlightened society and that must be done with a 'spirit of revolution'. For at least two more decades - (last 17 years have definitely been wasted) we cannot afford the luxury of comparisons with advanced countries of the world. The guiding principles for the expansion of Higher Education in the near future should be:

(1) Every individual has a right to enlightenment-to be a good citizen of the State; University education upto the First Degree should not be denied to him.

(2) Every individual has a right to be educated through his Natural Language, which is so essential for understanding, for original thinking, for creating enthusiasm for education and for generating purposefulness in an individual.

(I personally feel that (i) the clamour for education through an unnatural language, say English or Sanskrit or Hindi (ii) cry of 'falling standards', (iii) denial of opportunities to economically backward students to educate themselves while earning for their families; (iv) cry of 'academic freedom in danger' - these are all symptoms of the same dangerous disease (centuries old) - urge of the upper classes (perhaps sub-conscious urge) - to keep the monopoly of education with themselves. Today Indian universities are entirely within their control - the Government is slowly slipping out of their hands. What I see today in the field of Indian Education is nothing else but a desperate bid to keep the hold on education by conservative classes who have no spirit of enterprise - much less of revolution)

5. The S.S.C. curriculum today is definitely wider and more comprehensive than what it was 20 years ago. However, the student today enters the university at a lower age and is comparatively immature (the entrance age has definitely fallen by about two years during the last two decades). Many of the students are 'new students' without any background in the family. Hardly, the students preparation - whether it is adequate or otherwise - is not properly judged owing to the difference in the medium. The sudden shift in the medium at this stage is to some extent conducive to apparent lowering of standards.

/academic

Minimum age for entrance to the university must be fixed - at 16 yrs., and it should be raised to 17 after some years.

Change in the medium of instruction is absolutely essential. It should also be recognised that with large scale expansion of education, which is so essential, some lowering of standards is inevitable.

6. No! Not for 20 yrs at least! Selective admissions would perpetuate the social injustice in our country.

7. Money should not be spent on establishing new universities, for some years to come. Those existing should be developed, reformed and reoriented.

8. 'Autonomous Institutions' is a good idea; but I feel that time is not opportune for such an endeavour. Re-orientation of education to national ideals through effective control is the need of the day.

9. The universities must organise part time education and correspondence courses, under their direct control.

10. It is too premature to compare ourselves with the Advanced Countries who were not under foreign colonial domination for long period, like us. Secondly, the age at which the first degree is taken in the advanced countries is higher than that in our country. Thirdly, their education is imparted through their natural language. So the standard of curriculum cannot be raised without raising the age. I feel such a reform is not an urgent reform and can certainly wait. Boards of Studies in universities and the Academic Councils should review and revise the syllabuses from time to time. No other machinery is necessary.

11. Colleges come into existence with the sanction of the university. It is the university again which is competent to judge and also to control the standard of a College. The universities must help the colleges to maintain the standards. I don't think it is necessary to control expansion. (I would add that a standard of an institution, however, should not be judged on heresy. There must be an effective way of judging the standard of a college by university, in an impartial manner)

12. Admissions to the post-graduate courses may be decided on talent.

13,19,17 & 18. The brilliant students of today are mostly career-minded. They take professional courses after the intermediate stage and are lost to the academic field where they are most suited and also most needed. A student of today is a teacher after ten years. This exodus of intelligence from the academic field is bound to ill-affect the general standard of education in our country, sooner or later. There must be good careers in academic line and in research work which would attract and retain brilliant youngmen. The salaries and grades of the teaching staff and research workers should be attractive. This is not difficult if the country realises that building up a good pattern of education is as good as building up the nation. Crores of rupees are spent in building up dams and bridges, but as the recent happenings indicate that, if there is no proper system of education, mad sections of our own people might explode these dams and bridges some day, as ignorant stooges of some foreign cult. I would therefore suggest that Union Government and the State Governments should take upon themselves the responsibility of creating and financing well paid posts even in private institutions. I would suggest that the Union Government should give one Professor and the State Government should give one Reader to every Department of every College, with attractive salaries.

The teacher should have more leisure or spare time (from his regular work and private tuition work) to widen his horizon. There should be study-leave, refresher courses, leave for undertaking research work. He should have sense of stability, security and enough to rely upon after retirement. The collegiate service should be pensionable. An ambitious teacher must have opportunity to rise to the top most position in the institution where he is working. Mobility should be checked.

15. Discarding the 'rod' at the school level has mainly contributed to the recent upsurge of indiscipline. (The sense of fear has gone from child's mind. Fear, respect and love is the proper sequence in child's attitude to his teacher) Other factors are:

(1) students are highly susceptible to the influence of the films

(2) no enthusiams for learning it being in an unnatural set up - real pleasure of leadership is lost on them.

(3) over-crowding & mob-mentality

(4) misuse by political and quasi-political organisations.

(5) parents' attitude to teachers

Measures suggested:

(1) Discipline should be enforced through N.C.C.

(2) Vacation projects should be organised by the University through Youth Welfare Departments.

(3) Genuine students grievances should be redressed with open mind.

(4) University should organise student movement.

21. "The teacher should be the examiner" is the best motto. Attempts should be made to bring the present practice as near to this motto as possible.

There should be internal examinations throughout the year and should be counted for final gradation.

Colleges, to start with, should be divided in small groups and each group should conduct its examinations. The groups should be reduced in size as years pass. Finally every institution will hold its examinations. University should not be an examining body.

22,23,24. U.G.C. should have more authority and more funds. It should not be just a "Grants' Commission". Even the name may be changed. It should be formed into an "Authority" for development of Indian University Education. It should have effective control over all universities. Representatives of Universities should be on the "Authority"

27. Idea of a central University in each State is a good, but premature idea. No useful purpose will be served under the present circumstances; only it will create arrogant class in the Academic field of our country.

Questionnaire issued by the Commission on Education

Answers submitted by: V. D. Deshpande, M.Sc., LL.B.
Professor of Mathematics.

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General

5. There has been a very common criticism that standards in Indian Education have been deteriorating. Do you agree with this view? If so, what in your opinion, are the causes of such deterioration?

Ans. I agree with the above view. The causes are (i) the need felt by the country for mass production of technicians and the consequent demand of quantity rather than quality. (ii) easy procurement of a good job with a degree that has very little merit behind it. (iii) study not for the sake of the subject but for acquiring a minimum qualification for a job. (iv) Necessity to teach at and set questions of a lower standard to suit the average students who form a majority of students studying that subject. (v) Leniency in the examination system in order to maintain a certain percentage of passes.

13. What measures would you suggest to improve the facilities, teaching methods and conditions of work in Universities and colleges?

Ans. (1) Expansion of libraries to include all up-to-date books on the subjects.

(2) Financial assistance to the teacher to purchase books on his subject.

(3) Less and proper distribution of extra-curricular work.

(4) Housing facilities near the college or university.

(5) Rooms for individual staff members or for departments.

(6) More respect and co-operation from non-teaching staff of the college or university.

(7) Seminars and discussions on teaching methods.

(8) Closer contact of all staff members of the subject from different colleges through a central body which will facilitate exchange of ideas.

(9) Financial assistance from time to time in proportion to rising cost of living.

15. What factors have contributed to the upsurge of indiscipline among students and what are the short range and long range measures which should be taken to improve the situation?

(1) Lack of interest and sincerity of purpose in the students.

(2) Education under compulsion and not out of zeal to acquire knowledge

(3) Indifference of society towards teachers and the taught

(4) Loose talk about the teaching profession by the elders.

(5) Unnecessary magnification of the situation by the politicians, Government Officers and those who are responsible for the same.

(6) Actions on the part of college authorities which create an impression that staff is the servant and students the master.

(7) Protection afforded to some bad elements by authorities because of outside pressure.

(8) Diffidence in the minds of teachers that their actions against such students may not be supported by higher authorities.

(9) Lack of strong action against student-offenders.

(10) Unwillingness on the part of the parents to recognise the fact that they are mainly responsible for the indiscipline of their wards and acceptance of the responsibility of the same.

(11) Impressing on the minds of the children of the necessity to respect elders and giving expression to the same in their daily behaviour.

(12) Improvement in the elders in their attitude towards teaching and the teachers. This is to be done by themselves through self-teaching and thinking.

The measures are suggested in the above causes themselves.

18. How would you balance the claims of teaching and research in (a) Colleges (b) Universities.

Ans. Research should not be the main task of a College teacher and should not be insisted upon by the authorities. It should be the main consideration of university teachers. College teachers should no doubt keep in constant touch with the developments in their subjects. If a college teacher is not looked down upon because he is not doing any research in his subject, he can devote more attention towards reading for the teaching of his subjects. With the immense amount of teaching and extra-curricular work that a teacher has to do these days he cannot find time to do research. Add to this the financial tension, accommodation and travel problems and we can well understand why ~~not~~ much research is ^{not} done by college teachers. If therefore whatever time is left is given by such a teacher towards keeping in touch with his subject, towards thinking about new ways of teaching, he will be a much better teacher.

Questionnaire issued by the Commission on Education

Answers submitted by :

V. Narayana Swamy,
M.Sc.,
Professor of Mathe-
matics.

Q.12 It has been suggested that Honours courses should be introduced at the University stage (having the same or larger duration than the Pass courses) that the admission to them should be strictly limited on the basis of talent? What is your view of the proposal.

Personal views :

- (i) The Honours courses should be introduced in place of the present BA and BSc pass-courses.
 - (ii) Three years' duration after the two-year Intermediate or pre-degree course.
 - (iii) Admissions to gifted students only.
 - (iv) These courses should be comparable to those of any Foreign University.
 - (v) Fifty percent of the admitted students should be given Merit Scholarships.
 - (vi) There should be an additional two-hour paper in one of the languages (1) German (2) French and (3) Russian.
 - (vii) At the end of each of the first two years there should be a University Examination conducted by internal paper-setters and examiners; and, at the end of the third year, the University Examination should be conducted by both internal and external Examiners and paper-setters.
- Q.13 What measures would you suggest to improve the facilities, teaching methods and conditions of work in Universities and Colleges ?

Suggested Measures :

- (i) During the summer vacation every University should conduct -
 - (1) seminars
 - (2) Lecture series on advanced topics outside the syllabus
 - (3) Group discussions on teaching points syllabus and Examination system.
 - (4) Instruction classes in Research techniques for gifted college teachers.

These activities should be under the guidance of outstanding Indian and Foreign scholars and Professors.

- (ii) University departments should concentrate on Research programmes and teaching in that connection. Post-graduate teaching should be left to college-teachers.
- (iii) For a post-graduate teacher, the lecturing hours should not be more than seven hours (7 hrs) per week. Such teachers should be encouraged to do research in the University Departments. The salary of such a teacher should be the same as that of a Reader in the University Department.
- (iv) Recruitment to the University Departments should be on merit and on All-India basis. Knowledge of Regional languages should not be a condition (as it is at the University of Poona).
- (v) Minimum qualifications of a college lecturer should be (a) First Class B.A. or B.Sc. and (b) First Class M.A. or M.Sc.

A teacher should be promoted to the position of the Professor immediately after ten years of teaching experience.

A college lecturer or professor should not have more than ten hours (10 hrs) of lecturing work inclusive of tutorials per week.

The salary of a college lecturer should be the same as that of a University Lecturer; and, that of a college professor should be the same as that of the University Reader.

Teachers in Private Colleges should obtain the same benefits (Pension, Provident Fund, etc.) as those of the Government Colleges.

A college teacher should be entitled for minimum three-year study leave with full pay at the end of every twelve years of service. City Colleges should provide accommodation for their teachers or give house-rent and city allowances at Government rates.

Q.14 What measures would you recommend for reducing wastage and stagnation in higher education ?

The reasons for wastage and stagnation are :

- (i) Mass Education AND
- (ii) Social conditions

Suggested Measures :

- (i) Admissions to colleges and Universities should be restricted to the talented only.
- (ii) Pre-matric and Matric syllabi (especially in science and Mathematics) should be revised in such a way that a fresher in the College should not experience a vast gap between what he learnt in the school and what he is learning in the college.

- (iii) Every poor but talented student should be given a scholarship.
- (iv) Introduce the Internal system ^{of examination} at all levels and give as much importance to it as to the performance in the Final Examinations.

Q.26 Should higher education be in the concurrent list ?

Y E S

Q.15 What factors have contributed to the upsurge of indiscipline amongst students and what are the short range and long range measures which should be taken to improve the situation ?

The chief factors are :

- I.
 - (i) Irresponsible behaviour of the elders.
 - (ii) Unemployment among the educated.
 - (iii) Lack of respect for the teaching profession in the society.
- II.
 - (i) Large Classes - Poor teacher-student contact.
 - (ii) Poor teaching techniques of teachers.
 - (iii) Examination system.
 - (iv) Heavy syllabus with out-of-date topics.

Suggested Measures :

- I.
 - (i) The members of the highest bodies (like Parliament, Legislatures, etc.) of the land should be controlled by reason rather than by emotions, should respect the law of the land, should adopt peaceful policies in place of violent or non-violent agitations to resolve national problems and should set examples (by their preaching and practice) worthy of emulation. Political parties should not appeal to students and teachers. Professional politicians should not preside over the destinies of Educational Institutions and Ministries of Education.
 - (ii) More and more employment opportunities should be created for the school-educated class. Government should not insist on a degree for clerical posts (and their promotions) and for other posts which do not require specialization in Arts or Science. Even for I.A.S., I.F.S., I.P.S., etc. the minimum educational qualifications need be Inter Arts, Inter Science or the equivalent while an extensive and intensive training course is given after selection through examinations.

- (iii) Improve the salaries of teachers; introduce pension and insurance schemes; give house-rent and city allowances; make free the earnings of teachers from Income Tax and professional Tax. A college lecturer should receive the same benefits as those of an I.A.S. Officer.
- II. (i) The number of students in a University class or College class should be less than SIXTY (60).
- (ii) Selection of teachers should be based on -
- (1) First Class academic qualifications
 - (2) Aptitude for teaching AND
 - (3) Personality
- Selected candidates should be given a course in teaching methods and Psychology.
- (iii) The assessment of the all-round attainment of a student should be based on the following :
- (1) University Examinations
 - (2) College Examinations
 - (3) Tutorials, Seminars and Laboratory work.
 - (4) Sports or N.C.C.
- These four should be given equal importance.
- (iv) Syllabus must be simplified removing out-of-date and irrelevant topics and including current topics. For example, the First Year or Pre-degree Algebra should contain a brief chapter on Modern Abstract Algebra. At the end of every two-year period the syllabus should be reviewed, renovated and modernized by a team of young teachers.

Questionnaire issued by the Commission on Education

Answers submitted by: Prof. V. D. Dabholkar,
B.A., M.Sc.
Fellow of Physical Society,
London,
Prof. of Physics and Head
of the Department.

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General

1. A large number of new Universities have come up and the common man can hope to send his ward to a college affiliated to a University and get monetary help to a certain extent from the Government.

However one also observes not much increase in the number of schools which are now terribly over-crowded; deteriorating in the standard of education; undesirable language controversies and confusion over the medium of instruction in the university and half-hearted Government policies regarding the status of the English and Hindi languages in the colleges and in the universities.

9. Every school and college be encouraged to organise and hold student leadership camps at least once a year on a small case as Wilson College has been doing for the last eight years. Government should give financial support freely to such projects.

11. We must (as we have been doing) teach our students to develop in them love of manual work and love of intensive study at school and college. We must teach them to live a simple life and be good and helpful neighbours. They must be taught to feel justly proud of their village, town and their country.

13. Primary education : 4 years
Middle school : 3 years
High School : 4 years
College (University degree course) : 4 years.

Higher Education

1. The school curriculum should be prepared by the university bodies, so as to qualify a student to take the school Leaving Certificate Examination and enable him to enter the University for a degree course.

7. In establishing a new University a foreign pattern is usually copied mechanically. This must be avoided.

4. Courses of study should be periodically revised. New courses should be introduced. Every college or institution should have a large library, a museum and a general Science laboratory in addition to normal subject-wise laboratories. Senior members of the staff should get good facilities for research. This means substantial assistance from the Government.

8. I agree with the view of selecting a very few

(i.e. only one in a State,) institutions as autonomous colleges. Such institutions should have freedom to formulate their own courses, hold the examinations and award their own degrees. These degrees should be recognised by the Government and by all other universities in the country.

14. A method of selection should be adopted while admitting students to the First Year Course of a university or college. Those who show high aptitude and brilliance should be permitted to take up the honours course of the special subject course. The average ones and near average should be admitted to a course in "General Education" or a technical diploma course.

13. Classes should be small. There should be a sufficient number of tutors in addition to the normal strength of the teaching staff. Students should be made to develop library habits in them. Extra-curricular activities should not be neglected.

17. Senior members of the staff in affiliated colleges (at least 4 in a college) should be given full facilities for research in their college laboratory. Their work load of teaching in the college may be suitably adjusted and the Government (Central) should provide equipment and annual grant to the college for this purpose. The college should be enabled to have at its disposal a separate reserve fund for Research only and this should be provided or largely aided by the Central Government - younger teachers should be given study leave and should get an opportunity of spending 6 to 9 months abroad for study and or research purposes - This idea may be given effect for the next five years in the first instance.

26. Higher education should not be in the concurrent list.

Questionnaire issued by the Commission on Education

Answers submitted by :

E.L. Simmons,
M.A.D.Phil.
Prof. of Physics.

I. GENERAL

- Q.5. Having only worked in India for just over nine years, it is difficult to say if there is or is not an established trend for the worse in Indian education. But assuming for the moment there is such a trend, then a possible cause is the sense of educational rush impressed on children both by institutions and by parents. This is particularly true of English medium schools in large towns. Because some children can be taught to form letters at less than four years of age before there is any ability to read, all are expected to be proficient in this, and the child who is slow in developing the necessary muscular coordination is made to feel a failure right from the start. The assumption that all children must conform to a rigidly defined standard and the feeling that sure sign of success is to get on as fast as possible leads students by the time they get to University level to take every short cut possible. Thus time spent gaining a personal understanding of a subject is felt to be wasted if the same marks can be gained in an examination by a last minute effort of rote memory.

What is required is a more flexible system of promotion in schools, and an effort to impress on teachers in training that children do differ and cannot all be forced into an identical mould.

III. HIGHER EDUCATION

- Q.10 Any effort at raising the standard of the B.A. and B.Sc. degrees is bound to meet a vast number of difficulties. But a way out is offered in the present tendency to treat the master's degree for many purposes as a first degree. What is needed to complete the process is to create a new degree to follow the master's degree which would be properly post-graduate in nature. At the same time a start should be made to move the present first two years of the degree course into the schools. This should be done gradually, not by abolishing the present Intermediate years in Colleges, but by instituting an examination in the schools which would come after the S.S.L.C. This examination would carry exemption from the intermediate examination of the University and would be so set as to give maximum weight to the student's ability to think for himself. In order to qualify to send up candidates for such an examination schools would have to comply with high standards of staff and laboratory facilities. They would also have to keep the numbers in a class below 20. For many years the majority of students entering the senior years of the university would be from the normal Intermediate classes, but a start would have been made, and an increasing number of really adequately equipped graduates added to the nation's resources.

It will be seen that the process advocated is similar to the revaluation of the French Franc.

Questionnaire issued by the Commission on Education . . .

Answers submitted by: Prof.B.V.Patankar, M.Sc.
Professor of Physics

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Admissions to the Colleges

It is observed that there is a greater demand from the public since the last few years. I feel that this is the result of other socio-economic problems which we are facing. It is but natural - and this is a healthy sign that every individual should expect to improve his prospect and the most obvious way in which he can achieve this at present is by having higher education. In many cases the students have neither practical nor academic interests in the subjects which they study. This flow of students to the Colleges will continue so long as there are not enough avenues for them. It is definitely a good sign that average students are turning to the polytechnics and such first class institutions where by learning a trade they would be in a position to make a better living. It cannot be denied that the posts of responsibility either in Government services or in private companies are mostly occupied by graduates. The wide disparities in the incomes of the graduates and the non-graduates naturally makes each one feel to become a graduate. This being the case the very purpose of the higher education is not being served. Higher education is not merely to have an accumulation of knowledge but to make a critical and comparative study. Most of the students are unsuited for this at present. It is difficult to weed out the unsuitables in the beginning and the only way to restrict the admissions is to fix a minimum percentage, say 50 per cent, at the time of entering the College.

This creates another problem that once a student has scored less than this minimum in his secondary examination, he loses all the chances to have higher education. This situation will lead to despair. If we restrict our admissions, then the only way to give him a chance is to allow him at the secondary examination once more! This will increase the administrative burden but it will be worth that provided not more than two such chances are given. It will greatly decrease the number of unsuitable students in the colleges and will indirectly help the standard of education.

Large number of failures

It is natural that with the present system of admissions where many undeserving students get the admission to the colleges, we should expect a large number of failures. In many cases it is found that students do not join of their own, but under the pressure of their parents. It is impossible to expect any good results from such students. The standards of teaching are lowered due to the presence of disinterested students. There is no reason to be alarmed at very large number of failures in the present circumstances. However, it has to be admitted that it is a tremendous waste. Such a waste would be stopped if the admissions are restricted to deserving, mature and conscientious students.

Standard of Teaching and Examinations

I do not feel that the standards of teaching have materially fallen down at all its stages. Perhaps the primary education may be some exception to this. I am making this statement not on any solid grounds but because of some comments which when I had visited some villages. I was told that while selecting the primary teachers, preference was given to scheduled castes, and these are unable to impart the right kind of education. I personally feel that if such preferences are given on the basis of castes, especially in the field of education, it is a wrong policy.

But at the same time I feel that our examination standards have fallen down to a certain extent. This does not mean that the questions are of a lower standard. But the examinations on the whole have become more lenient. The options which are given allow the students to omit certain studies altogether. There are only four questions to be written out of say six and in these four questions there are again the internal options. I had once worked out that a student possessing 15% knowledge can score 33% required to pass. All these options must be completely eliminated upto the degree standard. This alone can improve the standard of examinations. If we ask to answer any four out of the given six, naturally the six questions are of the same standard. We cannot ask anything more difficult or less. This creates guess-work as to what would not be asked in the examination and its study is completely omitted. If there is no option, anything could be asked. The present system of options has encouraged to prepare for the expected questions. Perhaps by asking more pointed questions we may be able to judge the knowledge of the students in the science subjects in a better manner, but that does not seem possible in case of arts. The only way by which we can make improvement is to cut down the option.

Medium of Instruction for higher education

There has been a lot of discussion on this subject in recent months- I personally feel that the medium of instruction upto the degree level should be the mother-tongue.

If we think in terms of a long range say after fifty years, I do not see any reason why a student passing secondary examination should compulsorily know English. The study of English and the teaching of the subjects through English has been a great strain on the students and I do not think its knowledge is at all necessary at the school level. It may just be an optional subject. I also do not feel that our standards will go down if we switch over to the mother-tongue. It is our experience that they can understand new ideas far better in their mother-tongue than in a foreign language. The knowledge upto the degree standard can surely be imparted to the degree standard. The knowledge of English is however necessary for a post-graduate student. Its study may be started at the College level. The students who will take post-graduate studies will be only a few in number. Is it advisable to tax all the students by making the study of English a compulsory one for the sake of these only? I do not feel that there would be fall in standards merely because of the change of medium.

The greatest problem is of the change-over. It is not quite easy to switch over all at once. A planned and positive effort to change over has to be made. At the national level it may be changed over from English to Hindi and at the State level from English to the mother-tongue. It is not necessary to have Hindi as the medium of instruction at the Higher level. Hindi is already a compulsory language at the school level and that knowledge is enough to bring about a national integration. Hindi will do well to serve as a common link language but in the present circumstances it cannot replace English altogether.

Questionnaire issued by the Commission on Education

Answers submitted by :

Dr. S.P. Karmarkar,
M.Sc., Ph.D.
Professor of Zoology

III : HIGHER EDUCATION

Q.1 What role can the universities play in improving education at the school stage ?

The only role the universities can play in improving education at the school stage is that of providing good teachers and that of refusing to admit third-rate students who may secure a 1st grade at the S.S.C. or equivalent examination.

Q.5 There is at present a severe pressure of inadequately prepared students on admissions to the universities. What are the causes of this pressure and what measures would you recommend to respond to this pressure ?

I think the first part of the question is not a question but a statement, in which it is accepted that the students seeking admission are inadequately prepared.

The pressure results from the simple fact that many people believe that a university degree (and not education) will help a person to get a better job, a better status, and better pay. These people also believe that once a person gets admission in a college, after 4 years (in the University of Bombay) the student automatically gets a degree. Surprisingly, many students get the degrees very easily, without studying, without any hard work. This has helped to strengthen the belief.

A practical measure that I would recommend is to see that the admission to the universities is strictly selective and that an inadequately prepared student will never be admitted to any University even if the student brings a note from a Rajyapal or the Rashtrapati.

Another measure would be to ensure that only those students who have gained thorough knowledge of the chosen subjects and who have completed their education should get a degree. Everyone must be given to understand that to get the degree one has to study and to work hard intelligently, and that one does not get a degree by securing an admission to a college and by spending 4 years in that college.

Wilson College,
Bombay 7.

Questionnaire issued by the Commission on Education

Answers submitted by: Mr. P. T. Muthe, M.Sc., Ph.D.
Lecturer in Zoology

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Higher Education

5. The Secondary School Certificate Examination should provide uniform standard for the student for admission into the College irrespective of his joining Arts or Science course.

The technical courses after S.S.C. are just not enough, So the student continues to come to the College to keep going until he can find a job.

B. National System of Education

9. (1) There should be a common script for all the national languages. An attempt to study the other regional language will possibly be easy.

(2) Hindi being indigenous be accepted as a link language by all of us. The educated people are not able to impart effectively their knowledge of technology and Science to the common man. They appear to be a separate class. It is like an English label on a medicine bottle for a person, who can read and write only some indigenous language, and has to drink the medicine from the same bottle.

(3) The study of History should be so formulated that it will give a real stimulus to the feeling that we are one nation.

Questionnaire issued by the Commission on Education

Answers submitted by :

(Mrs.) M. Mathai,
M.Sc.
Department of Biology

HIGHER EDUCATION

- Q.5 There is at present a severe pressure of inadequately prepared students, on admissions to the Universities. What are the causes of this pressure and what measures would you recommend to respond to this pressure ?

This pressure is due to the fact that there is a keen competition for any post, whether it be remunerative or otherwise. What is worse is that when selection is made for a post it is usually a person with higher qualification who is selected, whether such a qualification is necessary for the post or not. For example if a S.S.C. an Inter Arts and a B.A. pass persons apply for the post of a filing clerk or even a peon, the trend is to choose the graduate even though the one with the S.S.C. degree could easily do this work where-as the knowledge of the graduate is wasted on a post like this.

One thing which can possibly be done to reduce this unnecessary pressure, would be to reserve such posts (which do not require a high academic qualification) for the lower qualified groups only; and discourage and disqualify those with a higher qualifications. If people were sure that they could get some work (which would keep them from starvation) without further study and that the competition they would have to face would be only of those of his own educational level (because those with higher educational qualifications would not be considered for the post) then those who are not really interested in the further pursuit of knowledge and also those without aptitude or brains for that type of study, would most probably drop out.

Besides this when the students are about to finish their schooling, they should be properly guided as to the number of courses or the type of work they could take up and succeed in without going to the colleges or having University degrees, since then the University degree would not be a necessity for their existence. Much of the rush on the universities is also because many students don't know what else to do after passing the S.S.C., if not joining a college.

- Q.13 HIGHER EDUCATION :

What measures would you suggest to improve the facilities, teaching methods and conditions of work in Universities and colleges ?

If possible the new universities that come up, should be residential ones, so that the student and teachers, as well as students coming from different parts are thrown more

together and learn to be helpful as well as independent. The universities and colleges should have their own projectors, amplifiers, various models etc., and a good hall or auditorium where debates and discussions could be conducted.

Short training courses could be held for teachers, from time to time, where various experienced teachers and others in the teaching profession- could bring to their notice, the various methods tried out in the teaching of different subjects and with what success. New methods could also be suggested and discussed.

The teachers should be given sufficient time and equipment to carry out their own research work and preparation for lectures. Also the teacher should be made to feel quite free to try out various methods of teaching without interference or objections, or the fear of losing his job. Spoon feeding, the dictation of notes etc., should be stopped.

Residential accommodation close to the place of work would be very helpful to the teachers as well as the students, - in the case of non-residential universities and colleges.

Q.19 HIGHER EDUCATION :

What measures should be taken to ensure the recruiting, retention and continued improvement of competent teaching and research staff in the universities ?

If the teachers were better paid and had some security (which would do away with constant worry and fear of having their daily bread taken away from them if they did not please the authorities), if they were given sufficient respect - I mean respect to their views and ideas - and not treated like paid servants as in other jobs, then we could attract more of the intelligent and interested people to take up the teaching profession. With greater numbers wanting to take up this profession we could have a better selection, which would mean that only the really efficient people would be teachers. By saying that we would select the best people, I do not mean merely scholars, but I mean those who are refined and have an all round knowledge of life ethics etc. We should choose as teachers those who could teach the future generation not only the (academic) subject that they are supposed to teach, but also refinement and the values of certain traits like honesty and integrity and that too not only theoretically by just class-room lectures but also practically by their own example. This I am sure would go a long way to producing a really educated people.

Together with the above mentioned facilities if a teacher who so desired, could be given the equipment and facility - less teaching load, etc. - to do his own

research work, it should not be difficult to retain good teachers. One more thing that would help in their retention would be as little of interference and dictation, from the higher authorities as possible.

As many teachers as possible should be encouraged to take up research and by means of discussions and paper reading, from time to time, all should be kept informed and interested in the research going on around them. There should be no restrictions as regards the time of the day (or night) when their research is to be carried on - as long as it does not clash regularly with their daily teaching duties.

Q.21 How should the system of examinations at the University stage be improved?

The aim of a university examination should be to find out students who have the capacity to think and act independently and who can face and tackle problems on their own whether in their own subject or otherwise, in contrast to others who are merely book-worms and don't know a thing which is not to be found in their prescribed text books, nor can think a thought which has not been put forward by someone else.

Hence asking the same type of questions year after year should be stopped and new types or forms of questions - even for the same topics - should be asked. The type of question paper for this year should be different from those of the previous years. Besides this about 70 to 75 % of the questions could be from the prescribed course, whereas the other 25 to 30 % should be from portions allied to what has been done in the class during the year, but not actually from the prescribed course. The so-called direct questions should be avoided as far as possible.

Besides the yearly examinations there should be surprise tests, every month or two months and marks should also be allotted for daily work; and the student should be judged on the combined results of all these. The percentage for passing, atleast for the higher examinations like B.A., M.A., or B.Sc. and M.Sc., should be not less than 50 % and that for other professional courses like Medicine should be even higher.

Lastly all examiners for the annual examinations, atleast, should be external and should have no connections with the colleges whose students they are going to examine.

Questionnaire issued by the Commission on Education

Answers submitted by :

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Students Counsellor.

Sec.III
Q.15.

Factors contributing to the present indiscipline among students and measures recommended to improve the situation:

I heartily endorse the views expressed by Dr. K.G. Saiyidain in the section of his paper devoted to student indiscipline. To what he has said I would like to add the following :

1. Our University students are indisciplined because they have no sense of worth. They are generally treated as if they were of little consequence and they rebel. They are hardly ever trained to conduct themselves as educated men and women of a democracy. They are expected to know this.

I suggest therefore that channels of communication between students and the University authorities be improved so that students feel that their opinions matter. There could be a Liason Office at university level where students could directly record their grievances or suggestions. Through this office arrangements could be made for them to meet, in small groups or individually, with a specially trained University official who would be sympathetic to them and explain the stand taken by the university in the matters that concern them.

An alternative may be to have a suggestion box in each College. Periodically the Student Council or its equivalent may go through the suggestions contained therein, and after sifting them forward to the Principal. The Principal may send a memorandum containing these suggestions to the University for action while he may himself implement those suggestions pertaining to his college. Suggestions that are impractical can be taken up for discussion between the Student's Council and the Principal; and later in an individual discussion between a representative of the students council and the author of the suggestion. Through such discussions an informal training in responsible democratic living can be given.

2. Students become indisciplined out of sheer rebellion against authoritative elders. In order to make them realise that discipline is not necessarily imposed by authoritative elders, but that it is also desired by their own peers,

there can be a special body at the University that examines cases of student indiscipline. It may be called the Student Discipline Committee and may be constituted of teachers and students. It can send its findings and recommendations to the authorities concerned, whether it be Principal of individual colleges or the University, for final implementation.

3. Indisciplined behaviour has often been occasioned by pent-up youthful energies. Several students have nothing better to do of an evening than stand on street corners indulging in idle talk or casually drop in on political meetings. Such activities provide them with the recognition they need. This could be prevented by establishing recreation centres and reading rooms for University students, area-wise. These centres could be the responsibility of the University and arrangements could be made to staff them with suitable youth leaders, cultural instructors, counsellors, etc. These centres could be kept open during the normal leisure hours of students - evenings, Sundays, public holidays. With good programmes, they can lure students away from the unhealthy influence of cinemas, restaurants and street-corner meetings.
4. Students may not easily get into the clutches of political agitators if they are apprised early in their college careers of how these groups connive to win the sympathies of students and then make scapegoats of them.

Sec.III

Q.20 Orientation of training for junior teachers :

I agree with the view that there should be a programme of orientation of training for junior teachers. I have often heard it supported by students and junior teachers. From my personal experience I can say that it is most difficult to enter a profession without having some basic skills for it. Nearly every profession requires the learning of such skills, either on the job or before undertaking it. Why should university teachers not feel the need of training facilities? I have found several university teachers lacking in the knowledge of Educational Psychology, Adolescent Psychology and Methods of Teaching.

May I suggest that a panel of Consultant Teachers be appointed by the University. It should be possible for junior teachers to approach any consultant of their choice for a consultation on the problems they face in teaching. In fact, this panel may be the very one responsible for organising the programme of training. The advantage of such a panel of consultants is that junior teachers would approach them more spontaneously than they would heads of departments in their individual colleges. Of course, the consultants chosen should be such as would never jeopardise the position of a junior teacher by exposing his deficiencies to his employers. A similar scheme of "Supervision of beginners" exists in the Social Work profession and is of great value in helping its members to grow professionally.

Wilson College,
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Questionnaire issued by the Commission on Education

Answers submitted by: A Member of Teaching Staff.

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1. It is extremely difficult to hold 20 parades per term. This is even more difficult during the second term, when there are other college activities and public holidays. It is suggested that there should be 20 parades during the first term and 15 parades in the second term.

2. At the Inter-University Board Meeting (Ref. The Cadet. January 1965 pp.73-79) many Vice-Chancellors recommended that cadets must attend 2 Camps during 3 years' training. It may be stated here that Inter Science students are reluctant to attend Camps, in view of the importance of their University examination. It is submitted that Camp should not be compulsory in the second year of training. In other words, there should be only one camp.

3. NCC Officers should be given clerical assistance, as has been stipulated in the rules.

4. Cadets should not be called out for special parades, when it interferes with lectures in College.
