

REPORT
OF THE
CONFERENCE OF PRINCIPALS

May, 1964

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UNIVERSITY GRANTS COMMISSION
NEW DELHI

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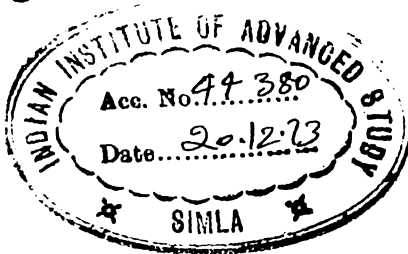
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“... the quality of university education in India will largely depend on the standards maintained by colleges, and unless it is made possible for them to improve their staff equipment, libraries, laboratories and other facilities, no real improvement of university education will be possible.”

—Commission's Report
1962-63

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Preface

About 85% of the total number of university students are enrolled in the affiliated colleges of the universities. These colleges also have on their staff 83% of the university level teachers. One cannot, therefore, escape the conclusion that central to any efforts to maintain and improve standards of higher education in India is the improvement of affiliated colleges. The Commission, within the funds made available to it, accordingly has been assisting the colleges to strengthen their staff, equipment, libraries, laboratories and other facilities.

The resources of the colleges supplemented by grants from the Commission and the State Governments themselves have, no doubt, helped to bring about better conditions of work in the colleges. Our colleges have to become centres where teachers and students engage themselves in pursuit of real excellence. We have to generate and sustain in our universities and colleges a climate of hard, serious and creative work. This, together with the development of a corporate community life of students and teachers, would ultimately determine the academic objectives and creativity of our colleges in the field of higher education in India.

In order to consider some of the problems facing affiliated colleges in regard to their development and progress, the Commission convened in May, 1964 a Conference of principals of colleges.

The present report outlines the deliberations and recommendations of this Conference. The Commission considers them helpful in the formulation of its future policies. It is hoped that the report

would be of interest to everyone who is in some way concerned with higher education in India.

I would like to take this opportunity to thank the principals who helped to make this Conference a success and also the Secretariat of the Commission who made necessary arrangements for organising it.

New Delhi
June, 1964

K. L. JOSHI
Secretary
University Grants Commission

Introduction

A Conference of Principals was convened by the University Grants Commission on May 8 and 9, 1964 to discuss problems relating to collegiate education. Sixty three Principals representing various universities attended this conference. Members of the U.G.C. Committee on Colleges, some members of the Commission, representatives of the Planning Commission and the Ministry of Education also joined the deliberations. The conference was inaugurated by Dr. V.K.R.V. Rao, Member, Planning Commission. Dr. D.S. Kothari, Chairman, University Grants Commission, presided.

The conference divided itself into three committees. The committee under the chairmanship of Shri P.T. Chandi, Principal, St. John's College, Agra dealt with the three-year degree course, problems of admission, wastage and improvement of standards, and the establishment of planning forums. Another committee under the chairmanship of Shri P.K. Bose, Principal, Bangabasi College, Calcutta, considered the welfare programmes for students and teachers sponsored by the U.G.C. The third committee which met under the chairmanship of Shri P.R. Damle, Principal, Nowrosjee Wadia College, Poona, was concerned with the conditions of affiliation and the grant-in-aid rules for colleges. The recommendations of the committees were formally adopted by the conference at its concluding session which was presided over by Dr. G.S. Mahajani, Vice-Chancellor, Udaipur University. This report of the conference gives the Addresses of Dr. V.K.R.V. Rao and Dr. D.S. Kothari, and the reports of the three committees. The conference provided an opportunity for a discussion on an all-India basis of some of the basic problems of collegiate education and the tasks facing our

colleges. It is hoped that the recommendations made and conclusions reached by the conference and its committees will be of interest to all concerned with higher education in India.

Welcome Address

By

SHRI K. L. JOSHI

Secretary, University Grants Commission

On behalf of the University Grants Commission I extend to you all a hearty welcome on this unique occasion. This, I consider a historic day for university education because for the first time, the Principals of colleges who are also representatives of the universities have collected here, in order to discuss problems of mutual interest to themselves and to the U.G.C. And there are representatives here of the Planning Commission and the Ministry of Education. We are going to discuss important problems which have been neglected for years. We may not find an easy solution, but we can say that our hopes and aspirations, which have already been aroused by the various grants released over the last few years by the U.G.C., will have some fruitful end through discussions of this kind.

The role of the U.G.C. in the Third Plan has been more significant than it had been in the Second or in the First. The first two Plans were more or less preparatory, and large funds went to the universities, the postgraduate departments and other activities of universities, because universities were starved of funds for years together. For the first time we started assisting the colleges in the Third Plan in a very modest way, and we want to see that this beginning is further strengthened and developed over remaining two years of the Third Plan, and the Fourth and successive Plans. The U.G.C. has a unique advantage of being a sort of buffer between the universities and colleges on the one hand and the Government on the other; thus the difficulties which the colleges and the universities have with the Government are in a way absorbed by the U.G.C., and the Commission has as good relations with the universities and colleges as with the Planning Commission, the Ministry of Education and the Government machinery. Therefore it serves a very important

role of absorbing all the shocks from the universities and colleges on the one hand and the Government on the other.

In the unpleasant task that the Government has today, in remitting smaller funds to the U.G.C. than the actual requirements of the universities and colleges during the last seven years, it will be appreciated that the U.G.C. has played a role not only as an institution of an autonomous kind, but in fulfilling the more important role of starting a movement for the improvement of education at the highest level, and fulfilling in a large way the hopes and aspirations of our students and teachers over the years. These hopes and aspirations are all moving towards the goal which is set by the U.G.C. of striving for the best and the excellent. Nothing short of the best and nothing short of this pursuit of excellence will be the objective of the U.G.C., and we are glad that all the Principals of the colleges, all the vice-chancellors of universities, all students and university men have appreciated this role of the U.G.C.

During the three Plan periods it will be seen that new horizons have opened out in regard to the problem of university education. Our motto has been to pursue this new idea of not only improving university education, but trying to do as much as we can for the improvement of the conditions of teachers and the colleges—the physical as well as the financial conditions, and here there is a certain identification between the hopes and aspirations of the colleges and the universities and the hopes and aspirations of the U.G.C. and the Planning Commission.

Of the new colleges that have come into existence over the last seven years, there were about 75 colleges per year in the Second Plan; in the Third Plan the number is going up to about 100 colleges per year. The additional number of students is more than a lakh now per year. This was about 70,000 to 80,000 in the Second Plan, and we are adding every year about 6,000 to 7,000 teachers who are a sort of feed-back from the universities, because universities and colleges prepare them and then send them back to teach. This is the biggest single employment sector for postgraduates—7,000 teachers per year, the total strength of teachers in the country being more than 70,000—the single intellectual force which the country can

be proud of. This force can do really miracles, in relation to the economic advancement of the country.

The private colleges and the Government colleges that have been established as affiliated institutions of different universities, have been in a slightly paradoxical position, in the sense that they have been established by the society, and the very society that establishes them starts criticising them and does not, after having established them, do what the colleges expect the society to do. This paradox is one of the problems really, which we have to face, partly in the remaining years of the Third Plan and in the Fourth Plan. I think this paradox is also to be understood in the sense that there is in society, a certain conflict between the orthodox and conservative elements, and the progressive and radical elements. The preservation of values—old values, which are very necessary for all universities, and at the same time new horizons, new ideas, new concepts, the scientific outlook—this task the colleges have to face. When people say that the standards are going down, there are colleges that say that the standards are going up. I feel, and this is my personal opinion and not the opinion of the U.G.C., that over the seven years, the money we have spent on university and college libraries, the money that has gone in the provision of hostel facilities, reading rooms, new 'reading seats' and textbook libraries, improvement of salary scales of teachers, establishment and expansion of laboratories and a number of other facilities that have been provided particularly in the Third Plan, should really raise the standards of university education. When there is public criticism, whether it is from the platform of public meetings or in the legislatures, that standards are going down, I think we should inform them better, because such improvement programmes were never undertaken before, though there is, what they call—an explosion of numbers. But this explosion of numbers has not deterred us from improving the standards at different levels. Our Advanced Centres, our Summer Institutes, our new idea of supplying textbooks—all these are raising standards every year, every month.

Even during the last six months, we have introduced three new schemes. The first is the provision of special hostel type of residence for teachers. The second is that of textbook libraries for

students and expansion of scholarships and fellowships. The third is the Summer Institutes for college teachers in different science subjects and a number of conferences and seminars in which teachers are participating in large numbers.

These new things have come only to improve standards and we are watching like a watch-dog almost, that standards go up, that every rupee that is spent gets its value back to the students, teachers and to the academic world as such.

I think that this problem, therefore, requires further examination and we have to explain it to ourselves ; we have to be self-critical. It is something like the Socratic admonition of 'Know yourself.' It is the same admonition that should goad us to be analytical and critical and plan not only for the remaining two years of the Third Plan but much more for the Fourth Plan and the successive Plans.

I should not stay between you and the distinguished member of the Planning Commission who is going to inaugurate this meeting. But I must say that this historic meeting augurs well due to the presence of the distinguished member of the Planning Commission who will inaugurate this, the presence of our Chairman who has done more than anyone else to strengthen the programmes of university education, and the presence of the distinguished members of the U.G.C. I must say a personal word here. Dr. Rao, the member of the Planning Commission who will inaugurate this conference, had been a principal of a college, had been a Dean and a Vice-Chancellor. His sympathies as a great economist, as a social thinker, and now a planner, are deeply rooted in university education, and the problems of university education, and his sympathies are with the principals of colleges.

I now request Dr. Rao to inaugurate this conference.

Inaugural Address

By

PROFESSOR V. K. R. V. RAO

Member, Planning Commission

I am very grateful to you for having given me this opportunity of associating myself with this first ever conference held in this country of principals of colleges on a representative and all-India basis to consider the problems of collegiate education.

I am very much of a college man myself. I have always regarded myself as a teacher. And my primary, fundamental, emotional identification is with the teaching profession and the principals of colleges, so far as they form a part of the teaching profession and not merely because they are principals of colleges. I think that the most important person whom we sometimes tend to neglect, when we talk of education, is the teacher. Among other things the subject that has always been worrying me a great deal is the subject of college teachers and college education. Soon after I took charge of the subject of education in the Planning Commission about four months back I had several discussions with the educationist-chairman of the U.G.C., Dr. Kothari, on this subject. We both agreed that it would be worthwhile setting up a special committee to examine the entire problems of collegiate education not only in terms of standards of education but also in terms of conditions of service for academic work and the status and position of teachers and principals of colleges. As you know the U.G.C. has taken a decision and has appointed a committee. I think that the appointment of this committee augurs well for the future of collegiate education in this country. Something which needs to be highlighted is that 85% of student enrolment is in colleges and that something like 82% of the university and college teachers are in colleges and yet, in this heirarchical country of ours, when we talk of higher education we automatically think in terms of universities and vice-chancellors. It is

high time that colleges get their due place on the educational map of this country and it is recognized that the university education is mostly imparted in colleges and not directly in the teaching departments of universities. I find that even of the postgraduate students, the colleges are enrolling something like 45% of the M.A. and M.Sc. students in the country. Colleges cannot thus be called as only undergraduate institutions because nearly half the postgraduate students in arts, commerce and science are enrolled in colleges. I find that 15% of Ph. D. students in arts and science are also enrolled in colleges. It is not, therefore, correct to regard colleges merely as undergraduate institutions.

In collegiate education what is most important to remember is the position of the teacher in the academic world. The problem gets more prominence when we remember that colleges account for 85% of the student community for undertaking university education, that something like nearly 50% of the postgraduate students in arts and sciences and commerce are in the colleges, that even as much as 15% of research students also are in colleges. This, I think, is a subject to which some serious attention should be paid. For example, if we look at the salary scales of college teachers including principals and compare them with the salary scales of professors and readers and lecturers in the university teaching departments, you will find a very big difference. I do not understand by what academic logic should a qualified person, who teaches in a college, be paid less and so much less than a person who teaches in a university. I would understand if the difference was on the basis of qualifications, which I suggest should be the only academic principle. The moment a teacher is taken out from the college and put into a university, immediately his market value or his money valuation is doubled. This is happening everywhere. How on earth can we keep up the morale of about 80% of all those teachers who are responsible for our higher education. I would like to place before you this suggestion that, in the academic world, we should recognize qualifications, academic equipment and academic work as the criterion for the fixation of salaries rather than the position a person occupies in the hierarchy as between university and college. It is high time that those, who are responsible for university education in this country, took a serious note of the fact that the differentiation

that exists between scales of pay, conditions of service, security of service, hours of work, facilities available for reading by way of books and journals, facilities available by way of research in terms of large library equipment, facilities available by way of going to conferences, learned bodies, facilities by way of obtaining study leave and such other leave, for the two classes of teachers, who have the same qualifications, who are engaged in the same task should not be permitted to continue. How do we expect a good academic man to work in a college teaching undergraduates? Teaching undergraduates can be a very exciting and fruitful affair, and if a person is well qualified and wants to teach undergraduates he finds himself handicapped by the lower salary, lower status, longer hours of work, less facilities for keeping up his academic well-being. This is something which needs to be looked into and I hope it will be looked into not only by this conference but also by the College Committee that has been appointed by the University Grants Commission. I hope that, in the course of the next two Five Year Plans, at any rate, we shall see that the tendency towards this widening distinction between college teachers and university teachers is diminished. In the last analysis, academic standards depend on the teacher. Many good people are going away from the colleges to the university teaching departments. If this drain continues it will not be possible for us to raise the standards, or to get full value out of the enormous expenditure we are incurring on university education in this country.

The other important problem that faces is that of many lakhs of students getting enrolled in higher education. On the basis of past trends, about 10% increase every year, we are going to add about a lakh of students in the first year of the Fourth Plan—these numbers will increase during the subsequent years of the Plan. I am told that we must have these large number of students, because the Lord Robbin's Report of the U.K. has suggested that, even in a country like England, 10% of the student population must go to the universities. It is high time that, when we start instituting comparisons, as every scientist knows, the comparisons are made on the basis of common assumptions and common postulates. We cannot compare something taken from one place with something taken from another place without examining how far the comparability is on the basis of common assumptions. If we want to compare, we should compare

the industrialized and the urbanised part of India with the Western countries. I think the rural population of England is about 8%, about 4 to 5% of the people there are working in agriculture, may be even 10%. About 90% of the English people live in urban areas. And those who follow agriculture in England and rural occupations and small arts and crafts, small trade etc. are in very small proportion. In India, as you know, more than 80% of the people live in rural areas and less than 20% of the people live in urban areas. What is the good of taking the entire 450 million people of India and saying that only so many per thousand in India are getting higher education. Why are we behind the U.K.? I am sure the answer does not lie in the small enrolment of college students. There are many reasons why we are behind the U.K. It is high time all of us in the academic field started asking ourselves this question. The percentage of failures in the year 1962 was, in the case of B.A. 54%, B.Sc. 54% and B. Com. 52%. Then, of those who pass, 70% in B.A., 42.5% in B.Sc. and 77% in B.Com get a third class. If education is an investment, and we are told now by UNESCO and following UNESCO, all the educationists in the world, that education is an investment, we have to think of the colossal wastage. What kind of investment would it be, where half the products are rejects, you throw them out, because they fail, and of the output that you actually produce, in the case of arts, commerce and science, about three-fourths are of poor quality. It is high time we did not merely put this question in general terms but ask this question in detailed terms, state by state and college by college, because each college student costs the state a considerable amount of money. These are the facts. I think college principals alone can give the lead in the matter. I think it is important that the principals of colleges should undertake a big education campaign to show the importance of consolidation and quality. I am not saying that there should be no increases in college students. Till we solve this problem of 50% failures and over 70% third classes, consolidation and improvement in colleges has got to be an essential condition for educational expansion. Let us inquire whether we require a B.A. to do the kind of work which a B.A. is employed for? It is very important to find out what is the functional utilisation we are making of the education on which we invest, as far as this large number of college students are concerned. I would like to suggest that, by and large, our emphasis in the Fourth Plan,

as far as higher education is concerned, should be much more on consolidation, improvement of quality, increase of the science element in teaching and a very considerable strengthening and upgrading of teaching as such, rather than merely increasing, in an indefinite and an automatic kind of way, a lakh or more students every year, of whom 50,000 are going to fail and about 35,000 are going to get a third class. If we put it in that way, all thinking men will take a second look before advocating the expenditure of public funds on an indefinite and automatic expansion of college enrolment.

The problems of improvement before us are so immense. Teachers have no rooms in their colleges for reading and thinking. A large number of lecturers live in such surroundings where they do not get any place where they can sit and read. They do not have libraries. If they want to meet students where will they meet them? Have we any idea as to how teachers live? How do we expect to raise standards? I suggest that before we introduce tutorials and preceptorials we should be in a position to provide accommodation to teachers to meet students in the college. If we want to raise standards everywhere then it is important that sufficient facilities are provided for libraries and journals. Journals are extremely important. They are the most important contributors to knowledge and maintenance of standards. It is very important to find out through a questionnaire what are the journals the different colleges are getting from different countries continuously and regularly and what arrangements are they making to keep them bound and available for reference in their colleges. The question of standards in my opinion is something which is extremely important.

We have to see that quality is raised in as many places as possible. It is good that advanced centres of study have been started. I hope that these centres will not be ivory towers being out of touch with the college teachers, for whom I hope they will do something by way of enhancing their knowledge, adding to their equipment and stimulating their intellectual activities.

There is no doubt, that giving grants for libraries, laboratories, equipment etc., has had some impact on improving standards in the

colleges but it is important that we must do something much more in this matter. There is need for a thorough inquiry into the existing conditions of colleges and conditions of college affiliation. In many places the conditions of affiliation require very much to be looked into. The conditions of affiliation must be quite strict. If good education is to be given, if new colleges are to be added, and then if all this extra population has got to be provided for by establishing new colleges, then we have to insist that the conditions of affiliation regarding buildings, libraries, laboratories, conditions of service and security of service of teachers are spelt out in detail. These conditions should also be enforced all over the country.

I am absolutely convinced that unless the college teachers, specially in the honours classes, pay personal attention to the students there can be no rise in standards. And this involves, as I already told you, accommodation, physical accommodation—cubicles for teachers. It has been suggested that we must have 25% of the marks assigned to college examinations and so on. This means that there should be periodic tests, at least fortnightly tests. It is going to involve a large amount of labour. Now the correcting of that cannot be done entirely by fellows. Lecturers and professors also have to do some correction work. I would suggest that if we pay people for examining examination scripts, we should also make some payment for correction of the scripts if the tutorials and college assessment forms a part of the university examinations.

Planning Commission is very anxious to involve the intellectuals in India as much as possible into the debate on the details of planning. For this purpose planning forums have been set up in colleges. We want the planning forums to function in such a way that both students and teachers get involved in the subject of planning relating to economic, social, educational, scientific and industrial development. We have 12 lakhs of students in colleges and universities with over 60 thousand teachers scattered all over the country, and they form our intellectual wealth. I would request the principals of colleges to take a personal interest in the planning forums. I should like the principals themselves to take charge of the planning forums in their colleges, and whatever assistance they want, the Planning Commission is prepared to give. It will be a

very good thing if the U.G.C. also gives assistance in a big kind of way for planning forums.

Another problem which is important relates to the subject of finances and difficulties of allocation of resources. I find that the 'grants-in-aid' codes differ from state to state. There is a great deal of difference between what is approved expenditure and what is approved income. This is a subject on which it would be worthwhile for the principals of colleges here to do some thinking and to say as to how to calculate the deficit. If this can be done it would go a long way to meet the problem of the colleges, especially if the U.G.C. scales of pay and academic expenditure are treated as approved expenditure.

I am very anxious to see that collegiate education figures as a distinct item in the Fourth Plan as far as educational development is concerned. There should be a specific provision for collegiate education so that it should be possible to pay special attention to their long neglected requirements.

The other problem relates to matching grants for colleges. It is understood that quite a few states have already agreed to take the responsibility of giving the matching grants once the U.G.C. grants are over. This has to be done on an all India scale. The Planning Commission will support and reinforce the U.G.C. in trying to bring moral pressure on the State Governments and see that, to the best extent possible, the States are prepared to undertake the responsibility for making their matching contributions.

One last word. Taking advantage of the generosity of the Chairman and his complete identification with the teaching profession, I would suggest that it may not be a bad idea to have a college principal as a member of the U.G.C. I do not know if the Act needs to be amended for this purpose, but some thing must be done. In view of the fact that colleges represent about 80% of the university population, 50% of the postgraduate population, and in view of the fact that Vice-Chancellors cannot be expected to take quite the same detailed personal participation in the colleges as they do in the teaching departments, I think it would be useful to have at least

one college voice specifically—a college voice raised in the councils of the U.G.C. If this is done, I am sure it will be of very good practical value in seeing that whatever resolutions are passed regarding academic standards, whatever discussions take place, these do not just melt and get forgotten, but get repeated again and again in the places that matter, so that action follows resolution.

Ladies and gentlemen, I am very grateful to you for the very patient hearing that you have given me. I am also grateful to the Chairman for the courtesy that he has extended to me and indeed for his affection in asking me to come and inaugurate the Conference. He knows very well how much interested I am in the teaching profession and the teaching profession means—of course a very large chunk of it—the college teaching profession. I do hope and pray that this conference will be really a land-mark in the history of university education and college education in this country and, flowing out of this conference, there will be released new forces and new ideas the result of which would be the raising of standards of collegiate education and the increasing of dignity, self-respect and academic qualities of the college teaching profession.

Address

BY

PROFESSOR D. S. KOTHARI

Chairman, University Grants Commission

We are grateful to Dr. Rao for the inspiring address he has given us. I am grateful to the principals of colleges and other participants for their presence here. If we are to profitably discuss our educational problems we can do so only jointly, that is, with the principals, University Grants Commission and others concerned with this great and challenging task. The response to this conference has been most encouraging and we look forward to valuable discussions here. Personally I look forward to learning and profiting from the principals and others about many of our educational problems.

Dr. Rao gave us a stimulating address, and I am placed, as it were, in an awkward position to say anything after what he has said, essentially because he has said what you and I were going to say. He has said what we all feel we should say to the operatives whatever they may be, the Government, the Planning Commission and so on. It will be a propitious thing, a fortunate thing if this identity of views between ourselves and the distinguished Member of the Planning Commission brings fruitful results.

I am reminded of the opening paragraph of the chapter on Education of the *Third Five-Year Plan*. The chapter starts with these words: "Education is the most important single factor in achieving rapid economic development and technological progress, and in creating a social order, founded on the values of freedom, social justice and equal opportunity. It is one of the major aims of the Third Plan, to expand and intensify the educational effort and to bring every home within its fold, so that from now on, in all branches of national life, education becomes the focal point of planned development".

Our submission to the Government and to the Planning Commission, whether from the U.G.C. or from the universities and colleges, is that if you want to expand education, please give us adequate tools and resources. The universities, colleges and the U.G.C. do not determine wholly the policies regarding expansion, which must be essentially determined by the Government and the Planning Commission. It is for them to decide these in relation to the total requirements of national needs, in relation to the plans for industrialisation, agricultural development and so on. During the last few years, expansion has been taking place at the huge rate of 10 per cent per year, but once they decide upon a certain expansion, and say that the major aim of the Third Plan is to expand and intensify education, then we respectfully submit that they should also give us the tools adequate for the task they expect us to do.

At this stage, I am also reminded of another quotation which reads like this: "We have always told one another, sometimes with an all-too-shallow piety, that education is a vital element in the strength of our society. The times have grimly underscored the correctness of this view. But it is no longer sufficient to repeat this as an incantation. We must recognize that in many areas our educational facilities are poor, and our educational effort is slovenly." This is not a quotation from the report of the Planning Commission, neither is it from the U.G.C. report; it is an extract taken from the 'Rockefeller Report' entitled *The Pursuit of Excellence, Education and the Future of America*. So even there, this is a big problem. Everybody says that education is vitally important for the country, from the Government down to the educationist. However, when it comes to providing the necessary resources some people hold one view, other people say something else, and so on.

This is recognized everywhere, and it has been put rather forcefully in another famous report issued recently by the Advisory Committee to the President of the United States. The chairman of the committee was one of the most distinguished scientists and educationist of the United States presently head of the U.S. Atomic Energy Commission—Professor Glen Seaborg. This report says: "Both basic research and graduate education must be supported in terms of the welfare of the society as a whole. It is in this large sense that the role of the

Federal Government of the U.S. is inevitably central. The truth is as simple as it is important. Whether the quantity and quality of basic research and graduate education in the United States will be adequate or inadequate depends primarily upon the Government of the United States. From this responsibility the Federal Government has no escape. Either it will find the policies—and the resources which permit our universities to flourish, and their duties to be adequately discharged, or no one will.” These are very wise and powerful words, and they apply to us no less ; if anything they apply to us with still greater emphasis. The point is that modern education is becoming expensive ; and because of the expansion of knowledge, it is becoming increasingly expensive everyday and can no longer be left to private initiative, or to the resources of any other agency except the Government.

When we come to questions like salaries what is the real difficulty? The real difficulty is that private colleges are not able to find the necessary share that is expected of them to meet the rising cost of salaries, of science laboratories and so on. I would say that there should be no large gap—if there is to be any, at all, between the salary scales in the colleges and those in the universities. Every effort must be made to bridge the gap between the university and college salaries and we must aim to have this gap reduced to almost nothing. We must also bridge the gap between the school teachers and the college teachers because education is a continuing process. We cannot have strong universities and strong colleges if secondary schools are poor. And we cannot have good secondary schools, if the salary given to the secondary school teacher is entirely out of proportion to the salary given to the college or university teacher. The main point is that in the whole teaching profession we ought to have this gap between the various hierarchies reduced to the very minimum.

But how can this be achieved? Now there may be various ways of achieving it but it seems to some of us, that perhaps the only practical way of achieving this is for the State to take the responsibility of meeting the entire expenditure so far as the salaries of the teachers are concerned, no matter whether the teacher is in a private college, university or a Government college. Let the State say that

the salary of a teacher will be met entirely by the State ; if that is done then, whatever they recommend will become a reality, otherwise our recommendations will remain more or less as recommendations.

We should also pay some attention or rather a good deal of attention to the students. In fact, in whatever we do, the students should really be at the centre of our attention, and we must also have the participation of students, not only in academic work but also in other work and to the extent possible in the formulation of plans etc. One or two things I want to say. We are planning, provided we get the funds, to go in on a reasonably big scale for providing 'student homes' and 'reading seats' for students. One of the main reasons why we have such large failures in examinations is that our students, do not have even a corner in their homes not to speak of an entire room for themselves, for quiet study and contemplation. This is a fact of life in our country. Therefore, it is necessary for us to provide for our students, outside college hours, some place in the libraries or in the hostels, where they can have a table and a chair, where they can have the facilities of certain essential books so that they can devote their time to study. In some places where this has been actually tried, for example in Calcutta and one or two other places, it has been an encouraging experience ; the students study so devotedly, so attentively, so effectively in these 'student homes' that some of us who have visited these places have felt most encouraged about this. We hope it will be possible to do this on a big scale. The idea is, if adequate funds are provided, we should provide such 'homes' during the Fourth Plan for about 25 per cent of our student population.

Then again, we must have staff quarters in many places; we cannot attract and retain in service competent teachers whether in a college or university, unless we provide them with reasonable residential accomodation. About this also we have already started some projects and this applies to the universities as well as the colleges and let us hope in the Fourth Plan this may come up for a further discussion. I am only putting forward a view, that as a minimum for the Fourth Plan the target should be to provide residential accomodation for at least 25 per cent of the teachers on

Then again, the essential thing we ought to provide for our students and teachers is some sort of a health service. It is not enough for us merely to tell a student after medical examination that he is suffering from this and that; he must be given facilities for treatment. In most places, for a large majority of the students, such facilities at present are not available. In fact, and we are looking into this, we hope that it will become possible to have some sort of contributory health scheme whereby the teachers and students would receive the benefit of adequate health services.

In conclusion I only want to say that if we have to progress—and progress indeed we must—then we have to progress in education as well because education is in a very important sense the foundation of progress in many other fields—industry, agriculture, and even in things spiritual. If we want to progress we must change, and make changes. The moment we are making some changes stresses are introduced in the system. Changes are taking place all the time. This brings out, therefore, a great need for cooperation; such progress can only be possible whether in society or in civilization at large, through cooperation. The measure of progress is the measure of cooperation, and hence we are most keen that we generate more and more of cooperation between the various elements of this educational system which extends from the student at one end to the Planning Commission at the other. Only with this cooperation we shall be able to meet many of these challenging problems in a really satisfactory way.

Why must we expand education? We must expand education because we want more manpower to meet various needs. But the moment we extend education, quality will go down, as Prof. Rao said, unless we provide facilities in the shape of libraries, science laboratories, and above all teachers in adequate numbers. But this needs money. All these complicated problems can be adequately dealt with only if there is understanding and real friendliness and cooperation between the various elements in this gigantic system. And the students are, if anything, more important than any other element in this system.

We must be ready for innovation and experimentation; in fact

we must encourage them at present. Our educational system has many other defects; it suffers much from rigidity; stagnation, equilibrium and rigidity go together; progress and change go with flexibility, innovation and experimentation. We must be ready to make changes, and if we want to make changes, if we want to experiment we cannot have rigidity or uniformity in many of the things. There must be variation. We must, however, all share in one thing, that is the march towards progress. There should be an identity of goals. We are all moving towards improving our education, and we desperately need to do so. Knowledge is now doubling every 7-10 years. Research and new discoveries are taking place at a rate which translated in terms of results, whether those results be in the field of pure science or in the field of industrial science or applied science, indicate that the doubling is taking place in a period of 7-10 years. So, this knowledge-gap, separating us from advanced countries is expanding at a big pace. If we have to reduce this gap, if we have to bridge this, we shall have to make a gigantic effort to intensify our education, specially in the sense of raising its quality. Again, we can only do this if every institution has this goal of improvement. The goal is the same. Different institutions in their very nature happen to be at different stages of improvement and, therefore, we must not try to bring every institution, as it were, to the same level but must, if some institutions are ahead of others, feel proud and happy about them; proud because they also are part of our country, happy because if an institution is ahead of my institution today, then I can also make my institution better tomorrow. This again demands a spirit of real cooperation.

So let me conclude by saying that we are most grateful to you all and to Prof. Rao, for having come here and participated in this common venture. We all have to stand together and join together, that is, we teachers, the students and the Member of the Planning Commission. We all have to work together with understanding to realise our goal, and we are so happy to realise this morning that what Prof. Rao said so vividly, and in such a stimulating and provoking way, was an expression of our own feelings. It is, therefore, fortunate that our views find in such vivid expression in the words of a Member of the Planning Commission; this is a good thing for our country. In the end let me thank you again for your presence here.

Vote of Thanks

By

DR. P. J. PHILIP

Joint Secretary, University Grants Commission

I believe it will be admitted by all of us that this conference, which is now coming to an end, has been a memorable experience, for more reasons than one. It has been memorable because for the first time Principals of colleges in different parts of India were able to come together to exchange ideas on vital issues and problems in the field of collegiate education. It has been memorable also in so far as during these days we were able to discover among ourselves a oneness or identity of approach and concern for the well-being of higher education in our country. As you know, the U.G.C. has been set up for purpose of bringing about a qualitative improvement of teaching, research and examinations in the universities and colleges. It is, however, quite clear that the Commission can fulfil this onerous responsibility only as a friend and ally of these institutions. It is also quite apparent that the standards of higher education in India cannot be maintained and strengthened without a personal involvement on the part of each one of us in this high endeavour. The deliberations of this context have testified in clear terms to the fact that such a personal contact and involvement exist. This certainly augurs well for the future.

I must say how glad and grateful we are that you could be with us during these days. All of you are very busy and important people and many of you have come here at considerable inconvenience. We want to assure you of our deep and sincere appreciation of your participation in this conference. Our special thanks are due to the Chairmen of the three committees whose reports have been accepted by the Conference and to the Chairman of this meeting, Dr. G.S. Mahajani. We now bid good-bye to you as friends and partners in this great adventure and task before us. We should

continue to think together, plan together and work together.

We are most grateful to Dr. V.K.R.V. Rao for inaugurating the conference. As a former teacher, a reputed scholar, a well known administrator and now Member of the Planning Commission for Education and Economic Development, this conference could not have had a more suitable person to inaugurate it. We are much indebted to him for the great interest he is taking in the problems of university education, particularly collegiate education, and for the many sound and valuable suggestions he made for our consideration in the eloquent address he gave us.

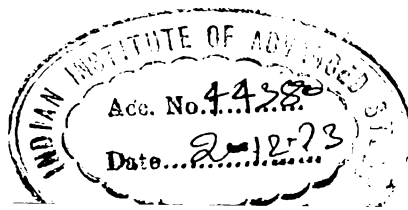
To Dr. Kothari our indebtedness cannot be adequately expressed. I know that he wishes to be considered as one of us. However, I shall be failing in my duty if I do not mention on this occasion that this conference owes much to him. We who are on the staff of the U.G.C. consider it a great privilege to work under Dr. Kothari's leadership. It is certainly the good fortune of our universities and colleges that such a distinguished academician is Chairman of the Commission. As always, we have in this conference also received from him intellectual refreshment of a high quality and may I say on your behalf and on my own how grateful we are to him for it.

We are very happy that some members of the University Grants Commission could attend this conference, Pandit Kunzru on the first day and Dr. A.C. Joshi, Vice-Chancellor, Panjab University today. We are grateful to Dr. Joshi for the wise words he has spoken to us. His presence has considerably encouraged us in our work. We are also glad that our friends in the Ministry of Education and in the Planning Commission could be with us during these days. Their participation in the conference indicates how deeply interested they are in the activities of the universities and colleges and the generous support and cooperation the programmes of the U.G.C. has always received from them. We also appreciate the interest taken by Dr. Reddick, Director of the U.S. Educational Foundation and by our consultants, Prof. Hans Simons and Prof. Kholodilin in this Conference.

I am particularly happy that our conference has had the help

and guidance of our Secretary, Shri K.L. Joshi. He has given much of his valuable time to its planning and organisation. I take this opportunity to thank him for the substantial contribution he has made to the success of this conference.

A conference of this dimension and importance could not have been organised efficiently without willing hands being ready to do so. These hands belong to my able colleagues, particularly to Dr. R.C. Gupta who has been specially responsible for its management. He has been well assisted by Shri R.K. Chhabra, Shri Y.D. Sharma and other officers. We in the Commission work as a team and I am sure all my colleagues do not wish me to mention their names.



Recommendations of the Committee on Improvement of Collegiate Education

The Committee on Improvement of Collegiate Education met under the chairmanship of Shri P.T. Chandi, Principal, St. John's College, Agra and considered the following items:

- (i) implementation of the three-year degree course scheme,
- (ii) problems of admission, wastage and improvement of standards, and
- (iii) the participation of universities and colleges in the planning and execution of development programmes.

(i) and (ii) *The Three-Year Degree Course and Problems of Admission, Wastage and Improvement of Standards*

The committee first considered the question of the three-year pattern of undergraduate education in the universities. It was noted that all universities in India, except the State universities in U.P. and the Bombay University, have adopted the three-year degree pattern. It was, therefore, not considered necessary to examine *de novo* the suitability of the three-year degree course system of undergraduate education and it was agreed that the committee should confine itself to the examination of ways in which efficiency of the course could be raised to a higher level to make it a more successful academic project. There was general concurrence in the committee that the first degree should be awarded after a 15-year period of study, the first 12 years being split up in a way convenient to each university and the remaining three years constituting the first degree course. The committee was also of the view that the product coming out of the present pre-university course did not have effective or sufficient training to make the pre-university course as a take-off point nor was it a terminal course by itself. It was felt that the pre-university course wherever it was to be retained should

extend over two years after the 10-year high school examination. These two years could be provided in the high school as a part of school education or separately in a college providing for a self-contained course, by itself leading the students not only to courses in humanities and sciences but also professional courses. The pattern being adopted in Kerala University was cited in this connection.

Among the advantages accruing from this arrangement of a two-year pre-university course before the three-year degree course was mentioned the possibility of diverting a number of students who are unsuited for university education, instituting vocational courses to provide for training in various technical areas, and bringing into the universities only adequately qualified students. The two-year pre-university course would particularly be useful for strengthening the knowledge of the students in English and such other basic subjects in the three-year degree course.

The committee then took up for consideration the problem of admission to undergraduate courses and the age of admission for this purpose. It was generally agreed that it would be desirable to admit only such students as have obtained a certain maturity and admission could be regulated from the very beginning by admitting to the school boys and girls who are at least 5 years old. If this condition is taken care of no further restriction would be necessary in regard to the age of admission of students at a later stage. There was some discussion on the question of selective admission to the undergraduate courses. It was realised that this was a complex matter in the situation prevailing in our country. It would be difficult to refuse admission to those who have satisfied the condition of passing the high school or higher secondary examination. It was, however, recognized that the problem of standards in the universities and colleges could not be tackled successfully unless admission was limited to students who were considered fit for higher education. The enormous wastage at present sustained by the universities at the undergraduate examination was referred to as a clear indication of the fact that about 50 per cent of the students did not possess the intellectual equipment for university courses. There was also the ancillary wastage involved in the production of graduates who could

not be appropriately employed.

While it was not quite clear as to how admissions should be curtailed, it was agreed that ways and methods could be found for reducing numbers. One solution which was put forward in this connection was that more stringent conditions of affiliation of colleges than those obtaining at present should be laid down and enforced as in the Madras University, thus limiting the number of seats available for unrestricted admissions.

Another suggestion made was that we could have two kinds of undergraduate courses—pass and honours; the pass course being of a general type, admission conditions in respect of which need not be as rigorous as in the case of honours courses which would be more specialised courses preparing students for postgraduate work. Those universities which have given up honours courses may reconsider their revival.

The committee then considered the question of reorganisation of the undergraduate courses of study in relation to such subjects as the place of tutorials, methods of evaluation and content of courses. It was generally agreed that the present syllabi in the universities stood in need of reform, not only in respect of the academic objectives to be realised at the undergraduate level (which has a direct bearing on the competence and quality of the graduates produced) but also in regard to the place assigned to the study of languages. It was noted that the present system gives much importance to the study of languages at the expense of the time devoted to different optional subjects. The committee was of the view that at the level of the three-year degree course it is perhaps not essential to stress the study of the regional language and of English literature. It was however, recognised that in so far as English is a powerful tool for enabling the students to acquaint themselves with international scholarship in different areas of study, the teaching of English as a functional language will have to be continued. The work being done at the Central Institute of English, Hyderabad, to evolve courses in the teaching of English as a language or a tool of knowledge was commended for consideration by the universities and colleges. Such a course should have as its main objective the deve-

lopment of the capacity of the students to comprehend the contents of books in English rather than command of expression in literary English.

The committee also examined the question whether the three-year degree course should be directed to generalised education or to greater specialisation in selected subjects. The committee thought that with the reduction in the time allotted for the study of languages, it would be possible to raise the standard of specialisation in the various major subjects, though the pass course had to be differentiated from the honours course which aimed at intensive study in defined areas leading to postgraduate work.

The committee next considered the question of improving the examination system. It was felt that unless radical changes were made in the existing system, improvement of academic standards could not be achieved. It is well known that the present system of evaluation in the universities tested more the students' power of memory than their knowledge or quality of intellect. It was also associated with the wide use of cram books, bazar notes etc., which in recent years have flooded university markets. In this connection special mention was made of the necessity of introducing techniques of internal assessment of class work done by students, modifying the form in which questions are at present put in the examinations, etc. In regard to internal assessment, it was noted that it has a close relation to writing work done by students in tutorials. The present arrangements in the universities for tutorial work are unsatisfactory as it is generally assigned to junior and inexperienced teachers often known as tutors and senior teachers seldom participate in it. The tutorial system cannot succeed unless the senior teachers took a greater interest in this work and even if the services of junior teachers and highly qualified postgraduate and research students could be obtained for this purpose, the main responsibility for its success should be placed on the shoulders of the senior teachers under whose guidance the junior teachers should conduct tutorials. It was found that even if the present teaching done through lectures could be distributed between tutorials and lecture classes, there would still be some need for additional teachers and in this connection as well as for additional accommodation, financial

assistance preferably from the Centre, should be made available. Unless this is done, tutorials are likely to remain in the realm of aspiration and not actually put into practice in the proper way. Since apathy on the part of the students was an important cause of wastage at the undergraduate level, measures have also to be taken to ensure that attendance at tutorial classes and execution of assignments by students were insisted upon.

The committee also took up for consideration the question of general education, which, it was felt, has not been properly understood. It should be emphasised that general education stands more for an approach than content. It has to be borne in mind that general education should not be treated as a separate subject divorced from the subjects which are being taught. One of the major drawbacks or causes for failure of general education programmes is the lack of suitable reading material. If proper reading material is made available and if each teacher were to introduce the necessary approach in the teaching of his own subject, the cause of general education would be better served. Steps will have to be taken by the universities to give the correct orientation to this concept and reorganise courses of study at the undergraduate level, so that the objectives of general education would be served.

(iii) Participation of Universities and Colleges in the Planning and Execution of Development Programmes

The committee welcomed the setting up of planning forums with a view to involving the intelligentsia in the country in the universities in planning, discussion and implementation of national plans with specific reference to the local problems. These forums would help to keep alive the enthusiasm and inculcate in the students the concept and importance of planning. The committee suggested that the Planning Commission and the University Grants Commission may suggest concrete programmes to be taken up by the colleges.

Recommendations of the Committee on Welfare Programmes for Students and Teachers

The Committee on Welfare Programmes for Students and Teachers, under the chairmanship of Sri P.K. Bose, Principal, Bangabasi College, Calcutta considered the welfare programmes for students and teachers.

STUDENTS WELFARE

1. *Hostels*

The committee noted the steps taken by the University Grants Commission to provide adequate hostel accommodation to students in order that they may have opportunities for calm and quiet study. The following suggestions were made for improving the present facilities:

- (i) It was pointed out that the Commission shared the approved cost of construction on the basis of 50 : 50 in the case of men's hostels and 75 : 25 in the case of women's hostels. One reason why the colleges had not been able to take advantage of the scheme was that they found it difficult to provide the matching share. It was suggested that if the matching share could not be dispensed with, it should be reduced to a nominal sum.
- (ii) With the present high cost of living, the normal expenditure in hostels has gone beyond the capacity of a majority of students. It is recommended that the University Grants Commission should provide suitable grants to reduce the expenditure to a reasonable proportion.
- (iii) A beginning should be made in providing subsidised meals to students.

- (iv) Under the present conditions, it seems difficult to provide hostel accomodation to a majority of students. Steps should therefore be taken to look after the welfare of students who have to reside in private lodges. Both the hostels and the lodges should be managed better.
- (v) A suggestion was put forward that students residing in hostels should be encouraged to do some work in the college/hostel and earn in order to meet a part of their expenses. While appreciating the dignity and value of labour, some participants felt that there might be practical difficulties in implementation of a scheme of this kind.
- (vi) In allocating grants for the construction of hostels, preference should be given to those colleges which do not have any hostel accommodation, especially those colleges which are located in places where even private lodges are not available. Preference should also be given for girls' hostels in colleges which have co-education.
- (vii) The committee welcomes the norms and specifications laid down by the University Grants Commission for provision of cheaper hostel buildings based on considerations of economy, utility and convenience.

2. *Non-Resident Students Centres*

The committee feels that the scheme of non-resident students centres is very useful and needs further expansion on the lines indicated below:

- (i) The plinth area laid down by the Commission for the construction of a non-resident students centre *i.e.* 2,000 sq. ft. is inadequate. The area should vary from 2,000 to 5,000 sq. ft. depending on the number of students in a college.
- (ii) Grants should be made available not only for the construc-

tion of non-resident students centres but also for providing adequate furniture and equipment.

- (iii) Provision should be made for a common room in the centre where day scholars might take their food brought from home. A general common room should also be made available with assistance from the U.G.C.
- (iv) As the main purpose of the Centre is to provide facilities to day scholars for quiet study, it would be desirable to attach a textbook library to the Centre.
- (v) It was noted that the Commission had provided assistance for setting up students homes in some selected centres. This facility should be extended to the non-resident students centres also. More day students homes should be provided by the U.G.C. to meet the needs of growing numbers of students.
- (vi) The ceiling of Rs. 35,000 (NR) laid down by the Commission for setting up non-resident students centres should be proportionately revised. The overall ceiling of Rs. 1.5 lakh should also be revised.

3. *Hobby Workshops*

The committee reiterates the recommendation made earlier that the system of matching grants should be suitably modified, especially in relation to programmes of student welfare.

4. *Students Aid Fund*

A point was raised that the constitution drawn up by the U.G.C. for the Students Aid Fund Committee amounted to interference with the administration of the college. It was clarified that the Principal of the college had full authority to constitute the committee and the only condition laid down by the Commission was that students should be adequately represented on it. It was agreed that the ceiling laid down by the Commission in respect of both basic as

well as incentive grants should be raised, keeping in view the needs of the students. The Commission may also consider raising the maximum limit in the case of colleges with large enrolment. Attempts should also be made to ensure that grants under the scheme are paid in time.

5. *Water Cooler*

As a water cooler is a basic amenity for colleges, the committee recommends that the entire cost on this account should be met by the Commission.

6. *Physical Education*

The committee noted that at present grants for sports and games and physical education were the concern of the Ministry of Education. It feels that the development of physical education is a matter of great importance. The committee recommends that the U.G.C. should assist every college in having a gymnasium and a good playground and adequate facilities for games and sports.

7. *Medical Aid*

It was noted that while some colleges had facilities for the medical check up of students, most of them did not have any provision for medical aid. The committee recommends to the University Grants Commission to provide assistance for the establishment of a medical unit in a college or a group of colleges, consisting of 1,000 students, and to contribute towards the maintenance of the unit.

8. *Educational Tours*

It was felt that the organisation of educational tours under the guidance of teachers would do much to widen the interests of students. The committee therefore requests the U.G.C. to assist the conduct of educational tours by students.

9. *Guidance Bureau*

It was suggested that the Commission should assist colleges towards the setting up of guidance bureaus whose function would be to help students in selecting their future careers.

10. *Auditorium-cum-Examination Hall*

It was pointed out that the colleges had to face serious difficulties in conducting university examinations and owing to lack of space, the examinations dislocated the normal work of colleges. It would be desirable to construct auditoriums which could be used for recreational purposes as well as for examinations.

11. *Information*

It was felt that many colleges did not have a clear and comprehensive idea of the schemes under which assistance was available from the Commission. The committee requests the University Grants Commission to make available to the colleges direct a brochure outlining the activities of the U.G.C. and the facilities that are available under the various schemes.

12. *Enquiry Committee*

The committee recommends to the University Grants Commission to set up an Enquiry Committee for examining various aspects of student welfare programmes and also for eliciting the opinion of students regarding the operation of welfare projects.

TEACHERS WELFARE

1. *Revision of Salary Scales*

The committee feels that there is an urgent need to bridge the existing gap between the scales of pay of teachers in affiliated colleges and those obtaining in the university departments. Affiliated colleges are doing postgraduate teaching as well as research work like the universities. In this connection it is noteworthy that a large

number of colleges have not been able to introduce the Second Plan scales of pay prescribed by the U.G.C. owing to limitations of financial resources. The committee feels that it is not desirable to make a distinction between postgraduate and undergraduate colleges in regard to the pay scales of teachers. The committee recommends that in order to attract and retain the services of well qualified teachers in colleges, the scales of pay in the universities and colleges should be the same as are in operation in the universities and colleges for which the U.G.C. has a direct responsibility. The committee recommends that the qualifications of teachers in colleges should be comparable to those of teachers in the universities. The committee feels that in the interests of students and teachers, in general, teachers of affiliated colleges may be associated with postgraduate teaching in the university, wherever possible.

2. Provident-Fund (or Pension)-gum-Gratuity Scheme

The committee endorses and welcomes the recommendations made by the committee appointed by the U.G.C. for considering the relative merits of a General Provident Fund-gum-Pension-gum-Gratuity Scheme and a Contributory Provident Fund Scheme. It recommends that the age of retirement of college teachers should be at least 62 years with provision for extension upto the age of 65 years.

3. Staff Quarters

A point was raised whether the scales of accommodation suggested by the Commission for different categories of teachers would not create class distinctions in the universities and colleges. It was clarified that the scheme of providing teachers' hostels was not a substitute for staff quarters. It was agreed that colleges which did not have either staff quarters or teachers' hostels should be given preference in the allocation of grants for the purpose. It was also felt that the present provision of accommodation prescribed by the U.G.C. for the teachers' hostel was not adequate and should be reviewed.

4. *Travel Grants*

The committee welcomes the assistance offered by the Commission for awarding travel grants to teachers and scholars. It feels that a clarification to the effect that the travel grants are meant for teachers of universities as well as of affiliated colleges should be made. The committee recommends that teachers and principals who wish to participate in all India conferences, seminars and meetings of academic bodies etc., should be granted special leave for the purpose. The facilities made available by the University Grants Commission for exchange of teachers for short periods should be extended to teachers of affiliated colleges also. Assistance should be provided to colleges for sending their Principals and teachers abroad in order that they may see the working of educational institutions in other countries. Facilities should also be made available to them for visiting educational institutions in the country.

5. *Utilisation of Services of Retired Teachers*

The committee welcomes the scheme of the commission for assisting outstanding teachers for carrying teaching and research activities after their superannuation. This is particularly welcome in view of the fact that there is a great shortage of qualified teachers in the country.

6. *Grants to Teachers for Research Work*

The committee notes with satisfaction that the University Grants Commission has already instituted a scheme to assist teachers of universities and affiliated colleges in the pursuit of their research work and has provided financial assistance to the extent of Rs. 5,000 for each teacher for the purchase of books and equipments, and for field work not normally available to them, and further recommends that the teachers may also be enabled to have sabbatical leave for the purpose of research.

The committee feels that the same facilities should be provided to a teacher in affiliated college which is recognised as a research centre.

7. *Conditions of Service*

The committee recommends that to ensure security of service and the amelioration of the conditions of service of teachers, there should be service rules and leave rules for teachers in all colleges.

8. *Other Suggestions*

Other suggestions for teachers' welfare included free education (or tuition at a nominal cost) for the children of teachers, free medical aid (or aid at a nominal cost) for teachers' families, free insurance for teachers and fully furnished staff quarters at 10% of the basic salary.

Recommendations of the Committee on the Conditions of Affiliation and Grant-in-aid Rules for Colleges

The committee on conditions of the affiliation and grant-in-aid rules for colleges met under the chairmanship of Shri P.R. Damle, Principal, Nawrosjee Wadia College, Poona and considered the following two items:

- (i) conditions of affiliation prescribed by the universities ; and
- (ii) grant-in-aid rules/codes for colleges

I. CONDITIONS OF AFFILIATION

At the outset there was a general discussion on the following points:

1. The final authority with whom the power of affiliation, its continuation and/or suspension should vest.
2. The need for a perspective plan for the opening of new colleges.

1. *Powers of Affiliation*

Regarding the powers of affiliation the following view points were expressed:

- (a) that the final authority for granting affiliation, its continuation, extension or disaffiliation should vest solely with the appropriate university authorities viz., the senate on the advice of the syndicate and the academic council ;

- (b) that the final authority for the affiliation and disaffiliation of the colleges should vest with the Chancellor; whereas in case of temporary suspension of affiliation the university authorities should have the final say in the matter; and
- (c) since the State Governments would have to make suitable financial provision for assisting the colleges proposed to be affiliated, they should be associated at an appropriate stage in an appropriate manner with the procedure of affiliation.

2. *Perspective Plan for Opening New Colleges*

The committee felt that a survey of the need and desirability of opening new colleges and their locations may be made by each university. In arriving at the final plan, the State Government, Government of India and the Planning Commission may like to consider such surveys and consult the universities concerned both in respect of requirements of trained personnel and finances for the purposes of developing university education.

Regarding conditions of affiliation the committee was generally in agreement that the conditions of affiliation laid down by the Andhra University* may be accepted as a model. The committee, however, made the following suggestions:

- Condition (a) While there was agreement that the colleges applying for affiliation should be under the management of a regularly constituted governing body, it was stressed that the governing body should include adequate number of representatives of educationists, including members of the teaching staff and should have the Principal of the college as its member-secretary.

- Conditions (d) & (e) It was desirable that the question of provision for library and laboratory facilities may be

*Annexure A

examined and some minimum basic requirements in regard to different courses be specified.

- Condition (gg) Condition regarding the operation of the permanent or endowment fund jointly by the Secretary of the governing body of the college and the Registrar of the university was not found acceptable. It should be sufficient if such funds are invested in government approved securities and lodged with the Official Trustee or deposited in a Scheduled Bank.
- Condition (j) In the case of colleges for women it was felt that the teaching staff may be composed of women as far as possible.
- Condition (l) It was suggested that this condition may be made applicable to government as well as non-government institutions. As regards the affiliation fee to be paid to the university the fixation of amount of such fee may be left to the discretion of the university.

The committee stressed the need for fixing the minimum for the capital fund but felt that the fixation of the actual amounts to be deposited as reserve fund, building fund, deficit fund etc., should depend on the size of the college, courses of study to be taught and such other factors.

While generally agreeing to the provisions made in this regard, the committee felt that it may not be practicable to insist on a site of 10 acres especially in case of urban colleges.

II. GRANT-IN-AID RULES

The discussion on this item was confined to the following points:

1. basis for fixing the maintenance grants;

2. items to be considered as approved for the purposes of expenditure and income; and
3. sharing basis between the State Government and the college regarding approved development schemes.

1. *Basis for Fixing the Maintenance Grants*

Regarding this question the committee made the following suggestions:

- (a) the entire difference between the approved expenditure and the approved income should be met by the State Government;
- (b) the block grant for a year should be fixed on the basis of the income and expenditure for that particular year;
- (c) the block grant should be made available by the State Government from the very establishment of the college.

In this connection it was agreed that since the government is to meet the entire deficit, the university while granting affiliation should see that facilities, physical as well as academic, are likely to be adequately utilised.

2. *Approved Items of Income and Expenditure*

It was suggested that the approved items of income and expenditure should be on the pattern adopted by the Delhi University with the exception that the amount of rent charged on the building which is not constructed out of the donations may be treated as an approved item of expenditure in lieu of depreciation, special repairs etc. It was also suggested that the affiliation fees (if any) not included in the Delhi pattern should be treated as approved item of expenditure.

The committee suggested that on development projects approved by the State Government the expenditure may be shared in the

ratio of $2/3$ to $1/3$ between the State Government and the college. In the women's institutions this sharing basis may be $3/4$ and $1/4$. The matching grant towards development projects approved by the U.G.C. may also be shared in the same proportion.

In the general discussions that followed a suggestion was also made that the minimum tuition fees may be prescribed but not the ceiling.

Annexure A

Conditions laid down by the Andhra University for the Affiliation of Colleges

A college applying for affiliation to the University shall send a letter of application to the Registrar and shall satisfy the Syndicate:

(a) that the college is to be under the management of a regularly constituted governing body on which, except in the case of a Government College, teaching staff is adequately represented;

(b) that the character and qualifications of the teaching staff and the conditions governing their appointments and tenure of office are such as to make due provision for the courses of instruction to be undertaken by the college and that due proportion is maintained between the number of the staff and that of the students under instruction;

(c) that the buildings in which the college is to be located are suitable, that each lecture room is well lit and ventilated; and that there is in the college buildings accommodation adequate to the number and strength of the class as regards rooms, floor space and cubic space; and that provision will be made, in conformity with the provisions of the Code, for the residence in the college or in lodgings approved by the College, of students not residing with their parents or duly recognised guardians and for the supervision and physical welfare of students;

(d) that due provision has been or will be made for a library;

(e) where affiliation is sought in any branch of experimental

science, that arrangements have been or will be made in conformity with the provisions of the Code for imparting instruction in that branch of science in a properly equipped laboratory or museum;

(f) that due provision will, so far as circumstances may permit, be made for the teaching staff in or near the college or the place provided for the residence of students;

(g) that the financial resources of the college are such as to make due provision for its continued maintenance;

(gg) that the endowment or permanent fund of the college (other than a Government College) shall be in the joint names of the University and the governing body of the college concerned and that this account shall not be operated upon except with the joint signatures of the Secretary or Correspondent of the governing body and the Registrar of the University;

(h) that the affiliation of the College having regard to the provision made for students by other colleges in the same neighbourhood will not be injurious to the interests of education or discipline;

(i) that the college rules fixing the fees (if any) to be paid by students have not been so framed as to involve such competition with any existing college in the same neighbourhood as would be injurious to the interests of education;

(j) that in the case of colleges for women, the staff will be wholly, or almost wholly, composed of women, and that ample space will be provided for games and physical exercise;

(k) that no student of the college will be compelled by the management or the staff of the college to attend any classes or discourses in religion against his will;

(l) that the grades of salaries proposed are adequate and that these grades once approved shall not be lowered without the prior approval of the Syndicate, provided that the statute is not made

applicable to Government institutions.

The application shall further contain the assurance that after the college is affiliated the management will conform to abide and be bound by the provisions of the Code of the University for the time being and will report forthwith to the Syndicate any transference of management and all changes in the teaching staff for its approval.

The college shall also pay to the University an affiliation fee calculated, in the case of first application for affiliation, at the rate of Rs. 150 (or Rs. 100 in the case of an Oriental College) for each member of the Inspection Commission appointed by the Syndicate and in the case of application for further affiliation at the rate of Rs. 100 (or Rs. 50 in the case of an Oriental College) for each such member.

Members of the Inspection Commission shall be paid the said fees and travelling allowances as may be prescribed.

Managements applying for affiliation should also pay the travelling allowance at first class rates or at rates admissible to members of the Senate, whichever is incurred by the University, in conducting local enquiry inspections.

(a) *Capital Fund*

(1) So far as new colleges are concerned, three lakhs should be deposited by the Management of an affiliated college before an application is made to the University for affiliation. An additional deposit of half-a-lakh should be made if the application for affiliation is for inclusion of a group of 3 science subjects including mathematics.

(2) For every additional science subject an additional sum of Rs. 25,000 should be deposited. No such additional deposit need be made if the affiliation is for an Arts subject.

(3) As regards colleges which have already been affiliated for

the Intermediate and which may now seek affiliation for opening the degree courses it is recommended that the capital fund required for them by the Syndicate when the affiliation was granted may be taken into account.

(b) *Equipment*

(1) Equipment should be standardised for each subject by experts in the subjects in terms of articles required as absolutely essential, for proper instruction. Even in regard to the Library, a standardised list of books for each subject and for general reference should be prepared and circulated. This standardisation should be done by special committees appointed for the purpose by the Syndicate and they should prepare the list in terms of articles and not in money. There is no objection if, besides this, the expert committees prepare separate lists of "desirable" books for purchase.

(2) Equipment includes scientific apparatus, library, furniture etc., and under all these heads there can be two lists: "essential" and "desirable".

(3) So far as equipment including library is concerned, the provision of basic equipment should be a pre-requisite to the starting of the classes.

(c) *Building*

(1) Before affiliation is granted, the Managing Committee of the college should not only submit its plans for the building which the management proposes to construct but also provide a site of at least 10 acres in extent exclusive of the site for play fields and hostels.

(2) No affiliation should be granted unless the Syndicate is satisfied that the site is actually in the possession of the committee at the time of affiliation or at the latest before permission is granted for the opening of the college.

(3) Within a period of 5 years from the establishment of the

college, the whole building programme must be completed. In order to facilitate this the Committee recommends that the Syndicate may be empowered to permit the management to transfer from capital fund two thirds of the amount towards building purposes.

(4) When affiliation in a new subject is applied for by a college and additional accommodation is necessary for the purpose, the Managing Committee while applying for affiliation should also send plans for such additional accommodation and the management should undertake to provide this accommodation within two years.

(d) *General*

(1) If any of the conditions are not fulfilled the affiliation for junior classes should first be withdrawn and the affiliation of other classes progressively in subsequent years.

(2) The Syndicate should not appoint an Inspection Commission for granting affiliation unless the above basic conditions are reported to have been satisfied by the Managing Committee in their application. Such Commission when appointed should deal only with academic matters and not make any recommendations in regard to the financial provisions which, in the opinion of the Committee, should be uniformly applied to all institutions.

(3) After a college has been granted affiliation a copy of the conditions of affiliation should be sent to the Director of Public Instruction so that he may be able to draw the attention of the university to any non-fulfilment which might have escaped the attention of the university.

(4) In order to check unauthorised diversion of money from one head to another by the managements as well as to check unauthorised collection of special fees by them, there should be close cooperation between the university and the Director of Public Instruction in the matter of exchange of information.

Appendix 1

List of Participants

Prof. D.S. Kothari,
Chairman
University Grants Commission.

Prof. V.K.R.V. Rao,
Member (Education)
Planning Commission.

A. Delegates

Agra University

1. Dr. R.K. Singh,
Principal,
B.R. College,
Agra.
2. Sri Dhuru Singh,
Principal,
S.D. College,
Muzaffarnagar.
3. Sri M.P. Mathur,
Principal,
C.L. Jain Degree College,
Firozabad.

Aligarh Muslim University

4. Prof. Abdul Aleem,
Head of the Department of
Arabic and Islamic Studies,
Aligarh Muslim University.

Allahabad University

5. Sri J.P. Srivastava,
Principal,
C.M.P. Degree College,
Allahabad.

Andhra University

6. Sri D.S. Subrahmanyam,
Principal,

Sir C.R.R. College,
Eluru (Andhra Pradesh).

Annamalai University

- *7. Dr. K. Rangaswami Aiyar,
Dean, Faculty of Science,
Annamalai University,
Annamalainagar.

Banars Hindu University

8. Dr. Brij Mohan,
Principal,
Central Hindu College,
Varanasi.

Bhagalpur University

9. Dr. S.P. Sinha,
Principal,
T.N.B. College,
Bhagalpur.

Bihar University

- *10. Sri A.K. Dutta,
Principal,
R.K. College,
Madhubani (Darbhanga).

Bombay University

11. Dr. J.W. Airan,
Principal,
Wilson College,
Bombay.

Burdwan University

12. Rev. William Stewart,
Principal,
Serampore College
P.O. Sermpore,
District Hooghly (West Bengal)

*Did not attend.

Calcutta University

13. Sri Ramani mohan Roy,
Principal,
Surendranath College,
24/2, Mahatma Gandhi Road,
Calcutta-9.
14. Sri P.K. Bose,
Principal,
Bangabasi College,
Calcutta.
15. Sri Dwijadas Chaudhuri,
Principal,
Tamralipta Mahavidyalaya,
P.O. Tamluk,
District Midnapore (West Bengal).

Delhi University

16. Dr. Sarup Singh,
Principal,
Kirori Mal College,
Delhi.

Gauhati University

- *17. Sri B.P. Das,
Principal,
Darrang College,
Tezpur.

Gorakhpur University

18. Sri V.M. Chacko,
Principal,
St. Andrew's College,
Gorakhpur.

Gujarat University

- *19. Sri Chimanbhai J. Patel,
Principal,
Sardar Vallabhbhai Arts College,
Relief Road,
Ahmedabad.
20. Sri J.B. Sandil,
Principal,
D.K.V. Arts & Science College,
Jamnagar.

*Did not attend

21. Sri M.C. Desai,
Principal,
H.A. College of Commerce,
Ellis-Bridge,
Ahmedabad.

Indira Kala Sangeet Vishwavidyalaya

22. Sri A.K. Sen,
Principal,
Kamla Devi Sangit Mahavidya-
laya,
Raipur.

Jabalpur University

23. Sri G.R. Inamdar,
Principal,
Government Science College,
Jabalpur.

Jadavpur University

24. Dr. A.K. Majumdar,
Principal,
University College of Science,
Jadavpur.

Jammu and Kashmir University

25. Miss Mahmuda Ahmed Ali Shah,
Principal,
Government Women's College,
Srinagar.

Jodhpur University

- *26. Sri S. Kumar,
Registrar
Jodhpur University,
Jodhpur.

Karnatak University

27. Sri M.S. Halluur,
Principal,
J.T. College of Arts & Science,
Gadag (Distt. Dharwar).

Kerala University

28. Sri V. Gopalan Nair,
Principal,
Government College,
Kasargod (Kerala State).

29. Sister M. Digna,
Principal,
St. Teresa's College,
Ernakulam (Kerala State).

Kurukshetra University

30. Sri K.L. Malhotra,
Principal,
University College,
Kurukshetra.

Lucknow University

31. Dr. P.N. Sharma,
Dean,
Faculty of Science,
Lucknow University.

Madras University

32. Rev. T.A. Mathias, S.J.,
Principal,
St. Joseph's College,
Tiruchirapalli.
33. Sri T.T. Ayyangar,
Principal,
Madura College,
Madurai.
34. Sri A.L. Krishnan,
Principal,
A.M. Jain College,
Madras.

Magadh University

35. Dr. Rajiva Nain Prasad,
Principal,
Gaya College,
Gaya.

M.S. University of Baroda

- *36. Prof. B.G. Shah,
Dean, Faculty of Commerce,
M.S. University of Baroda,
Baroda.

Marathwada University

37. Dr. M.G. Deshmukh,
Government Arts and Science
College,
Aurangabad.

Mysore University

38. Sri B.V. Banumiah,
Principal,
D. Banumiah's College of
Commerce and Arts
Mysore.
39. Sri M.E. Bharath Raj Singh,
Principal,
First Grade College,
Chitradurga.

Nagpur University

40. Sri G.R. Kotwal,
Principal,
Raj Mahavidyalaya,
Amravati.

North Bengal University

41. Sri S.C. Kar,
Principal,
Alipurduar College,
Alipurduar, Jalpaiguri.

Osmania University

42. Dr. D.S. Reddi,
Vice-Chancellor,
Osmania University.
Hyderabad.
43. Dr. N.V. Subba Rao,
University College of Science,
Osmania University,
Hydrabad.

Panjab University

44. Sri. B.L. Kapur,
Principal,
Doaba College,
Jullundur.
45. Sri O.P. Mohan,
Principal,
Chhotu Ram Arya College,
Sonapat.
46. Dr. P.C. Joshi,
Principal,
Government College,
Rurpar.

Punjabi University

47. Sri M.L. Khosla,
Principal,
Mahendra College,
Patiala.

Patna University

48. Dr. N.S. Nagendra Nath,
Principal,
Patna Science College,
Patna.

Poona University

49. Sri Y.S. Mahajan,
Principal,
M.J. Arts & Science College,
Jalgaon.

Rabindra Bharati

50. Dr. Sobhan Lal Mukherjee,
Assistant Registrar,
Rabindra Bharati,
Calcutta.

Rajasthan University

51. Mrs. S. Bharatiya,
Director,
Maharani's College,
Jaipur.
52. Dr. D.K. Mathur,
Government College,
Bundi.

Ranchi University

53. Sri B. Das,
Principal,
Ranchi College,
Ranchi.

Sardar Vallabhbhai Vidyapeeth

54. Dr. A.R. Patel,
Principal,
V.P. Mahavidyalaya,
Vallabh Vidyanagar (Distt.
Kaira).

Saugar University

56. Dr. H.R. Mishra,
Principal,
Maharaja College,
Chhatarpur.
57. Sri M.V. Ramchandran,
Principal,
Durga Mahavidyalaya,
Raipur.

Shivaji University

58. Dr. G.V. Asolkar,
Principal,
Rajaram College,
Kolhapur.

S.N.D.T. Women's University

59. Miss S.K. Mehta,
Principal,
P.V.D.T. College of
Education for Women,
Bombay.
60. Dr. (Smt.) D.H. Vora,
Principal,
Shri Matunga Gujarati Seva
Mandal Women's College,
Bombay.

Sri Venkateswara University

60. Dr. K. Pampapathi Rao,
Principal,
University College,
Tirupathi.

Udaipur University

61. Sri Bhim Sen,
Principal,
Maharan Bhupal College,
Udaipur,

Utkal University

62. Dr. B. Samantarai,
Principal,
Revenshaw College,
Cuttack.

U.P. Agricultural University

- *63. Dr. K.G. Gollakota,
Director,
School of Basic Sciences and
Humanities,
U.P. Agricultural University,
Pant Nagar.

Varanaseya Sanskrit Vishwavidyalaya

64. Sri Karunapati Tripathi,
Head of the Education
Department,
Varanaseya Sanskrit
Vishwavidyalaya.
Varanasi.

Vikram University

65. Dr. C.W. David,
Principal,
Indore Christian College,
Indore.
66. Dr. S.M. Singh 'Suman'
Principal,
Madhav College, Ujjain.

Visva-Bharti University

67. Dr. K.P. Biswas,
Principal,
Siksha-Bhavana,
Santiniketan.

Orissa University of Agriculture and Technology

- *68. Dr. B.N. Sahu,
Professor of Agronomy,
Orissa University of Agriculture
and Technology,
Bhubaneswar.

Gujarat Vidyapeeth

69. Sri Ramlal Parikh,
Registrar,
Gujarat Vidyapeeth,
Ahmedabad.

Gurukul Kangri Vishwavidyalaya

70. Sri F.C. Trehan,
Principal,
College of Science, Hardwar.

Jamia Millia Islamia

71. Sri Ziyaul Hasan Faruqi,
Principal,
Jamia College,
Jamianagar, New Delhi.

Kashi Vidyapeeth

- *72. Sri B.P. Panthari,
Acharya,
Shastra Gyan Vidyalaya,
Varanasi.

B. Committee on Colleges

73. Dr. G.S. Mahajani,
Vice-Chancellor,
Udaipur University,
Udaipur.
74. Sri P.D. Gupta,
Vice-Chancellor,
Agra University,
Agra.
75. Sri P.T. Chandi,
Principal,
St. John's College,
Agra.
76. Sri C.B. Joshi,
Principal,
Parle College,
Bombay.
77. Sri M.M. Begg,
Principal,
Delhi College,
Delhi.
78. Sri P.G. Mavalankar,
Principal,
L.D. Arts College,
Ahmedabad.
79. Sri A. Chandrahasan,
Principal,
Maharaja's College,
Ernakulam.
80. Dr. C.D.S. Devanesan,
Principal,
Madras Christian College,
Tambaram (S. India).

*Did not attend.

81. Miss Renuka Mukerji,
Principal,
Women's Christian College,
Madras.
- *82. Sri B.S. Bahl,
Principal,
D.A.V. College,
Jullundur.
83. Sri P.R. Damle,
Principal,
Nawrosjee Wadia College,
Poona.
84. Dr. P.C. Malhotra,
Principal,
Government Hamidia and Com-
merce College, Bhopal.
- C. Members and Officers of the
University Grants Commission**
85. Dr. A.C. Joshi,
Vice-Chancellor,
Panjab University,
Chandigarh.
- *86. Dr. D.C. Pavate,
Vice-Chancellor,
Karnatak University,
Dharwar.
- *87. Sri S.R. Das,
Vice-Chancellor,
Visva-Bharati,
Santiniketan.
- *88. Sri P.N. Kirpal,
Secretary,
Ministry of Education,
New Delhi.
- *89. Sri V.T. Dehejia,
Secretary,
Ministry of Finance,
New Delhi.
90. Pt. H.N. Kunzru
- *91. Prof. A.R. Wadia, M.P.

*Did not attend.

- *92. Sri B. Shiva Rao
93. Sri K L. Joshi
94. Dr. P.J. Philip
95. Dr. Hans Simons
96. Dr. A.N. Kholodilin
97. Dr. V.S. Patankar
98. Dr. S. Bhattacharya
99. Sri R.K. Chhabra
100. Dr. R.C. Gupta
101. Dr. D. Shankar Narayan
102. Dr. R.D. Deshpande
103. Dr. S.K. Das Gupta
104. Sri S. Viswanath
105. Dr. G.S. Mansukhani
106. Sri M.L. Bhargava
107. Dr. S.C. Goel
108. Shri Y.D. Sharma
109. Sri L.R. Mal
110. Dr. M.L. Mehta
111. Dr. T.N. Hajela
112. Sri S.P. Gupta
113. Sri A.B. Gupta
- D. Ministry of Education**
114. Sri G.K. Chandiramani
115. Sri D.K. Hingorani
- E. Planning Commission**
116. Dr. D.K. Mulhotra
- *117. Sri K.A.P. Stevenson
118. Sri H.K.D. Tandon
118. Sri D.P. Nayar
119. Sri S.N. Saraf
120. Sri J.L. Azad
- F. Information Officer**
121. Sri B.R. Bowry

Appendix II

COMMITTEE A

Committee on Improvement of Collegiate Education

1. Prof. Abdul Aleem,
Head of the Department of Arabic
and Islamic Studies,
Aligarh Muslim University.
Aligarh.
2. Dr. J.W. Airan,
Principal,
Wilson College,
Bombay.
3. Rev. William Stewart,
Principal,
Serampore College,
Serampore, (West Bengal).
4. Dr. Sarup Singh,
Principal,
Kirori Mal College,
Delhi.
5. Sri V.M. Chacko,
Principal,
St. Andrew's College,
Gorakhpur.
6. Sri J.B. Sandil,
D.K.V. Arts & Science College,
Jamnagar.
7. Sri M.C. Desai,
Principal,
H.A. College of Commerce,
Ellis-Bridge,
Ahmedabad.
8. Dr. A.K. Majumdar,
Principal,
University College of Science,
Jadavpur.
9. Sister M. Digna,
Principal,
St. Teresa's College,
Ernakulam (Kerala State).
10. Sri K.L. Malhotra,
Principal,
University College,
Kurukshetra.
11. Rev. T.A. Mathias, S.J.,
Principal,
St. Joseph's College,
Tiruchirapalli.
12. Sri A.L. Krishnan,
Principal,
A.M. Jain College,
Madras.
13. Sri G.R. Kotwal,
Principal,
Raj Mahavidyalaya,
Amravati.
14. Dr. N.V. Subba Rao,
University College of Science,
Osmania University,
Hyderabad.
15. Dr. P.C. Joshi,
Principal,
Government College,
Rurpa.
16. Dr. N.S. Nagendra Nath,
Principal,
Patna Science College,
Patna.
17. Sri Bhim Sen,
Principal,
Maharana Bhupal College,
Udaipur.
18. Dr. B. Samantarai,
Principal,
Ravenshaw College
Cuttack.

19. Sri Karunapati Tripathi,
Head of the Education Department,
Varanaseya Sanskrit
Vishwavidyalaya,
Varanasi.
20. Dr. K.P. Biswas,
Principal,
Siksha-Bhavana,
Santiniketan.
21. Sir Ziyaul Hasan Faruqi,
Principal,
Jamia College,
Jamianagar,
New Delhi.
22. Dr. G.S. Mahajani,
Vice-Chancellor,
Udaipur University,
Udaipur.
23. Sri P.D. Gupta,
Vice-Chancellor,
Agra University,
Agra.
24. Sri M.M. Begg,
Principal,
Delhi College,
Delhi.
25. Dr. P.C. Malhotra,
Principal,
Government Hamidia Arts and
Commerce College, Bhopal.
26. Sri A. Chandrahasan,
Principal,
Maharaja's College,
Ernakulam.
27. Sri P.G. Mavalankar,
Principal,
L.D. Arts College,
Ahmedabad.
28. Dr. P.J. Philip,
Joint Secretary,
University Grants Commission,
New Delhi.
29. Sri H.K.D. Tandon,
Joint Secretary,
Planning Commission,
New Delhi.

Rapporteurs

1. Dr. D. Shankar Narayan.
2. Sri L.R. Mal.

COMMITTEE B

Committee on Welfare Programmes for Students and Teachers

1. J.P. Srivastava,
Principal,
C.M.P. Degree College,
Allahabad.
2. Dr. Brij Mohan,
Principal,
Central Hindu College,
Varanasi.
3. Sri Dwijadas Chaudhuri,
Principal,
Tamralipta Mahavidyalaya,
P.O. Tamluk,
Distt. Midnapore (West Bengal).
4. Sri G.R. Inamdar,
Principal,
Government Science College,
Jabalpur.
5. Miss Mahmuda Ahmed Ali Shah
Principal,
Government Women's College,
Srinagar.
6. Sri V. Gopalan Nair,
Principal,
Government College,
Kasargod (Kerala).
7. Sri A.L. Krishnan,
Principal,
A.M. Jain College,
Madras.
8. Dr. Rajiva Nain Prasad,
Principal,
Gaya College,
Gaya.

9. Sri B.V. Banumiah,
Principal,
D. Banumiah's College of
Commerce, and Arts,
Mysore.
10. Sri M.E. Bharath Raj Singh,
Principal,
First Grade College,
Chitradurga.
11. Dr. Sobhan Lal Mukherjee,
Assistant Registrar,
Rabindra Bharati,
Calcutta.
12. Mrs. S. Bharatiya,
Director,
Maharani's College,
Jaipur.
13. Dr. H.R. Mishra,
Principal,
Maharaja College,
Chhatarpur.
14. Miss S.K. Mehta,
Principal,
P.V.D.T. College of Education
for Women,
Bombay.
15. Dr. (Smt.) D.HaroV.,
Principal,
Shri Matunga Gujarati Seva
Mandal Women's College,
Bombay.
16. Dr. K. Pampapathi Rao,
Principal,
University College,
Tirupati.
17. Dr. S.M. Singh 'Suman'
Principal,
Madhav College,
Ujjain.
18. Sri Ramlal Parikh,
Registrar,
Gujarat Vidyapeeth,
Ahmedabad.
19. Dr. S. Bhattacharya,
Deputy Secretary,
University Grants Commission.
New Delhi.

Rapporteurs

1. Dr. R. D. Deshpande
2. Dr. S.C. Goel

COMMITTEE C

Committee on Affiliation and Grant-in-aid Rules for Colleges

1. Dr. R.K. Singh,
Principal,
B.R. College,
Agra.
2. Sri Dhuru Singh,
Principal,
S.D. College,
Muzaffarnagar.
3. Sri M.P. Mathur,
Principal,
C.L. Jain Degree College,
Ferozabad.
4. Sri D.S. Subrahmanyam,
Principal,
Sir C.R.R. College,
Eluru (Andhra Pradesh).
5. Dr. S.P. Sinha,
Principal,
T.N.B. College,
Bhagalpur.
6. Dr. J.W. Airan,
Principal,
Wilson College,
Bombay.
7. Sri Ramani mohan Roy,
Principal,
Surendranath College,
Calcutta.
8. Sri P.K. Bose,
Principal,
Bangabasi College,
Calcutta.

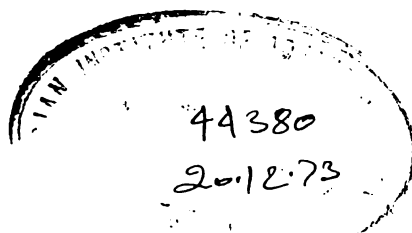
9. Sri A.K. Sen,
Principal,
Kamla Devi Sangeet Mahavidyalaya,
Raipur.
10. Sri M.S. Hallur,
Principal,
J.T. College of Arts & Science
Gadag (Distt. Dharwar).
11. Dr. P.N. Sharma,
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