

Report of Socio-Economic Survey

OF
COLLEGE STUDENTS OF ALIGARH

BY

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WITH A PREFACE

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Published by
DEPARTMENT OF ECONOMICS
D S. College.
ALIGARH.

— 5422

309,10723

GRU - R

Sub. National I Series
National Institute of Educational Research
Printed at
10016
Date... 9-10-84
Printed at.
The Adarsh Press.
ALIGARH.

PREFACE

I am glad to learn that the "SOCIO-ECONOMIC SURVEY OF THE COLLEGE STUDENTS OF THE CITY OF ALIGARH" as planned by Sri S. S. Gupta, Head of the Department of Economics, D. S. College, Aligarh, has been completed and that a report has also been written.

It was indeed a genuine need, and I promptly agreed to the Survey being made when Sri S. S. Gupta made the proposal to me. It needed, of course, a good bit of field-work, followed by an equal amount of careful desk work. I hasten, therefore, to congratulate Sri S. S. Gupta on the completion of this project as also on the excellence of his report.

The project necessarily involved an inquiry into :--

1. Profession of the Guardians;
2. The financial position of the Guardians;
3. Marital status of the students;
4. Students' residences;
5. Caste Pattern of Students;
6. Hostels for students;
7. Plans of students regarding their future professions;
and
8. Hobbies of students.

Highly interesting facts have been brought to light by the enquiry, and the report must have its own great value in the interests of the students, the guardians, the teachers in particular, and education in the country in general. Sri S. S. Gupta's survey involved an examination of 1773 students, including 156 girl students, 643 guardians belonging to the service class, 515 to the agricultural class, and 615 others. It is interesting to note that largest percentage of students getting I and II class comes out of families with income ranging from Rs. 151 to Rs. 200 per month and, of course, the percentage is pretty high in the case of those whose parents have an income above Rs. 500. The case of guardians having income between Rs. 151 and Rs. 200 may be explained by the fact that they pay particular attention to their wards because they know that the future of their children depends solely on their education. As regards those having an income above Rs. 500, it is obvious that economic facilities and environments help the students to a considerable extent.

It is equally interesting to note that the marriage age of students is rising, and that Science students marry at a later stage than their contemporary Arts students. The number of married girl students is also increasing year after year. It is certainly a hopeful, augury. The study of residence reveals a pitiable condition. Only 73 students out of the whole lot under survey reside in Hostels. 927 (including 77 girls students) reside in rented houses and 773 (including 79 girls) reside either in their own houses or in the houses of their relatives. The condition of the students living in rented houses is worth consideration as it is not actually 'houses' that are rented but only rooms, and it is not uncommon to see four or five students huddling together in one room.

The caste pattern shows that of all the students under Survey, 88% are caste Hindus and only 11.9% belong to Scheduled and Backward classes. The figure 11.9 is much too small in view of the Government help to these castes for their studies.

If the distribution were to be viewed with reference to various castes, the percentage of the Brahmins, Vaishs, Kshatriays and Kayasthas would almost be equal among boy students. It is definitely low for the Christians. Nothing can be said about Muslims, as a very large number of them do not read in the institutions that came under survey, but go to the institutions run by the Muslim University. Among the girls, the largest percentage comes from the Vaish community. It may be worthwhile investigating into why the other castes of Hindus do not go in for higher education.

It is encouraging to see that 1053 out of 1773 students have mentioned 'studying literature' as their hobby. This should have been more probed into. I feel that when they have expressed studying literature as their hobby, a majority of them have taken such worthless monthly magazines as 'Maya', 'Manohar Kahaniyan', and cheap detective novels to be pieces of literature. All efforts should be made to encourage the habit of studying, but in place of these cheap magazines and detective stories, they should be made to study standard novels, and for that end, I propose the starting of Mohalla Libraries. Picnics, cards, and indoor games appear as other hobbies, common with the boys and the girls. It is indeed interesting to note that the girls have shown greater preference for cards than the boys, and it is rather surprising to find that sixty students have shown 'Dancing' as their hobby. I wonder, if it is the direct effect of the Youth Festivals and cultural programmes organised by the Government of India.

Future professions, as preferred by the students, show that a very large percentage of them (about 25%) wish to be teachers. When it is a well known fact that teachers are low paid and their life is one of austerity and misery, it is certainly perplexing why such a large number prefer to be teachers. It may be because of the fact that becoming teachers is comparatively much easier than getting other jobs. Engineering is the ambition of almost 80% of Science students and only 106 out of a total of 1773 desire to take to business. It is certainly encouraging to note that 57 out of 156 girls students have expressed house-wifery as their future life. It reflects unhappily on the modern system of education that only 43 students out of 1617 have mentioned farming as their future occupation, and this should compel the educationists and the Government to look into it and to devise such a system of education as will encourage villagers to take to farming with better standard of living.

It is a happy thing to note that 1729 students have the wish to earn while studying, and it is a pity that only 101 can actually earn for themselves. This is a problem that is worth the consideration of the social workers, educationists and other well-wishers of the student community. Shri S. S. Gupta has suggested the scheme of co-operative societies to tackle this problem so as to provide part-time jobs to needy students and to look to their welfare. I congratulate Shri Gupta on the attention he pays to the problem, and I would suggest that instead of co-operative societies, we should, with greater advantage, have a citywise students' employment bureau, and its main function should be to provide part-time jobs to needy students and to provide books to those who cannot afford to purchase them. Shri Gupta, of course, has included both these aspects in his scheme.

Shri Gupta has appended his report with suggestions, and there in he has suggested increasing the teacher-student ratio, the provision of healthy hobbies, the scheme for more liberal but at the same time careful system of Government grant, and last but not the least, the provision for vocational guidance.

I very much welcome Sri Gupta's scheme of fixing the number of students for each institution in accordance to its seating facilities as also that of institutions being termed non-denominational, and also of 25% of the managements being nominated by the Government from amongst the educationists and others interested in Education.

He has also mentioned that politicians be debarred from being members of any management. I do not quite agree with him there, but I would certainly like that politics be avoided in all institutions and there should be no political interference either in management or in the running of institutions.

I congratulate, once again, Sri S. S. Gupta for the work he has done and for the report he has brought out. I very much wish that this could be read by lovers of education who should be happy if they read it, ponder over it, and throw light on the problems that have been so well discovered by Sri S. S. Gupta.

Dharam Samaj College,
(Agra University)
Aligarh
May 5, 1957.

V. G. JHINGRAN
PRINCIPAL.

FOREWORD

One of the most perplexing problems of present-day India is the organisation and working of our educational institutions, and Mr. S. S. Gupta (Head of the Department of Economics, Dharam Samaj College, Aligarh), has rendered an invaluable service by collecting all relevant data concerning the nine colleges of Aligarh City.

Aligarh City in this respect may be regarded as a typical city of northern India.

Our present educational system, as Shri S. S. Gupta rightly points out, is the result of the policy of the British Government, which only wanted to train clerks and subordinate officers. It has expanded but not substantially changed. Add to it, the British Government, one of whose basic policies was "the counterpoise of natives against natives", promoted the organisation of educational institutions on community lines. This was easily done by laying it down as a principle of the Education Code that every community would get from the state an amount equal to what it subscribed. So every well-to-do community proceeded to collect the subscription it needed from its leading members by promises of a community paradise. The poorer classes, who could subscribe nothing, got nothing; the so-called scheduled castes remained uneducated. Shri S. S. Gupta points out that all the Colleges of Aligarh City are 'community institutions'. In fact almost all the Intermediate and Degree Colleges of our State are community institutions. These institutions admit students of all communities, either as a matter of policy or for the sake of tuition fees, but all privileges—such as exemption from tuition fee, employment in the service of the institution whether as teachers or chaprasis, membership of the General Board and Managing Committees—are restricted, so far as possible, to members of the community concerned. It is not claimed that there are no exceptions. But this is the general pattern. In an India that professes to be democratic and strives to discard 'untouchability' and 'caste', such an educational structure certainly requires overhauling. Mr. S. S. Gupta makes some suggestions (Part II. P. 12) but to be effective they should be pushed to their logical conclusion. The Managing Committees of our Colleges are unable to collect any

subscriptions now; it is doubtful if their other services are of any value; and it is high time that the whole management of our colleges was taken up by authorities responsible to the state and treating all citizens on an equal basis. The detailed facts collected by Shri S. S. Gupta carefully describe a condition of affairs—lack of adequate means in every sphere—which it is certainly beyond the means of our Managing Committees to rectify. So long as they exist, no planned education for the whole state is possible.

Perhaps the worst feature of the old British system was that it divorced education from applied science and industry and made no provision for vocational training. It was not to be expected that the British Empire would go out of its way to promote Indian industries. But ten years have passed since the advent of freedom and something should be done—and done immediately—to prevent our young men from being educated for professions which are already overcrowded, while nothing is done to train them for services India needs.

Shri S. S. Gupta has written a book, which though confined to Aligarh City, really tells the story of the whole country. It is a sad story. But everyone interested in the progress of our country should read and digest it. The facts have been collected with painstaking care and throw a light on many aspects of the working of our colleges which have hitherto been ignored.

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Acknowledgment

Gratitude is due, in the first place, to Principal V. G. Jhingran, who may well be said to be the originator of the idea behind this survey, and the man who has constantly been advising and helping me in innumerable ways, in taking up this project and executing it. I shall, therefore, take this opportunity of expressing my gratitude to Principal Jhingran for all his kindness, encouragement and never failing co-operation, though I am that what no acknowledgment can adequately express how indebted I really am to him.

I am also indebted to Prof. Murari Lal, Vice Principal of the Barahseni College, Shreemati Kamla Sharma, Vice-Principal of the Tika Ram Girls' College, Principal Har Prasad Sharma of the D. S. Inter College, Principal Bhadra Gupta and Prof. Jagdishwar Varshney of the Hiralal Barahseni Intermediate College, Principal Yajnik of the D. A. V. Intermediate College, Principal Ganeshi Lal Maheshwari of the Maheshwari Intermediate College, Principal Munshi Lal Maheshwari of the Paliwal Inter College and Principal Prem Chandra of the Kayasth Pathshala Inter College; Professor G. K. Gharana of the D. S. College and Sri Jagdish Prasad Saxena of Delhi, who readily agreed to help me in finalising the questionnaire and interviewing the students.

To Professor N. L. Bhattacharya and Prof. D. M. Gupta, my old teachers, I owe special gratitude for invaluable advice, both academic and friendly.

I must thankfully mention the hardwork done by a few students of our College, without any allurements of any kind in getting the questionnaire filled and replies tabulated even at the expense of their recreation and other personal work. I wish to express my thanks to all of them for their kind consideration and love for me.

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Aligarh.

S. S. GUPTA



Introduction

The educational system introduced by the British rulers for recruiting clerks to their offices and thus producing a loyal educated middle-class never found favour with the Indian intelligentsia and so, immediately after the British left us, the whole system came under fire and far-reaching changes were suggested and introduced, in the name of Indianising and improving it, thinking that every change was for the good. However, in spite of all the criticisms and suggestions by expert committees and commissions, educationists and politicians, and with the reforms introduced thereafter, no apparent change for the better is visible. Rather, sense of discipline among the students is deteriorating and academic standards are falling fast. This makes one feel that most of the changes introduced were probably based on wrong understanding of the students' mental make up of the prevailing educational system and of the socio-politico-economic changes taking place in society. Hence, the curiosity to know a few facts about students and the present educational system prompted me to under-take a survey of the College Students of the city of Aligarh in the session 1955-56, a report on which is presented in the following pages.

It was apparently not possible for a single person with practically no resources or past experience at his disposal, either to make a very comprehensive study of the problem or to select a wider sphere of study than what has been chosen. I have studied only a few aspects of the students' problems and the educational system, and have confined my study to the seven colleges (of the city of Aligarh) which are imparting education upto intermediate standard and two colleges imparting education upto M. A., not including of course, the Muslim University. The reasons for excluding the students of the Muslim University are many: Firstly, most of the students of the University come from cities and rich families whose culture, taste, temperament and financial position are quite different from those of the students studying in the nine private colleges of Aligarh. Students in these colleges come from nearby villages, and belong mostly to not very well-to-do families. Secondly, the financial position of the University is much better than that of these colleges, with the result that it is in a position to provide better and greater

facilities in matters of library, laboratories, qualified staff etc. to its students. Thirdly, the students-teacher ratio existing in the University is on a different pattern from that prevailing in other colleges of Aligarh.

The nine colleges surveyed covered 1,773 students reading in various classes from Ist Year to VIth Year, and they may be classified, college-wise, as follows:—

TABLE No. 1

S. No.	Name of the College	Number of students	%
1.	Maheshwari Inter College	132	7.4
2.	D. A. V. Inter College	139	7.8
3.	H. B. Inter College	140	7.9
4.	K. P. Inter College	80	4.5
5.	Paliwal Inter College	20	1.1
6.	T. R. Girls' College	156	8.8
7.	D. S. Inter College	93	5.2
8.	D. S. College	806	45.3
9.	Barahseni College	207	11.6
TOTAL		1,773	100.0

On the basis of faculties--Arts and Science--and classes, the students surveyed can be divided as follows:—

TABLE No. 2

S. No.	CLASS	NUMBER OF STUDENTS			
		Faculty of Arts & Comm.	Faculty of Science	L. T.	Total
1.	F. A. (P)	337	174	...	511
2.	F. A. (F)	378	181	...	559
3.	B. A. (P)	282	110	...	392
4.	B. A. (F)	166	33	...	199
5.	M. A.	72	...	...	72
6.	L. T.	...	...	40	40
TOTAL		1,235	498	40	1,773

In order to make the results as accurate as possible, I tried to frame questions to which answers could be given either in "YES" or

in "NO"; I consulted Principals of all the Colleges and a few Professors to make the questionnaire more comprehensive; and tried to get it filled in by as many College students as possible, selected from various Colleges, after explaining to them the purpose of the survey and removing their difficulties, if any. But inspite of all these precautions, I had to reject 227 forms as they were either incomplete or were filled up wrongly with a deliberate intention to mislead.

I have divided the report into two parts, the first deals with the figures, facts and their logical inferences calculated on the basis of answers given by the students and the second with suggestions to solve certain problems of students and of education. These suggestions are exclusively mine, and my college or its authorities are not responsible for them.

Part I

1 A Few Facts about the Colleges of Aligarh

The city of Aligarh, according to the Census of 1951, has a population of 287,425 out of which 156,544, i. e., 54·7% are males and 130,881, i. e., 45·5%, females. To cater to the need of higher education of the people of Aligarh, the city has nine Colleges, besides the Aligarh Muslim University, which are imparting higher education. The number of students reading in these six educational institutions is, 2196 i. e., '07% of the total population of Aligarh, which can be classified college—wise as follows:—

TABLE No. 3

S. No.	Name of the Institution	No. of Students (1955-1956)	P. C. of the Total
1.	Shri Maheshwari Inter College.	179	8·1
2.	D. A. V. Inter College.	162	7·4
3.	Hira Lal Barah Seni Inter College.	...	...
4.	Kayasth Pathshala Inter College.	63	2·9
5.	Paliwal Inter College.	...	...
6.	Dharam Samaj Inter College.	...	...
7.	Tika Ram Girls College.	167	7·6
8.	Barahaseni College.	509	23·2
9.	Dharam Samaj College.	1116	50·8
	Total	2196	100·0

It may, however, be mentioned here that the first seven colleges, in the table above, impart education upto the Intermediate Standard and the remaining two, viz., the Barahaseni College and the Dharam Samaj College, upto the post-graduate classes. The Tika Ram Girls College, though recognised upto the Intermediate standard, is also privately preparing girls for the B. A. (Arts) degree of the

Agra University. Out of these nine colleges, the facility of study in science upto B. Sc. standard is provided by D. S. College, and upto Inter standard by the Maheshwari Inter College, the Dharam Samaj Inter College and the D. A. V. Inter College. The facility for studying Law is provided in the Barahseni College and of L. T. by the Dharam Samaj College. Rest of the colleges are purely Art Colleges.

It is interesting to note that in the city of Aligarh, as probably at other places also, the colleges are run on the communal basis. For example, Hira Lal Barahseni Inter College and the Barahseni College were established by the Barahseni Community and are even now managed by it. Similarly the Kayasth Pathshala Inter College is managed by the Kayasth community, the Maheshwari Inter College by the Maheshwari community and the Paliwal Inter College by the Paliwal community. The names of these colleges, the composition of their management, and the preference which is generally given to the people of the community in matters of appointments etc. is a clear proof of the deep-rooted communal atmosphere which prevails in these institutions. This deep-rooted love for the community is also reflected in the choice of the students who seek admission to the institution of their own community—a tendency which can not be appreciated in a secular country like India.

Since Independence, education has been fast spreading, both among the males and the females, in the city of Aligarh. Therefore it became necessary to grant recognition to new institutions and raise others to a higher status. However, in doing so, proper attention has not been paid to the building, library, other equipment and staff of these institutions, nor due importance was ever attached to the technical and scientific study. It is for this reason that most of the colleges are over-crowded and have not the facilities of teaching technical or scientific subjects.

Almost all the colleges are situated in the heart of the city and are exposed to noise and dirt. Besides this, the number of classrooms and chairs and desks in them is also not sufficient to accommodate properly such a vast number of students. Naturally, this factor is bound to produce adverse affects on the academic life of the institutions.

An approximately correct idea of the academic life of the above mentioned nine institutions of Aligarh can be had from the number of teaching days, the results of the last year, the number of books, magazines and daily papers purchased by their libraries and the students-teacher ratio.

TABLE No. 4

I. Number of Holidays.			
(a) Summer vacations	...	...	70 days
(b) Other holidays such as Dasherah, Diwali, Christmas etc.			50 ..
(c) Sundays, other than those covered by the above holidays	...		25 ..
(d) Casual holidays for rainy-days etc.	...		5 .. 150 days
II. Examinations.			
(a) Preparation leave.			21 days
(b) Days spent on Board, University and Home Exams.			50 .. 71 days
III. College Functions etc.			
(a) Admission.			15 ..
(b) Elections to students Unions.	...		2 ..
(c) Functions such as Kavi-Sammelan, visits of distinguished persons, lectures, contests, exhibitions etc.	...		20 .. 37 days
IV. Teaching Days.	...	...	107 ..

This table reveals that the students have a complete leisure for 171 days and partial leisure for 37 days. Thus serious teaching work is done only for 107 days in a year out of which it can also be expected that either the teacher or students will remain absent for a few days. This table, therefore, clearly indicates, that the time in the academic session is very disproportionately distributed over studies, examinations and extra curricular activities with the result that the teaching work suffers and academic standards fall. Besides this, such an amount of leisure provides the opportunity to the students to indulge in rowdy and useless activities which, in course of time, affect their character and future prospects.

Mostly the students, as is well known, pass their examinations in third division. A very few of them are able to get a first class or even a good second division. This phenomenon demonstrates that something is radically wrong with our educational institutions, as there is no justification that after two years study students should find it difficult even to get a good division.

TABLE No. 5

S. No.	Name of the College	No. of Books Purchased (1955)	No. of magazines purchased (1955)	No. of daily papers purchased (1955)
1	Shri Maheshwari Inter College.	314	18	8
2	D.A.V. Inter College.	289	16	3
3	Hiralal Baraseni Inter College.	...	...	...
4	Kayasth Pathshala Inter College.	200	8	3
5	Paliwal Inter College.	...	...	...
6	Dharam Samaj Inter College.	332	15	5
7	Tika Ram Girls College	400	32	3
8	Barahseni College	811	52	7
9	Dharam Samaj College	999	38	12

The above table points out that proportionately very little money is spent on the purchase of books, Magazines and papers. A casual survey of these libraries will also reveal two other facts. Firstly, the libraries do not provide sufficient sitting place to students for studying and are always very noisy as generally students utilise them as a retiring room. Secondly, the daily issue of books of these libraries is very meagre in comparison to the strength of the students. More over, this issue is mostly confined to course books, or Hindi novels, or drama or story books. Thus, it can be said that these libraries do not work as a treasury of learning.

TABLE No. 6

S. No.	Name of the College	No. of teachers	No. of Students	Ratio
1	Shri Maheshwari Inter College.	...	...	...
2	D.A.V. Inter College.	34	680	1:20.6
3	Hira Lal Barahseni Inter College.	...	...	...
4	Kayasth Pathshala Inter College.	...	...	...
5	Paliwal Inter College.	...	...	...
6	Dharam Samaj Inter College.	...	...	...
7	Tika Ram Girls College.	30	893	1:29.7
8	Barahsene College.	30	509	1:16.9
9	Dharam Samaj College.	60	1116	1:16.5

The table number 6, indicates that the students-teacher ratio is generally very high. Naturally, when the teacher-students ratio is so high it is not possible for even the smartest teacher to keep a proper watch over each and every student of the class. In the absence of personal attention from the teacher, students generally are unable to know their weaknesses and study on the right lines, the effect of which is that either they fail or get a third division in the examinations.

The bulk of the student, who read in these institutions, come from near by villages and reside in hired houses as college hostels are costly, and unable to accomodate such a large number of students. It has been observed that generally students live in groups and either make their own cooking arrangements which are very cheap, or take their meals in very cheap and dirty *dhabas* which have sprung up at different key points. Naturally, such a living is not conducive to the mental and physical health of students.

The institutions are more of a commercial propositions than academic centres as they find it difficult to balance their budget. Hence, special stress is laid on maximising admissions and minimising the expenses on teacher's salaries, the purchase of library books, the equipment of laboratories, the construction of new rooms and their proper furnishing etc. The effect of such an ill-equipment are obviously deplorable.

2 Environmental Study of the Students' Home

The development of a student's personality depends, to a very great extent, on the conditions, social and economic, under which he lives at home and on the environment in the educational institutions. The environment of the academic institutions having been studied previously, this chapter has been devoted to the study of some of the important conditions which prevail at the homes of students such as the professions and monthly income of the guardians, availability of the guidance of parents, students' marital status and their food and lodging arrangements.

(1)

PROFESSIONS OF THE GUARDIANS

The professions of guardians, and consequently the atmosphere which they generally create, produces a lasting influence on the lives of students. For example, it is a thing of common experience that generally the son of a farmer is physically strong but not mentally very alert; the son of a businessman is not physically very strong and possesses less concentration in studies (being assured of his future) but very smart in talk; the son of a lawyer or a doctor or a man in service is normally well dressed and good at social behaviour. (It being well known to him that success in life depends, to a very great extent, on the habits acquired as a student). With this in mind a study of the relationship of guardians' professions to the students' habits and achievements has been made.

The students covered by the Survey fall, according to the professions of their guardians, into the following groups:—

TABLE No. 7

S. N.	Profession of the Guardians	NUMBER OF STUDENTS												Grand Total
		In Arts & Commerce						L. T.		In Science				
		XI	XII	XIII	XIV	M.A.	Total	I	II	XI	XII	XIII	XIV		Total
1	Service	120	140	76	54	26	416	17	74	69	48	19	210	643
2	Agriculturist	92	127	109	44	23	395	11	41	48	17	3	109	515
3	Business	61	52	44	46	20	223	8	39	34	19	7	99	330
4	Lawyer	12	9	17	8	2	48	1	10	9	9	2	30	79
5	Doctors	10	7	5	3	...	25	...	3	5	2	...	10	35
6	Others	42	43	31	11	1	128	3	7	16	15	2	0	171
Total—		337	378	282	166	72	1235	40	174	181	110	33	498	1,773

TABLE No. 8
(Refers to Tika Ram Girls' College).

S. N.	Profession of the Guardians	NUMBER OF STUDENTS				
		XI	XII	XIII	XIV	TOTAL
1	Service	24	18	13	5	60
2	Business	18	11	9	4	42
3	Lawyer	7	4	5	6	22
4	Doctor	4	3	2	1	10
5	Agriculturist	3	3	2	...	8
6	Others (Teachers etc.)	6	7	1	...	14
Total		62	46	32	16	156

TABLE No. 9

S. N.	Profession of the Guardians	Percentage of the Students to the Total Number of Students		
		In Arts & Commerce %	In Science %	Total
1	Service	24.4	11.8	36.2
2	Business	13.1	5.5	18.6
3	Lawyer	5.7	1.6	4.3
4	Doctor	1.4	0.5	1.9
5	Agriculturist	22.9	6.1	29.0
6	Others (Teachers etc.)	7.4	2.2	9.6
Total—		71.9	27.7	99.6

TABLE No. 10
(Refers to the Tika Ram Girls' College).

S. N.	Profession of the Guardians	Percentage of the Students to the Total Number of Students
1	Service	38.4
2	Business	26.9
3	Lawyers	14.1
4	Doctors	6.4
5	Agriculturist	5.1
6	Others (Teachers etc.)	8.9
Total—		99.8

The following interesting conclusions can be drawn from the above tables—

(1) No girl student had offered science in the session 1955-56 as disclosed by the Survey because there is no girls' college which

provides the facilities in higher studies in science and the guardians of the girl-students, it appears, are so conservative as not to send them to colleges for boys. Besides this, the girl-students either do not wish to take to any profession after finishing their studies, or do not wish to go to technical branches, and thus, are not interested in science studies.

(2) 515, i. e., 29% of the total students surveyed come from villages as their guardians are Agriculturists. Naturally this discloses many interesting facts. Firstly, this indicates a growing tendency among the agriculturists to send their sons for higher studies, though they are unable to plan them properly, as only 109 students out of 515 were found studying science subjects. Secondly, farmers, it appears, are either of the opinion that girls should not be given higher education or probably are unable to shoulder the financial burden involved therein as only 8 girl-students i. e. 1.5% belong to agriculturist families. Thirdly, as these students come from villages, they either reside in hostels, or with their relatives, or in private houses, and, therefore, do not get the benefit of the guidance, supervision and control of their guardians. Their background is also not in keeping with city life and generally they do not have a proper perspective of life and, therefore, are easily swayed by the glamour of city life, mostly at the cost of their studies. This leaves them neither fit for going back to their fields after finishing their education nor does it equip them properly to go very far in life.

All these facts, in course of time, will also revolutionise village life because the educated children of farmers will not like to go back to the villages and thus they will reduce the pressure of population on land, and improve, indirectly, to some extent, the economic condition of those who will prefer to remain in the villages. This will be followed by an increased inter-course between villages and cities, greater exodus of youths from villages to cities, as they will like to tread the path shown by their elder brothers, and spread of education among village-girls because of the natural insistence of educated village youths on marrying educated girls. All this will re-shape village life in a different pattern.

(3) The largest number of children, of "Service class", go for higher studies as out of 1,773 students surveyed, 643 came from this class. The apparent reasons for this are many. Firstly, the number of persons belonging to service-class is the highest in cities and therefore, the number of their children reading in colleges

ought to be the highest. Secondly, the people of this class want to give the highest education to their children, specially to their sons, as they cannot provide an alternative source of income except service which can be secured only after getting proper education.

Being either themselves educated, or guided by their experience, the people of service class are able to provide a better academic atmosphere and guidance to their wards and exercise some control over them. This helps their children to do better in examinations and to go far in their life than the children of farmers etc. This is evident from the fact that the greatest percentage of students offering science subjects and showing the best results in examinations, games and other contests belong to the families of the service class.

Out of 943 students belonging to families of service people, 60 were girls.

(4) 330, i. e., 18.6% of the students surveyed, come from the families of businessmen; 42 being girl students and 99 science students. Businessmen, being better off than other classes and permanent dwellers in cities, are in a position to give higher education to their children. Besides this, they also feel that higher education is looked upon as an additional qualification in the marriage market, both for boys and for girls.

(5) 79 children of lawyers and 35 of doctors were found reading in various classes of 1st Year to VIth year of whom 30 and 10 respectively were science students and 22 and 10 respectively girl-students. The number of lawyers and doctors in the city is not very great and so, the number of their children reading in higher classes could not have been higher than this.

Lawyers and doctors are the most highly educated people and as such, can keep a proper watch over their wards and give them proper guidance in matters of planning their education and future career. But it is a pity that the people of these two categories do not take sufficient interest in their wards as only 37.9% and 28.5% children of lawyers and doctors respectively have offered science inspite of the well known fact that the future of students passing out with Art subjects cannot be very bright.

The above mentioned facts stress the necessity that guardians of the students should take more interest in their wards and create the right atmosphere for studies around them. If this can be done, the discipline among students will improve and their academic achievements will go up.

(2)

FINANCIAL POSITION OF THE GUARDIANS

What the actual relationship is between the financial position of the guardians and the academic career of their wards has always been a disputable point. Some feel that the richer the parents, the better are the achievements and attainments of their children, they being able to concentrate more on studies and to get all facilities in books, coaching etc while the poorer the guardians, the less brilliant are the achievements of their wards, as they cannot freely devote themselves to studies, being always burdened with problems. There is, however, no dearth of people who are of the opinion that the poorer the guardians, the better are the results of their children because they grow more hardworking and conscientious students, while the richer the parents, the poorer the performances of their children, they being often led away by the various attractions of life which are always at their disposal. The purpose of the present study is to find out this relationship, on a scientific basis, if at all it exists, and calculate the income of the parents which may be termed as ideal (judging from the results of the children).

TABLE No. II

S. N.	Income	Division	Number of Students			
			In Arts and Commerce	In Science	Total	
1	Unemployed	I	4	3	7	
		II	16	5	21	
		III	14	4	18	46
2	Below Rs. 50/-	I	16	6	22	
		II	166	42	208	
		III	142	7	149	379
3	Between Rs. 51/- to 100/-	I	19	23	42	
		II	224	84	308	
		III	179	43	222	572
4	" 101/- to 150/-	I	6	12	18	
		II	85	66	151	
		III	62	23	85	254
5	" 151/- to 200/-	I	6	9	15	
		II	54	30	84	
		III	36	12	48	147
6	" 201/- to 250/-	I	5	4	9	
		II	48	30	78	
		III	35	25	60	147
7	" 251/- to 500/-	I	3	6	9	
		II	48	28	76	
		III	32	7	39	124
8	Above Rs. 500/-	I	4	6	10	
		II	48	17	65	
		III	23	6	29	104
Total			1275	498	1773	1773

TABLE No. 12
(Refers to Tika Ram Girls' College)

S. No.	Income	Division	Number of Students	
1	Unemployed	I	...	
		II	...	
		III	2	2
2	Below Rs. 50/-	I	...	
		II	1	
		III	4	5
3	Between Rs. 51/- to Rs. 100/-	I	...	
		II	17	
		III	10	27
4	,, Rs. 101/- to Rs. 150/-	I	1	
		II	5	
		III	5	11
5	,, Rs. 151/- to Rs. 200/-	I	1	
		II	9	
		III	8	18
6	,, Rs. 201/- to Rs. 250/-	I	2	
		II	19	
		III	8	29
7	,, Rs. 251/- to Rs. 500/-	I	...	
		II	17	
		III	11	28
8	Above Rs. 500/-	I	1	
		II	24	
		III	11	36
Total			156	156

The following inferences can be drawn from the above two tables showing the results in High School of the students now reading in Ist Year to VIth Year.

(1) A pretty large number of students who pass their high school examination in the third division give up their studies. The foregoing table indicates that the number of students passing in the third division and continuing their studies is less than the number of those who pass in the second division, though in the results of the U. P. Board, the number of students getting a third division is ever the largest.

(2) The per capita income at current prices worked out to Rs. 274.5 in 1951-52, i. e., Rs. 22.87 per month. Judging from this, it can be easily said that the majority of the Indian people earn less than Rs. 50/- per month and their number goes on decreasing as their monthly income goes on increasing. The present survey has revealed that only 425 students out of whom seven are girls, whose parents earn below Rs. 50 per month, are studying in different classes of the nine colleges. It means that very few people of this income group are able to send their children for higher studies, specially their daughters.

(3) The largest number of students reading in higher classes come from families with monthly income between Rs. 51/- to Rs. 100/- because their number is sufficiently large and they are in a position to give education to their children. Besides this, they realise that for improving the future prospects of their children, higher education is an unavoidable necessity. This, however, does not apply to the case of girl-students. Table No. 12 indicates that the largest number of girl-students reading in colleges come from families in which fathers earn more than Rs. 500/- per month and their number goes on decreasing as the income of the parents goes on falling. This is because the richer a person the more he is advanced in outlook and therefore in a better position to afford the expenses of education.

TABLE No. 13

S. No.	Income	Div. I	Div. II	Div. III	Total of
		%	%	%	Div. I and II %
1	Unemployed	15.2	43.4	41.4	58.6
2	Below Rs. 50/-	5.8	54.8	39.4	60.6
3	51/- to 100/-	7.3	53.8	38.9	61.1
4	101/- to 150/-	6.8	59.4	33.8	66.2
5	151/- to 200/-	10.2	57.1	32.7	67.3
6	201/- to 250/-	6.1	53.0	40.9	59.1
7	251/- to 500/-	7.2	61.2	31.6	68.4
8	Above 500/-	9.6	62.5	27.9	72.1

(a) The highest percentage of students getting division I are the children of unemployed parents, followed by those whose monthly income is between Rs. 151/- to Rs. 200/- and also above Rs. 500/-.

(b) The highest percentage of students getting division II comes from the families with a monthly income of more than Rs. 500/- closely followed by those whose monthly income is between Rs. 251/- and Rs. 500/- and Rs. 101/- and Rs. 150/-.

(c) The percentage of students passing in division first and second taken together, goes on increasing as the income of their parents goes on rising with the exception of the students whose parents earn between Rs. 201/- and Rs. 250/- per month.

The above facts reveal that leaving a few exceptions the results of the children go on improving as the income of parents goes on rising because they are able to concentrate more on their studies, having few problems to face and being better provided with facilities such as books, papers, magazines, special coaching, separate rooms, etc.

(3)
THE PARENTS

The environment and atmosphere around boys whose parents are alive are markedly different from those that are found around father-less boys, because the living parents keep a control and supervision over their children; solve their many problems, domestic and financial; help them by their efforts and advice in times of need and give them that eternal love which is necessary for the proper development of the human faculties, while the children, having no parents, are deprived of all these benefits.

The following result have been given by the survey.

TABLE No. 14

S. No.	Particulars	Number of Students			% of the Total Students Surveyed
		In arts & Commerce	In Science	Total	
1	Father Dead	176	55	231	13.0
2	Mother Dead	194	65	259	14.6
	Total	370	120	490	27.6

TABLE No. 15

(Refers to Tika Ram Girls' College)

S. No.	Particulars	Number of Students	% of the Total
1	Father Dead	17	10.8
2	Mother Dead	11	7.0
	Total	28	17.8

This survey has revealed that:—

(1) Out of 1773 students surveyed, 231, i. e., 13.0% students had no fathers and as such, had to live either under the guardianship of their mothers or of other relations. Thus they do not get the benefit of expert and judicious advice being fatherless, and their mothers, generally being not well educated and their experience of life being limited mainly to domestic matters, are unable to do proper thinking for them in matters of their studies, future career etc.

(2) Mothers have a natural weakness, which grows after the death of their husbands, to dote on their children excessively, making it impossible for them to exercise proper control over them. And unfortunately enough, elderly male relatives have neither the inclination, nor the time, nor even the necessary importance in the eyes of the children that may enable them to keep proper control over the father-less students.

(3) The death of the father generally reduces the earning of the family and, therefore, creates many new problems, financial and domestic, which are to be tackled by the children of the deceased or by his wife. It means that college students, whose fathers are no more alive, have to divert their attention from studies to many problems and the inevitable consequence is that their studies suffer seriously.

(4) It becomes slightly difficult for girl-students to continue their studies after the death of their fathers because of the financial implications involved. The survey reveals that only 17 girls out of 256, i. e., 10.8% were found studying in various classes of the Tika Ram Girls' College after the death of their fathers while there were 214 boy-students out of 1617, i. e., 13.2% studying in the rest of the eight colleges of Aligarh.

Thus, it can be concluded that college students having no father, generally find it difficult to continue their studies, it being truer in the case of girl students. Moreover, they are not good at studies, as has been shown by their results in the High School and are not able to develop their faculties properly.

The survey has also disclosed that—

(a) 259 students, i. e., 14.6% have no mothers which means that they are deprived of mothers' love and proper atmosphere at home, a serious handicap in the development of personality and a well contented outlook.

(b) It becomes more difficult for girls than for boys to continue their higher studies after the death of their mothers as only 11 girls out of 156, i. e., 7% were found studying after the death of their mothers. This is because they are required to manage the house in the absence of their mothers and look after the comforts of their brothers and sisters.

(4)

MARITAL STATUS OF THE STUDENTS

In India, marriages at a pretty young age are very common, though under the impact of modern education and ever growing social reforms, they are becoming less popular with town dwellers and educated people. It will, therefore, be interesting to know how many students get themselves married and what the effect of marriage is on their studies.

The present survey has revealed that 272 students i. e., 15.3% were married and 1501, i. e., 84.7% were unmarried. The number of married students can be classified as below—

TABLE No. 16

S. N.	Marital Status	NUMBER OF STUDENTS											Grand Total	
		In Arts & Commerce (L. T)						In Science						
		XI	XII	XIII	XIV	M. A.	Total	XI	XII	XIII	XIV	Total		
1	Married	25	60	62	46	23	221	28	3	9	6	5	23	272
2	Unmarried	312	318	220	120	44	1014	12	171	172	104	28	475	1501
	Total	337	378	282	166	72	1235	40	174	181	110	33	498	1773
	% of Married	7.4	15.8	21.9	27.9	38.8	17.9	70	1.7	4.9	5.4	15.1	4.6	15.3

TABLE No. 17

(Refers to Iika Ram Girls' College).

S. N.	Marital Status	Number of Students				
		XI	XII	XIII	XIV	Total
1	Married	...	6	4	1	11
2	Unmarried	62	40	28	15	145
	Total	62	46	32	16	156
	% of Married	0.0	13.0	12.5	6.2	7.0

The following inferences can be drawn from the above two tables—

(1) The percentage of girl-students continuing their studies after marriage is increasing, as in the IV Year only 6.2% married girls were found studying, in the III year 12.5% and in the II year 13.0%. This peculiar phenomenon, it appears, has recently started because now husbands desire that their wives should get higher education so that they may be able to move in society freely or take up some job. Even middle-aged women and mothers of several children were found studying in various classes in the Arts side.

(2) Science students do not marry in as great a number as Arts students. 17.9% students of Arts classes excluding L. T. students, were found married while only 4.6% students of science were continuing their studies after marriage. The reasons for this disparity are many: Students of Arts classes come mainly from villages and the students of science classes belong mainly to cities where the marriage age is slightly higher than that in villages. Secondly, the parents of the majority of students reading in Arts classes are either illiterate or semi-educated, while the parents of students studying in Science classes are educated, being persons of teaching, medical, legal or such other professions.

(3) Married students find it difficult to continue their studies, and so a pretty large number of them give it up after passing the II year or the III year or the IV year class 16 students of the III year and 18 students of the IV year Arts gave up their studies after passing III year and IV year classes respectively. To continue studies after being married becomes very difficult because the responsibility of the student increases, and he is forced to earn which makes it difficult for him to concentrate on studies.

(5) STUDY OF RESIDENCE

Students' health, character and academic career are influenced to some extent, by the locality in which they reside, the construction of the house in which they live, the man-room ratio which the house provides and other facilities that it affords. For example, if a student resides in some slum area; shares his dingy-pigeon-hole locking house with a number of other families having low income and no

culture, and uses a lantern for light, then naturally he cannot have a robust health and a good academic career because he cannot get a separate room and a peaceful atmosphere for studies. On the other hand, if a student resides outside the city in the midst of pleasant surroundings, free from dirt and noise, does not share his airy house with any other family and enjoys the benefits of electric light, fan, and heater, then surely his health will be sound and he will be able to devote himself more seriously to studies and be a more successful student. It is regrettable, however, that so far much importance has not been attached to a scientific study of this aspect of students' lives. An attempt, therefore, has been made to study this important aspect.

The survey has revealed that the majority of students reside in the heart of the city—a place which is neither clean nor calm. Naturally, this makes it impossible for students to concentrate on their studies, specially during the day time when hawkers, the rumbling noise of tongas and rickshaws, and the crying and weeping of children create a terrific noise.

The survey has also revealed that 73 students live in college hostels, 927 in rented houses and 773 in their own houses This can be tabulated as follows—

TABLE No. 18

S. No.	Place of Residence	Number of Students			% Of the Total
		In Arts Classes	In Science Classes	Total	
1	Hostel	59	14	73	4.1
2	Rented House	649	278	927	52.3
3	Own House	567	206	773	43.6
	Total	1275	498	1773	100.0

TABLE No. 19

(Refers to Tika Ram Girls' College).

S. No.	Place of Residence	Number of Students	% Of the Total
1	Rented House	77	49.4
2	Own House	79	50.6
	Total	156	100.0

The above tables indicate that—

(1) 73 students reside in college hostels, and thereby they enjoy the advantage of electric light, open space and comparatively

more airy and calm atmosphere than the majority of other students, who reside in rented or owned houses with their families. This provides them with a better opportunity to concentrate on studies.

(2) 773 students out of whom 79 are girls reside in their own houses which means that they come from well-to-do families and probably keep plenty of space for their own use. Naturally, this must grant the students the facility of more space in the house and thereby slightly better facilities of studies.

(3) 927 students, out of whom 77 are girls, reside in rented houses which indicates that their financial condition is not very sound and that room-man ratio is not so good as that in the case of other students. This must have an adverse effect on their studies.

The survey has disclosed that only 737 students i. e., 41.6% use electricity and remaining 1036, i. e., 58.4 p. c. the lantern. This can be classified as follows—

TABLE No. 20

S. N.	Type of Light Used	Number of Students			
		In Arts	In Science	Total	% To the Total
1	Electric	502	235	737	41.6
2	Lantern	773	263	1036	58.4
	Total	1275	498	1773	100.0

Obviously, those students who use electricity can also use fan in summer and heater in winter, which means that they can study more efficiently than other students as they are able to moderate the extremes of heat and cold.

The survey has disclosed that 13 p. c. students take their meals either in college hostels or in local "Dhabas" and the rest of the students, i. e., 86.7 p. c. at their own houses, or with their relatives. The details of this are as follows—

TABLE No. 21

S. N.	Place of taking food	Number of Students			
		In Arts	In Science	Total	% To the Total
1	With own Family	815	360	1175	66.1
2	With Relatives	90	43	133	7.5
3	Own Cooking Arrangement	199	35	234	13.1
4	Hostel	59	14	73	4.1
5	Dhabas	112	46	158	8.9
	Total	1275	498	1773	99.7

The following conclusions can be drawn from the above table—

(1) 1175, i. e., 66.1 p. c. and 133, i. e., 7.5 p. c. students, out of the total students surveyed, take their meals with their own people and thus get good meals which do not adversely affect their health. Almost all girl students take their meals at home.

(2) 234, i. e., 13.1% students reside in rented houses and make their own cooking arrangements. These students generally reside in groups without any local guardians and manage their affairs themselves. As such, they have to devote sufficient time in managing the household which leaves them little time for studies. Besides this, there being no elderly local guardian, they become reckless and rude in their behaviour and often sread indiscipline among fellow students.

(3) Only 1 girl student had her own cooking arrangement.

(4) 73, i. e., 4.1% students and 158, i. e., 8.9 p. c. students take their meals in hostels and local dhabas respectively. The meals generally served in college hostels and dhabas are of very inferior quality and are prepared under the most unhygienic conditions. This affects the health of students very seriously.

No girl student was found taking her meals in hostels or dhabas.

3 A Study of Caste Pattern of Students

In India, specially among Hindus, the caste system, though breaking still plays an important role in determining people's character, profession, outlook and way of life. For example, generally the people of scheduled caste and backward classes suffer from inferiority complex and are conservative in their outlook and so do not send their children, specially girls, to schools and colleges. The study of students in relation to their caste, therefore, is bound to be interesting and revealing. We shall, therefore, proceed to analyse the caste pattern of students.

TABLE No. 22

S. No.	Name of the Caste	Number of Students	Percentage
1	Scheduled	136	7.6
2	Backward	77	4.3
3	Brahmin	479	26.9
4	Kshatriya	412	23.2
5	Vaish	495	28.4
6	Kayasth	144	8.1
7	Jain	20	1.1
8	Sikh	5	0.2
9	Muslim	2	0.1
10	Christian	3	0.1
	Total	1,773	100.0

From the table No. 22 the following conclusions may be drawn—

(1) The spread of education among Vaishas, Brahmins and Kashatriyas is the highest as compared to other communities and castes, it being 28.4, 26.9 and 23.2 percent respectively, of the total number of students surveyed. The reasons for comparatively higher education in these classes can be ascribed to the fact that the population of these three communities in the city of Aligarh is the highest, that they have the greatest number of middle-class people, both educated and in service, and that conservatism is fast vanishing from among them.

(2) Only 8.1 and 1.1 percent of students surveyed were Kayasthas and Jains respectively. This low percentage of education among these two classes is due to the fact that their population in the district of Aligarh is low. (Generally Jains are also less forward and are not rich enough to afford the expenses of education).

(3) The education among Sikhs and Christians was also found at a low figure, as only 0.2 and 0.1 per cent of the students surveyed belonged, respectively, to these two classes. The reasons for this low percentage of education in these two communities are many, viz., limited population, backwardness and poverty—most of them being truck-drivers, machanics and labourers which makes them indifferent towards education.

(4) Most of the muslim students do not prefer to study in the above mentioned nine colleges of Aligarh because of their leanings towards the Muslim University.

(5) 7.6 and 4.3 per cent students of the total number of students surveyed came from scheduled castes and backward classes respectively—a percentage which is very good when we consider their population and social and financial condition. But this can be explained by the fact that the Government is granting heavy financial assistance to the students belonging to these two communities in the form of fee concessions and scholarships and is reserving a certain percentage of jobs for them.

The picture presented by the girl-students under is different from that of the boy students. For example, the highest percentage of girl-students, i. e., 40.4% of the total girls surveyed, came from Vaish Community; 22.5% and 19.3% from Brahmin and Kshatriya communities respectively (a percentage which is very low as compared to that of the Vaish community) and only 0.6% each from scheduled caste, backward classes, Jain and Sikh communities. These variations of percentages, as compared to aggregate, are mainly due to the difference in the general outlook and financial position of these communities.

The idea of the rate of increase in education, communitywise, can be formed by finding out the number of students of each community in various classes, both of Arts and Science. Table No. 23 gives us this idea.

TABLE No. 23

S. N.	Name of the Caste	Number of Students												
		In Arts and Commerce					Total	In Science					Grand Total	
		XI	XII	XIII	XIV	M. A.		L. T.	XI	XII	XIII	XIV		Total
1	Scheduled	42	49	20	5	3	119	...	6	11	...	...	17	136
2	Backward	19	24	21	1	1	66	...	4	2	4	1	11	77
3	Brahmin	91	95	80	45	22	333	14	45	50	30	7	132	479
4	Kshatriya	73	88	65	42	20	288	12	45	40	18	9	112	412
5	Vaish	80	68	77	66	19	310	11	62	52	46	14	174	495
6	Kayasth	26	46	16	5	6	99	3	4	25	11	2	42	144
7	Jain	5	5	2	2	1	15	...	3	1	1	...	5	20
8	Muslim	...	2	...	...	...	2	...	...	...	...	...	...	2
9	Sikh	1	1	...	...	...	2	...	3	...	...	...	3	5
10	Christian	...	...	1	...	...	1	...	2	...	...	...	2	3
Total		337	378	2826	186	72	1235	40	174	181	110	33	498	1773

The table reveals the following interesting facts—

(1) In Arts classes admissions in 1955-56 in XI year were less than those in the XII year in all castes except the Vaish community where it increased and the Jain and Sikh communities where it remained the same. However, on the science side, the admissions in XI year were more than those in the XII year in Backward classes, Kshatriyas, Vaishyas—while less in the rest of the classes. This phase can be explained by the fact that admissions in general were less in XI year class in the session 1955-56 than the session 1954-55 though this phase has very little affected the Vaish Community because of its comparatively greater forwardness, financial position and almost very little connection with the villages. On the other hand, the rest of the communities depend to a very large extent on the villages and were adversely affected by the downward trend in the price level of food grains etc.

(2) More students of every community sought admission in the III year, both in Arts and science, in the session 1955-56 than in 1954-55.

(3) There is a general tendency among the students of every community to go in more for studies in Arts rather than in Science. But this tendency is the most visible in scheduled castes, backward classes, kayasths, jains, sikhs, muslims, christians, and the least in vaishyas.

(4) Proportionately, more science students leave their studies after F. Sc. than Art students. This is true for all the communities except the backward classes and kayasths and jains.

TABLE No. 24

S. No.	Name of the Caste	Percentage of Students who Leave Studies After Intermediate	
		In Arts & Commerce	In Science
1	Scheduled	59.1	100.0
2	Backward class	12.5	100.0
3	Brahmins	15.7	40.0
4	Kshatriya	26.1	55.0
5	Vaish	13.2	11.5
6	Kayasth	65.02	56.0
7	Jain	60.0	0.0
8	Sikh	100.0	100.0
9	Muslim	100.0	100.0
10	Christian	100.0	100.0
Average		25.4	39.2

(5) For the professional degree of teaching, students of Brahmin, Kshatriya, vaish and Kayasth communities have taken admissions in L. T. classes while students of other communities, viz., Jains, Sikhs, Scheduled castes etc. have not either sought admission or were not admitted to the L. T. Classes.

The above conclusions are also found in case of girl students, as has been shown by the Tika Ram Girls' College (vide table No. 25).

TABLE No. 25
(Refers to Tika Ram Girls' College)

S. N.	Name of the Caste	Number of Student				
		XI	XII	XIII	XIV	Total
1	Scheduled	...	1	...	...	1
2	Backward class	1	...	...	...	1
3	Brahmin	15	9	6	5	35
4	Kshatriya	5	12	7	6	30
5	Vaish	29	15	14	5	63
6	Kayasth	9	9	5	...	23
7	Jain	1	...	...	...	1
8	Sikh	1	...	...	...	1
9	Muslim	1	...	...	...	1
10	Christian	...	...	...	...	...
Total		62	46	32	16	156

However, there is one peculiar thing to be noted that the number of girl students who belong to scheduled caste, backward, class jains, sikhs, muslims and christians is negligible, it being only one in each case.

TABLE No. 26
Result in High School.

S. N.	Name of the Caste	Number of Students			Total
		Div. I	Div. II	Div. III	
1	Scheduled	5	52	79	136
2	Backward class	3	39	35	77
3	Brahmins	46	276	157	479
4	Kshatriya	37	226	149	412
5	Vaish	31	284	180	495
6	Kayasth	10	95	39	144
7	Jain	...	15	5	20
8	Sikh	...	3	2	5
9	Muslim	...	...	2	2
10	Christian	...	1	2	3
Total		132	991	650	1773

From the point of view of good division, Brahmins show the best results closely followed by Kshatriyas and viashs. The worst results have been shown by Jains, Sikhs, Muslims and Christians. However, the pattern of results in the case of girls, as shown by the Tika Ram Girls' College students, is slightly different. Here, Kshatriya girls have shown the best results followed by Brahmins, Kayasths and Sikhs.

4 A Study of Students' Age

TABLE No. 27

S. N.	Age Group Years	NUMBER OF STUDENTS								
		Divisions in Arts & Commerce				Div. in Science				G. Total
		I	II	III	Total	I	II	III	Total	
1	Between 12-13	—	7	7	14	—	5	—	5	19
2	„ 13-14	3	40	37	80	4	27	18	49	129
3	„ 14-15	5	115	55	175	14	49	17	80	255
4	„ 15-16	12	117	87	216	17	84	27	128	344
5	„ 16-17	17	130	112	259	17	66	28	111	370
6	„ 17-18	10	108	91	209	9	42	12	63	272
7	„ 18-19	6	78	62	146	7	19	16	42	188
8	„ 19-20	2	40	37	79	...	9	4	13	92
9	„ 20-21	...	15	19	34	...	...	...	...	34
10	„ 21-22	...	7	4	11	...	...	...	...	11
11	„ 22-23	1	2	6	9	...	...	...	...	9
Total		56	659	517	1232	68	301	122	491	1723

N. B. 50 students have not replied to the question concerning their age of passing High School Examination and the division in which they were placed.

TABLE No. 28

(Refers to Tika Ram Girls' College).

S. N.	Age Group	Division			Total
		I	II	III	
1	Between 12-13	...	2	5	7
2	„ 13-14	2	17	16	35
3	„ 14-15	3	35	12	50
4	„ 15-16	—	26	13	39
5	„ 16-17	—	5	7	12
6	„ 17-18	—	4	1	5
7	„ 18-19	—	—	4	4
8	„ 19-20	—	1	—	1
9	„ 20-21	—	1	—	1
10	„ 21-22	—	—	1	1
11	„ 22-23	—	1	—	1
Total		5	92	59	156

TABLE No. 29

S. N.	Age Group	Number of Students									
		Division I			Division II			Division III			G. Total
		Arts	Sc.	Total	Arts	Sc.	Total	Arts	Sc.	Total	
1	12-13	—	—	—	7	5	12	7	—	7	19
2	13-14	3	4	7	40	27	67	37	18	55	129
3	14-15	5	14	19	115	49	164	55	17	72	255
4	15-16	12	17	29	117	84	201	87	27	114	344
5	16-17	17	17	34	130	66	196	112	28	140	370
6	17-18	10	9	19	108	42	150	91	12	103	272
7	18-19	6	7	13	78	19	97	62	16	78	188
8	19-20	2	—	2	40	9	49	37	4	41	92
9	20-21	—	—	—	15	—	15	19	—	19	34
10	21-22	—	—	—	7	—	7	4	—	4	11
11	22-23	—	—	1	2	—	2	6	—	6	9
Total		56	68	124	659	301	960	517	122	639	1723

In India, different Universities and Boards have fixed arbitrarily, the different minimum age limits for passing the High School examination or seeking admission to different classes without much caring about the adverse consequences that may follow by such a fixation. For example, they have not cared to verify, after fixing a particular age limit for passing an examination, whether the age fixed is high or low, looking to the effects that it has produced on the students' health, power to concentrate, the academic achievements, the development of faculties and thus, the future career. It is, therefore, disirable that after fixing an age for passing an examination, or for seeking admission to a particular class, the affects of such a fixation should be carefully studied and if necessary due changes should be made. It is with this view that students were asked their age at the time of passing their High School examination and the division in which they were placed, the results of which, in a tabulated form, are enclosed here with (vide Table No. 27 & 29).

Many logical inferences can be drawn from the above mentioned tables and it can be said that these conclusions are sufficiently dependable as they are based on the results of five years, i. e., July 1951 to July 1955, because the students reading in Ist year to VIth year were asked their age at the time of passing High School examination and the division they secured. The following are important conclusions—

1. Vide table No. 27 in the faculty of arts, the largest number of students, i. e., 259 passed their High School between the ages of 16-17 years and in the faculty of science in the age group of 15-16 years, their number being 128. Taking the picture as a whole, the maximum number of students, i. e., 370 passed their High School at 16-17 years.

2. The largest number of girl-students i. e. 50 (vide table No. 28) passed their High School examination at the age 14-15 years.

3. The greatest number of students, i. e., 17 getting first division in the faculty of arts were found to be between 16-17 years of age and in the faculty of Science, in the age group 16-17 years as well as 15-16 years their number in each case being 17. Taking Faculty of Arts and Science together, the maximum number of students came from the age group 16-17 years. (Vide Table No. 29).

4. In case of girl-students (vide table No. 28), the largest number of first divisioners i. e. 3 came from the age group 14-15 years.

5. In the Faculty of Arts, the maximum number of students securing second division were from the age group 16-17 years and in the Faculty of Science from the age group 15-16 years. Taking the over all picture, it can be said that the largest number of students, i. e., 201 passed their High School examination at the age of 15-16 years.

6. Vide table No. 28 the greatest number of girl-students passing their High School in second division were of the age 14-15 years.

On the basis of the above mentioned facts, it can be suggested that the following minimum age limits should be fixed—

TABLE No. 30

	For Male students	For Female Students
For beginning the studies	6 Yrs.	5 Yrs.
Passing High School	16 "	15 "
„ F. A./F. Sc.	18 "	17 "
„ B. A./Bsc.	20 "	19 "
„ M.A./M. Sc.	22 "	21 "
For U.P.S.C. or P.C.S. Competitive Exams.	23 "	22 "

5 Hobbies of the Students

TABLE No. 31

S. No.	Name of the Students	Number of students	% of the total number of students
1.	Studying Literature	1053	24.5
2.	Picnic	589	13.7
3.	Cards	578	13.4
4.	Music	379	8.8
5.	Indoor Activities	509	11.8
6.	Writing	376	8.7
7.	Photography	256	5.9
8.	Cross-word Puzzles	211	4.9
9.	Collecting autographs	99	2.3
10.	Dancing	92	2.1
11.	Collecting stamps	92	2.1
12.	Collecting coins	71	1.6
		4305	

TABLE No. 32

(Refers to Tika Ram Girls' College)

S. No.	Name of the hobby	Number of girl Students	% of the total no. of students
1.	Studying Literature	101	19.2
2.	Picnic	65	12.4
3.	Cards	90	17.1
4.	Music	75	14.3
5.	Indoor Activities	46	8.7
6.	Writing	20	3.8
7.	Photography	33	6.3
8.	Cross-word puzzles	37	7.0
9.	Collecting autographs	12	2.3
10.	Dancing	32	6.1
11.	Collecting stamps	12	2.3
12.	Collecting coins	3	0.5
		526	100.0

No one will doubt that hobbies of a man reveal to some extent his character, and go a long way towards relieving him of the day's fatigue and exhaustion by providing him with some source of recreation. It was, therefore, felt that a study of the hobbies of the college students and their effect on their characters should be made. The students were asked to mention their hobbies, the results of which are both interesting and informative—

1. Most of the students have more than one hobby, i. e. 1773 students have 4305 hobbies, which means that every student has, on an average, 2.4 hobbies which, considering Indian conditions, implies that most of them do not pursue any hobby seriously. Psychologically, it may also mean that students are hypocrites by temperament.

2. The most popular hobby of students, as has been worked out on the basis of the answers given by them, is "Study of literature", which, unfortunately consists of nothing better than reading cheap magazines like *Maya*, *Manoher Kahanian*", sensational crime literature; short stories, and pornographic novels. Such 'Literature' naturally kills the finer tastes of the youths and they sooner or later, are dominated by vulgar and erotic feelings. It is, as a result of reading such unhealthy "literature" coupled with other things like going to the cinemas etc. that most of the present day college or university students aspire to become *Romeos* or *Juliets* and do all sorts of unwise things under the pernicious influence of such pseudo romanticism. Thus, the students to-day sell their precious intellect and sensibility to influences that cannot but corrupt them. Obviously they are heavy losers in this bargain, for, while they gain nothing at all, they positively lose, in the shape of suppression of their personality and in the growth in them of very harmful emotional tensions.

3. Playing cards and filling crossword puzzles are other two hobbies which are sufficiently popular with the students, as 578 students play cards and 211 fill crossword puzzles out of whom 60 and 37 respectively are girl students. These hobbies of students, psychologically speaking, can be interpreted as signs of a tendency among them to waste their time, gamble with problems of life and to find out short cut devices to achieve their goal.

4. 589 students are inclined to go on picnics, a thing which normally they cannot do daily because there are not many places for picnics in the city of Aligarh or nearby places and students cannot be expected to devote much time daily to going out to distant places.

As such, going on picnics cannot be said to be a hobby of students in the truest sense of the term.

5. Taking autographs and collecting stamps and coins are not popular hobbies either with male or with girl-students, as only 99, 92 and 71 students, respectively, patronise them out of whom 12, 12 and 3 respectively are girl students. This is because the opportunities for taking autographs of many great persons are not available in the city of Aligarh, it being neither a famous commercial, political, or religious place, nor an academic centre where people from all parts of the world may like to come. Similarly, it is not possible for many students to collect stamps or coins because of their financial implications which it involves.

6. Dancing is also not popular with students, as only 92 take interest in it out of whom 32 are girl-students. This may be due to the fact that the city of Aligarh does not provide the facility in the shape of good and cheap institutions, located in all the important localities of the town, where students can learn dancing.

7. Music is popular with 379 students, i. e., 8.8% of the total number of students surveyed out of whom 75 are girls. The popularity of music can be attributed to the facilities for learning it in various colleges, it being a subject in High School and Higher classes; the charm of prominence which it gives to the students who are called upon to give their performances in various college functions, and the pleasure which it provides.

8. Poems and short-stories are written by 376 students out of whom 20 are girls. This number is appreciable, because there is hardly any literary society functioning in a college or an institution working in the city of Aligarh which trains students in the art of writing good poems, short-stories, novels and dramas. However, one aspect of this otherwise good trend is painful and that is that most of the literature produced centres round sex, crime and is stereotyped, lacking imagination, scientific thought and proper expression. This becomes very evident when one hears, year after year, the poems and short stories read by the students in "Kavisammelans" or Inter-college competitions and reads the college magazines.

9. Indoor activities interest 509 students out of whom 46 are girl students. The indoor activities which are common with the male students are chess, *chopad*, table tennis, and gossiping and with the girl students knitting, sewing, embroidery, playing, table-tennis, badminton and gossiping.

10. Photography attracts 256 students out of whom 33 are girls. This number is very good seeing to the present day financial condition of the guardians of the students and expenditure which this hobby involves. The number of students who take interest in photography is good because many colleges have photographic-clubs and proper arrangements to guide students in the process of taking good snaps and developing and printing them at a pretty low cost.

The above study of hobbies shows that some planning should be made for providing cheap, better and more useful hobbies to the students and guiding them to follow the existing ones in the right direction. Some of the new hobbies which can easily be started are Gardening, Horse-riding, Swimming, Painting, Clay-modelling, Carpentry, Black-smity, leather-work and tailoring. These hobbies, on the one hand, will provide better recreation and on the other, develop the personality and character of the students. Besides this, these and such other hobbies will not bring a huge financial burden either on the students or on their institutions and will lead the students on the new path of creative genius where nobler and finer instincts shall be nurtured and harnessed for the social good.

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 Date... 9-10-84.

6 Are Students Earning while Studying ?

The majority of people in India are financially not well off and, therefore, it is difficult for them to provide education to their children. Leaving a few apart, even those who are willy-nilly sending their children to schools and colleges are doing it at a great sacrifice. This is evident from Table No. 33 which indicates that 1279 students out of 1773 wish to earn while studying and only 494 do not wish to earn either because they have no spare time, being students of L. T. or Science Classes, or consider it below their dignity to earn because they have been born in rich families.

TABLE No. 33

S. N.	Particulars	Number of Students												Grand Total
		In Arts						In Science				Total		
		XI	XII	XII	XIV	M A.	Total	L T.	XI	XII	XIII		XIV	
1	Wish to Earn	227	301	202	129	34	893	28	126	123	84	25	358	1279
2	D't wish to Earn	110	77	80	37	38	342	12	48	58	26	8	140	494
	Total	337	378	282	166	72	1235	40	174	181	110	33	498	1773

TABLE No. 34

(Refers to Tika Ram Girls' College)

S. N.	Particulars	Number of Students					Grand Total
		XI	XII	XIII	XIV	Total	
1	Wish to earn		2	...	2	6	10
2	Do not wish to earn	60	46	30	10	146	
	Total	62	46	32	16	156	

However, it is interesting to note that only 10 girls out of 156 wish to earn either because of financial reasons or for the modern

tendency to become independent; while the rest of the 146 girl-students do not wish to be self-supporting because either they do not feel the necessity of earning or are afraid of their parents, relatives, and society in taking such a bold step.

The financial position of a few students is so weak that they are forced to earn for continuing their studies. The Survey has disclosed that 101 students i. e. 5.6% are earning, their sources of earning being private tuition, service or business.

TABLE No. 35

S. N.	Source of Earning	Number of Students												
		In Arts					Total	In Science					Grand Total	
		XI	XII	XIII	XIV	M. A.		L. T.	XI	XII	XIII	XIV		
1	Service	...	...	6	5	9	20	...	...	...	...	...	...	20
2	Tuition	6	10	18	8	13	55	3	...	1	6	4	11	69
3	Others	5	1	1	3	2	12	...	...	...	...	...	...	12
	Total	11	11	25	16	24	87	3	...	1	6	4	11	101

From the Table No. 35 it is obvious that the main source of earning open to College students is private tuition, the other two sources, viz., service and business, mainly relate to those who are already in service or business and have joined an educational institution in order to better their prospects.

Here again, not a single girl was found earning while studying because in Aligarh the avenues of employment open for girls seeking part-time jobs are almost closed. Besides this, the conservative outlook mixed with inherent timidity prevents girl-students from taking any bold steps in this direction.

Every college grants fee concessions to the "deserving students". In other words, a few students are exempted from paying their dues for which they are not required to do any work except impressing on the authorities their acute financial stringency and demanding a charity. Normally, this method of granting charities gives birth to many evils which are neither good for the students thus benefitted nor for the nation at large. For example, it develops among the students the habit of living on alms, destroys the idea of self-respect and dignity of labour, generates ill will between those who are granted

concessions and those who are denied, and sows the seeds of corruption and favouritism. This is the heavy price which the nation, unknowingly, is paying by blindly following the foot-prints of the British, who were distributing these charities in order to create a loyal class and kill the idea of self-respect in the future makers of India.

From the above mentioned facts, it is evident that a scheme to provide part-time jobs to needy students is urgently needed. But while preparing such a scheme, many things are to be kept in mind. Firstly, the practice of distributing money in the form of fee concessions etc. (and not merit scholarships) should be given up as it mars the proper development of the students. Secondly, college and school authorities should be actively and officially associated with such a scheme because the old students will be going away and new ones will be coming every year. It will, therefore, be the college authorities who will be permanent and in a position to keep the scheme going. Thirdly, the scheme should be such as may not demand much time of the students per day and at the same-time be able to give them sufficient money for meeting their financial requirements. Fourthly, it should be constructive permitting no scope for losses.

7 Students and their Future Professions

TABLE No. 36
(Relates to all the Students)

S. No.	Name of the Profession	Number of Students			Total
		Arts & Commerce	Science	L. T.	
1	Teacher	489	41	33	563
2	Engineer	49	301	...	350
3	Soldier	189	48	1	238
4	Lawyer	130	5	3	138
5	Clerk	115	9	1	125
6	Businessmen	93	11	2	106
7	Leader	71	12	2	85
8	Literary-man	64	5	6	75
9	Artist	55	5	3	63
10	Doctor	6	64	1	71
11	Actor	36	23	...	59
12	Good House Wife	37	...	...	37
13	Farmer	22	12	9	43
Total		1356	536	61	1953

TABLE No. 37
(Refers to Tika Ram Girls' College).

S. No.	Name of the Profession	Number of Students	Arts
1	Teacher	81	
2	House-wife	37	
3	Artist	25	
4	Lawyer	11	
5	Leader	5	
6	Literary man	5	
7	Actor	1	
8	Soldier	1	
Total		166	

In medieval India, none had to bother about selecting a career for oneself as one was to pursue the profession of ones forefathers. The son a brahmin, for example, had to be a teacher and "purohit" of his father's clients; the son a kshatriya had to be in the army, and the son of a vaishya had to continue with the business of his father. Thus, natural division of professions, based on caste considerations, automatically took place. But this was not an unmixed good. Soon it was realised that caste considerations had gone too far and it had become impossible to derive any advantage, worth mentioning, out of them. Division of society into different castes lost its value and the problem of selecting a career from the very beginning grew. Thus problems started acquiring great magnitudes as the population of the country increased and the employment opportunities failed to keep pace with it, rather showed signs of continuous decrease, specially from the time industries were systematically ruined and agriculture became the main or the only profession. The problem, it appears, became more acute with the introduction of a new educational system, science opening new avenue of employment and life becoming more complex.

The study of whether the present day Indian student is able to plan his studies from the beginning or not, keeping in mind his future career and his liking or disliking of various occupations, ought to be both interesting and informative. It was with this idea that students were asked to mention the career they would like to pursue after finishing studies, the results of which, with their logical inferences, are mentioned below—

1. Many students have mentioned more than one profession which they will like to take up after finishing their studies. This is evident from Table No. 36 which indicates that the total number of professions exceeds the number of students. This can be interpreted as a stage of indecision prevailing among the students about their future career, and the reason can be traced out in the prevailing Indian conditions where one can never be sure about one's future profession. In India, the question is not of selecting a career of one's own choice, as unemployment is daily mounting, but to lay one's hand on anything that one can get. The incapacity to assess one's own aspirations and wishes is also a contributory factor to this indecisive attitude of the college students.

2. Many students have mentioned those professions which either they cannot pursue or should not pursue. For example, 49 students of Arts classes want to be engineers and 6 doctors; 11 students of science want to be businessmen, 23 actors, 5 lawyers, 5 artists, and 5 literary persons and 3 students of L. T. class want to be lawyers, 3 artists, 2 businessmen, 1 doctor, and 1 clerk. The indecisive attitude towards careers is very common among students because either, they do not think about their future career before it is too late, or change their subjects because their friends want them to do so, or are forced to give up a particular course of studies because they were too late in seeking admission or were not brilliant enough to secure a seat.

3. Most of the students do not wish to pursue their father's profession. For example, out of 515 students who are sons of farmers, only 34 wish to be farmers; out of 138 students coming from lawyers' families, 79 wish to be lawyers; out of 71 students whose fathers are doctors, 35 want to be doctors; and out of 330 sons of businessmen only 106 want to be businessmen. The growing tendency among students to give up their father's professions is because either they do not have a liking for that profession or it is not sufficiently remunerative, or it does not befit the dignity of an educated youth, or it demands physical exertion which they cannot stand.

4. 563 students, i. e., 31.7% of the total number of students surveyed, want to be teachers out of whom 81 are girls. This seeming passion for the teaching profession is there because with the expansion of education it has become comparatively easier to get a job in a school or college; the nature of work is such as affords ample time and opportunities to brilliant and hard working people to use it as a spring board for achieving higher aims, and provides more leisure remuneration and higher status in society as compared to other jobs.

5. 37 girl-students of Tika Ram Girls' College out of 156 want to be good house-wives and the rest, i. e., 122 want to lead an independent life after finishing their studies. Girl-students want to adopt a career for themselves primarily because under the impact of education, they wish to oppose the age-long tyranny of society by becoming self-supporting and equal to man in every possible way,

6. Girl-students do not wish to be Engineers, Businessmen, Doctors, Clerks, or Farmers, as no girl of the Tika Ram Girls College has given her preference for them. It may be due to the fact that

Aligarh does not provide facility of studying in Science or Engineering or medical subjects exclusively to girl students, and because of the deep-rooted conservatism their parents do not wish to send them to college for boys.

7. 59 students wish to become actors out of whom 1 is girl. This number, though apparently small, is an indicator of a very important fact, viz., the influence of cinema actors and actresses on the lives of our youths. This fact becomes very evident when one hears students talking about the cinema stars discussing their hobbies and habits in the greatest details and trying to acquire some of them like combing the hairs, or wearing a pant or a bush-shirt in the typical style of some actor or smoking and talking in their way.

One can easily infer on the basis of the above discussions that students need the expert advice of some one in selecting a future career for them, which may be in keeping with their taste, temperament, present achievements, and future aspirations and chances of getting an employment at the just wage rate, as soon as they finish their studies. The work of helping the students in selecting a career should naturally be of their guardians but unfortunately most of the guardians are either illiterate, and as such incapable of discharging their duty well, or are too busy with themselves. Hence, there is the necessity of some other agency that may take up the work of "too busy parents" and save the future hopes of India from going the wrong way.

Part II

1 • Utilisation of Leisure Periods

The first part of the Report has been exclusively devoted to the factual study and analysis of the environments of students and the academic institutions together with a few other important aspects concerning students, such as their hobbies, choice of professions, etc. The second part of the Report, therefore, deals with a few suggestions based on the factual study as well as my own experiences as a teacher.

Out of the several defects pointed out in our system of education, two are outstanding, viz., the falling of the academic standards and the growing indiscipline among the students. These two defects are closely related to each other and are due to several factors, both important and unimportant. Here I should like to make a few suggestions to remedy these evils, which in my humble opinion, have either been completely ignored or have not been given due importance.

Table No. 4 shows that normally colleges remain closed for ~~152~~¹⁷¹ days in a year; examinations continue for 50 days and college functions and admissions take ~~24~~²⁷ days, leaving only ~~126~~¹⁰⁷ days for teaching. During this period, too, teachers and students may be on leave or absent for another 15 days or so. This disproportionate distribution of time between studies, examinations and college functions or extra-curricular activities gives an answer to the lowering down of educational standards and the growing indiscipline among students because an average student has neither inclination nor means to utilise this long leisure and, therefore, he wastes most of this time either in idleness or in acts which lead to indiscipline,

To utilise this long leisure properly, it is suggested that the number of teaching days should be increased to the maximum (2) facilities for pursuing healthy hobbies be increased (3) opportunities for earning while studying be provided, and (4) arrangements for giving vocational training to the desirous students be made.

(I)

INCREASE THE NUMBER OF TEACHING DAYS

The number of teaching days can be increased by reducing the number of holidays to the minimum by minimising college functions or by celebrating them during holidays and by reducing the number

of days devoted to examinations. The policy of declaring holidays on religious basis, as far as possible, should be discouraged as such holidays foster communal feelings and are not in keeping with our idea of a secular state. The increase in number of the teaching days will naturally raise the educational standards and may also improve discipline among the students.

(II)

PROVISION FOR HEALTHY HOBBIES

The types of recreation which can be provided to the students can be divided into four broad categories, viz., (a) Reading and Writing (b) Games and Sports, (c) Social Service and (d) Arts and Crafts which may be educative, remunerative and recreative. These activities will naturally utilise leisure of students, improve their health and develop their personality and character.

(A) The taste* for reading and writing among students can be stimulated by (i) providing them with well equipped libraries, (ii) by giving them guidance and help in developing a taste for reading and writing (iii) by asking questions on current topics in the examination papers, (iv) by organising lectures, symposia, debates and by holding contests on various topics, and (v) by getting the best articles of students published in the papers.

(B) Students can be encouraged to play indoor or outdoor games or take part in sports by providing them with facilities, playing-grounds, swimming and bathing pools, horse-riding, skating rinks, etc. and by engaging coaches for giving them proper training. These facilities can be easily provided to students as India's climate, water-resources, land etc. are ideally suitable.

(C) Educational institutions should also organise "Social Service Leagues" with the objects of (1) training students in the art of social behaviour and (2) taking up some constructive social work with the help of students interested in the task.

The first object of the leisure, viz. teaching social behaviour to the students can be achieved by acquainting them with the rules of social behaviour as, how to talk with out-siders, how to dress on

(*) The following illustration will make my point clear :

One method of utilising leisure time can be to stimulate the study of various religions by inviting scholars to lecture on various topics by holding regular classes for teaching the Gita, the Ramayan, the Mahabharat, the Bible, the Qucran and by organising Kathas, Bhajan-mandalies, etc. All this will create interest among some students for the study of religion and will gradually improve their morals.

different occasions, how to behave at public places and functions, how to eat, drink and behave in the company of others, through lectures, debates and film shows on their behaviour, through teachers and proctorial Department.

The second object of the league, viz., of canalising the energy of students for doing constructive social work can be achieved by raising a volunteer corps for doing several types of social service work, such as planting of trees, removing the nuisance of the street dogs, monkeys and bulls, persuading the citizens to observe the rule of the road and not to make their localities or public places dirty by spitting or throwing refuse every where; by inducing the municipal authorities to provide essential necessities of civic life to the citizens such as urinals, latrines, drinking watertaps, dustbins, etc.; by helping citizens to clean their localities and spraying insecticide oils on dirty and swampy places and by running night schools or such other activities.

(D) Students must be made interested in such arts and crafts as are educative, remunerative and recreative as these arts and crafts, besides providing recreation, will also give them some valuable training and money for meeting their pocket expenses. Some of these arts and crafts can be drawing, painting, music, dancing, typing, short-hand, photography, gardening, tailoring, toy-making, carpentry, black-smithery, leather-work, clay-modelling, cane work, woodwork, book-binding etc.

If such new hobbies and means of recreation are started and students are attracted to pursue them seriously, then, in course of time, it will canalize the energies of the youths to constructive pursuits which may reduce indiscipline among the students and give them educational training for bettering the prospects of life.

(III)

PROVISION FOR PART-TIME JOBS

The present survey has disclosed that students have plenty of leisure and quite a large number of them wish to earn even during the period of their studies. This desire to earn may be due to several reasons but in all cases it centres round the spirit of either self-help or helping the guardians. It needs, therefore, every possible encouragement.

Quite a large number of students can receive education if part-time jobs are provided to them when the colleges are in session

and full-time ones, when they are closed for vacations. Therefore, a complete scientific scheme for providing part-time job to the students without distracting their attention from studies is the need of the present day students. I have, therefore, ventured to give an outline of such a scheme.

Many new avenues of part-time employment can successfully be tapped for the students with the cooperation of guardians, teachers and college authorities by establishing co-operative societies. Their object should be—

(a) To suggest the names of students to the college authorities for appointment as part-time teachers (to teach junior classes or to take tutorial classes), and assistant librarians, library peons, laboratory demonstrators, and laboratory peons, office clerks, watchmen, etc. etc. These students may work for two to three hours a day and be paid remuneration according to the quality of their work.

(b) To secure private coaching for brilliant and deserving students.

(c) To secure part time work in business houses and workshops. The nature of the work can be keeping accounts, typing and working in factories and workshops where things can be learnt in a few weeks' time.

(d) To run the College cafeterias in which students may work as cashier, manager, cook, bearer, etc. etc. The profits of these cafeterias should be distributed among the student workers, after meeting the expenses.

(e) To start a stationery and book-shop which may cater to the needs of the students in their college or school premises at fixed times. To make this shop popular among the students it should share with them a part of its commission and provide them with other facilities. The students running such shops may be paid from the profits.

(f) To open stall for tailoring, general merchandise, provisions and laundry.

(g) To persuade rich students to donate their books to the society after finishing their studies, for lending to the members of the society.

In order to implement the above mentioned things the Society should be registered and its capital raised from the following sources:—

(a) The college should purchase some shares of the Society and thereby contribute towards the working capital,

(b) All the students of the College will be its members and will purchase at least one share of the society.

(c) A part of the profits should be retained by the society for its own development.

(d) Loans from outsiders may be accepted.

(e) Loans from the Provincial Co-operative Banks and Government should be taken.

The management of the co-operative society should be carried on by a Board of Directors consisting of—

(i) Two Representatives of the college, who should be members of the teaching staff, devoted to the welfare of the students.

(ii) Two student representatives from among the students.

(iii) Two persons nominated by the College Management from among themselves.

All the directors of the co-operative society may hold office for one term, the term corresponding with academic session of the institution.

This is the broad outline of the scheme for providing part-time jobs to the students. It can be adopted with certain modifications, keeping in mind the requirements of the students, the availability of the resources and socio-economic condition of the place. Details can be worked out by persons running the Society. It is, however, expected that once the scheme is given a trial, it is bound to become very popular among the students who will soon realise that "SELF HELP" is a good device to solve common problems.

(IV)

FACILITIES FOR VOCATIONAL TRAINING

The leisure period of students can be profitably utilised by providing them facilities for vocational guidance and training. The college authorities may find out by negotiation with local factories and workshops and other vocational centres as to the nature and scope of available channels of work and such students as have an aptitude for such work may be immediately sent there to benefit by such training. This will prove to be a double blessing. It will keep them engaged in their leisure and also give them some monetary benefit.



2

Courses and Careers

It is a matter of common experience that (a) during the post independence period, courses of study and syllabuses were frequently changed and (b) the students selected their subjects without much thought regarding their future utility. Both these factors are responsible for lowering down the present day standards of education and increasing indiscipline among the students. It is, therefore, advisable to consider them here in some detail.

(I)

THE COURSES AND SYLLABUSES

The frequent changes made in the courses and the syllabuses, without maintaining any coordination between the courses prescribed for lower and higher classes by the same University or the Board and also by different Boards or Universities, and a tendency to make the courses more difficult and wider in range by increasing the number of books, without giving thought to the capacity of students, their age and intelligence quotient, have resulted in their having recourse to Keys and Notes as they find it difficult even to skip over their courses once, not to say of mastering them and unfortunately are able to pass their examinations by doing so. Naturally, this has lowered the standards of education down—a fact which is confirmed when we compare the knowledge of the present day students with those who studied some ten years ago.

To remedy this evil it is suggested that (a) courses and syllabuses should not be changed too frequently (b) there must be proper coordination between the various courses (c) the range of courses prescribed for the students should be in accordance with the capacity of students to grasp them properly, keeping in mind the time at their disposal and their intelligence quotient.

(II)

THE SELECTION OF COURSES

The other cause of the lowering down of educational standards is that most of the students select a particular course of study without judging its suitability to their individual taste and temperaments. This is confirmed by the scrutiny of the answers given

by the students to the question of their future career and also from the fact that science graduates practise law; law-graduates take to teaching; Ph. D. 's work in Offices and science students seek admission to Arts classes when refused a seat in Medical, Engineering or Science colleges.

From the above mentioned facts, it becomes clear that students should be advised to select their courses of study which may be in keeping with their taste, temperament, past academic record and future prospects. Normally, the parents or guardians of the students should be the persons to advise them on this important issue. But since it is seen that most of the guardians are unable to discharge this duty as either they are too busy with their own affairs, or being illiterate are incapable of taking judicious decisions in such matters, therefore, there must be some alternative agency to take this important duty of advising students in the choice of subjects and courses of study. The best agency to advise students in this respect can be that of teachers who are expected to know them rather intimately. For making teachers give sound advice to students in matters of selecting a suitable course of study, the following suggestions are made—

All the students of an institution should be divided into groups of 19 or 25 students each and each such group should be allotted to a teacher to be known as the tutor-guardian.

Each group should consist of such students as happen to be studying under the guidance of that teacher in his class or are residents of the locality in which the tutor guardian resides. Students should be kept under the guardianship of the same teacher throughout their stay in the institution.

Every such teacher, to be known as Tutor Guardian, should be officially required to meet all his wards, at least once a week, in the institution in the period allowed for the purpose, and maintain a record of the minutest details regarding the taste, temperament, academic career, hobbies, etc. of each student of his section and his own observations about him. Besides this, the College authorities should also supply the tutor-guardians with all the available material concerning his wards, such as their subject-wise marks in various examinations, prizes or certificates of merit won by them in debates, tournaments, athletic meets, concessions or scholarships given or fines imposed by authorities for offences etc.

At the end of every session, the tutor-guardian should submit a detailed report on every student under his guardianship, stating his (ward) taste, temperament, hobbies, habits, inclinations, qualities, defects, etc. He should also mention briefly the subjects the student should offer or subjects for which he is fit. This report should be sent to the guardians or parents of the students for information and contents of it should also be disclosed to the student concerned and his objections and reactions should be watched carefully. Such disclosures will afford many advantages. Students, for example, will know their short-comings and may try to remove them. On the other hand, the fear that the contents of the Report submitted by the Tutor-Guardians may be objected to by the student concerned or by his parents will make the teacher more alert and he will refrain from making entries in his records carelessly or without due consideration.

When a student leaves the institution or selects a new course of study the abstracts of the reports thus prepared about him annually should be checked and on the basis of these the Head of the Institution may clearly write about the subjects and courses of study which a particular student should choose. This report should be given due consideration by the guardians and the Heads of the institutions at the time of considering students for admission to different courses of study.

For the welfare of the State and students it is desirable that the Ministry of Information of every State should supply regularly to their centres of higher education a detailed list of the careers open to students pursuing diverse courses of study. Then alone can it be possible for tutor-guardians to suggest careers for which their wards are most suited and best fitted.

This scheme, it is expected will make the great problem of selecting courses easy and may reduce, to some extent, the indiscipline among the students as they will come under the closer contact of the teachers and will always be afraid of being detected and punished if they participate in undesirable activities. This is expected to improve academic standards also, as mostly the students will be reading the subjects for which they are best fitted.

3 The Surroundings of Students

The Survey has revealed that the surroundings of students, both at home and outside, affect their health, their mental development, their power of concentration and their capacity to learn. Attempts, therefore, should be made (a) to improve the home-surroundings of students by providing them with better houses, greater amenities, neater and cleaner localities and a better control and guidance of their guardians, (b) to do away with existing tensions of the students by changing their socio-politico-economic conditions, and (c) to fix minimum ages for the commencement of studies at various stages and also for passing various examinations.

The above mentioned suggestions can be briefly discussed as below—

(a) HOME SURROUNDINGS:--To improve the home surroundings of the students is beyond the power and control of educationists. It is, therefore, suggested that schools and colleges should enlarge their hostels, provide greater amenities to the hostelers and create a proper academic and cultural atmosphere by reducing the boarding and lodging charges in the hostels with the help of subsidiary grants from the Government and by running them on co-operative and self-help basis so that it may become possible for many more students to reside in hostels. Government can also contribute in this direction by starting and running well-equipped hostels for students in cities on the pattern of 'International Youth Hostels.'

By fixing a certain ratio of day scholars to hostelers and refusing admission to those students who neither reside with their relations nor in hostels but make their own arrangements, it may be possible to persuade more students to live in hostels and thus ensure for them a better academic and cultural life.

Efforts should also be made to improve the existing localities and to train people in civic life through social service squads, (as discussed previously).

The guardians of students may be made to realise the importance of their keeping a proper watch and control over their wards. This can be done through meetings, advertisements and propaganḁa.

(b) REMOVAL OF TENSIONS--India is passing through a period of transition and so rapid socio-politico-economic changes are

taking place, resulting in the increase of tensions—social, political, economic and mental. For example, the present day college student wants to revolt, on the one hand, against his parents and the existing social order because he feels dissatisfied with the old way of life, and on the other, fights the existing economic life and all things that go to make it. He thus leads a miserable life, a life both aimless and full of conflicts, which makes him more sensitive, emotional and indisciplined, having an undeveloped personality.

It is very difficult to remove the above-mentioned tensions because they are the result of the changing times. However, they can be reduced to an appreciable extent by creating a better understanding between the people of different groups. If a better understanding between students and teachers on the one hand and students and their guardians on the other, can be fostered or created, it will remove many differences and conflicts. Hence, it can be suggested that periodical conferences of teachers, parents and students should be called for discussing various problems and subjects relating to students and their studies. These subjects may include the shortcomings of teachers, defects of the examination system, lack of parental control, and students' requirements, etc. In such conferences teachers, parents and students should be permitted to talk freely and express their opinions and findings without any mental reservation. Such a free discussion will release the pent up feelings and give a great mental relief to all the three concerned. Of course, the discussions can also be utilised for improving the educational system, the academic atmosphere and discipline among the students.

By providing students with better means of passing their leisure hours, by helping them to select the right type of subjects and courses of study, by giving them an opportunity to be self supporting and by making them realise their self-importance, it will be possible to reduce the mental tensions of the students to a very great extent and thus it shall be possible to produce better students and still better citizens.

(c) **THE FIXING OF THE MINIMUM AGE:**—The Survey has revealed that it is desirable to fix the minimum age limits for beginning studies and for passing various examinations such as the High School and University examinations and other competitive examinations held by the Central and State Governments for recruiting officers because such fixations will vitally affect the academic standards

and discipline among the students and the development of their physique and mental faculties.

The different ideal age limits, according to the Survey are—

	Male Students Years	Female Students Years
For Starting studies	6	5
For Passing High School	16	15
„ „ F. A./F. Sc.	18	17
„ „ B. A./B Sc.	20	19
„ „ M. A./M _{Sc} .	22	21
„ Appearing in Comp. Exams. held by Central and State Governments.	23	22

(d) IMPROVEMENT OF THE POWER OF CONCENTRATION

It is a matter of common experience that the present day methods of teaching as followed in schools and colleges have failed to rouse interest among students in their studies and improve their power of concentration with the result that an average student soon gets bored in the class and becomes absent minded. It can therefore be suggested:—

(i) the methods of teaching should be changed. It must be made obligatory on the teachers to make their lectures more lively with the help of demonstrations and illustrations taken from day to day life.

(ii) the number of students reading in a class must be reduced and the courses adjusted according to the number of teaching days so that it may become possible for teachers to keep an eye on every student and make their lessons interesting and lively.

(iii) students should compulsorily be taught either drawing or painting or music in junior classes so that their concentration power may improve.

(iv) Co-education on a pretty large scale, right from the beginning, must be introduced because it will psychologically force the students to remain more attentive in the class on account of their keen desire to impress the fair sex with their smartness and superior intellect. But co-education should be started from the very beginning and the ratio of female and male students should be kept duly balanced in order to avoid possibility of harm arising from such education.

Those who are in close touch with the educational institutions must be knowing that teachers in Government-aided institutions are not always appointed purely on merit. Often, considerations of caste, religion, province and personal relationship of various natures weigh in such appointments. The result is that teachers thus appointed care more to win the support of those in power and in this attempt rival parties are formed to serve their own ends. This proves to be detrimental to the interest of the institutions. To remedy this evil, two suggestions are offered—

1. To ensure proper selection of teachers, it is necessary that the responsibility of appointing teachers should be entrusted to a body of experts to be constituted under some statutory Act on the lines of the Public Service Commission. For making appointments, this commission should nominate two of its members and take two other members, one from the institution making appointments and the other from the panel of experts formed for the purpose.

2. The idea of transferring teachers from one institution to another should also be given a serious thought as such transfers will break party intrigues and will enable the teachers to devote themselves more seriously to their work. For the purpose of transferring teachers from one place to another, institutions of the same type should be grouped together and teachers transferred from one institution to another within that group. For example, all the post-graduate colleges, affiliated to the Agra University can be grouped together and similarly the rest of the Degree Colleges can form another group. In a like manner all the Intermediate Colleges affiliated to U. P. Board can be grouped together and the rest of the High Schools can form another group.

(b) The Statutory Board constituted to appoint teachers should be entrusted with the responsibility of forming groups of similar institutions and transferring the teachers within this group after fixed periods.

(c) To begin with, only the Principals and Heads of the Institutions should be transferred in the same way as Health Officers of the Municipalities are transferred at present from one place to another. If the scheme works well, it can be extended to include the transfer of teachers also.

5

The Environments of Institutions

The survey of the environments of the colleges has revealed that many Government-aided institutions are run on communal lines or like the private firms belonging to limited concerns. This tendency of the college managements is not in keeping with the secularian principle of the country and is positively detrimental to the interests of education, as appointments are made on communal considerations. So is the case with the award of scholarships and fee-concessions to the students.

It has also been noticed, during the recent years, that many new educational institutions have sprung up and the scope of the older ones considerably enlarged inspite of the fact that they have neither commodious buildings, nor sufficient equipment, nor endowments, nor qualified and disciplined staff, nor sound financial position, nor competent management aware of its responsibilities. Naturally, there could not be anything except a fall in academic standards, when stress was shifted from quality to quantity. Recently, it has also been observed that the politicians, who have been forced to retire from active politics or are ambitious to occupy high positions are trying to enter into educational institutions where they introduce politics of the country and mismanage affairs.

To improve the environment of the institutions, the following suggestions can be given—

(a) Most of the institutions cannot run without substantial government grant-in-aid and, therefore, the Government should impose two conditions for sanctioning grants-in-aid viz., (i) the institutions will give up their denominational bias and (ii) will accept on its management 25 percent members as government nominees selected from amongst the higher officials, educationists, and prominent citizens belonging to castes or religions other than those professed by the institutions. These two steps will eliminate all narrow communal spirit and do away with the vested interests and thus put an end to the malpractices of managements.

(b) No new non-technical institutions should be started unless the existing ones are stabilised and improved.

(c) The number of students to be admitted by each institution should be fixed according to accomodation, furniture, library and financial position of the institution.

(d) Politicians should be debarred, by law, from being appointed as teachers or heads of the institutions or from being elected to the **Managing Committees** until they have given up their membership of political parties and stopped participating in their meeting.



6

On Examinations

It is increasingly becoming apparent that the present method of testing the students' ability through annual written tests is defective and needs modification because of a number of reasons. Firstly, the sense of discipline and element of fear is fast diminishing among the students with the result that the technique of copying in the examination rooms is being perfected. Together with it, the use of force is becoming a very common thing. The posting of police in the compounds of educational institutions during the examination period, the increasing number of invigilators being assaulted by the students because they tried to prevent them from copying in the examinations and the large crowds of "willing helpers" visible outside the compounds of schools and colleges, bear more than a testimony to the uselessness of the present system of examinations.

Secondly, with the growing emphasis on "Post-examination preparations" rather than on pre-examination ones, whatever little sense in holding these annual written tests would have been left, is completely lost. One, who had a misfortune of becoming an examiner at present, must be wondering in the originality and resourcefulness of the present generation in finding out the names and addresses of the examiners, inspite of the best efforts of the Universities and Boards to keep them secret, in tracing out the friends and relatives of these examiners who can be persuaded to come to their rescue and narrating such original pathetic stories which are said to be responsible for the poor student's spoiling his "this paper" only. What the examiner in this fast demoralising world can do, except to succumb to the fear or temptation of the status, position, money and other considerations of the person who approaches him with such requests. And after all, what is he going to lose also?

Thirdly, by flooding the markets with cheap notes, which generally help in replying creditably the almost sterio-typed question papers, and by increasing the courses, without keeping any consideration of the capacities of students to understand and master them and thereby forcing them to resort to these cheap notes, have also made the examination system a farce.

Fourthly, the unproportionate distribution of time between examinations, teaching days, extra curricular activities and holidays also demand a change in the examination system.

Seeing to the present circumstances, I can make the following suggestions—

1. The method of having the present type of written test after every session should be done away with. Instead of it, monthly *oral tests* should be started and on the basis of the marks thus secured, a student should be permitted to take his final examination. If any student fails to show progress in more than two test, he should not be permitted to take the final examination.
2. The final examinations should be held twice a year—once in September and the other in March to save the loss of full one year of students detained for not showing expected progress.
3. In the final examination students should be given two or three questions in each paper and be permitted to go to the library and write the answers in three hours.
4. The marks secured in oral tests should be added with the marks secured in the written test in determining the division. This will give due importance to the teachers and thus result in improving the regard for them and toning up the discipline among the students.
5. Students should be divided in groups and each group should be allotted to a tutor-guardian. The marks given by the tutor-guardians on the :
 - (a) Students general behaviour;
 - (b) The response to the study of the principles of Ethics should also be added while calculating the results.

I am confident that if the above mentioned suggestions are implemented, many sins of the present day education system will go and educational standards and sense of discipline among the students will improve. Together with it, the lost prestige of the teacher will revive and he will be placed in a position from where he will be able to emit the true light of learning which is so very necessary for building and maintaining a happy and prosperous life of a nation.

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