



**REPORT**  
**OF THE**  
**SIND UNIVERSITY COMMITTEE**

( Appointed under Government Resolution,  
General Department, No. 607-B./40  
of 24th June 1940. )

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## CHAPTER I.

### PROCEEDINGS OF THE COMMITTEE.

The Sind University Committee was appointed under the Sind Government Resolution, General Department, No. 607-B./40 of 24th June 1940, which we reproduce below:—

**RESOLUTION.**—Government propose to appoint a Committee of expert educationalists to consider the desirability of having a separate University for Sind, and to make recommendations as to the steps to be taken for this purpose.

2. The terms of reference to the Committee will be as under:—

- (i) To formulate clearly the aim and purpose of University Education with special reference to the Province of Sind.
- (ii) To draw up a questionnaire and invite opinion from educational bodies and educationalists, and make arrangement for taking oral evidence on all matters contained in the various terms of reference.
- (iii) To collect facts and figures bearing on all the aspects of University Education in Sind.
- (iv) To consider the different types of Universities including a new type with Agriculture as its basic bias, and suggest one which would suit the conditions of Sind best.
- (v) To draw up a constitution for the proposed University including its various constituent bodies.
- (vi) To suggest a scheme for the effective organization and management of the University Office.
- (vii) To suggest tentative curricula for the various examinations recommended.

- (viii) To consider the question of maintenance of proper examination and teaching standards in the proposed University.
- (ix) To consider the relations that should subsist between the University and the Government, the Education Department and the Secondary Schools.
- (x) To suggest a suitable site for the proposed University.
- (xi) To suggest the various steps, with time-scheme, for the inauguration and eventual development of the proposed University.
- (xii) To go into the entire question of finance involved in the starting of a separate University for Sind, and suggest ways and means for the purpose.
- (xiii) To report on such other matters germane to the above questions as may be considered necessary.

3. The Committee will be composed of the following members :—

- (1) The Honourable Sayed Miran Muhammad Shah, M.L.A. (Chairman)
- (2) Mr. Rupchand Bilaram, B.A., LL.B.
- (3) Dr. U. M. Daudpota, M.A., Ph.D.
- (4) Dr. G. T. Wrench, M.D.
- (5) Principal N. B. Butani, M.A., B.Sc.
- (6) Principal S. B. Junnarker, B.A., B.Sc.
- (7) Dr. H. M. Gurbuxani, M.A., Ph.D.
- (8) Miss F. Muhammadali, B.A., S.E.S., K.I.H.
- (9) Mr. I. I. Kazi, Barrister-at-Law.
- (10) Professor T. M. Advani, M.A., LL.B.
- (11) Dr. T. J. Mirchandani, M. Sc., Ph.D.
- (12) Professor L. H. Ajwani, M.A.
- (13) Mr. Jethmal Parsram.
- (14) Professor A. L. Shaikh, M.A.
- (15) Mr. Hatim A. Alavi.

Mr. B. J. Vaswani will be the Secretary of the Committee.\*

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5. The Committee is requested to submit its report to Government within six months.

6. From among the members, the Committee should recommend 2 names to Government. These gentlemen would be requested to visit important Universities in India and make a report to the Committee on matters referred to them.

The first meeting of the Committee took place on the 6th of July 1940 to lay down procedures and draw up a questionnaire for circulation among the public. A Sub-Committee consisting of Diwan Rupchand Bilaram, Dr. Daudpota, Dr. Wrench, Principal Junnarker, Professor Ajwani, Professor Shaikh and the Secretary was appointed to draw up a detailed questionnaire for the next meeting of the Committee. The questionnaire originally framed by the Secretary and circulated in advance was considered by a meeting of the Sub-Committee held on 23rd July 1940, and passed with additions and alterations for final consideration in the second meeting of the Sind University Committee which took place on the 10th of August 1940. The draft questionnaire was subjected to a good deal of discussion, and given its final shape for printing and circulation. It was circulated to about 150 educationists and associations in Sind and outside, out of which 26 sent written replies. The names of these are given in Appendix I. The replies were received by 30th of October 1940. Meanwhile, the committee, on their behalf, deputed the following members to visit different universities in Northern and Southern India:—

(1) Prof. T. M. Advani .. Punjab, Delhi, Agra,  
Aligarh, Allahabad,  
Lucknow and Benares.

(2) Prof. Jethmal Parsram Bombay, Madras, An-  
and namalai, Travan-  
Prof. B. J. Vaswani .. core, Mysore and  
Osmania.

They observed closely the working of all these universities, and collected valuable information which was incorporated in two reports which were submitted to the Committee by the end of November 1940.

\*By a ruling of the Honourable Chairman, at an early meeting of the Sind University Committee, it was decided that Mr. B. J. Vaswani was a member of the Committee as well as its Secretary.



Written evidence sent by about 26 educationists and associations was also circulated among the members of the Committee by the end of November 1940.

The next stage in the proceedings of the Committee was to call a few educationists for oral evidence, which was completed by 10th of January 1941. Names of those who tendered oral evidence before the Committee are given in Appendix II.

The original term of office of the Committee having been exceeded, a representation was made to the Sind Government to extend the term to end of April 1941 which was done. But the pre-occupation or prolonged absence from Karachi of several members made it difficult to hold any meetings for several days at a stretch to review and discuss all the problems raised by the various terms of reference in view of the evidence collected. The term of the Committee was, therefore, finally extended to 31st of December 1941.

The Committee discussed the terms of reference in detail for several days in the months of August and November 1941, and made recommendations, on the basis of which the Secretary prepared a draft report. This report was considered by the whole Committee in the first half of December 1941, and the Report in its final form was signed on 22nd December 1941, for submission to the Government.

The Committee held meetings on the following dates during its term of office:—

1st Meeting	..	..	6th July 1940.
2nd Meeting	..	..	10th August 1940.
3rd Meeting	..	..	11th August 1940.
4th Meeting	..	..	12th August 1940.
5th Meeting	..	..	4th October 1940.
6th Meeting	..	..	1st December 1940.
7th Meeting	..	..	12th December 1940.
8th Meeting	..	..	19th December 1940.
9th Meeting	..	..	22nd March 1941.
10th Meeting	..	..	21st July 1941.
11th Meeting	..	..	1st August 1941.
12th Meeting	..	..	2nd August 1941.
13th Meeting	..	..	3rd August 1941.
14th Meeting	..	..	4th August 1941.
15th Meeting	..	..	8th August 1941.
16th Meeting	..	..	9th August 1941.
17th Meeting	..	..	10th August 1941.
18th Meeting	..	..	11th August 1941.

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19th Meeting	..	..	22nd November 1941.
20th Meeting	..	..	23rd November 1941.
21st Meeting	..	..	24th November 1941.
22nd Meeting	..	..	25th November 1941.
23rd Meeting	..	..	4th December 1941.
24th Meeting	..	..	5th December 1941.
25th Meeting	..	..	6th December 1941.
26th Meeting	..	..	7th December 1941.
27th Meeting	..	..	8th December 1941.
28th Meeting	..	..	13th December 1941.
29th Meeting	..	..	22nd December 1941.

The attendance of individual members during the period, out of a total of 28 meetings, was as under:—

Honourable Sayed Miran Muhammad Shah (Chairman)	..	..	28
Diwan Rupchand Bilaram	..	..	13
Shams-ul-Ulema Dr. U. M. Daudpota	..	..	13
Dr. G. T. Wrench*	..	..	11
Principal N. B. Butani	..	..	1
Principal S. B. Junnarker	..	..	26
Dr. H. M. Gurbuxani	..	..	10
Miss F. Muhammadali	..	..	16
Mr. I. I. Kazi	..	..	2
Prof. T. M. Advani	..	..	23
Dr. T. J. Mirchandani	..	..	17
Prof. L. H. Ajwani	..	..	27
Prof. Jethmal Parsram	..	..	22
Prof. A. L. Shaikh	..	..	16
Mr. Hatim A. Alavi	..	..	14
Prof. B. J. Vaswani (Secretary)	..	..	28

The average attendance at the meetings was 10.

We have pleasure in acknowledging the devoted and able co-operation which we have received during the period of our work from Mr. L. B. Kalyanpur, the Chief Reporter, Sind Legislative Assembly, in faithfully and intelligently recording the proceedings of our meetings and supplying the notes of these to the Secretary.

Our thanks are also due to the Secretary of the Sind Legislative Assembly for placing at our disposal the Committee Room of the Assembly or the Assembly Hall for all our meetings.

The Committee have pleasure in placing on record its keen appreciation of the very hard and excellent work done by its Secretary, Prof. B. J. Vaswani, from the start to the end of their labours.

\*Dr. Wrench resigned his membership on 2nd December 1941, owing to want of time.



## CHAPTER II.

## MAINLY HISTORICAL.

1. *Early History*.—There are many “blanks of history” and the long pre-Muslim period of Sind history is such a blank. Sentiments of patriotism may suggest, and the guess may not be incorrect, that the ancient valley of Sind, particularly in the Mohan-jo-daro era, was not without its public system of higher education. There are traditionary tales of Sind scholars and sages visiting the seats of learning on the banks of the Indus and the Ganges in northern India, and some of the teachers of the northern universities making a stay in the seats of learning in Sind. There is still extant, some 15 miles from Nagar Parkar, the remains of an ancient temple, possibly dating from the year 100 B. C. which has all the characteristic architecture of a residential school of learning. Research has not thrown much clear light on the exact nature and volume of higher education in the ancient period of Sind history, but the modern Sindhi has no reason to feel small in the company of his compatriots from other provinces, in the antiquity of his heritage or the splendour of the achievements of his remote ancestors.

2. *The Muslim Period*.—And if there is anything needed to establish the existence of a continuous educational tradition in the province, the Muslim period of our history affords no mean evidence. Captain Alexander Hamilton who saw Tatta in 1699 has given a very fascinating account of this town which was famed throughout the Orient for several centuries; and among the many remarkable statements he makes about the then magnificence of Tatta, he makes the significant remark, “The City of Tatta is famous for learning in theology, politics and philosophy, and they have four hundred colleges for training up youth in these parts of learning.” The Sind Gazetteer, old edition, mentions Rohri and Tatta as regular University towns, and it is known that Bukkur was another important seat of learning in the Muslim period of our history. Sayads were, in all these places, the great custodians and promoters of higher education, till the advent of the British altered the scheme of life, stopped all grants to the Sayads, and the Colleges all over Sind gradually languished to extinction.

3. *The British Period up to 1937.*—The history of the modern system of higher education in Sind may be divided into four main periods—(i) from the British Conquest of Sind in 1843 to 1887, (ii) from 1887, *i. e.*, the founding of the D. J. Sind College, to the year 1922, (iii) from the year 1922, *i. e.*, the founding of the D. G. National College, Hyderabad (Sind), and the N. E. D. Engineering College, Karachi, to the year 1937, and (iv) from the year 1937, *i. e.*, the separation of Sind from the Bombay Presidency till to-day. Higher Education of the new pattern is, naturally, not much in evidence, during the first of these periods though old learning was still cultivated among the Muslim and Hindu gentry in all important towns. The earliest mention of Sindhis appearing for the Matriculation is in the year 1861. In this year, a Sindhi from Karachi and a Sindhi from Hyderabad are shown as appearing successfully for the Matriculation Examination of the Bombay University, both as students of the Elphinstone High School, Bombay. Sind had as yet no high school of its own, though primary and middle schools had begun to be provided from the year 1853, the East India Company's first budget for education reaching the figure of Rs. 10,000 for the entire province. Sind started its own high schools for the first time in the year 1864, one being located in Karachi and one in Hyderabad, and Sind had its first graduate in the following year (1865) in the person of Chuhermal Kundanmal Punjabi. The second graduate from Sind was Alumal Trikamdas Bhojwani (1867). The advance of higher education was painfully slow, and Sind had to wait for another five years for its third graduate, Mirza Sadikali Faridun (1872). The reasons for this slow progress are not far to seek. Every young man in Sind desiring a University career had to seek it so far away from his home that the very idea unnerved any but the most zealous seeker. Stories are still told of Sindhis going in country boats from Kotri to the Punjab up the river Indus, and from there taking the train to Bombay, or braving the hardships of camel rides through the deserts of Sind and Cutch and the Kathiawar States and taking the train from Ahmedabad to Bombay. But there was another reason also for the lack of zeal for the new system of higher education. The Report on Education for the Bombay Presidency including Sind for the year 1868-69 complains of the eagerness



of young Sindhis for early admission into Government service. It was found that the salary of a subordinate appointment tempted many students to leave school even before completing the Matriculation. Thus, between the year 1865 when the province had its first graduate and the year 1887 when the province started its own college, the new system of education had given us only 13 graduates (8 in Arts, 2 in Law, 2 in Engineering, and 1 in Medicine). Not one B. Sc. and no M.A.

This period is noteworthy for one institution which has ultimately developed into a full-fledged engineering college. This was the Karachi Engineering Class started as early as 1854. In 1858 it is shown as having 20 pupils on its rolls, but as soon as the Poona Engineering College was started there was a proposal to abolish it altogether. The Director of Public Instruction, Bombay, and the Educational Inspector in Sind, however, opposed the proposal, and the school was allowed to stay. But it did not seem to make much headway, and in the year 1868 we find hardly 9 students on its rolls. It struggled, however, through all hardships, and it came to be the seedling out of which has grown the present N. E. D. Engineering College, Karachi.

The history of higher education in Sind from the year 1887 to the year 1922 is very largely the history of the D. J. Sind College. Starting with a complement of 5 Professors and 28 students in a hired bungalow, it grew from strength to strength till now it is a group of four colleges with over 100 members on the teaching staff, and nearly 2,000 students on their rolls. This period of 34 years is an epoch-making period in the history of Sind. Though several students from Sind still went to Bombay for their College education, the local centre became more and more popular, and all the subsequent work of enlightenment in the province was the direct outcome of the educational work done in the D. J. Sind College. The Engineering Class of 1854 was incorporated in the D. J. Sind College, and has now developed into a First Grade Engineering College, the Law Classes were added to it in the year 1887, and now there is a full-fledged Law College which is a seat of Law studies for the entire province. The Science and Arts sides of the original D. J. Sind Colleges have so outgrown their original habitation that they are now

separate institutions each catering for nearly 800 students. The D. J. Sind College is still the only institution in Sind for the B. Sc. and M. Sc. Courses as well as for the M. A. in some subjects.

Just as Sind needed a local centre for higher education in 1887, gradual expansion of the desire for university careers eventually called forth an effort to satisfy this desire nearer home in the various parts of Sind. The third period of the history of higher education in Sind is, therefore, along with the continued growth of the Karachi institutions, a history of the inception of other Colleges in Sind. The first College to be started outside Karachi was the Sind National College at Hyderabad which has now developed into a First Grade College in Arts, known as the D. G. National College. The C. and S. College was started in Shikarpur in the year 1933, and is also now a First Grade College in Arts.

4. *1937 and after.*—The year 1937 may be said to be the culminating point of the first phase of modern history in Sind. Over 90 years of tutelage had brought the province to a state of adulthood, and with the abundance of local talent which had been evolved during the period, there arose a consciousness that Sind must take its destiny into its own hands, and step out into the arena of national life as a full-grown member of the family of Indian provinces. Separation of Sind from the Bombay Presidency and its constitution as an autonomous province came as a natural sequel. This new period of history, not yet ended, has been a period of much close thinking on many problems including those of education. The Department of Education in Sind has developed into an independent organisation with its own Director of Public Instruction, and all the High Schools and Colleges in Sind have been brought under the control of this Department in all matters where the Bombay Government in the past exercised jurisdiction. New enthusiasm for educational reform and expansion was bound to be generated as the result of separation of Sind, and after the initial period of two years given exclusively to organisational readjustments, it culminated in the Educational Conference called by Hon'ble Pir Illahie Bakhsh, the Minister of Education in Sind, in the month of April 1939. This was followed by a wide literacy campaign in the province, and the appointment of an



Educational Reorganisation Committee to consider the overhauling of the system of primary and secondary education in the province as well as their relations with the University education needed under the new conditions. The idea of a separate university for the province arose as soon as Sind was constituted into a separate province, though it was almost as old as the D. J. Sind College. Dr. Jackson, the then Principal of the D. J. Sind College, had, nearly 50 years previously, conceived the idea, and the Bombay University Reforms Committee had brought it to the forefront in the year 1924. When Sind was on the threshold of autonomy, the Government of India included it in one of the terms of reference before the Dow Committee. This Committee gave to the problem, for the first time, an official recognition and a clear shape. The idea received further impetus when the separated province, politically autonomous, continued to retain its old position of subordination to another province in matters of higher education. The anomalous position was bound to receive the attention of educationists and administrators, and in the year 1940 Honourable Mr. G. M. Sayed, the then Minister of Education, called a small conference of educationists in the month of May to consider question of the need and desirability of a separate University of Sind. This was followed, two months later, by the appointment of the Sind University Committee.

The period from 1937 onwards is remarkable in another way also. It saw the opening of a new College, the King George V Institute of Agriculture at Sakrand which is a symbol of correct and far-visioned appreciation of the needs of new Sind, and is likely, though last on the list of Colleges so far, to do immense service to the province which is so predominantly agricultural in character. There has been a talk already of a Medical College for Sind, a separate College for women, and a Training College for Secondary teachers. In other respects too, the period has been a period of phenomenal growth in higher education. The number of candidates from Sind for the Matriculation Examination in 1937 was 2,300, in 1941 it rose to 2,875. The number of students in all the Colleges in Sind in the year 1937 was less than 1,600, now it is nearly 2,900. State expenditure on higher education has also increased during the four years of provincial autonomy, and it is expected that the present tendency towards rapid expansion will continue, and it will be properly harnessed for useful ends by a University of our own.



### CHAPTER III.

#### AIM AND PURPOSE OF UNIVERSITY EDUCATION.

1. *Necessity of a clear aim.*—The efficacy of any system of education depends on the fulfilment of certain essential conditions. One of the most fundamental of these conditions is that the system must be animated by a definite aim, or by several such aims not inconsistent with one another. There must be an emphatic and clear recognition by the community or agency which works the system, of certain desiderata for which the beneficiaries of the system are to be prepared. The efficacy of the English public school or the modern Japanese system of education or the German school and university system or the Jesuit system of education, was very largely due to the clearness of aim (even if the aim be judged as wrongly conceived). Much of the chaos in the Indian education of to-day, particularly in the universities, and of its ineffectiveness, is due to a lack of definite objective. We have hardly evolved any definite conception of what we want our universities to achieve for the individual young man or woman, and through him or her for the nation. Universities have been, and are still being, built up on changing slogans from time to time, and phrases are made to do duty for strenuous thinking. The functions of Indian universities are legion, but the aim is less easy to determine. But a definite aim clearly conceived and vigilantly worked will guide a university effectively in all its ramifications of constitution, courses of study, rules of affiliation, teaching and research, and a host of other matters. Some universities in India have already become, by now, ends in themselves, and some suffer from “the normal inertia of institutions”, and in this state of conflicting ideologies or inertia, it is no wonder that every fad floated in India by an overseas expert comes to stay in the country as an article of faith, and costly experiments of doubtful value are launched and continued long after they have been discredited in the countries of their origin. A clear and comprehensive statement of aims and objectives in education has been the crying need of India for a long time, and very rightly, therefore, the first term of reference before us was “to formulate clearly the aim and purpose of university education with special reference to the province of Sind.” This term of reference has been a sort of challenge to us for close thinking, and though hitherto all initiative in thought on education in Sind has rested with the Bombay Presidency, we have now tried to hammer out a statement of aims which may claim to lay a sound ideological foundation for a new University in a new province.

2. *History of Aims.*—Our statement of aims will be best understood if the general aim of university education in India is considered in its historical perspective. In the early times of Indian history, before education was influenced by European thought and the interests of an alien ruling race, the aim of higher education, as we gather it from the accounts of the Taxila and Nalanda Universities, seems to have been to investigate the highest problems of human life in all its departments, and to diffuse the knowledge so gathered and encourage its further pursuit among select seekers of it. In Muslim public systems of higher education in Modern and Moghul times, as seen from the records of the Muslim University of Agra and the numerous colleges in Tatta, the aim of university education seems to have been to produce a scholar of refined ways of thought and life, as well as to encourage research in arts and science, particularly in the domains of language and theology; while the earliest enunciation of aims after the advent of the British in India, as contained in Sir Charles Wood's Despatch of 1854, enumerated the following four aims:—

- (i) To produce a higher degree of intellectual fitness by means of western literature and science.
- (ii) To raise moral character.
- (iii) To create a supply of public servants.
- (iv) To develop the resources and commerce of the country.

The universities were definitely stated "not so much to be, in themselves, places of instruction as to test the value of education obtained elsewhere." The first University Act of India 1857, which was a sequel to Wood's Despatch, and established the Universities of Bombay, Calcutta and Madras, described the aim of a university as being "better encouragement of Her Majesty's subjects in the pursuit of a regular and liberal course of education," and the purpose to ascertain "by means of examination, the persons who have acquired proficiency in different branches of literature, science and art," and to reward them by academical degrees. This statement of aim was slightly modified in 1882 in the Punjab University Act of that year, the aim being stated as "ascertaining by means of examinations and otherwise, the persons who acquired proficiency in different branches of literature, art and science, and conferring upon them academical degrees, diplomas, oriental titles, licenses and marks of honour". The Act also emphasized for the first time "teaching" as one of the aims of university education, though advantage of this provision was not taken by the Punjab University for a long time. The next step in the



evolution of aim and purpose occurred in the year 1887 when the Allahabad University was constituted. The provisions in the old Acts, restricting the universities to the function of examining bodies were not repeated, and the legal power of the University to assume the functions of a teaching body was established. In its actual working, however, the University continued to conform to the practice of the older universities. The year 1904 marks a further, and an important, step in the formulation of aims. As a result of the Curzon Commission of 1902, the Indian Universities Act of 1904 made an emphatic pronouncement that the universities of India were to be centres of teaching, and not mere examining bodies. "Research," as one of the aims of University education, was also clearly mentioned for the first time. The Sadler Commission, in 1919, defined a university as "a place of learning where a corporation of scholars labour in comradeship for the training of men, and the advancement and diffusion of knowledge," thus emphasizing not only research and teaching as the principal aims of University education, but also the "training of men." This last item was taken up more seriously, at a later date, by the Hartog Committee (1931) which clarified this aspect of university education and defined the aim as being the "training of leaders." The history of aims and purposes enunciated from time to time, however, is not complete without a mention of the Hindu University of Benares and the Muslim University of Aligarh, both of which emphasize the preservation and promotion of denominational cultures, as also of the regional universities like that of Travancore which lay stress on local culture, history, art and science as important objectives.

3. *Analysis of Aims.*—Recent times, influenced by economic considerations, by a resurgent nationalism and by international movements in educational thought have seen a newer and fuller amplification of aims for University education in India, and the annual Convocation Addresses delivered at various university centres afford ample material for the investigation of this problem of university education in the country. Most of the aims and objectives so far enunciated may be conveniently analysed under two main heads as under :—

(1) With reference to *students*, the aim would be cultural or utilitarian, or a blend of the two. Both of these aspects were brought out prominently during discussions in the meetings of the Committee. Knowledge for the sake of knowledge or as a means of livelihood; knowledge as indirectly fitting the recipient for the

arts of war and arts of peace, or only such knowledge as would directly prepare the youth of the nation for the various professions, were problems to which we could not but give close attention. There has never been such an aggressive invasion of the utilitarian ideal in education over the cultural or the idealistic as in recent times, and we could not ignore the former and deny it a place in our statement of aims. The other problem with reference to the student receiving university education was whether he was to be regarded as an individual or as a citizen, whether the training, cultural or utilitarian, which a university must impart to him was to make him an efficient person in himself, or efficient as member of a community of individuals. Though it is the view of some educationists that there is no essential antithesis between a good citizen and a good individual, in practice the education resulting from regarding a student as an individual could be very different from that which results from regarding him as a citizen. We have tried in our final statement to strike a balance between these two aims in education. The growing acceptance of democracy as the foundation of our social and political order, seems to us to justify the emphasis we have tried to place on the training of the youth of the country in citizenship. Our problem with regard to the student, however, did not end here. We had to consider also whether a university should aim at producing a select body of men who would be leaders of the province in all walks of life, or at training a large body of generally well-informed and capable men and women. Education for leadership certainly would differ in many of its fundamental outlooks and methods from that which is open to all and for general development of desirable qualities. It is the difference between education for mediocrity and education for leadership. We have come to the conclusion that a select number of youths should be trained as leaders, and the rest helped and stimulated to acquire general knowledge.

(2) With reference to *studies*, three problems confronted us. (i) Was knowledge to be imparted only to those who entered the portals of the university as regular full-time students, or was it also to be one of the essential aims of a university to serve the entire population of a region by a mass diffusion of knowledge. (ii) Was diffusion of available knowledge intensively among its alumni and extensively among the rest the only objective, or should the university undertake also the task of creating a new body of knowledge by investigation and research. (iii) Was the research to be applied to general problems of arts and science



or to be specifically utilized for local requirements, in other words, was the sphere of advancement of knowledge to be regional, national or universal. On all these points, we came to a conclusion which, we trust, adjusts the claims of conflicting ideologies into a desirable synthesis. We were particularly anxious that the various problems of Sind, long neglected, should become special fields of investigation by the University of Sind, and provision has been made for these in our statement of aims.

4. *The Aim defined for Sind.*—The material before us as provided in the written evidence of educationists, and as supplied by the Secretary was voluminous enough to enable us to study the problem of aims in all its manifold aspects, and we arrived at a final statement which we give below :—

(1) A modern university, being the highest organised effort of the State for the education of its youth, the fundamental aim of the University of Sind, in our opinion, ought to be to train select youth for leadership in all aspects of life so as to make them efficient individuals as well as useful citizens.

(2) The second aim of the University of Sind should be to impart available knowledge to its alumni and to diffuse it among the masses of Sind.

(3) The third aim should be the encouragement and organisation of research in arts and science for the creation of a new body of knowledge, with particular reference to the needs and opportunities of our province (e.g., in aeronautics, marine biology, marine engineering, irrigation, agriculture, and rural economics).

(4) The fourth aim should be the conservation and promotion of the culture of Sind, its language, literature history, philosophy.

(5) While in all universities the imparting of culture is the main objective, the aim of the Sind University should be also to provide facilities to its alumni for training in useful professions so as to make them economically independent.

We hope, the above statement of aim and purpose is a sufficiently exhaustive approach to the problem set in the first term of reference. The need of such a re-statement has been felt for a long time throughout India, and it was more than necessary that the aim should be clearly formulated for a new university in a new province like Sind.



## CHAPTER IV.

### THE TYPE OF UNIVERSITY.

The aim and purpose of the proposed university for Sind being defined, we had to consider suitable forms of organisation for the functioning of the ideal, and the first problem in this attempt at concretisation which we were required by our terms of reference to consider, was the type of University which would suit our province. This led us into a fairly wide survey of existing types and their distinctive features, and we came to the conclusion that, in the main the following types needed close study for the purpose of our inquiry :—

- (1) Examining and affiliating Universities.
- (2) Teaching Universities.
- (3) Unitary Universities.
- (4) Federal Universities.
- (5) Non-statutory Universities.
- (6) Mixed types, particularly those in which emphasis is laid on residence and which have come to be called "Residential Universities."

1. *Examining and affiliating Universities.*—Universities of modern India, modelled on the London University, were started frankly as examining and affiliating universities. As has been stated in the preceding Chapter, Wood's Despatch of 1854 contemplated them "not so much to be in themselves places of instruction as to test the value of education obtained elsewhere." From the start, however, the principle of affiliation has been recognised as essential to satisfactory functioning of Indian Universities. This principle has been extended from time to time so as to secure minimum initial conditions of efficiency and stability for the Colleges, to influence the appointment of adequate and adequately qualified teaching staff, and to insist on proper buildings and equipment for teaching and residence. This control and supervision of affiliated institutions has led some educationists to regard the examining and affiliating universities of India, like Agra till to-day, and Bombay, Calcutta and Madras formerly, as teaching universities, the

teaching being done by proxy in the affiliated institutions. Though this interpretation of the functions and nature of examining Universities has not been generally accepted, there is no doubt that these universities have, in the past, done fairly successful work in educating large numbers of people without undertaking direct teaching themselves. A good deal can be said in favour of them as useful types for a country like India which needs a comparatively inexpensive system and which has still a good leeway to make in the expansion of higher education. The greatest drawback, however, of purely affiliating and examining Universities which has led some educationists to condemn them as relics of outworn traditions is that they afford no inspiration and radiate no intellectual stimulus from the centre. They tend to tie themselves so exclusively to the organisation of examinations and prescribing conditions of recognition, registration and affiliation that teaching and the right conditions and methods of teaching receive hardly adequate attention at their hands. The affiliated Colleges and recognised schools are subjected to no real inspection by the Universities, and in some cases easy affiliations and easy passes are allowed to swell the number of candidates. The real purpose of the University which is to teach tends, in this way, to be subordinated to the dictates of commercialism in education. A purely examining university is an educational robot with no centre of vitality within itself. An examining and affiliating university is an improvement on this automaton but has its centre of gravity wrongly placed and therefore is in a state of unstable equilibrium. This type of University may offer a fascinating lure to a deficit province but we have come to the conclusion that Sind must not allow itself to fall into the tempting trap of financial self-sufficiency and sacrifice the future of higher education in the province.

2. *Teaching Universities.*—The term “Teaching University” is now universally applied to a university which undertakes direct teaching for its students by its own body of Professors, Readers and Tutors. One good feature of such a university is that all departments of university teaching are under experts, and large bodies of students, in the postgraduate as well as undergraduate stage, are thus brought into stimulating contact with intellectuals of a high order, and imperceptibly as well as consciously



led into the work of investigation and research. Moreover, a teaching university is administered mainly by its own teachers, and its academic life is not influenced by extraneous considerations. Scholars of repute such as Sir Radhakrishnan and Sir C. V. Raman could find their place only in teaching universities, which have all the potentialities of becoming live centres of new and vitalizing thought for the country. But there is a point which might be reasonably urged against purely teaching universities. They are extremely costly, and that is a consideration which no educationist in India can ignore, knowing the extremely restricted financial resources of the country; and it is questioned by some whether the teaching work done in some of these universities has been commensurate with the cost involved, or has been superior to the work done in some Colleges affiliated to the examining universities. There is another consideration also which is likely to prejudice, in the end, the universal adoption of the teaching type of universities in India. A teaching university, by its very nature, could not but be a local university, and as such could do its educational work effectively only in one small area. Now, if this basic principle of a teaching university is applied to India, either every College will have to be developed into a university, or diffusion of higher education in the country restricted to a few localities. If India must have only teaching universities, the cost would be stupendous and out of all proportion to the resources of the country.

Whatever might be the theoretical soundness of a teaching type of university, the hard realities of Indian life have already brought about the evolution of mixed types, and it is in these mixed types that the course of wisdom in the future expansion and efficacy of university education in India lies.

3. *Unitary and Federal Types.*—Ever since the publication of the Sadler Commission Report, the Unitary type of university, which is also residential and teaching, has been prominently before the educationists of this country, and such universities have actually been established in several places in India. The essential feature of a unitary University is the location of all its Colleges in one compact small area and one central governing body on which all its constituent colleges are fully represented. This is a type of university which is in marked contrast with the Federal type in which

the Colleges are situated at different places, often at great distances, and which have a central governing body exercising certain powers over all the colleges while allowing the residue to be exercised by the colleges themselves. Having jurisdiction over far flung areas, one unitary type of university for any of these areas would be unsound from every point of view, financial, educational and administrative, and that has led to the adoption of a compromise between the two types, or a mixed type such as we have in the Osmania and Travancore Universities where unitary teaching organisation has been set up for the head quarters, while the colleges in outlying areas are affiliated or federated to the centre. But in some of the older universities like those of Bombay, Calcutta, Madras and Punjab, though each head quarter area is highly developed educationally, the unitary teaching organisation has been regarded as impracticable and not attempted. In fact, the Calcutta University, in spite of the recommendations of the Calcutta University Commission, has found it difficult to adopt it and it has been able, in spite of it, to achieve a fairly high standard of teaching and research work in Calcutta. Bombay University considered the question in 1924, through a Committee on University Reform, and rejected the idea as unpractical and costly. It has, to this day, a system of affiliated Colleges even in the City of Bombay, though it has added teaching also to its functions. Many of the considerations urged by us against the establishment of purely teaching universities in India would equally apply to the unitary universities, and we feel there are enough grounds on which the idea of having a unitary university, even for the City of Karachi, would be found impracticable.

4. *Non-statutory Universities.*—In addition to the universities of different types established in India by acts of central or provincial legislatures, there are several universities which have been set up by non-official public bodies or distinguished individuals with various aims. Viswabharati at Shantiniketan founded by the late revered Dr. Rabindranath Tagore is a good illustration of new idealism and practice in education, some features of which may well be adopted by the statutory universities of India, e. g., its emphasis on the cultivation of fine arts. This university, as far as the type is concerned, is unitary, teaching



and residential. The Karve University for Women, on the other hand, is teaching as well as affiliating-examining. Most other non-statutory universities are mere Colleges and not Universities, *e. g.*, Gurukul of Kangri, Jamia Millia of Delhi, and Deoband. Their constitution does not conform to that of the main types we have considered, and they differ from one another. Most of them are definitely intended to serve some particular type of culture which does not or cannot receive special attention in the statutory universities.

5. *Mixed Types.*—We have already indicated the various compromises between different types of universities which have been necessitated by the conditions in India. In this paragraph we desire to dwell on one aspect of the teaching and unitary types of universities which has been insisted upon during recent years as essential to all good education, namely residence. Residence is a desirable condition for a teaching and unitary university but not an indispensable essential. It was mentioned, during our discussion of this problem, that some of the so-called residential universities of India are hardly residential in the strictest sense of the term, and perhaps none in the world are. A few of the residential universities in India have even begun to find the residential organisation a source of trouble to the normal functioning of their primary aim which is to teach. Under the circumstances, we have come to the conclusion that though some universities, mainly unitary, insist upon residence as an important condition of their organisation, it is not desirable to regard it as indispensable. In the rich countries of the west, parents can afford additional residential expense on their sons and daughters, even if they have their homes in the university towns. In the west, moreover, it often happens that both the parents are employed outdoors for a good part of the day and cannot give to their sons and daughters the benefit of their care and the home comforts. They naturally would prefer their sons to go and live in the universities rather than in indifferently kept homes. Conditions in India are different. Very few parents, for instance, having a home in Karachi would like their sons and daughters to go and stay in a hostel of the Sind University in the same City. Insistence on residence would therefore have the effect of restricting the admissions to the



University to the well-to-do. We therefore did not think it desirable to attach undue importance to the residential aspect of teaching or unitary universities, though we have no doubt that it is desirable that every university worth the name should, directly or through its Colleges, effectively organize the life of all those students who seek residence in the university or College hostels.

6. *Our recommendations.*—After a careful and wide survey of the different types of universities, two combinations of types were considered by us for adoption. The first combination—Unitary-Affiliating was rejected by a majority of one vote, and the second combination—Teaching-Affiliating, then adopted. We defined the scope of this type by adding that the University should undertake direct teaching in some subjects including post-graduate courses, while for the rest the University would be an affiliating type. The Sind University, therefore, under our recommendations, would undertake teaching in institutions of its own only in *some* subjects, under-graduate as well as post-graduate, while even in Karachi it would allow the other Colleges to function as affiliated institutions. Our insistence on the word “Some” in our final recommendation on the subject is warranted also by the consideration that the Sind University should not preclude any centre in Sind from developing as an advanced centre for teaching and research. While the Sind University will, according to our recommendation, undertake teaching and research in some subjects and in some institutions of its own, it will leave its affiliated colleges all over Sind to develop themselves to the full in other appropriate subjects. This will prevent a deterioration of mofussil colleges such as has been brought about in those provinces where the unitary universities have been established.

By the term of reference which we have discussed in this Chapter we were required to state what we thought of “a new type (of University) with agriculture as its basic bias.” We have come to the conclusion that while it is not practicable to establish a university with agriculture as its basic bias, it is desirable that the University of Sind should emphasize the essential agricultural aspect of its work.



Gul Hayat Institute

of the Chancellor, 80 p. c. still being nominated), (ii) fixing of the maximum number of Fellows to 100 for older Universities and 60 for Allahabad, (iii) making the Syndicate a statutory body with a fixed number of members, (iv) indirect representation of teachers on the Senate, (v) raising the qualification for Fellowship and insistence on regular attendance at the Senate meetings, (vi) abolition of Fellowships for life and substituting a five year fellowship instead, (vii) defining more precisely the powers and functions of the Senate and other bodies, the rules of affiliation, relations between the Government and the University, and so on. This second period had the effect of removing some of the abuses of the first period, but things could not stay there. The appointment of the Sadler Commission and its recommendations brought about a new orientation. The constitutional changes it suggested as desirable were considered by all Indian Universities, and partially or fully adopted in several. The changes lay mainly in the direction of larger senates representing also non-academic interests, a very much larger extension of the elective principle (majority of the members of the Senate being elected), institution of a separate body known as the Academic Council to deal with academic questions, appointment of full-time salaried Vice-Chancellors and honorary pro-Chancellors and other high dignitaries, and other features specially designed to suit the requirements of unitary, teaching and residential universities. Many of the older universities have now large senates, sometimes too unwieldly for quick disposal of work, and considerable multiplicity of authorities with overlapping functions, and the elective principle is still extending. This has brought about a new spirit of caution which is exemplified in the constitutions of smaller universities beginning with the Osmania University of Hyderabad Deccan. This University has a small Senate and Syndicate, and has eliminated the Academic Council. The Travancore University similarly has abolished the Academic Council and has smaller Senate and Syndicate. The Assam University Bill and the Orissa University Committee have also dropped the Academic Council out of the constitutions proposed for their respective universities. Whether these instances point to a new tendency which will grow, and affect the next stage in the constitutional development of Indian Universities it is difficult to prophesy with certainty.



2. *University Authorities.*—In our treatment of the subject of constitution for the Sind University, the first problem to which we were required to give our close attention was the number of officers and authorities which should be statutorily provided. Some members stressed the necessity of a simple but effective constitution for a small university like that of Sind and suggested that an Academic Council would make the University unwieldy and act as a clog in the wheels of its academic and administrative machinery, and that the functions usually assigned to the Academic Council could be easily apportioned between the Faculties and the Boards of Studies. This school of thought was of the opinion that with an Academic Council as an integral part of the University constitution, expeditious disposal of business would be rendered difficult, and there would arise possibilities of frictions and collisions which a new university should try to avoid. The other school objected to the elimination of Academic Council on the ground that for academic problems, a special authority exclusively concerned with them was desirable and that this body was necessary also in the interest of co-ordination of functions between the Boards of Studies and Faculties. The majority, finally, decided to retain this body, and we agreed to recommend the following officers and authorities for the University of Sind:—

- (1) The Chancellor.
- (2) The Vice-Chancellor.
- (3) The Registrar.
- (4) The Senate.
- (5) The Syndicate.
- (6) The Academic Council.
- (7) The Faculties.
- (8) The Boards of Studies.
- (9) The Council of Research.
- (10) The Library Board.

The Council of Research and the Library Board, as statutory bodies, were deemed necessary in view of the importance we have attached to the teaching functions of the new University. Having decided that the University of Sind would be a teaching and affiliating university,

we thought that this decision should be implemented by statutory provision in the constitution. The province of Sind has numerous cultural and scientific problems which its University could easily undertake to investigate, and which would constitute the field of activity for its teaching and research departments. These departments together with the Library, Laboratories and its own Professorial staff will be such an important feature of the University of Sind that it was thought proper to make a statutory provision for distinct bodies or authorities which, within the University, will have effective control of them.

3. *The Chancellor.*—At the head of all the statutory Universities in India is the Governor of the province or the Viceroy. This practice which began with the inception of modern Universities in the country has been maintained till to-day, and we came to the conclusion that the University of Sind would be well advised not to depart from the practice. The Chancellor of the Sind University, therefore, would be the Governor of the province, though some members of the Committee thought that in an autonomous institution in an autonomous province, the official head of the province need not be the Chancellor. The powers and functions of the Chancellor, as they are defined in the Bombay University Act of 1928, were unanimously regarded as suitable for adoption in the case of Sind. They read as under :—

(1) The Chancellor, by virtue of his office, shall be the Head of the University and the President of the Senate and shall, when present, preside at the meetings of the Senate and at any convocation of the University.

(2) He shall have the power of nominating a fixed number of Fellows to the Senate.

(3) If the Vice-Chancellor is temporarily absent from India, the Chancellor may appoint another person to act as Vice-Chancellor during such absence.

(4) He may accept the resignation of an Ordinary Fellow, and in the case of one who has not attended a meeting of the Senate, other than a convocation, the Chancellor may declare his office to be vacant,



(5) He can confirm the recommendation of the Senate for the conferment of an honorary degree on a person of eminent position and attainments where the recommendation is supported by not less than two-thirds of the Fellows present at a meeting of the Senate.

(6) He may also confirm the recommendation of the Senate, by two-third majority, of cancellation of a degree, diploma, license, title or mark of honour conferred by the Senate.

(7) All statutes framed by the Senate from time to time shall require the sanction of the Chancellor before they can come into operation.

(8) The Chancellor may nominate any person to be an Honorary Fellow for life, who is eminent for his attainments in any branch of learning or is an eminent benefactor of the University or is distinguished for services rendered to the cause of education generally.

(9) If any question arises regarding the interpretation of any provision of the University Act, or of any Statute, Ordinance or Regulation, or as to whether any person has been duly elected or appointed as, or is entitled to be a member of any authority or other body of the University, the matter may be referred to the Chancellor whose decision will be final.

(10) The Chancellor shall have the right to make an inspection or to cause an inspection to be made by such person or persons, as he may direct, of the University, of any institutions associated with the University and of any work conducted or done by the University, and to make an enquiry or to cause an enquiry to be made in like manner in respect of any matter connected with the University. The Chancellor shall in every case give notice to the Senate of his intention to make an inspection or enquiry or to cause an inspection or enquiry to be made, and the Senate shall be entitled to be represented thereat.

(11) The Chancellor may, after such inspection or enquiry, by order in writing, cancel any decision of the University or any authority thereof in respect of any matter which is not in conformity with this Act and the Statutes, Ordinances and Regulations.

Provided that, before making any such order, he shall call upon the Senate to show cause why such an order should not be made, and if any cause is shown within a reasonable time, he shall consider the same.

It will be noticed from the above statement of the powers and functions of the Chancellor that the clause in the Bombay University Act empowering him to nominate the Vice-Chancellor has been taken away.

4. *The Vice-Chancellor.*—Being the most important official in most universities, the executive head in fact of the entire administration, the Vice-Chancellor enjoys wide powers. From the start right upto today in some universities, he has been a person of distinction nominated by the Chancellor for a period of two to three years at a time. The growth of self-governing institutions in the country, and the increasing application of the principle of responsibility has, however, tended in recent times to alter to some extent the unassailable position that he used to enjoy in the past. In some Universities to-day the Vice-Chancellor is elected by the Senate, and is responsible to it for his actions. We have, however struck a compromise between the two extremes, and, come to certain decisions which are intended to give him sufficient powers as an executive head, make him feel indirectly responsible to some authority within the University, as well as enable the new University to get, in the first stage of its career, distinguished and effective guidance. Our recommendations in the matter are firstly, that the Vice-Chancellor of the Sind University should be a full-time salaried Officer, for the first period of three years; secondly that the appointment of Vice-Chancellor should be made by the Chancellor from a panel of 3 names of eminent educationists of all-India reputation to be recommended by the Syndicate; thirdly that the term of office of the Vice-Chancellor should be three years to synchronise with the life of the Senate or Syndicate. One of our members, however, was very strongly in favour of an honorary Vice-Chancellor in view of the finances of the province of Sind. But we believe that in the interest of establishment of right academic and administrative practice and tradition, in the first stage of its existence the



University of Sind will need the guidance of a man of all-India reputation who will also give it some prestige in other parts of India. As far as the functions and powers of the Vice-Chancellor are concerned, we have decided that they should be similar to those provided in the Bombay University Act, viz.—

The Vice-Chancellor shall be responsible for the proper administration of the University and shall—

- (a) in the absence of the Chancellor, preside at convocation and meetings of the Senate,
- (b) convene the Senate,
- (c) preside, when present, at the meetings of the Syndicate, and
- (d) exercise such other powers as may be conferred on him by the University Act, the Statutes, Ordinances and Regulations.

5. *The Registrar.*—In the early periods of University administration in India, the Registrar was often a part time officer. The office of the Registrar was held, for several years in Bombay, in combination with a Professorship in the Government College; and upto 1904 in the Punjab University it was combined with the principalship of the Oriental College. Even in recent times, the Registrar in the Travancore University was for a year or two also a professor in a State College. But we believe that a new university in modern times will require so closely the full-time and undivided attention of a competent person as the immediate head of the office, that it will not be desirable, even on considerations of finance, to have a part-time Registrar. Our recommendations in the matter are that the Registrar should be appointed by the Syndicate for a period of 5 years in the first instance, with a probationary period of one year; that he should be regarded as a Fellow of the University without the power of vote, and that he should be removable by the Syndicate after being given due notice. The duties and functions of the Registrar, we decided, would be similar to those indicated in Statute 103 of the Bombay University.

6. *The Senate*.—This body is, in almost all universities, the supreme governing authority in the constitution. It was so regarded in the earliest constitutions till the Universities Act of 1904 gave some independent powers of initiative and administrative action to the Syndicate. The principle of responsibility which ought to be a fundamental principle of relationship between a supreme governing body and its executive committees (including the Syndicate) has also been a matter of slow growth, and the present position in several universities in India is that while the Senate within itself has been made as largely representative of the general community as possible, and the elective principle has been very largely extended, in minor and major matters, the supreme governing character of the Senate is, in varying degrees, limited by the powers conferred on the Syndicate and the Chancellor. We had to consider this aspect of the problem, as well as many others on which there has been divided opinion in the educational world in India, *e.g.*, the elimination of the nominated element or its retention in an extremely attenuated form, the reduction of official element, the general reduction of the size of the Senates, the representation of non-academic interests, the greater representation of the teaching profession, and so on. We have thought it desirable to retain the nominated element, and we hope the power of nomination still allowed would be used for adjusting any inequalities of representation which the elections might reveal from time to time. The purely official element has been fixed at 10, as we thought that the heads of certain Government departments should find a place on the University Senate. To the constituency of registered graduates, we have given only 6 representatives in view of other interests that need representation. The teaching profession has been treated to a fair share in the composition of the Senate, as many as 25 in a body of less than 70, and its influence in the university councils has been further strengthened by appropriate provisions in the constitution of the Faculties, Boards of Studies and the Academic Council. In view of this adequate representation to academic interests, we hope the representation given to general interests like the Municipalities and District Local Boards does not err on the side of liberality. One innovation which



may mark the composition of the proposed Senate as having a tendency towards democratic radicalism is the representation given to Haris. We introduced this innovation because we thought that this foundational section of population in Sind should be made aware of the top storey of our educational edifice. The constitution of the Senate as recommended by us is, thus, broad-based and democratic enough, and sufficiently balanced in structure to give us a reasonable hope that it will work. To sum up, the proposed composition of the Senate of the Sind University would be as under :—

(a) *Ex-officio members* :—

(i) The Chancellor ; the Vice-Chancellor ; the Registrar; the Minister of Education; the Director of Public Instruction ; the Director of Agriculture ; the Director of Public Health and Medicine ; the Director of Industries ; the Chief Engineer Public Works Department; and the Chief Judge .. ..	10
(ii) Nominated Members .. ..	10
(iii) Heads of University Departments ..	3
(iv) All the heads of existing colleges in Sind (This proposition was carried by a majority, 8 voting for it and 3 against) .. ..	7
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(b) *The Teaching element* :—

(i) From headmasters of registered high schools (5 of whom 1 shall be the head of a Girls' High School) ..	5
(ii) From College teachers .. ..	10
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(c) *Miscellaneous Group* :—

(i) Registered graduates (All graduates who register themselves on the Sind University Roll within a certain specified period would be eligible to vote for their representatives) .. ..	6
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(ii) Local Boards	..	..	..	4
(iii) Borough Municipalities (Karachi Municipality to send 1 representative)	..	..	..	4
(iv) Commercial bodies	..	..	..	1
(v) Zamindars' Association	..	..	..	1
(vi) Haris' Association	..	..	..	1
(vii) Legislative Assembly	..	..	..	3

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(d) *Donors* :—

- (i) Each individual donating to or for purpose of, the University, money or property to the value of not less than Rs. 30,000 to be Fellow for life.
- (ii) One out of every 10 donors each donating a sum of not less than Rs. 3,000 to be elected by the electoral college of these donors.

In view of the possibility of the Colleges managed by the Sind Collegiate Board being taken over by the Sind University, we decided that the door should be left open for the admission of some representatives of this Board in the final composition of the Senate.

We have further recommended that the term of office of the Senate should be limited to three years, at the end of which there would be simultaneous general elections for this body as well as of all its ancillary bodies. The principle of retirement of a fixed number by rotation each year, necessitating frequent elections and waste of time and money, as obtains in the Bombay University, was rejected.

The powers and functions of the Senate would be as under :—

- (1) The Senate shall be the supreme governing body of the University and shall exercise all powers and perform all duties conferred or imposed on it by or under the Sind University Act as well as all powers of the University not provided for in this Act,



(2) In particular, and without prejudice to the generality of the foregoing provision, the Senate may—

- (a) Save as provided otherwise, make, amend or repeal Statutes and consider, modify and cancel Ordinances and Regulations ;
- (b) Consider and pass resolutions on the Annual Report, Accounts and Estimates ;
- (c) consider the Annual Financial Statement placed before it by the Syndicate and pass it with such modifications as the Senate may think fit ;
- (d) make provision for the physical training of students ;
- (e) make grants from the funds of the University towards the maintenance of any University Corps established for the University under the Indian Territorial Force Act, 1920.
- (f) institute and maintain professorships and other teaching posts, University Departments and hostels, found scholarships and prizes, and encourage the pursuit of learning by other means ;
- (g) grant and confer degrees ;
- (h) elect office-bearers and authorities provided in the University Act and Statutes ;
- (i) accept donations and endowments, and, if the interests of the University so require, give up any donation or endowment it has accepted ;
- (j) consider and decide appeals in cases where such appeal is provided for in the Statutes ;
- (k) delegate any of its powers to such authority or authorities as it may deem fit ; and

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- (l) generally do all such other acts and things as may be necessary or desirable to further the objects of the University.

7. *The Syndicate* :—The Syndicate is supposed to be the Executive Committee of the Senate, and as such in theory it ought to be in a position of sub-ordination to the Senate. We have, in the constitution of the Senate, tried by a declaratory clause, to maintain this position. But in practice, being the business Committee of the Senate, some powers of initiative and independent action subject to being reviewed by the Senate have been found desirable to give to the Syndicate, particularly in view of the fact that the Senate rarely meets in any Indian University more than thrice a year, and in the interval the Syndicate must carry on the business of the University and sometimes take prompt decisions. It is also because the Syndicate is mainly a business committee, that it has not been thought advisable to give a preponderance of numbers to the academic element. The share, however, of this element in the composition of the Syndicate has not been fixed so low as not enable it to exercise appreciable influence in the counsels of the Syndicate. The composition of the Syndicate as finally proposed by us is as under :—

Vice-Chancellor .. .. .	1
Director of Public Instruction .. .. .	1
Elected by the Academic Council .. .. .	4
Teachers elected by the Senate .. .. .	2
Non-academic Fellows elected by the Senate ..	7
Total .. .. .	15

The powers and functions of the Syndicate were defined by us as under :—

- (a) To direct the form, custody and use of the common seal of the University.
- (b) Subject to the powers conferred by the University Act on the Senate, the Vice-Chancellor and the Rector (if any), to regulate and determine all matters concerning the University in accordance with the provisions of the Act, the Statutes and the Ordinances.



- (c) To accept, reject, return to the Academic Council for reconsideration, but not amend Regulations framed by the Academic Council.
- (d) To frame the budget of the University for the consideration of the Senate.
- (e) To administer the funds and property of the University.
- (f) Save as otherwise provided by the University Act or the Statutes, to appoint on the recommendation of a Committee of Selection, if any, as required by the Act or Statutes the officers (other than the Chancellor, the Vice-Chancellor and the Rector), University Professors, University Teachers and servants of the University, to define their duties and the conditions of their service, and to provide for the filling of temporary vacancies in their posts.
- (g) To accept, subject to the direction of the Senate, transfer of any moveable or immovable property on behalf of the University.
- (h) To arrange for and direct the inspection of colleges and hostels, and to issue instructions for maintaining the efficiency of the colleges, and in case of disregard of such instructions, to recommend modification of the conditions of affiliation and to take such other steps as it deems proper.
- (i) To call for reports, returns and other information from the Colleges.
- (j) To appoint examiners and to make Ordinances for the conduct of University examinations.
- (k) To publish the results of the University examinations and other tests.
- (l) To control the University library and to appoint a Library Committee, provided that at least half the members of the Committee shall be appointed from the Academic Council.

- (m) To provide for buildings, premises, furniture, apparatus and other means needed for carrying on the work of the University.
- (n) To enter into, vary, carry out, and cancel contracts on behalf of the University in the exercise or performance of the powers and duties assigned to it by the Act and the Statutes.
- (o) To make, amend and cancel Ordinances.
- (p) To fix, demand and receive such fees for the degrees to be conferred by it and upon admission into the University and for continuance therein and for other purposes of a like nature as may be prescribed by Statutes.
- (q) To make provision for post-graduate instruction and research.
- (r) To exercise such other powers and perform such other duties as may be conferred or imposed on it by the University Act or the Statutes.
- (s) To define the duties and functions of the Research Council by Ordinances.

Provided that the Syndicate shall not arrive at any decision in regard to matters referred to in clauses (h) and (j) without inviting and receiving a report thereon from the Academic Council.

8. *The Academic Council.*—This body, which is the creation of comparatively recent times in the history of Indian Universities, is now a feature of most universities in the country, particularly of those which are of the teaching type. Its usefulness for other types of universities and for small provinces has been doubted in some quarters, but we thought that for giving some due share of importance to academic interests in the province, as well as for a more expert attention to academic problems and co-ordination of academic functions between the various university bodies, Sind University would be well-advised to have an Academic Council. And as is only



natural, we have given an overwhelming representation to academic interests in its constitution. As recommended by us, the Academic Council of the Sind University will consist of :—

(1) The Vice-Chancellor	..	..	1
(2) Deans of Faculties	..	..	2
(3) Heads of University Departments, not exceeding	..	..	3
(r) Head Masters	..	..	1
(5) Elected by the Senate	..	..	5
(6) Elected by the Boards of Studies	..	14	
Total	..	26	

The powers and functions of the Academic Council would be as under :

- (a) To regulate teaching and examinations within the University.
- (b) To determine and maintain the standards of examinations, remaining responsible for the maintenance of such standards.
- (c) To make Regulations laying down courses of study subject to the approval of the Syndicate.
- (d) To propose to the Syndicate the institution of new University Teachers their duties and emoluments.
- (e) To propose to the Syndicate schemes for the constitution of University Departments, Faculties and Boards of Studies.
- (f) To make Regulations for the award of University scholarships and prizes.
- (g) To recommend to the Syndicate the names of persons to be appointed examiners.
- (h) To make Regulations prescribing equivalence of examinations.
- (i) To arrange for co-ordination of studies and inter-collegiate lectures.

- (j) To make Regulations prescribing the conditions to be complied with by candidates, not being students of any college, for degrees, diplomas, licenses, titles, marks of honour, scholarships and prizes conferred or granted by the University.
- (k) To exercise such other powers as may be conferred on it by Statutes.
- (l) Generally to advise the University on all academic matters.

9. *The Faculties.*—We adopted section 19 of the Bombay University Act for application to the Faculties to be constituted in the Sind University, which reads as under, the power of assigning Fellows to one or more Faculties being vested in the Senate, instead of the Syndicate :—

(1) The University shall include such Faculties as are constituted by the Senate by Statutes from time to time.

(2) The Senate shall frame Statutes prescribing the constitution of each Faculty.

(3) A Fellow may be assigned, on the recommendation of the Senate, to one or more Faculties.

(4) The Syndicate shall frame Ordinances governing the conduct of business of each Faculty and the appointment by each Faculty of its Chairman (to be called the Dean).

(5) The Senate may empower any Faculty to co-opt, as members to serve on Boards of Studies controlled by it, persons who possess special knowledge of the subjects of study represented by the Faculty, but who are not Fellows, in such manner and for such period as may be prescribed by the Syndicate by Ordinance :

Provided that the number of persons so co-opted by any Faculty shall not exceed half the number of Fellows assigned to that Faculty.

10. *The Boards of Studies.*—We recommend that section 26 of the Bombay University Act which reads as under,

*“The Senate may, from time to time, frame Statutes constituting Boards of Studies, defining their functions, and attaching each Board to one or more Faculties ”*



would apply to the formation and functions of the Board of Studies in the Sind University. These Boards of Studies would, at the start, be 17 in number as under :

- (a) Sindhi Language, literature and culture.
- (b) English.
- (c) Sanskrit, Hindi, Gujarati, Marathi and other allied modern languages.
- (d) Arabic, Persian, Urdu and Avesta Pahlavi.
- (e) Latin, Greek, French, German and other European Languages.
- (f) History, Economics, Sociology, Politics, Archeology and Geography.
- (g) Philosophy.
- (h) Mathematics.
- (i) Education.
- (j) Fine Arts (Drawing, Music, Painting).
- (k) Physics and Chemistry.
- (l) Biology, Physiology and Hygiene.
- (m) Agriculture and Forestry.
- (n) Engineering.
- (o) Law.
- (p) Medicine.
- (q) Military and Physical Education.

II. *The Research Council.*—As we have already stated in a previous section, teaching and research having been accepted by us as important functions of the proposed university for Sind, we desired to implement this decision by a definite provision of it in the very constitution of the University, and to emphasize its importance by giving to its organisation a statutory status. Sind affords almost a virgin field for research in numerous cultural and scientific problems, the results of which might conceivably accelerate the moral and material advancement of the province as well as enable the province to make a distinct contribution of its own to the sum total of human knowledge. According to our scheme, the Research Council will have two main departments under its immediate control, the department of Sindology, and the department of Applied Sciences. The first department would deal with the language, literature, history, philosophy, and culture in general of the province, and the other with all problems connected with the application of Science to Sind agriculture, Sind industry, etc. Under a scheme of collaboration with the several research officers of the Government of Sind, and some Central Government Depart-

ments in Sind, it would be possible for the Sind University to organize stimulating and useful research which would obtain for research students covetable distinctions as well as serve the material and cultural interests of the province, and save the new University from being a mere replica of other universities. The duties of the Research Council were defined by us as being the same as contained in rule 4, page 243 of the Calendar of the University of Travancore 1940-41, which read as under :—

The functions and powers of the Research Council will be:—

- (a) To initiate or examine schemes of research to be undertaken or assisted by the Research Departments of the University, and to report to the University on their feasibility, importance and urgency.
- (b) To review the progress of investigations undertaken or assisted by the Departments, and to report on the necessity or desirability of continuing, suspending or modifying the schemes.
- (c) To consider and report on the institution of Fellowships, studentships and Grants-in-aid for research.
- (d) To offer advice on such matters as the Government or the University may place before the Council.

The following is the constitution recommended by us for the Research Council:—

Vice-Chancellor	..	..	..	1
Deans of Faculties	..	..	..	2
Head of University Department of Sindology	..	..	..	1
Two outside experts recommended by Academic Council	..	..	..	2
Heads of other University Departments	..	..	..	2

12. *The Library Board.*—We think that in a teaching and research University, an adequate library with a regular organisation of effective and extensive service is essential, and we wished to give further emphasis to this aspect of Sind University functions by giving a statutory recognition to the Library Organisation. We have



recommended the following constitution for the Library Board:—

(1) Vice-Chancellor	..	..	..	1
(2) Deans of Faculties	..	..	..	2
(3) Librarian (Member and Secretary without a vote)	..	..	..	1
(4) Elected by the Senate	..	..	..	2
(5) Elected by the Academic Council	..	..	..	5
				<hr/> 11

The functions and duties of the Library Board will be as under:—

- 1 (a) The Library Board shall, subject to the control of the Syndicate, manage the Library and advise the Syndicate on any matter connected with the Library referred to it by the Syndicate.

In particular and without prejudice to the generality of the foregoing power, the Board shall have the power (a) to make recommendations to the Syndicate as to (i) the administration of the funds set apart for the Library, and (ii) the appointment of the staff of the Library, including the Librarian, and other matters connected with the Library, and (b) to make rules governing the use of the Library from time to time, subject to the approval of the Syndicate.

- (b) The Board shall report to the Syndicate for confirmation the purchase of books and disposal of such books as in the opinion of the Committee are either worthless, unserviceable or otherwise useless. For the purpose of this Ordinance, books shall include manuscripts and periodicals.

- (c) The Library Board shall report from time to time to the Syndicate the rules framed by them for the use of the Library, and any changes made therein.

2. The Library Board shall keep an account of all funds provided for purpose of the Library and forward a statement of such accounts to the Register for submission to the Syndicate every three months.

## CHAPTER VI.

### THE UNIVERSITY OFFICE.

A new University in a province which, owing to great distance from the old University centre, could enjoy only a nominal participation in its day to day administration, is likely to suffer from lack of experience at the start in the matter of office routine. Therefore it is in the fitness of things that we have been required under term of reference No. VI to "suggest a scheme for the effective organisation and management of the University Office." We have already made some recommendations regarding the nature of the work of the Chief of the University Office, the Registrar. Whether the new University will need a person trained in advance in the office of a Registrar, as has been done in several new Universities, or he will be recruited from the establishment of an existing University, and what his qualifications and emoluments should be, are matters which will need serious consideration in any scheme intended to secure initial as well as eventual efficiency of management. But we have felt that these matters may best be left to others to consider. We have confined ourselves to considering what would be the staff needed for the University office. In view of the financial difficulties of a deficit province like Sind, we could not but limit the staff to its minimum adequacy, at the same time not sacrificing the requirements of efficiency. Our recommendations, we feel, provide subordinate staff adequate in number for all the requirements of the new University for some years to come.

The University office, under our recommendations, will have five establishments with the staff for each as shown below :—

- (1) General Office, with one Superintendent, one Stenographer, one Typist and two Clerks.
- (2) Accounts Branch with one Accountant, one Cashier and one Bill Clerk.
- (3) Examinations Branch with one Superintendent, one Typist and two Clerks.
- (4) Library Board with one qualified Librarian and two assistants.
- (5) Research Council with one Typist Clerk.

We have not considered here the question of servant staff, which of course will have to be carefully gone into at the time the University Office is actually being organised.



## CHAPTER VII.

### CURRICULA AND EXAMINATIONS.

Curriculum, in any system of education, is one of the most important means for the achievement of the formulated objectives in education. But it can fulfil its function only if it is consciously and consistently animated by these aims. Much of the futility of the prevailing university system in India can be traced to the curricula being treated as ends in themselves, as packages of "subjects" having an importance of their own. Not dominated by any organic principle or vital aim, the curricula are like a sapless tree which serves neither the utilitarian purpose of supplying fruit nor the cultural cravings for colour and form. In most of the systems of University education in India, warped by the benumbing influence of past traditions, there is hardly any consciousness of ultimate aim, and we have the sorry spectacle of crowded syllabuses, infliction of dead uniformity on varying aptitudes, divorce of studies from life situations, inequality of emphasis either on culture or on utility, and frequent sacrifice of the whole of human personality to a part. It is considered enough if the curriculum consists of traditional dry-as-dust subjects, unrelated to the essential needs of adult nature and their life interests; and there is a widening gap between life in the Colleges and life abroad. It is no wonder the courses of study and the teaching methods in Colleges seem to strike no spark of enthusiasm among the youth of the nation, and the centre of interest for them tends to shift to unregulated outdoor activity, to clothes, to pictures, even to gambling and drinking, not to speak of misbehaviour inside the class-rooms and outside. We seem to be content to proceed on the assumption that what once was good is always good. The curriculum has been in a state of stagnation for a generation or more, and yet curriculum can be a positive constructive force in the education of the young. A new University, like that of Sind, has a splendid opportunity of breaking the shackles of tradition, and starting out on departures which will enable it to raise its head high as pioneer in desirable renovation of education.

The subject of curriculum and examinations presented us many problems, the more important of which we may state as under :—

- (a) The problem of the Matriculation Examination as a qualifying test for College courses, the desirability of its being conducted by the University, the principles of selectivity and wide options in the curriculum, the system of compartmental examinations, and so on.
- (b) The courses leading to the B. A., and B. Sc. Examinations, the question of bifurcation of science and arts courses, the duration of the courses, the number and nature of examinations to be instituted.
- (c) The courses, examinations, etc. for the other first degree examinations.
- (d) Post-graduate courses and examinations.
- (e) Diploma Courses.
- (f) Training for Careers.
- (g) Social Service as an integral part of College life.

(a) *Matriculation Examination.*—The Matriculation or a corresponding examination is, in all universities in India, a qualifying test for admission of students to university courses. Whether this admission test is adequate or not in all cases for the purpose in view, no one will dispute the right of a university to insist, by some test or other, that only those shall enter its portals who are fit to profit by the instruction given in its classes. And we have already stated that one of the important aims of university education is to “train select youth for leadership.” What principle of selection will the University of Sind adopt? There are three alternatives which may be considered by it. It may institute its own examination which by consent may be recognised by the Education Department as the end of its secondary stage in education, as is now the case in the Bombay, Calcutta, Punjab, and Patna Universities. This alternative raises the fundamental question of the jurisdiction of the University over high schools which are at the same time under the control of the Education Department, the recognition of high schools, syllabuses for the



higher stages in secondary education, inspection of schools' and so many other matters in which dual control cannot be avoided, or can be settled only by mutual goodwill. The other problem arising from the adoption of this alternative is to devise such courses of instruction as will ensure on the one hand requisite training needed for admission of students to University studies, and on the other hand be self-contained enough for those students who will, after finishing this education, enter the struggle for existence. This will necessitate, a finally balanced system of minimum compulsory subjects and groups of optional subjects or elective courses, so that those who offer certain specified groups will be eligible for admission to College courses, while those who offer other groups will be recognised as eligible for admission into services. The other alternative which has been adopted in Madras, Nagpur, Andhra, Mysore and some other universities is for the universities to recognise the S. L. C. or High School Examination as a qualifying test for admission to Colleges. This alternative has the merit of releasing secondary schools from the domination of university standards and requirements, and enabling them to organise their courses of instruction for their own legitimate ends. Though this is theoretically true, it has never worked like that in practice, for a very large percentage of the students in secondary schools do actually seek admission to Colleges, and High School or S. L. C. Boards have been compelled under this pressure to modify their syllabuses to suit the College requirements, and the dual control of the first alternative is still maintained in the constitution of these Boards. There is a third alternative adopted by Annamalai and Mysore Universities, which consists in recognising the S. L. C. and High School Examinations but admitting to colleges only such candidates as have secured a certain High percentage of marks in some subjects and not the minimum pass marks. There is also a fourth alternative which has been suggested in some provinces but not yet adopted anywhere, that of having an admission test for College Courses *in addition* to the High School and S. L. C. Examinations.

On a balance of advantages and disadvantages, we have come to the conclusion that the University of Sind should have its own Matriculation Examination with its

own courses of studies, which we hope, in collaboration with the Education Department, and the options proposed, will satisfy the needs of the University as well as the requirements of a school-leaving test. One additional advantage which this decision will give to the University of Sind is substantial revenue, which it cannot afford to forego. No University can be a self-supporting organisation, and a University in a deficit province like Sind will need to conserve every source of income.

This decision having been arrived at, we had to devise courses of instruction which would give to the University of Sind a reasonable hope of securing the right type of student for itself, as well as serve the purpose of a school leaving test. While a new outlook was attempted to be emphasized in the details of these courses *e. g.*, in History as a History of great powers and not of England alone, and history of the culture of communities in India, and so on, we eventually thought it desirable to leave these details to be fixed by the Boards of Studies and the Academic Council of the University when they begin to function. We, have, therefore, fixed only the list of subjects which may be considered for purposes of various options to be allowed to students for various purposes. The subjects so fixed are given below :—

- (1) English.
- (2) "Mother-Tongue" or "Additional English."
- (3) Mathematics.
- (4) History and Geography.
- (5) Classical Language.
- (6) General Science.
- (7) Fine Arts.
- (8) Home Economics (Domestic Economics)—  
Cookery, Laundry and Account-Keeping.
- (9) Manual Training.
- (10) Commercial Training.
- (11) Physical Training.
- (12) Military Training.
- (13) Civics and Hygiene.



One important point which came up for consideration during our discussions over the Matriculation Examination was the system of compartmental examinations. The idea was that, in order to ease the strain involved in examining students in all the subjects at the end of two years, the Matriculation Examination be split into two examinations, one each year. Under this system, students would have the convenience of sitting for a few subjects at the end of the first year and for the rest at the end of the second year. Even as it is, every student for the Matriculation does sit for a regular annual examination in the previous year. Instead of being examined in all the subjects at the end of the sixth standard, and again the same subjects next year at the Matriculation, the compartmental system as suggested above would definitely reduce the strain of examinations instead of adding to it. But though some members of the Committee were of the opinion that a trial should be given to this system, the majority did not approve of it.

(b) *B.A. and B. Sc. Examinations.*—At the very outset, we were faced with the problem of the duration of the course of studies leading to the first degree examination in arts and science. The Bombay University had in the past a three years' course, and recently the Osmania University has reduced the course from four to three years. One point urged in favour of a three-year course was that the total duration of school and college life in India is longer than in most other countries, and it is desirable to shorten it and enable the youth of the nation to enter life earlier. This is particularly desirable in a country where the average expectation of life is also shorter. Another consideration in favour of a three-year duration of the first degree course was that the quality and quantity of work required of candidates in the present four-year-course is hardly enough for three years, and is one of the most potent causes of idleness and indifference to studies on the part of College students, and consequently also a fruitful source of many problems of discipline. On the other hand, there was the risk of non-recognition by other Indian Universities. Discretion and the initial handicaps of a new university made it desirable that we should not make a radical departure from the current practice in most universities of India. The proper solution, therefore, lay in retaining the four-year duration and

increasing the quantity and quality of work for the four years. We, therefore, decided that the duration for the first degree in arts and science in the Sind University will be four years divided into two main periods, each of two years—the Intermediate and the B. A. or B. Sc. For both examinations, we accepted the principle of compartmental examinations, the students being allowed to offer some subjects at the end of the first year, and the rest at the end of the second. This system, it was pointed out, would ease considerably the problems of discipline and perfunctory studies which had been created by the present system which makes the first year examination a local examination held by Colleges, and has no examination at the end of the third year.

One other matter in which also we have made, we feels a desirable departure from the prevailing practice is the abolition of the bifurcation of science and arts courses after the Matriculation Examination. We have recommended one examination at the end of the first two years, with a variety of options to suit various aptitudes and eventual separation into various specialized courses after this examination. We feel that bifurcation in such a rigid way as obtains at present is open to objections, educationally and otherwise. Under our system, while a student with a real strong bent towards a special vocation will be free to take subjects which will give him a training for it in advance, others will not be irrevocably led into one groove or prevented after a trial from coming back into their own real bias. A student with zeal for science studies may also prefer to pursue cultural studies for two years, and our scheme will enable him to do so. On the other hand, a student mainly in love with arts subjects will not be denied the opportunity of taking up some science subjects if he so chooses. The system, while allowing as free scope for specialisation as the present system allows to some who are in earnest, will prevent wastage caused by numerous mistakes made in irrevocable choices made very early and compulsorily continued owing to the present bifurcation system. It may also make science students, at this stage, more liberal in outlook by the influence of humanities, and the arts students more practical by the influence of science studies. And the danger of drift into separate colleges and cleavage of concepts and traditions at this early stage will be avoided.



The science student will gain considerably by constant living fellowship with the arts student as a classmate, and so will the arts student.

The following Course of studies for the Intermediate Examination including arts and science was tentatively suggested by us as desirable, the grouping of it into compulsory subjects and optional subjects being left to be worked out in detail by the Boards of Studies and the Academic Council of the Sind University :—

- (1) English.
- (2) Modern Language with emphasis on Literary history.
- (3) Classical Language.
- (4) World History, as the evolution of man and his civilisation.
- (5) Logic and Scientific Method.
- (6) Civics and Administration (with special reference to Sind).
- (7) Mathematics.
- (8) Economics, with special reference to rural conditions in Sind and field work.
- (9) Geography of India, and Physical Geography with exploration and other field work in connection with Sind.
- (10) Fine Arts.
- (11) Commercial Training.
- (12) Military Training—Compulsory for all.
- (13) Social Service.
- (14) Education.
- (15) Physics.
- (16) Chemistry, with emphasis on application to industry.
- (17) Biology, with emphasis on plant and animal life of Sind.
- (18) Science of Statistics.
- (19) Home Economics.
- (20) Mechanics.
- (21) Geology.

The following scheme of grouping is suggested as illustrative of the principle of natural selection which would come to operate within the above course of studies :—

Those desiring to take up Engineering as a career would take up 1, 2, 6, 15, 16, 20 and 21. Those taking up agriculture or medicine would take up 1, 2, 15, 16, 17 and 21. Those taking up Commerce would take up 1, 2, 4, 5, 8, 9 and 11 while those taking up law would go in for 1, 2, 5 and 8 necessarily ; and those desiring to adopt Teaching as profession would take up 1, 2, 3, 4 and 14 necessarily. Those who proceed simply to B. A. degree may take up any 7 subjects.

It will be noticed that, in addition to many desirable departures in examinations, bifurcation and options which the courses of study in the above scheme provide, several new subjects have been included to satisfy modern tendencies towards correlating education with life. Education, for instance, is intended to offer preliminary training to those who may take up the profession of teacher. World History is viewed not as a mere catalogue of the rise and fall of kings and dynasties, but as the process of evolution in civilisation. Logic is made more practical by correlating it with scientific method. Fine Arts is kept for those who have already taken it in schools and cultivated a taste for them. Military training has, as is only necessary for a country like India, been suggested as compulsory for all students. The science subjects are made more satisfying to students as well as to the requirements of the province by emphasizing their application to industrial development. Sind and the special problems of the province have been emphasized even in such subjects as Geography, Civics and Economics. Then there is social service which is likely to reorient education considerably, and make our colleges and the new University a live centre of service to the people of the province and not mere cloistered cells far removed from the currents of life.

The B. A. and B. Sc. Courses also have been diversified and renovated by inclusion of new subjects, but the first problem before us in dealing with these courses was the quantity and volume of work which should be considered requisite for the two years. One section of our Committee



members were in favour of larger volume as was the case in the Bombay University upto 1914, and as has been suggested by the Baroda University Committee and the Bihar University Re-organisation Committee and the recently proposed the Bombay University. According to this school of thought every B. A. student must take four compulsory subjects in addition to one optional. But this idea was rejected by a majority, and we came to the conclusion that a B. A. student should take English as a compulsory subject and two more subjects as optionals in one of which he must specialize for Honours. The subjects suggested for the B. A. course were tentatively fixed as under :—

- (1) English.
- (2) Modern Languages.
- (3) History of Democracies.
- (4) History of Empires.
- (5) History of India.
- (6) Politics.
- (7) Economics.
- (8) Philosophy.
- (9) Education.
- (10) Mathematics.
- (11) Classical Languages.
- (12) Music and Painting.
- (13) Home Economics.

The principle of a compulsory subject and two options for the B. A. was slightly modified by us for the B. Sc. Every candidate for this Examination would have to take any two of the following subjects, in one of which he would specialize for Honours :—

- Physics.
- Industrial Chemistry.
- Mathematics.
- Geology.
- Botany.
- Zoology.
- Mircobiology.
- Marine Biology.
- Genetics.
- Climatology.
- Pharmaceutical Chemistry.

Gul Hayat Institute

Though there is a tendency in some universities to separate the pass and honours degrees into different channels as has been suggested lately in the Bombay University, we have thought fit to retain the present practice as far as the relation of the Pass to the Honours degree is concerned. Nor did we think it advisable to adopt the practice of some universities like the Osmania which have abolished the Honours Course altogether.

(c) *Other First Degree Courses.*—Among the first degree courses beside the B. A. and B. Sc., there was a good deal of conflict of opinion as regards the B. E. It was argued with some force that the admission to the B. E. Courses should be made direct after the Matriculation as being a course more educationally sound. It was argued that instead of allowing the arts and science colleges to handle the prospective entrants for the B. E. Course for a year or two before they are passed on to the Engineering Colleges, the Engineering Colleges should be allowed to take them in hand from the start so as to influence and train them more specifically in their own way. But it was pointed out by the other school of thought that some general culture was still needed by all students before they entered definitely on a professional training, and this training could best be given in the Arts and Science Colleges which already provide it for all the students, while the Engineering Colleges would find it difficult to run the Arts and Science Courses. In any case, this would mean unnecessary duplication of work which must be avoided, and it would be proportionately more costly for the Engineering Colleges. We eventually came to the conclusion that the B. E. Course should be 3 years as now after the Intermediate and should comprise Civil, Mechanical, Electrical, Marine and Aeronautical Engineering. It was thought desirable to institute also Diploma Courses which will have a duration of two or three years after the Matriculation. Some of the subjects for the B. E. and Diploma Courses would be Navigation, Marine Engineering, Radio Engineering, Architecture, Automobile Engineering and Aeronautics in addition to courses in Civil, Mechanical and Electrical Engineering. Among the other first degree courses, we considered the LL. B. and B. Sc. (Agri). As regards the former, it was suggested that the new system adopted by the Bombay University be retained *i. e.*, the Intermediate Examination and not the B. A. or B. Sc., be



made the admission test for the LL. B. Course. But a majority of the members were of the opinion that the new system has the effect of flooding law classes as well as the profession of law with immature minds, and thus bringing about a measure of deterioration which a reversion to the old practice would prevent. It is possible that we may not yet be in full possession of evidence on the subject, since the results of the new experiment have not yet been possible to ascertain. But it seems to us that there is no doubt that the candidate who has passed his Intermediate Examination is yet too raw to be able to follow the lectures on law and to give to this difficult course that concentration which it requires. We, therefore, decided that in the University of Sind, the study of law for the degree course should be open only to graduates, and the subjects of the course should be similar to those now prescribed.

We did not think it necessary to suggest any modifications in the existing courses and regulations with reference to the B. Sc., (Agri.) Some additional subjects as Dairying, Poultry, Agricultural Parasitology, Law of rural holdings etc., were, however, recommended.

(d) *Post-graduate Courses.* The B. T. course, it was suggested by one member, should be open only to those who had taken Education as one of the optional subjects for the B. A., and the Intermediate. But we decided to retain the present system of admitting any graduate two years after graduation. The M. A. Examination was slightly altered, thesis being discarded, and written examination in a number of papers being substituted. It would be open to graduates at the end of two years after graduation, and would be restricted to specialisation in one subject only. In the case of M. Sc., thesis was permitted as an alternative to examination by papers in the subjects prescribed by the Bombay University. The regulations and courses for the Ph. D. would be similar to those now in vogue, *e. g.*, the Degree would be a two-years' course after the M. A. or M. Sc., for research embodied in a thesis.

(e) *Diploma Courses.*—One special feature, among others, which we have recommended for the University of Sind is the institution of a fairly extensive system of diploma

courses in various subjects. In every province in India, there is a large number of young men who cannot afford the expense and time for a full degree course, and who would be content to qualify themselves for humbler situations in life. For such, there is either no recognised training and recognised certificate of merit, or a life of fortuitous drift into general professions. We feel that every university in India has opportunities of widespread services in this field which we would like the University of Sind to utilize. The Mysore University has instituted many useful diploma courses with success, the Bombay University Reforms Committee recommended them over 15 years ago, and the experiment has been attended with a fair measure of success in the St. Xaviers' College in Bombay and the N. E. D. College, Karachi. And the Diploma Courses will also be in accord with our aim of "diffusion of knowledge" as well as with the other aim, of preparing young men for the various professions. In view of these considerations, we have recommended the institution, by the various affiliated colleges, diploma courses in some such subjects as mentioned below :—

Zamindari, Veterinary Science, Forestry, Dairying, Pharmacy, Public Health and Sanitation, Dentistry, Archeology, Law for the Layman, Poultry, Horticulture, Surveying, Indian Medicine, Teaching, Nursing, Drawing, Music, Radio Engineering, etc., etc.

(f) *Training for Competitive Examinations.*—Though some educationists fight shy of Universities undertaking responsibility for training young men for the various competitive examinations open to them in India, there seems to be a real need in Sind for this training. Many of the competitive examinations are not even so much as known in Sind, and the case of Sind for a due share in all-India subordinate and superior services has gone by default for a long time. If the University undertook this work, not only of drawing attention to these examinations but also providing training, it would be doing work quite in accord with its formulated aims and it would be a lucrative job for a University with scanty financial resources. But we arrived at the decision that this training might be appropriately left to the affiliated Colleges to undertake.



(g) *Social Service*.—The modern conception of a University is that it is an active centre of widespread social service, and a nursery of a race of useful citizens, not an isolated cell sheltered from the currents of life. Our recommendation regarding social service as an integral part of College life will, we feel, be such a remodelling of educational idealism and practice that it may well give a lead to other parts of India. The idea is that the youth of the Province must be encouraged and trained to take up the responsibilities of practical citizenship and thus move out of the rut of effete academical studies. In the University of Travancore, students have been organised into a Labour Corps which does a good deal of welfare work in the towns and villages, and Mysore has a scheme of University Settlement work which is being extended. This is a feature which was till lately a very powerful uplift factor in the universities of Russia and Germany, where in some months of the year, every student lent his hand to rendering service of some kind or the other for the good of the nation. India, particularly in our province, needs this work more than other countries of the world, and the youth of the nation so organised by the universities can be a vast army of social workers who can transform the nation in a generation, and in the process be real men and women who will be educated in life rather than in books. Social service can assume many forms, and there can be no end to the quantity and quality of such service. If Universities have to deserve the support of the entire population and justify the tax payers' contribution, they must organise their student population to render active direct service to the entire society around them. Trained in this hard school of service, the university students coming out of their *alma maters* will enter on their duties in life as live individuals, hard and strong, with qualities of initiative and leadership which are no mean attributes and effects of true education. The University of Sind, however, small in numbers and in resources, must, we feel, make up for all its handicaps by producing enlightened active citizens and give to India a lead in this matter. Though one of our members thinks the proposition should be regarded as nothing more than a pious wish, we recommend that "Social Service" should be made an integral part of the College courses in our University.

## CHAPTER VIII.

## EXAMINATION AND TEACHING STANDARDS.

1. *Examination Standards.*—External and public examinations are such a dominant feature of the Indian University education to-day that whatever be their limitations as retrospective or prospective tests of ability, it is not yet possible to dispense with them or find an equally reliable substitute. And, since examinations are valuable passports to careers, a new University will need to exercise all the care that a proper vigilance system can enforce in the matter. Low standards of attainment, accessibility of examiners, laxity of supervision, faulty methods of assessment, inadequate secrecy, and other short-comings may easily creep into the educational system of a new University, and give it a bad name for ever. It is essential, therefore, that the University of Sind should start with a good name for fairly high and clean examination standards so that young men with the Sind University degrees will be known in the province and outside as men of sterling merit, men who are in no way inferior to the holders of corresponding degrees from other province. The question of adequate examination standards, naturally, involved numerous problems connected with the controlling agency for the examination machinery, the nature of examination papers, the method of paper-setting, assessment and moderation, appointment of examiners, moderators and paper-setters as well as their remuneration. In tackling this problem, we felt very strongly that we should content ourselves with giving a lead on a few essential points, and leave the rest to the various University authorities which will come into existence as the result of a University Act.

One of the essential points in this problem over which we spent much anxious thought and time was that of the controlling agency for the examinations. Some members suggested a machinery with an officer of adequate status who should be independent of the Registrar or any examiner. It was argued that this arrangement would secure purity of examinations and the maintenance of proper standards, and relieve the Registrar who, in a new University, would have his hands, for some years, too full to be able to give careful attention to this onerous task. This proposal did not find favour with most members of the Committee for several reasons. In the first place,



it was pointed out, the Registrar of a new University or old is frequently without work during the examination season, and there need be no real concern regarding his ability to give adequate attention to the conduct of examinations. Moreover, if a properly-selected Registrar cannot be trusted to do this job honestly, another servant of the University will not necessarily be more honest simply because he is to be called a Controller of Examinations. The corruption, if any, has its source not in the Registrar's Office or Controller's but in the accessibility of examiners, and the problem of correct examination standards is very largely the problem of appointment of right type of examiners and their methods of work. The proposal for the appointment of an independent officer, called the Controller of Examinations, was opposed also on the ground of finance. The conduct of examinations is hardly a job for three months in the year, and it would not be fair to saddle a poor province with the salary of a whole-year official. In any case, since the Registrar of the University would have time enough for the work, and the Vice-Chancellor is to be a full-time official for the first three years and is expected to supervise every detail of the University organisation, we came to the conclusion that there was really no case for the appointment of a Controller of Examinations independent of the Registrar.

The next point of importance which we considered arose out of the first, almost as a corollary. If the source of corruption was likely to be in the accessibility of examiners, what should be the safe-guards provided against it in the proposed examination machinery? The Committee agreed that the new University would do well to have a system of external examiners to start with, as one powerful means of reducing the risks of accessibility. The ratio of such examiners *i. e.* examiners drawn from other Universities, was fixed at 50 per cent. of the entire number, though two members while agreeing to the principle were against the idea of any ratio being fixed in this rigid manner. The Committee agreed also to the introduction of such devices as the change of seat numbers of candidates on the answer books before they were despatched to examiners, and the periodic change of examiners. We have no doubt that the Academic Council of the new University would implement these decisions of the Com-



Gul Hayat Institute



- (5) It should occasionally invite distinguished Professors and Experts to deliver courses of lectures in the different Colleges.

In all these ways, we feel confident, the new University would be able to set up and maintain satisfactory standards of teaching.

It is certain that when the University of Sind starts its career, many other devices would suggest themselves which would have the effect of making the teaching in the various colleges more stimulating and more inspiring than it is. There would, for instance, be such things as Inter-Collegiate debates annually held by rotation in the different parts of the province, debates on subjects of the curriculum in each department of University and College work, extension courses, exchange of Professors between Colleges in Sind and with the other universities of India, as well as occasional exchange of students. Once a local centre begins to function in our midst as the heart of higher education, new zeals and new zests would be generated, and with the provisions recommended by us, we hope the future of teaching standards in the new University would be assured.

## CHAPTER IX.

### EXTERNAL RELATIONS OF THE UNIVERSITY.

Education of a province is an organic entity, and cannot be treated as so many exclusive departments or functions or compartments. The University, therefore, will have many points of contact, administratively and otherwise, with several other bodies which are concerned with education. On a well devised system of collaboration or inter-relationships with these bodies will, to some extent, depend the smooth and efficient working of the University. The term of reference No. IX had laid upon us the obligation to go into this problem, and we have split it into three fundamental essentials as under :—

(a) *University and the Government.*—The tradition of Government control in University education which had its origin in the Despatch of 1854 and the University Act of 1857 has passed through various stages of decline in recent times, and the universities of India are tending increasingly to become autonomous bodies even where, as

in Indian States, they are Government institutions. Whatever might have been the justification for a state system of university education inaugurated in India, as opposed to private system depending upon private benefactions which had been the tradition of ancient India, there is no doubt that the former will not work to-day, and the control of the Government has necessarily to be reduced to the minimum in all organisation of higher education in the country. The University must, in the first place, be protected from the vagaries of kaleidoscopic politics in an evolving democracy. It must, in the second place, build up a purely educational tradition untrammelled by extraneous considerations which state control is likely to emphasize, and the teacher who is the pivot of the entire system should have the feeling of freedom which is essential in all healthy evolution of educational ideals and methods. While all this can be truthfully urged against excessive state intervention in higher education, it is also true that all important modern universities in India have so far been the creation of the state, and as things stand to-day, no University can yet be brought into existence and can function without substantial financial aid from the state. Should this situation necessarily dictate undue control of the universities by the state? We feel that it need not. The whole genius of Indian tradition in the matter is against this practice. In the most flourishing ages of Hindu and Moghul dynasties, there are records of large donations by kings and emperors made free of all conditions. The ideal Hindu teacher, the Guru, was subject to no external control. If his personal and general outlook appealed to the community, he was supported by gifts, casual but sufficient, and no right of control or inspection was involved in such gifts. Similar was the attitude of benefactors and the state in Muslim times as well; it was the teacher not the King who laid down the conditions, and he was free to educate in his own way. Indian Governments of today can, with benefit to themselves and to the people, very well return to the old Indian ideal, and we suggest that Sind Government should finance the new University without insisting on any rigid or extensive control over its life. Our commendation in the matter, which we hope, makes a good compromise between the age-long traditions of India and the needs of a new political order is that it is essential that a large measure of autonomy should be secured to the new University. With the exception of the powers of the



Chancellor already settled, and that the Director of Public Instruction and the Minister of Education and some other Government officials would be *ex-officio* members of the University Senate and Syndicate, the Government of the have little other control over the University. It should however, have the power to conduct inquiry into University affairs under certain specified circumstances.

(b) *University and the Education Department.*—Secondary Education is that stage of the provincial system where the University and Education Department meet at many points. It is the sphere of influence for the University in its upper reaches, and it is the close preserve of the Department. Dual control is often the consequence of this situation. How this dual control can be reconciled with the respective claims of each to liberty of initiative in idea and action is an important problem, and must be squarely faced in the interest of both. The University of Sind cannot possibly divest itself of the power to insist that the type of student that it will receive from the secondary schools is adequately prepared for higher education which it will impart to them, and this involves laying down courses of study and methods of teaching directly for the last year of secondary education and indirectly for two or three years lower down. How far the Education Department can allow this serious limitation on its powers and responsibilities in the sphere of secondary education is difficult to foresee. The Bombay Presidency after having experimented with a School Final Examination conducted by the Education Department simultaneously with the Matriculation by the University, and having then passed through the second phase represented by a joint Matriculation Board, has now settled down to a system of collaboration by mutual conventions which, though not without its own problems, seems to have worked tolerably well. Other provinces have tried the method of instituting High School Boards to solve this problem of co-extensive jurisdictions in the secondary education. We feel that while the Sind University must conduct its own Matriculation, a system of collaboration with the Education Department may be evolved by mutual good will to avoid possible divergences of dual control. We are however, opposed to any other control being exercised by the Education Department in the councils and managements of the University.

(c) *University and Secondary Schools*.—Having decided that the Sind University must conduct its own Matriculation Examination, it will naturally exercise a very large measure of influence and direct control in the shaping of secondary education. We have already discussed some of the implications of this control in the previous section, and would conclude by recommending that the Sind University should try to strengthen this influence and control by independent annual inspections of its own conducted by its own officials.

## CHAPTER X.

### SITE FOR THE UNIVERSITY.

In the case of a new University, selection of a proper site is a matter which requires serious consideration, and the decision will largely depend on what type of University is envisaged for the province. A purely examining and affiliating University will not require much space and many buildings, and could be housed even in a rented building at the start. We have, however, fixed the type as teaching affiliating, and must provide for it as such. The following sites were considered for the purpose:—

- (1) Burns Garden.
- (2) Reclaimed Land opposite the Thole Produce Yard.
- (3) The Ghizri Hill.
- (4) Clifton.
- (5) Land between Ghizri and Clifton Roads.
- (6) The Willingdon Farm off Malir.
- (7) Between Drigh Road and Malir (south of the Railway Line).
- (8) Near the Country Club, on the northern side of the road leading from the Central Jail.

1. *Burns Garden*.—This site was considered and found to be unsuitable because of its close proximity to city life and the congested surroundings.

2. *Reclaimed land opposite Thole Produce Yard*.—This site apart from its being in the vicinity of railway traffic which is yearly growing, is unsuitable also on the grounds of finance. The site belongs to the Port Trust which has reclaimed it at great cost. It will have to be



purchased for a fairly stiff price, and the cost of developing these grounds and of putting up strong foundations in an area which has only recently been reclaimed is likely to be prohibitive.

3. *Ghizri Hill*.—This may also be ruled out as being so much disturbed by quarrying operations.

4. *Clifton*.—This is too congested, and there are no grounds in that locality which would provide scope for future extensions. Development of the beach and the problem of sandhills would also present unexpected difficulties.

5. *Between Ghizri and Clifton Road*.—This area is low lying and sandy for buildings, and is likely to cause great inconvenience due to sub-soil water.

6. *The Willingdon Farm*.—This site, as well as the next, has many advantages which might make it an ideal centre for a teaching University which would be mainly residential. Abundance of verdure, rural scenery, pure air and water, distance from the influence of city life, all would tip the balance in its favour; and even for day scholars, the shuttle train and the bus service provide adequate facilities.

Future expansion of the University would, in this site, not be held up for want of space, and the University located here could also become a very fine centre for rural reconstruction activities and village settlement schemes as pioneer activities to be conducted by the University. One objection to this scheme would be its great distance from the City, compelling large numbers of students either every day to spend a lot of time and money to travel to the place and back, or reside there which latter would not be possible for most students. It will also eventually necessitate the opening of new colleges in the City, when it would be depleted of half the number of its students, leaving its heavy building and development investments half-wasted.

7. *Between Drigh Road and Malir*.—This site on the south of the railway line would have the same advantages as the previous one, except that some of the lands here are held in private ownership, and the University will have to spend half a lakh of rupees or so on them. It is also likely that the present vast schemes of development of the adjacent areas for military purposes may

A few members were inclined to put off the inauguration of the University till two years after the cessation of the war, but the consensus of opinion in the Committee was not in favour of such an indeterminate time-limit, and the question was also complicated by a discussion of the suggestion that the existing four Colleges in Karachi now under the Sind Collegiate Board should

(ii) What should be the course of its development through various stages.

(i) When and under what minimum initial conditions should the proposed University for Sind start functioning, and

The question of the evolution of the Sind University from its inception to full development was considered by us mainly under two heads:—

## CHAPTER XI. INAUGURATION AND DEVELOPMENT OF THE UNIVERSITY.

8. *Country Club site.* i. e., the very extensive grounds on the north of the road between the Central Jail and the Country Club. This site would combine the advantages of a City University with those of distance from the City, and would be suitable in both cases, whether the University takes over the D. J. Sind Collegiate institutions or starts its own Arts and Science Colleges together with the Library and Research Departments. If about 1,000 acres could be made available by the Government here, it will provide considerable scope for expansion, and huge residential arrangements will not be necessary here as in the case of the Malir site. But the place is barren of vegetation and will require a sum of about Rs. 50,000 to provide verdure. The Committee have come to the conclusion that considering the pros and cons of all sites, this site is by far the best suited for a teaching affiliating University as envisaged for Sind.

unexpectedly prejudice the expansion of the University, though this site would offer one additional advantage, that of facilitating the inauguration of aviation courses by the University in collaboration with the Drigh Road aerodrome authorities.



be taken over as the nucleus of the Sind University. This proposed transfer naturally involved the problem of providing large spaces for adequate teaching and amenities for the four colleges in addition to the University Offices, University Library and University Research Departments. It was clear that the present location of the four colleges was unsuitable for their expansion as the nucleus of a University, and one of the terms suggested for the transfer of the four colleges to the University was that they should be located outside the City limits and provided with larger accommodation than they had at present. Several other matters pertaining to the constitution of the governing boards or managing committees for these colleges and the University control over them, the retention of the names of the Colleges and the representation to be given to the Sind Collegiate Board on the University Senate, were debated. The majority of the members present were in favour of the proposal that the Sind University should take over the Sind Collegiate Board institutions, but this was a case for detailed negotiations and could not be settled by the Committee. We, therefore, decided that the Chairman of the Committee should officially ascertain from the Chairman of the Sind Collegiate Board the terms on which the Board would be willing to transfer their colleges to the University, and that the Committee should also draw up an alternative scheme for the inauguration and development of the University. Some members, however, were entirely opposed to the Sind Collegiate institutions being taken over by the University, on the ground that the new University should have the freedom to start on its own lines and not allow itself to be tied down, at the very start, by the traditions and methods of existing Sind Collegiate Institutions.

On the question of the date of inauguration of the University, there was considerable discussion, the majority view being that the start should depend on the condition precedent that the University should have some Colleges, either those of the Sind Collegiate Board or of its own, before the University should function. In the former case, at least one of the existing four Colleges should be shifted to the selected site, and the University Offices, the Convocation Hall, the Library and necessary residential arrangements should be completed before hand. In the latter case, in addition to the University buildings above referred to, the building of one Col-

lege having the Faculties of Arts and Science with the necessary hostel accommodation should be completed. This limitation placed on the date of inauguration was regarded by the majority as necessary for implementing the Committee's decision that the Sind University should be a teaching and affiliating university. Some members, forming a minority, were opposed to this construction placed on the previous resolution of the Committee on the subject. They did not think that the resolution necessarily required the starting of an Arts and Science College by the University, nor that the completion of it should hold up the inauguration of the University. The Committee, however, agreed that while the University Offices, Convocation Hall, Library and a College were in course of construction, preliminary spade work may be undertaken by the University to enable it to function at the proper time.

About the stages of development after the inauguration, a detailed statement of time-scheme such as had been placed before the Committee by the Secretary was not considered practicable, and the Committee was content to lay down the condition that the University should establish within a reasonable time all the remaining faculties, each of them being established at an interval of not less than two years.

## CHAPTER XII.

### THE FINANCE OF THE UNIVERSITY.

A University for a small province involves additional expenditure which could run into huge figures at the start, and include heavy annual commitments. But we had to consider the extremely limited financial resources of Sind along with the needs of educational efficiency in the framing of the estimates of non-recurring and recurring expenditure. A group of our members insisted upon drastic reduction of costs in buildings, and gradual increase in the tempo of finance. Whatever be the possibilities of inexpensive schemes, the majority of the members of our Committee were of the opinion that Sind should create a University which would be worthy of the province. In any case, the Committee having already decided that the University of Sind would be a Teaching-Affiliating University, and that it should have either the existing four Colleges of the Sind



Collegiate Board, or its own College of Arts and Science in addition to the University Offices, University Library, Convocation Hall etc., before the University should begin to function, our financial estimates are based on this assumption. We have divided these estimates into two classes as under, according to the decision of the Committee :—

### ESTIMATES UNDER SCHEME I.

(i. e. on the assumption that the Sind Collegiate institutions would form the nucleus of the Sind University.)

#### I.—Non-recurring Expenditure.

##### (1) Engineering College.—

	Rs.	Rs.
Building excluding Hostel ..	3,54,000	
Equipment and shifting ..	1,00,000	
Quarters for peons ..	25,000	
Quarters for Workshop men ..	15,000	
		4,94,000

##### (2) Science College.—

Building excluding Hostel ..	3,23,000	
Equipment and shifting ..	2,00,000	
Quarters for peons ..	20,000	
		5,45,000

##### (3) Arts College.—

Building excluding Hostel ..	4,00,000	
Equipment and shifting ..	50,000	
Quarters for peons ..	12,000	
		4,62,000

##### (4) Law College.—

Building excluding Hostel ..	60,000	
Quarters for peons ..	5,000	
		65,000

##### (5) University Departments—

(Sindology and Applied Sciences).

Buildings excluding Hostels ..	1,00,000	
Equipment ..	1,00,000	
		2,00,000

##### (6) Hostels—(to accommodate 1,000 students)

Buildings and Equipment ..

10,00,000

	Rs.	Rs.
(7) <i>Quarters for Principals and Professors (50 in number).</i>		
Building and fittings ..	....	5,00,000
(8) <i>Bungalow for Vice-Chancellor).—</i>		
Building and fittings ..	....	30,000
(9) <i>Bungalow for Registrar.—</i>		
Building and fittings ..	....	20,000
(10) <i>University Offices.—</i>		
Building and fittings ..	67,200	
Quarters for peons ..	8,000	
		75,200
(11) <i>University Library—</i>		
Building ..	1,08,000	
Cup-boards ..	10,000	
Furniture ..	10,000	
Quarters for peons ..	5,000	
Books at the start ..	1,00,000	
Additional to meet any deficiency in any of the above items ..	75,000	
		3,08,000
(12) <i>University Convocation Hall to be used also as Lecture Hall.—</i>		
Building and fittings ..	2,00,000	
Furniture and fittings ..	35,000	
Electricity, Microphone, etc. ..	15,000	
		2,50,000
(13) <i>Sports—</i>		
12 Tennis Courts ..	30,000	
1 Pavilion ..	20,000	
4 Fives Courts ..	10,000	
		60,000
In addition to levelling of grounds, laying of pitches etc. for Hockey, Foot-ball, Cricket, U. T. C., arms-Store, etc. included in item 15.		
(14) <i>Swimming Pool</i> ..		50,000



(15) <i>Development Charges</i> to include clearing, roads, drainage, water supply, electricity, levelling of grounds for sports, etc.	2,00,000
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\*minus the value of the Sind Collegiate Board Properties.

\*Grand Total . . . 42,59,200

## II.—Recurring Expenditure.

(1) For additional grant from Government Engineering, Science, Arts and Law Colleges, to balance their budgets in view of expected loss of fees from about 250 lady students in the event of a separate Girl's College being started in the City, increased expense on tutorial staff etc. . . . . 50,000

### (2) *Sindology*.—

1 Professor at Rs. 500 per mensem . . . . .	6,000
1 Assistant Professor at Rs. 250 per mensem . .	3,000
1 Clerk at Rs. 50 per mensem	600
1 Peon at Rs. 20 per mensem	240
	<hr/> 9,840

### (3) *Applied Sciences*.—

3 Professors at Rs. 500 per mensem . . . . .	18,000
Clerks and peons . . . . .	2,000
Laboratories . . . . .	5,000
	<hr/> 25,000

### (4) *Library*.

1 Librarian at starting salary of Rs. 200 per mensem	2,400
2 Assistant Librarians each at Rs. 100 per mensem	2,400
1 Typist Clerk at Rs. 50 per mensem . . . . .	600
4 Peons at Rs. 20 per mensem	960
	<hr/> 6,360