

THE EXAMINATIONS.

We now turn to the large body of Regulations directly concerned with the various Examinations. Considering the intimate relation existing between teaching and examination, these Regulations are of much greater importance to us teachers than the Regulations dealing with the internal management of the University. And it is here that the changes have been many and radical; the recommendations of the Senate as embodied in the Draft Regulations have been set aside in many cases and on very vital points. The rules for conducting the Examinations—the *modus examinandi*—have not, however, undergone any change for the better. Rules have no doubt been formulated to the effect that answers should be given as far as practicable in the candidates' own words, that they should not be merely the result of unintelligent memory work but indicate intelligent appreciation of the subject, and that paper-setters and examiners should follow out the above directions. But these pious rules will be of very little avail; indeed these Examination Regulations form one of the few unsatisfactory features of the new Regulations.

There are to be five Examinations in Arts and five in Science and the old names have been in certain cases altered. The Entrance Examination will be called Matriculation, the F. A. Examination Intermediate Examination in Arts or Science as the case may be; then comes the B. A. or B. Sc. Degree (Pass or Honours). The M. A. or M. Sc. Degree Examination will now require *two* years after the lower Degree in the case of students in affiliated Colleges and *three* years in the case of private students, the only science subject allowed in the latter case being Mathematics. The culmination is reached at the Ph. D. (Arts) or D. Sc. (Science) Degree which shall be obtainable at least three years after the Master's Degree mainly by research work. The fee-rates have been raised almost throughout; Rs.12 at the Matriculation, Rs.25 at the Intermediate in Arts or Science, Rs.35 at the B. A. and Rs.40 at the B. Sc.

As soon as a student has matriculated, he must choose between Arts and Science. Science subjects are however included in the Arts Examinations, as well. Students must join a college within *three weeks* of the reopening of the college in any academical year. This rule

applies to ploughed students also, who shall have to attend for *one* academical year and *not for six months* as before. Students shall have to attend 75 per cent of the lectures delivered and of the practical work done, if any. There will be no practical examination in Science at the Intermediate stage but the college must certify that all candidates have gone through a practical course. - In the Degree Examinations it is compulsory except in Mathematics. Whilst the minimum for a pass has been raised almost in all subjects and at all stages, it has been wisely provided that special consideration will be shown to such candidates who obtain first class marks in the aggregate or give proofs of great proficiency in one particular subject though they obtain low marks in some other subject or subjects.

The B. L. Examination has been split up into two parts, a preliminary Examination at the end of the first year and a final Examination at the end of the second year. The Honours in Law Examination has been new-named Master of Law Examination; the highest Degree in Law is still as before the Doctor's Degree. Of the other professional Examinations we need not furnish details. It is interesting to note, however, that two Examinations in the Science and Art of Teaching (one for a Licentiate and another for a Bachelor's Degree), have been created. We doubt not that certificated Teachers will prove a great boon to the country and the standard and methods of secondary school-teaching will be raised and improved through their agency.

The Vice-Chancellor in his last Convocation speech dwelt at some length on the compromise arrived at in the course of the discussion over the Draft Regulations between two parties equally earnest and equally pertinacious. The Government of India tell much the same tale in their recent Resolution. This explains much that is otherwise inexplicable in the provisions made for the various Examinations. We cannot, however, share the expectation of the Government of India that this compromise will 'satisfy those who have at heart the best interests of higher education' or 'will eliminate unsound methods of teaching' either.

The curriculum in English from the Matriculation upwards with the raised standard for a pass (40% at the Matriculation, 36% at the Intermediate and 33 $\frac{1}{3}$ % at the B. A.) and

with adequate provision for unseen passages, composition and translation (the last only at the Matriculation stage), will no doubt have a salutary effect and must in consequence be pronounced highly satisfactory in the best interests of education. The ample provision made for Vernacular Composition at the Matriculation the Intermediate both in Arts and in Science and at the B. A. stage is again highly satisfactory, being indeed beyond the fervent expectations of the strongest advocates of the claims of the vernaculars. But the inclusion of 'Translation from English' into a Vernacular in a paper on Vernacular Composition at the Matriculation and the Intermediate stage must certainly be taken exception to, such a test of the knowledge of the mother-tongue by a reference to a foreign tongue is preposterous and unprecedented in any other part of the world.

We have all along held that the vernaculars should not be encouraged at the sacrifice of Oriental classics, the sacred languages of Hindoo and Moslem and that a thorough knowledge of the classics makes one more capable of understanding and improving the vernaculars. Whilst therefore thanking the Government of India for the recognition of classics as a compulsory subject at the Matriculation (a proposal scouted by the Senate in the course of their proceedings), we are extremely sorry to find classics treated as optional in the higher examinations in Arts; they should have been in our humble opinion made compulsory at every stage of Arts course like Vernacular Composition and English.

We may point out that the exclusion of unseen passages from the compulsory classics paper at the Matriculation, the result no doubt of a compromise, is not likely to lead to improvement in the teaching of the subject. Grammar too, we suspect, will be done scant justice to, as the provision made for it up to the B. A. stage is beautifully vague. A detailed syllabus, if needed any where, was sorely needed here and provision should have been made for the compilation of a *graduated* series of Grammars for the various examinations. Whilst the Examination in Sanskrit will be mainly conducted through English, and this has our unqualified

approval, we are rather surprised at the importance attached to the standard commentaries on the poems and dramas which appear to rank as high as the exposition of aphorisms in Hindoo Philosophy. This is, we are afraid, the result of another unseemly compromise satisfactory to neither party. The compulsory inclusion of *Bhāṭṭikāvya* in the Intermediate Course in Sanskrit strikes us as anomalous, considering the inadequate knowledge of Grammar in the Matriculates. Its inclusion in the B. A. Honours Course has our hearty concurrence. We also fully approve of the inclusion of Bharavi or Magha, a portion of *Manusanhita* and the History of Sanskrit Literature in the B. A. Pass Course. The whole course in Sanskrit, if it errs, errs on the side of fullness but that's not a fault here, considering that it is a compulsory subject nowhere else except at the Matriculation.

The subordinate position accorded to History (and General Geography) at the Matriculation as an optional subject will, again, fail to please a large number of educationists who consider it and that not quite unreasonably as an indispensable part of general education. Personally we are glad that the History of England has been moved up to the Intermediate standard. This fact should however be borne in mind by the Board of Studies in English in making their future selection of text-books for the examinations in English. We have always thought that the History of England is quite unsuitable and by no means indispensable for Indian boys at the Matriculation stage. We fail, however, to appreciate the wisdom of the strange ruling that in Matriculation-History (which is by the way the only literary subject taken up in addition to English), the answers may be in the vernacular. This is tantamount to a relinquishment of the position—and we had hitherto thought it to be the right position—that the Indian Universities have been established on an English basis. If that position is yielded in one respect, we altogether fail to see why it should not be yielded in other respects as well; why, for instance, we should insist upon answers in Mathematics and, strangest of all, in Sanskrit, being

written in English. We for ourselves will welcome the day when all teaching and examination at the secondary stage at least should be conducted through the medium of the vernacular but this concession made in a single case and that the least desirable one we do not see our way to countenance. The separation of History from Economics is a move in the right direction ; the relation of Political Philosophy to Political Economy is, however, a little bit anomalous.

The treatment of Mathematics at all stages except the Matriculation and of Philosophy at the B. A. as optional subjects will be a great relief to many. The proviso however that Chemistry or Physics will not be allowed to be taken up at the B. Sc. stage unless both Mathematics and Physics had been taken up at the Intermediate stage, shows that we have not quite got rid of the *incubus* of Mathematics. In fact Mathematics has been made *practically* compulsory while in the list it stands *nominally* as an optional subject. The rule made in general terms that no subject should be taken up at the higher examination unless it had been taken up at the lower examination (where there is provision for it) would have been quite unexceptionable. This has been done in some cases but not in all.

The creation of a science side at the Matriculation stage—a thing undistinguishable from bifurcation—causes unnecessary complications in school work and is directly in contravention of the Universities Commission's recommendations. There should be, we venture to think, a general grounding for all classes of students before specialisation begins. In the higher stages the provision for an unfettered choice among a large number of subjects (English and vernacular composition being the only compulsory subjects) is likely to be highly appreciated and will go far to reconcile the students to the widening of the range and the raising of the standard in all subjects under the new Regulations as they are now fully at liberty to take up what they like best and have a special aptitude for. We almost feel tempted to congratulate our young friends on facilities denied to their seniors in 'the good old days' which it is the fashion nowadays to regret so much.

What we ungrudgingly admire is that the authorities have awakened to a sense of the real evil inherent in the old system—

viz. having too many subjects especially at the lower examinations and the consequent superficiality fostered by its necessitating undue lowering of the standard or a heavy percentage of failures. '*If greater thoroughness is to be demanded, the Course must be simplified.*' This valuable principle is formulated in the Resolution and it has been, we are glad to find, scrupulously adhered to in framing the Regulations. It is a pity however that the Government of India have not been alive to another equally grave evil—viz.—too many examinations.

In conclusion let us share the hope of the Government of India that the new educational movement thus inaugurated will be supported by the loyal and hearty co-operation of all colleges and schools within the jurisdiction of the University.

THE MATRICULATION EXAMINATION OF 1910 & SUBSEQUENT YEARS. COMPULSORY.

I. *English : Two papers.*

A small selection of books to be recommended as showing the standard ; passages may or may not be set from them. These questions will in no case carry more than 35 marks.

The first paper will contain Translation from a vernacular to English (70 marks) and Two Essays (in one of which headings under the subject will be given) carrying 30 marks. The second paper will contain passages, if any, from recommended books carrying not more than 35 marks and unseen passages (paraphrase, explanation, summary &c.)—allusions shall be excluded—carrying not less than 35 marks, and practical questions on Grammar and Composition, the two together carrying 30 marks.

II. *Mathematics : One paper.*

The course in Arithmetic and Algebra has been somewhat reduced. Practical Geometry and Modern Geometry