CHAPTER II

SPONSORSHIP, INITIAL GOALS, PRESENT OBJECTIVES, AND PROGRAMMES AND FUTURE PLANS

ELPHINSTONE

Sponsorship and Starting

Elphinstone is one of the oldest colleges in the country, and practically the cradle of Bombay University. It was started in 1836 whereas the University of Bombay started functioning in 1840. In fact the college was mentioned in Wood's Despatch of 1837, as "worthy of being affiliated to the University if and when the latter was established".

In 1827, some of the citizens of Bombay city decided to commemorate Mountstuart Elphinstone, a liberal minded Governor of Bombay by providing facilities for education in the "arts, the literature, the philosophy and the science of Europe". Since the Bombay Native Education Society already offered some facilities for Western Education upto high school level the sponsors of the Elphinstone Memorial decided to start a few "Professors Classes". That the memorial to Mountstuart Elphinstone should take this form was no accident. Most of the sponsors of the memorial happened to be persons who were active members of the Bombay Native Education Society, involved in conducting the Bombay Native Education Institution. Besides,
Elphinstone had himself taken considerable pains to popularize Western education in the country. He belonged to the brand of Englishmen who believed that "it was necessary to open the doors to the employment of natives in high and efficient positions", "to educate the Indian people in the language and the culture of Europe and bring their achievement to such a pitch that when the time came they would be able to take over the reins of Government".

The sponsors of the memorial collected the necessary funds, and appointed the first professors, all Englishmen, and in 1836 started the "Professors' Classes". Thus, Elphinstone college must essentially be regarded as a monument to Mountstuart Elphinstone. In a sense, the goals that Elphinstone cherished, viz., "to open the doors to the employment of the natives" (by the British) and "to educate the Indian people in the language and culture of Europe and bring their achievement to such a pitch that when the time came they would be able to take the reins of Government" sum up the objectives for which the college was started.

When the classes were first started, there were hardly enough Indians to come forward to take advantage of them. The students of the Native Education Institution were diffident about enrolling for the advanced courses. They were not equipped with an academic standard adequate
for the purpose. Moreover, the idea of a Western style higher education was new and had not caught on. Encouragement and inducement to attract Indians to these classes was badly needed. The British Government stepped in with help, by offering those who took these courses, jobs in their Revenue Department. Later the Government took full responsibility for the financing and administration of the college and Elphinstone college soon passed from the status of being an innovation made by the Indian elite to a service administered by the British Government.

The Present Aims and Objectives of the College

Although the purpose for which the college was initially established are clearly defined in the early documents relating to the college, the formal statements regarding the present aims and objectives of the college are not available. This absence of a formal statement is particularly significant in view of the fact that both the purposes for which the college was established, now seem to be anachronistic. Government service no longer holds the attraction that it once did. In any case the college no longer offers special benefits like positions reserved in the revenue department. The equipment of Indian students with the language and the culture of Europe is equally outdated as a goal. In the absence of a formal statement regarding the present aims and objectives of the college we have to rely on the Principal's
statements regarding the present goals of the college.

The Principal stated that he found it difficult to specify the goals of the college since these were not formally stated anywhere. However, he said that "the college aims at providing a good education" and at "preserving and continuing its traditions". He emphasized that the college has always attracted a "highly sophisticated" group of "intelligent students" and mentioned that the principal objective of the college was to "measure" up to the expectations of these students.

Present Programmes and Facilities

Elphinstone is one of the smallest colleges in the city. Its student strength of 1,500 is conspicuously smaller than that of the other two colleges in the sample. It is primarily an Arts' college. Instruction in science subjects is provided only up to the Intermediate level. Moreover, there are no post graduate departments in the college. It is almost exclusively an under-graduate college.

The academic programme of the college may be described as the least examination-oriented of the three colleges. For instance, it is common practice at some colleges to pick good students and coach them specially for an outstanding performance in University examinations. This is a mechanism by means of which these colleges
ensure a high level of performance at these examinations. It is also common practice to give frequent examinations and tests to all students in order to equip them for examinations. Elphinstone college does not offer any special coaching for competition at University examinations. Nor does it conduct any more than the minimum number of "examinations" and "tests" required by the University.

On the other hand, a unique feature of the academic programme of the college is the provision of tutorials\(^1\) for every subject, for each class. This provision of tutorials, far beyond the minimum requirements as laid down by the University marks Elphinstone college out as a college that is not examination-oriented in its programmes.

Another distinct feature of the college is its highly distinguished department of Sanskrit. The strength of this department has been maintained by an old established practice of maintaining Dakshina Shastris at the

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1 Tutorials are discussion groups organized with a view to compensating the shortcomings of the lecture system. At tutorials, teachers meet small groups (not more than 25 at a time) of students and discuss specific themes and issues arising out of subjects taught. According to University regulations a college is required to provide tutorials for all subjects, except compulsory English, at the junior and senior B.A. level. However, tutorials are prescribed for the First Year and Intermediate classes for English and Mathematics only. The purpose of tutorials according to the University circular defining the tutorial requirements for a college, is "to bring about an intimate contact between teachers and students and a general development of thought on the subject of study."
college. This practice dates back to the days when the British took over from the Peshwas. The Peshwas had a practice of maintaining scholars. This practice by the British continued by establishing what are known as the Dakshina fellowships and Shastriships at the educational institutions they conducted in Maharashtra. This is how Elphinstone college initially came to acquire a Sanskrit Shastri. The practice has been continued, and thus, in addition to the regular Sanskrit faculty, the college has always had a Sanskrit Shastri on its staff.

The college has a number of 'associations' and 'Mandals' which offer students scope for co-curricular and extra-curricular activities. Practically every discipline which is taught in the college is represented by a mandal. These mandals organize discussions and talks, conduct outings and socials. A faculty member teaching the discipline is president of such a 'mandal' or association. Senior students are office-bearers in charge of activities. In addition to the associations and mandals related to academic activities, the college has a Dramatic group, a Social Service League, and a Gymkhana committee. Student representatives of all these associations, together with elected class representatives constitute the Hamil Sabha. The Sabha is a body that represents students. As a body composed of the office bearers of all the societies in the college, and of
elected class representatives, it is considered to be representative of students in the college. It is responsible for advising the Principal on student opinion and preference, whenever it is called upon to do so. It has certain executive functions as well. It organizes various activities including the Annual College Day. Above all it supervises the accounts and the finances of all the societies in the college.

**Plans for the Future**

The Principal did not mention any specific plans and programmes for the future development of the college. Actually within the space of the two years during which the data for this study were collected the college has had three different Principals. Each of them indicated interest in some aspect or another of administrative and organizational efficiency but none of them gave the impression of being involved with any major plans for development.

**ST. XAVIER'S COLLEGE**

**Sponsorship and Starting**

St. Xavier's college was started practically thirty years after Elphinstone college had started functioning in the form of the Professors' Classes. It was affiliated to the Bombay University in 1867, nine years after the Elphinstone college.
The circumstances governing the founding of the college were different from those under which Elphinstone college was founded. It was sponsored neither by the public nor by the Government, but by a religious body for the welfare of their own sect. In 1836 the Jesuits had founded, at Mazagoan, in Bombay, the only Catholic school recognized by the Government. In 1856 they founded another school for "Young Gentlemen" from well-to-do Catholic families. Yet the feeling was that "Catholics handicapped by their educational backwardness trailed a long way behind the other communities in the social and intellectual life of the city" and, as the Jesuits put "were rarely found in the queue for the loaves and fishes of Government service". Therefore, with the specific objective of providing Catholics an access to higher positions in public and social life and in the services, the Jesuits started a college in Bombay.

If the Bombay Native Education Society and the Elphinstone school had provided the nucleus for Elphinstone college, the two schools run by the Jesuits in the city were the nucleus for St. Xavier's college. Like Elphinstone, St. Xavier's college had, initially, considerable difficulty in finding students. Students had to be coaxed to take higher education. Unlike Elphinstone, however, the college was not in a position to offer "posts" to those who took the courses. On the other hand
it was handicapped, in that non-Christians hesitated to join the college for fear of proselytization.

Present Aims and Objectives

The purpose for which the college was established; viz., education of the Catholic youth continues, to this day, to be the primary concern of the management of St. Xavier's college. However, it has now been formally accepted that "the college should extend the benefits of its facilities to non-Catholics as well". As the college handbook says, "The object of the college is to provide Catholic youth with full courses of sound instruction and the benefit of an all-round education. Other Christians and non-Christians are likewise admitted to the same advantage". Thus the commitment to non-Catholics is explicit. The emphasis on an "all-round" education in the formal statement regarding the goals of the college is equally clear. This obligation to provide something more than academic instruction is further reiterated in the statement of the duties of the Governing Body of the college. The constitution of the Governing Body of the college specifies it as the duty of the Governing Body "to safeguard and promote the purpose for which the college was founded viz., the higher education of youth, in the full sense of the term including an adequate moral formation and in particular the education of the Catholic youth of Bombay".
While the management of the college specifically express their commitment, not merely to the academic instruction of students but to their "higher education in the full sense of the term" they are equally specific about the distinctly different nature of their obligations to the academically "good" and the "average" students.

Recurrent, throughout the centenary album, is an expression of concern regarding the difficulties of combining the varying needs of the good and the average students.¹

The management also make a distinction between "excellence as measured in terms of an outstanding performance at examinations, and excellence of a more liberal kind". Whereas they accept examination-oriented excellence as a valid goal, their statements and programmes indicate genuine concern about maintaining, simultaneously excellence of a more liberal kind. Abstracts from statements made by the Centenary album by some of the members of the college management are in the footnote below.²

¹ Defining the obligations of the college to both types of students an article in the album says, (we) "can provide every encouragement and facility to the good and even to the merely willing students without neglecting the average one, if only we gear our resources to this end."

² Referring to the routine task of producing graduates an article says "today the responsibility for the promotion of scholarship at the higher levels in the academic world has been taken over by the State Institutes and National Institutes. There remains still, the very important but less ostentatious task of conducting the ordinary courses leading up to the
They indicate more specifically, the present aims and objectives of the college as articulated by the management.

Asked to specify the goals of St. Xavier's college, the Principal said that he found it difficult to specify them, because they are so many and so varied. Nevertheless, he stated that he would sum them up, as they had been summed up in the prospectus, viz., "the all-round education of Catholic youth and the expansion of the same service to other Christian and non-Christian youth in the city".

first degree. This is also a challenging task if one undertakes to carry it out in such a way as to bring real relief to the present critical situation and to build an elite that will be dedicated to national development".

Another statement from the same article expresses the commitment of the college to the good students "We, who are closely in touch with them (the students), who see them toiling at social service camps or eagerly arguing a point in summer schools and seminars, who find them coming to us with personal problems or just a thirst for more knowledge, we know what a wealth of sterling character, seriousness of purpose and intellectual alertness there is in them. Not in all to be sure, but in a proportion of them, in twenty-five per cent according to one calculation. These are our hope for the future; these, we think, should emerge from the crowd as leaders; and they will if we train rightly, while at the same time we meet the legitimate claims of the rest."

Summing up the limitations of the system and defining the course that the college proposes to adopt in order to fulfill its obligations to both categories of students there is a statement that says "we have the present system, and our University wisely prescribes uniformity in all its constituent colleges with regard to courses, lecture hours, fees and other details. But it does not prevent
The most important feature of the college according to the Principal is the fact that it is "student centred". He mentioned some of the special programmes organized by the college for the students in this direction. He emphasized the cosmopolitan character of the college and the breadth of the extra-curricular activities that it offers as special features that the college tries to cultivate and sustain. He also emphasized achievement in competitive sport as one of the goals that the college values, and pointed out that the college offers concessions for the admission of students who show promise of bringing the college laurels in inter-collegiate sport.

Present Programmes and Facilities

The college with an enrolment of 2735 students is one of the largest in Bombay city. It offers instruction in a large variety of courses, and is distinguished among Arts and Science colleges in Bombay, both for the number of disciplines in which instruction is provided and for the well equipped museum collections that it has. It is equally developed on the Arts and the Science faculties and has well established post graduate departments in both.

... from venturing farther afield and giving special attention to the more talented and diligent students ... ... A possible objective for the future is to have a full extra year in which to round off the formation of our graduates and prepare them for professional work and higher studies. ..."
On the Science side, the Microbiology, Botany and the Geology departments are particularly well known. Until very recently St. Xavier's was the only college in the city which taught these subjects at graduate and postgraduate level. It continues to be the only college in the city to teach Geology at the graduate and postgraduate level. Although a few colleges have now started teaching Microbiology, St. Xavier's continues to be distinguished as the college which has the best facilities in the University for studying Microbiology. The Caius Research Laboratory established in the 1947 has an antibiotic research centre and a microbiology research centre. The research departments of Botany and Geology have the finest collections of specimens in the University. For instance, the Blatter Botanical Herbarium started at the college at the end of the last century claims the largest collection of plants in Western India. It provides facilities for the study of Plant Systematics and has a well-stocked library on Systematic Botany. The Geology department has specimens collected over a century. The Chemistry department is famous because it is headed by one of the oldest and best known teachers in the subject in the University.

On the Arts' side, the Department of History, Psychology, Pali, Persian, Avesta Pehlavi are outstanding. The Heras Institute of Indian History and Culture founded in
1926 to guide M.A. and Ph.D. students in Indian History and Ancient Indian Culture makes the History department particularly notable. The Institute has a special library and a well stocked museum. Psychology department is conspicuous because of the fact that for several years St. Xavier's was the only college that offered graduate courses in Psychology. Some other colleges in the city provide for a graduate course in Psychology now, but they do not offer the liberal choice of options available at St. Xavier's. The Persian and Avesta Pehlavi departments are known because St. Xavier's is the only college to provide for graduate level instruction in Avesta Pehlavi and post-graduate instruction in Persian.

Unlike Elphinstone, St. Xavier's does not provide for tutorials beyond the minimum requirements laid down by the University. The college does not conduct any special programme to coach students for examinations either. But it conducts extra examinations and tests. In addition to the terminal examination, required under University regulations, the college conducts mid-term examinations for all classes. Thus, its programme is somewhat more examination-oriented than the programme at Elphinstone college.
Like Elphinstone, St. Xavier's college has a number of associations and mandals that take care of co-curricular and extra-curricular activities. As at Elphinstone, they are organized on behalf of the different disciplines taught at the college and looked after by staff members and student office bearers. Associations for extra-curricular activities are somewhat more prolific at St. Xavier's than at Elphinstone. In addition to the Dramatics group which corresponds to a similar group that functions at Elphinstone, the college has a Sangeet Sabha (for Indian Music) and a Music Circle (for Western Music). The Social Service League of the college is organized on a far more elaborate scale than the Social Service League of Elphinstone college. Its activities are also more ambitious. It has adopted a village for welfare work and organizes camps for the college students to contribute their effort to a variety of programmes for the welfare of the village. The League also conducts several welfare services within the city. Students participate actively in these programmes. In the organization of its extra-curricular activities, the college places a special emphasis on sports. A Jesuit priest who is highly enthusiastic about competitive sports is fully in charge of the sports activities of the college.

In 1951 the college established the College Union Council to foster corporate life among students, to train
them in self-government to co-ordinate wherever necessary, the activities of the college associations and in general to assist the college authorities in matters concerning the students. Today it functions as a body composed of elected class representatives, and the office bearers of the various college committees. The College Union Council is largely similar to the Hamil Sabha at Elphinstone. It organizes socials and other activities, and brings out a fortnightly bulletin - the Xaverite. It functions as a platform for the expression of students' opinion and as an avenue for students' participation in sharing minor administrative responsibility in the college. The Catholic Students Union is a feature unique to St. Xavier's. The Union is responsible for the religious education of Catholic Students. Membership is not compulsory for Catholic students, but they are expected to join the Union, and thus make it easier for the college to fulfil its responsibilities towards their "moral formation". Apart from these routine programmes, the college has conducted some special experiments and innovations during the past five years. These are as follows.

The college conducts several programmes of self-evaluation. The first of these was launched in 1968 in the form of an intensive survey in which each student of the college was made to answer an extensive questionnaire containing questions relating to every aspect of teaching.
Thus, through the questionnaire the college got the students to make a detailed and comprehensive assessment of teaching at the college. A survey of this nature has not been repeated since 1968 but seminars and discussions are constantly held to keep dialogue on the issue alive.

To provide for a departure from the routine method of instruction through lectures, the college has organized a scheme by which students, who are carefully selected for the purpose, may freely opt for a programme under which they are required to do guided reading and written assignments. These students are exempted from regular classes in order to give them more time for individual study in the library, for special assignments, for term papers, and for weekly discussions with their classmates under the guidance of some staff members. For students who join this scheme the two academic years of the junior and senior B.A., with a total of four terms, are organized in such a way that three terms are to be devoted to the study of the subject for its own sake and the last term is set aside for the preparation of the University examination, which, of course, has to be the same as for the other students. The principle behind this division of the scholastic year is that students who know the subject matter will find it easy to prepare for the examination, while students who prepare the examination may or may
not know the subject. It is expected that as a result of this method of study based on personal effort, initiative, free discussion, and individual guidance from staff members, students will develop skills other than mere memory. Qualities like problem solving, expressing personal views, independent work, personal interests, and team work, which are not given a chance to develop in the ordinary course under the present system, are expected to be exercised more often and grow stronger among students working under this scheme.

Finally, the college organizes, twice each year, a Summer School, "to provide", as the centenary album says, "a challenging educational experience to students who have completed their examinations and are up against a period of three months of enforced idleness". Summer schools were established in April 1964 with a three-fold aim in mind: firstly, to provide a challenging educational experience to students, secondly, to widen the scope of St. Xavier's college as an educational institution with the addition of a cultural programme directly related to the social and technological changes taking place in the world and especially in India as a country committed to development; and thirdly, to foster a healthy relationship among students belonging to different city colleges".
Plans for the Future

Although the programmes that the college conducts and the achievements that the college values are clues to the aims and objectives of the college, the management's plans for the immediate future are even better, as indicators. The Principal mentioned that as a part of the Centenary Scheme the college management had undertaken to build a well equipped student-centre. The management was also making detailed plans for participation in the University Grants' Commission's scheme for the College Science Improvement Programme. The college is one of the three colleges in the city chosen for the purpose of U.G.C. and the college authorities hope that excellence on the part of the college in COSIP (as it is called) may eventually lead to autonomy for the college. There are plans, already in operation for the enlargement of the library. The chief librarian of the college, just back from training in Australia, is busy putting into operation an ambitious but well designed scheme for increasing the suage of the library and for improving the quality of the service available to teachers and to students in the library. Apart from these specific schemes the college centenary album, as well as the Principal and members of the management mentioned several plans for expansion and development. Thus in more ways than one the college seems to be alive with plans for the future.
RUIA COLLEGE

Sponsorship and Starting

Ruia college is much younger than either Elphinstone or St. Xavier's. It was established as late as 1937. Yet it is among the oldest "new" colleges in Bombay. It is the first college set up by a private educational society. Until Ruia college came upon the scene, that is, almost three quarters of a century after the starting of Bombay University, there were only three Arts and Science colleges in the city - two run by missionaries and one by the Government. What is probably more important is that all the three colleges were located in the cosmopolitan, upper-class Westernized sections of the city rather than in the more typically Indian middle-class and lower middle class part of the city.

Ruia college is "need-based" and "community-based". The initial move for the establishment of the college was taken by some residents of the locality in which the college is now located. The residents of Dadar, a middle class suburb in the North of Bombay, had, for some time felt the need for a college. The locality was already served by two or three good high schools but students from the community had to commute to the Southern end of the city for higher education. Not only did the residents of Dadar need a college in their vicinity but
they needed a college that was more "Indian in spirit and in culture". The colleges that existed were highly Westernized. Nationalist sentiment in the city required the establishment of a college that was truly Indian in spirit and in ethos.

It was against this background that some of the leading residents of Dadar approached the Shikshan Prasarak Mandali of Poona with a request to start and to conduct a college. The Mandali who had a reputation for conducting educational institutions of high standard, and were already running a college at Poona decided to take up the request, because, the fulfilment of this demand fitted in with their goal of providing "popular and cheap education, the encouragement of Marathi literature and founding of Marathi instruction on a sound footing," and with their objectives viz., "to start private schools and colleges, and to take existing ones under supervision".

Both in its origin and in its sponsorship Ruia college is basically different from Elphinstone and St. Xavier's. Both Elphinstone college and St. Xavier's college were started by groups who saw the value of higher education in India long before the community had recognized its worth. Ruia college on the other hand was started in response to the demands of the
community. Whereas Elphinstone and St. Xavier's were started at a time when education was restricted to an upper class elite, Ruia was started at the dawn of the era of the expansion of higher education. Thus, both Elphinstone college and St. Xavier's college were elitist and upper class in their initial orientations, Ruia college was consciously designed to "cater to the middle-classes". Finally whereas both Elphinstone college and St. Xavier's college were established with a conscious effort to bring the "culture of the West" to India, Ruia college was started as a determined effort to have an institution of higher education which was "truly Indian in spirit and culture".

Present Aims and Objectives

The present aims and objectives of Ruia college are not stated in the college prospectus. But, taking a clue from the booklet on the rules and the bye-laws of the Shikshan Prasarak Mandali, it is possible to gauge that the provision of "cheap and popular" education continues to be the primary goal of the management of the college. Thus, the college continues to be committed to fulfilling the need and demands of the middle class community. This is also corroborated by the description of the college by its Principal, as a college that seeks to serve the middle class. Statements, in the Silver Jubilee Album
of the college also emphasize that the college aims at fulfilling the educational needs of the middle class. ¹

Asked to specify the objectives of the college the Principal mentioned that Ruia is a college for the middle and lower middle class and specifically stated that the activities and programmes of the college are oriented in the direction of fulfilling the "needs" of students from this class. For the purpose of defining their needs, students are, according to him, classified into two categories - the "average" students and the "good" students. The "average" students are those who are mainly interested in the degree. They do not aspire to a "class". The needs of these students are met by ensuring that the lectures prepare them adequately for their examinations. He mentioned that due to the pressure of numbers the college was almost forced to function like a factory, as far as its average students were concerned. Referring to the obligations that the college has towards its good students, the Principal described the "good" students as the good performers -

¹ The album states that the college "takes pride" in the fact that it has been able "to provide adequately for the growing student population". It also states that the college considers it "important to be able to accommodate more and more".
those who are concerned with achieving a good class. He underlined the fact that practically 50 per cent of those who secured the first 50 places by rank at the S.S.C. Examination come to Ruia college and said that the college aims at meeting the expectations of such students viz., that they do equally well at the Intermediate examination. He pointed out that it is to this end, that the college puts emphasis on ensuring that students appearing for the University Intermediate Science examination get a good first class. He mentioned particularly, the practice of coaching selected students for competition at the University examination.

Describing the goals of the college more generally, the Principal stated that the college aims at "a steady progress on all fronts" viz., sports, academic work and producing distinguished alumni. He stated that the college had steadily advanced in each of these directions during the last thirty years and pointed out that whereas, at one time, the better and more ambitious students from the locality in which the college is situated invariably went to Elphinstone college - today they come to Ruia. Specifying the nature of the academic progress and excellence that the college aims at, he again emphasized "good results" and indicated that the number of students who go into IITs and Medical colleges, and subsequently go on to foreign Universities
are indices of excellence as far as the management of the college is concerned. Finally viewing the goals of the college in the broader perspective of the goals of the Mandali, the Principal reiterated the Mandali's goal of encouraging Marathi education, and pointed out that the college not only encouraged the growth of Marathi language and literature at the University level, but aimed at providing for instruction through the Marathi medium.

Present Programmes and Facilities

Ruia college is one of the largest colleges in the city. It provides for students the maximum allowed by the University. It has full-fledged Science and Arts' faculties, and offers graduate level instruction in both fields. The college does not have outstanding Science laboratories or specimen collections that distinguish its Science departments. Nor is the college equipped with several post-graduate departments. Physics is the only subject in which the college has a post-graduate department. On the Arts' side there is no

1 It is important to note that in describing the nature of the excellence that the college aims at, the Principal of Ruia college, unlike the Principals of Elphinstone college and St. Xavier's college did not distinguish between an examination-oriented excellence and excellence of a more liberal kind.
post-graduate department at all. However, some of the staff members are not only recognized as teachers at the post-graduate level, but recognized as Ph.D. guides as well. These are the teachers of Marathi, Hindi, Sanskrit and Philosophy.

One of the special features of the academic programme of the college is the scheme for coaching students for competition at University examinations. Each year about ten students from the First Year and Inter Science classes are selected and carefully coached for competition at the University examinations. They are also coached for the National Science Talent Scholarships. This kind of selective coaching is done for the other classes as well, but less rigorously. One does not come across such programmes at Elphinstone or at St. Xavier's. Another special feature of the college is the organization of science projects for Inter Science students. They Physics department is particularly active in organizing these projects. But unlike as at St. Xavier's these programmes are examination-oriented. They are not geared to providing students with liberal exposure to ideas. Rather, they are restricted to topics and courses that are directly related to their examinations.

The college has its share of Societies and Mandals but observations indicate that extra-curricular activities
figure less prominently at Ruia college than they do at Elphinstone or St. Xavier's. The Principal commented upon this and said that he was now trying to encourage such activities. Referring to their paucity in the college he explained that both students and teachers at Ruia college seem to believe that extra-curricular activities are meant exclusively for well-to-do students who come to college to have fun or to have what such students describe as "experience of" or "exposure to life". Both students and teachers at Ruia college generally believe, he pointed out, that extra-curricular activities do not fit in with the goal of hard work for success at examinations. It is interesting, in the context of this statement by the Principal to note that the most prominent extra-curricular activities in the college are those of the Students' Mutual Aid Fund. This body, organized by the students with the help of the teachers is primarily oriented towards helping needy students of the college. The SMAF as it is called, manages and runs the college cafeteria. From the profits made on the cafeteria, supplemented by funds raised through other means, the SMAF provides needy students with tuition, books and free meals.

Worthy of special mention, as a feature unique to Ruia college, are the academic programmes organized for the teachers. For instance, as the Silver Jubilee issue
of the college magazine mentions that the college celebrated the Independence of the nation in 1947 by launching an extension lecture series called "Vidyavistarmala" delivered by the staff of the college. A group of staff members who have indicated an interest in studying French have been provided with facilities for the purpose by the college. In addition to this the college organizes social activities for the teachers; For instance, the annual picnic.

**Plans for the Future**

The management of Ruia college have several plans for the future. While the data collection for this study was going on, the college had just opened a library and reading room for post-graduate students. Plans were under way for a day centre for students. The college was equipping itself to provide for Marathi as the medium of instruction. It was also planning for expansion of facilities on the Science side, under schemes sponsored by the U.G.C. Like the Microbiology department at St.-avier's, the Physics department at Ruia was busy planning its programmes for the COSIP scheme.

On the whole, the management of the college seem to be deeply concerned about remaining alert to the "needs" and "demands" of the community which it serves. The college magazine provides ample evidence of this. For
instance, an article in the magazine which reports upon a seminar organized by the management as part of its jubilee celebrations indicates that the college is seriously thinking of ways and means of providing students with a "more practical" and "useful" education. The article suggests that the provision planned is mainly in the nature of diploma level, professional courses that could equip students to obtain employment with ease. Abstracts from this article have been quoted in the footnote below. They are suggestive of the kind of plans that the management visualizes for the future. To be sensitive to the impact of current events and situation on students seems to be one of the conscious objectives of the college.

Footnote 1

"Once we accept the position that after all the Colleges have a social role to play, the corollary becomes obvious. It is that our education must be utilitarian to a greater extent than it is today. It should have a vocational bias. Not that the University and its colleges will cease to further the cause of education in its pure sense, but that they must make their instruction multifaced. Today the emphasis is on the 'pure' aspect. We frame our syllabi, right from the beginning, with an eye on specializing at the graduate and postgraduate level. The result is that our syllabus is suitable to and liked by only a few, and our instruction useful only to them. To the rest, a vast majority it is, our system has become a frustrating experience.

So while we maintain the emphasis on the 'pure' side and arrange our degree courses accordingly; we also try to cater to the needs of the vast majority by organising the more useful, practically helpful courses — "(PP XII Silver Jubilee Issue of the Rula College Magazine)"
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<tr>
<td><strong>Period in which the college was established</strong></td>
<td>(1) Apex of British culture in India</td>
<td>(1) Apex of British culture in India</td>
<td>(1) A period that marked the decline of British cultural domination in Indian and the rise of a strong nationalistic movement</td>
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<td></td>
<td>(ii) Period in which education was restricted to a small elite</td>
<td>(ii) Period in which education was restricted to a small elite</td>
<td>(ii) A period that marked the beginning of the expansion towards equality of educational opportunity.</td>
</tr>
<tr>
<td><strong>Sponsorship</strong></td>
<td>(1) Government</td>
<td>(1) Missionary</td>
<td>(1) Private Education Society</td>
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<td></td>
<td>(ii) Initial move taken by a small section of a cosmopolitan social elite in Bombay city</td>
<td>(ii) Initial move made by the missionaries</td>
<td>(ii) Initial move made by the middle class Maharashtrian community living in the neighbourhood in which the college is located</td>
</tr>
<tr>
<td>Initial Aims</td>
<td>Elphinstone</td>
<td>St. Xavier's</td>
<td>Ruia</td>
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<tr>
<td>(i) To provide facilities for education in the &quot;Arts, Literature, Philosophy and Sciences of Europe&quot;</td>
<td>(i) To equip Catholics in the city to complete for positions in Government service and in the professions</td>
<td>(i) To provide students from the neighbourhood with facilities for degree level education</td>
<td></td>
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<tr>
<td>(ii) To equip Indians for administrative and clerical service in the British Government</td>
<td>(ii) To equip for administrative and clerical service in the British Government</td>
<td>(ii) To provide for the needs of &quot;middle class&quot; and a college that is distinctly Indian in ethos and culture</td>
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</tbody>
</table>

**Present Aims and Objectives**

(a) As formally stated in documents pertaining to the college

(i) Not adequately articulated

(i) To provide facilities for the allround education of Catholic youth and to extend the benefits of these facilities to others

(i) To provide popular and cheap education. To encourage Marathi literature, to found instruction through Marathi on sound footing
<table>
<thead>
<tr>
<th>Elphinstone</th>
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<tbody>
<tr>
<td>(ii) To cater both to the good and average students by securing a good performance at examinations both for the average and the good student</td>
<td>(ii) To fulfil the needs of the average students, generally the Arts students, who come to earn a degree</td>
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<td>(iii) To cater to the good students by providing for a liberal academic growth and development of the good student; by satisfying their thirst for knowledge and culture; by sharpening their mental capacities and developing their potential - if necessary through special programmes outside the framework of curricular activity</td>
<td>(iii) To fulfil the expectation of the good students, generally the science students who come with an excellent record of performance at S.S.C. and who expect to maintain, and even better their record of performance by earning distinction at University examinations</td>
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<tr>
<td>Elphinstone</td>
<td>St. Xavier's</td>
<td>Ruia</td>
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<td>(b) As articulated by the Principal</td>
<td>(i) To keep up the traditions of excellence</td>
<td>(i) To maintain a steady progress on all fronts — viz., academic achievements, achievements in sports, elocution and drama</td>
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<td></td>
<td>(ii) To measure up to, and cope with, the demands for excellence made by the &quot;highly sophisticated&quot; body of students that comes to the college</td>
<td>(ii) To develop the Marathi department and develop a section with Marathi as the medium of instruction.</td>
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<td></td>
<td>(iii) To maintain the standards of the college on all fronts — academic, sports, elocution, drama, etc., and to add to its status and reputation</td>
<td>(iii) To be alert to the needs of the community</td>
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<tr>
<td>Plans for the future</td>
<td>Elphinstone</td>
<td>St. Xavier's</td>
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<tr>
<td>There are none</td>
<td>There are several. Generally, they are geared towards ensuring that the academic programme of the college is not limited to preparing students for examinations and that it reaches out to a more liberal education and to a level that is more advanced.</td>
<td>Several though fewer than at St. Xavier's. Generally they are geared towards the &quot;practical needs&quot; of the students, viz., towards ensuring their comfort in college and improving their potential for employment.</td>
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<tr>
<td>Present Programmes and facilities</td>
<td>Elphinstone</td>
<td>St. Xavier's</td>
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<tr>
<td>(i) Instruction is provided up to the graduation level in Arts and up to the Intermediate level in Science</td>
<td>Instruction is provided up to graduate level in Arts and Science. In addition the college has some post-graduate departments in Arts and some in Science</td>
<td>Instruction is provided up to graduate level in Arts and Science. The college has a post graduate department in Physics</td>
</tr>
<tr>
<td>(ii) The college conducts tutorials for all classes, for all subjects. This is far beyond the requirements as laid down by the University</td>
<td>The college does not conduct any tutorials beyond the minimum requirement by the University</td>
<td>The college does not conduct any tutorials beyond the minimum required by the University</td>
</tr>
<tr>
<td>It does not conduct any 'special' coaching to equip students for competition at examinations</td>
<td>It does not conduct any 'special' coaching for students</td>
<td>It conducts special coaching for students who are selected on the basis for their potential for an outstanding performance at examinations</td>
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</table>
Elphinstone

(iii) The college has no special academic programme apart from those listed above.

(iv) Of the three colleges observed, the library of Elphinstone is second best. However, the library staff is constantly changing and therefore not adequately familiar with the library.

St. Xavier's

(iii) The college conducts several academic "experiments" and programmes. Among these, mention may be made of the Sophia-Xavier scheme and the Summer School. Also the student-evaluation project.

(iv) The library is the best out of three colleges. St. Xavier's also has the best trained library staff and the library service is efficient.

Ruia

(iii) The college has no special academic programmes.

(iv) The library is the least equipped of the three colleges. This, in spite of the fact that the college recently opened a "post-graduate" section. Service is about the same as at Elphinstone.
Elphinstone

(vi) The laboratories are somewhat inferior to the laboratories at Ruia and distinctly inferior to the laboratories at St. Xavier's.

(vi) The college has several societies and associations. It provides for students' participation in the planning of major functions like the college day through a representative student body.

St. Xavier's

(v) Some of the laboratories are the best equipped between the three colleges. Specially the laboratories for Biology and Botany. The college has a unique collection of specimens in Botany, Zoology and Geology.

(vi) Apart from the Societies and associations to be found at all three colleges, this college has a Social Service League, which is very active. Also, a Catholic students' Union, to take care of the "moral education" of Catholic students. As at Elphinstone, St. Xavier's has a representative body of students to provide the Principal with the students' viewpoint on college affairs, and to take up the responsibility for organizing college functions. The college places a special emphasis on sports.

Ruia

(v) The laboratories are somewhat superior to the laboratories at Elphinstone but inferior to the laboratories at St. Xavier's.

(vi) Ruia has its share of societies but they are fewer than at Elphinstone and St. Xavier's. Unique among these is the SMAF which manages the college cafeteria and uses the profits to finance the education of the economically handicapped students of the college.
<table>
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<td>(vii) Facilities for the staff are the minimal, between the three colleges.</td>
<td>(vii) Facilities for the staff are superior to those provided at Elphinstone.</td>
<td>(vii) Facilities for the staff are the best from among the three colleges.</td>
</tr>
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<td>Special programmes for the staff are practically unknown.</td>
<td>Programmes for the staff include social get-togethers, seminars and discussions on teaching and administrative reforms.</td>
<td>Programmes for the teachers include socials, get-togethers and academic activities like the organization of French language classes or the organization of extension lectures by the staff.</td>
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