

Indian Geographical Society—Monograph No. II

REPORT
OF THE
'Progress of Geographical Education in Indian Universities'
(Degree and Post-Graduate Instruction)
1944

BY

KEDAR NATH SRIVASTAVA, M.A., B.T.,
Vice-President, I. G. S., Madras
(*Teachers Training College, Vidya Bhawan, Udaipur*)

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GEORGE KURIYAN
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(The figures and estimates other than Geographical Statistics in this report have been adapted, unless otherwise stated, from the Indian Year Book, 1942-43).

REPORT

OF THE

'Progress of Geographical Education in Indian Universities

(Degree and Post-Graduate Instruction)

INTRODUCTION

This is the first authentic report to deal comprehensively with the progress of geographical studies in higher departments of education in this country. The object of my inquiry was to obtain fuller information regarding the position and progress of geographical education in Indian Universities, in the hope of providing a stimulating survey and engaging the serious attention of Indian geographers committed to advance the cause of geography in our country. The scope of the inquiry has been confined only to Degree and Post-Graduate instruction at the Indian University centres where it has, up till now, been much neglected and despised. The following special points will explain further the object which I had in view, in undertaking this inquiry:—

(1) The progress of geographical studies in different Provinces of our country; (2) the general position of geography at different Universities of India; (3) the branches of the subject taught under that name; (4) the attitude of professors with regard to geography; (5) the comparative number and status of students and professors in our Universities; (6) the scope of research work in geography; (7) the facilities to women's education and (8) the geographical societies and their journals.

The operations were begun immediately after I was authorised by the Executive Committee of the Indian Geographical Society to correspond and commence the work on behalf of the Society. The period October, 1944 to February, 1945, was spent mostly in correspondence.

The information with regard to the questionnaires I issued to the Registrars of Indian Universities and the Heads of University and College Departments of Geography, has been most willingly accorded. To those who have thus given me their assistance, I can only tender my heartiest thanks on behalf of the Indian Geographical Society. I am specially indebted to Prof. E.T. Dean of Forman Christian College, Lahore, for his

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valuable information regarding Geography in the Punjab. There were many others from whom I received assistance and to them my thanks are due. I have found with everyone the greatest readiness to co-operate with me in prosecuting this enquiry.

At the end of this report I have recommended to the Government and the Universities to set up a Central Institute of Geographical Research for taking the lead in the task of conducting a regional survey of our country and thus help to prepare an authentic regional geography of India, region by region, on a co-operative basis to keep abreast of the big changes that are bound to come in India in the post-war period. For any inaccuracies and mis-statements which I may have made in the report, I gladly stand to be corrected.

GEOGRAPHY AS A UNIVERSITY SUBJECT

It is a common inquiry in India, even among educated men, as to what there is in Geography to make it worthwhile being taught in Degree and Post-Graduate classes. To such laymen no better proof can be given of the intimate connection between the University education and Geography than the self-revealing fact that it has already been established with excellent results in most of the Universities of Europe and America and even at some of the Universities of India. My concern is not here to raise the controversy regarding the definition, or the modern concept of Geography, but to throw some light upon the field of Geography as a University subject. People might object to its recognition as a University subject, suspecting that its limits are too uncertain. The only answer which may be given them is that it is through Geography alone that the links can be seen that connect the physical, historical, economic and political conditions of a country. The claims of Geography, as distinct from the other physical sciences, can hardly be questioned. It is chiefly the geologist who always opposes the inclusion of Geography as a subject for University studies and a distinctive field of research. To clarify the position with regard to this controversy I should like to quote Geikie, one of the greatest authorities in Geology, who, in his communication to John Scott Keltie gave his opinion regarding the position of Geography as a University subject. He wrote as follows :—

“ Geography looked at from the scientific side is not itself a science, but rather a department in which various sciences are co-ordinated in such a way as to present a vivid picture of the different regions of the world,

and a clear statement of the causes that determine the resemblances and contrasts of these regions.....Such a theme, invested with so much deep human interest, possesses a peculiar value in Education.....It ought as a matter of course to occupy a distinct and important place in the curriculum of every High School. Carried into its higher departments, it should certainly be recognised as also a University subject.....I sincerely hope, that before long, scientific Geography will be recognised as one of the most useful parts of the science curriculum of our Universities". *

Let us also consider how far Geography in the Universities can go towards improving the low standard of Geography teaching which, beyond doubt, exists in our present day schools. With very few exceptions the Geography teaching in our schools is far from perfect. Its teaching is sometimes too much restricted to the enumeration of names of rivers, towns and capes and bays. The cultural, civic and social values underlying the teaching of the subject are not fully realised. I must say, however, that in certain schools attempts are being made, in spite of the handicaps of equipment, apparatus, material, etc, to give the subject a substantial place and to teach it with modern methods and enthusiasm. The teachers seem to be groping in the dark as to the varied and interesting field embraced in the subject, both as a body of knowledge and as a discipline. Such an unsatisfactory position may be attributed in India to the dearth of enthusiastic young men with sound knowledge in the matter and method of the subject. From ten to twenty years ago the conditions were still worse when Geography was not a subject of study and of importance in the Universities of India. Most of the geography teachers then recruited in the schools possessed geographical knowledge up to Matriculation and seldom up to the Intermediate standard. But the lead taken by some of the Universities of India to produce graduates in Geography, has in some degrees helped to solve the very common difficulties. If such qualified men go out in similar proportions from the other universities, it is evident that their influence in raising the standard of geographical teaching in schools must be very great. Again the field of the subject in University education is fully emphasised. It appears to be directly within the powers of the Universities to produce young and enthusiastic graduates in Geography, fully equipped with a thorough back-ground of geographical knowledge, to serve in the departments of school-education, after completing their studies in the Universities, For this service to the nation's educational planning, we look to the Universities.

* See Educational Reports, Royal Geographical Society, 1886, Page 32,

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GENERAL POSITION

In India, Geography has experienced a kaleidoscopic change in outlook, during the last decade, as a subject of University education. Among circumstances which have affected, its progress is crystallisation of opinion as to its recognition by the Universities of India as a subject for a degree and post-graduate course. It has aroused an ever-growing interest among the educationists of India which has been vehemently marked in recent years. The progress of geographical studies and research in Indian Universities has as yet by no means reached its final goal and it is not impossible to visualise, that with the march of time, Geography will come to occupy a place of importance in the educational system of India.

Even at the present time Geography is much neglected and despised by most of the Indian Universities. It is discouraging to find that out of the 18 Universities in India, Geography has been prescribed in all, at only 9 Universities, B.A., in 8, B.Sc. in 4, B.A., B.Sc. (Hons) in 3, and M.A., M.Sc., in four Universities. In the Punjab University Geography classes in M.A. have been opened on an inter-collegiate teaching basis from the session under review; at Agra no affiliated College is recognised in Geography for M.A. and at Allahabad it is reported that it is under consideration to start instruction in M.A. Classes from July, 1945.

The present position of Geography in Indian Universities is of great interest. The number of University Departments teaching Geography up to the degree classes is 6, while that of Colleges is 25, nearly half of which belong to the University of the Punjab. The remaining twelve are affiliated to Agra, Patna, Bombay, Madras, Mysore and Calcutta Universities, each possessing 4, 3, 2, 1, 1, 1 Colleges respectively.

The total strength of students pursuing studies in Geography in the degree classes is nearly 1000, having 910 in B.A., B.Sc., (Pass and Hons) and 90 in M.A., M.Sc., Classes, in all making 2% of the total number of students in these classes in India. Punjab leads all the other Universities in B.A., B.Sc., having approximately 300 students, while Aligarh leads in M.A., M.Sc., classes with 67 students. The number of scholars in University Departments is 364 and in Arts Colleges is 636, nearly double the number in the University Departments. Out of the nine Geography-teaching Universities of India, Madras has the least number of students with about 10 students in B.A., although Madras was one of the earliest Universities to institute a Department of Geography.

The total number of the teaching staff is 74, with 33 in University Departments and 41 in Arts Colleges for 364 and 636 students respectively. Out of the meagre total of 74, the University of the Punjab employs 21, while Calcutta and Aligarh have 18 and 11 respectively. The remaining 24, one-third of the total, are engaged by the Universities of Agra, Allahabad, Bombay, Madras, Mysore and Patna. It is interesting to note that there is one teacher for every 11 students in University Departments while there is one for 15 in Arts Colleges. The difference is not so great, but to some extent it accounts for the better standard of instruction and achievement in the University classes.

Taking a broad view, the progress of geographical studies in India has been very poor. We started late and still the onward march is unsatisfactorily slow. Most of the Universities introduced Geography within the last decade. Geographical education, in Britain and on the Continent, had also been greatly neglected, but now it is taught at most University institutions, with honours degrees in arts and science. In 1836 John Scott Keltie submitted a report to the Royal Geographical Society on geographical studies in Europe. He referred in the report to the fact that there were 12 Professors in German Universities mainly established since 1870; in 1871 no Geography was taught in the schools of France, but in 1886 it was a recognised subject and there were Chairs at most of the Universities. He further reported that in Italy, Geography was taught at twelve Universities, and it was recognised at Oxford in 1887 and at Cambridge in 1888.

The above figures lead us to the conclusion that Geography as a subject of University education in Europe started very late, and we in India are lagging behind by a few decades. But, however, we should not be satisfied with what we have been able to achieve in recent years.

GEOGRAPHY IN DIFFERENT PROVINCES OF INDIA

With regard to the comparative position of Geography in University education in the different Provinces of India, I find that it occupies a better place in the northern parts of India. Out of the 18 Universities in our country, there are 10 in the North and 8 in South and Central India. Of the 10 Universities in northern India, there are still 4 without classes in Geography, while the corresponding numbers are 5 out of 8 for the Universities in the south. The distribution of students is also very interesting, there being 948 in the North and 52 in Central and South India. The teaching staff is also more or less distributed in the same

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proportions. It is worthwhile to mention that while the number of scholars in M. A. in Northern India is 90, it is nil in the South, because Geography in M. A. classes is taught only at the Universities of Aligarh, Calcutta and Punjab.

United Provinces.—Turning to the United Provinces, the first striking fact with regard to the subject in University education is that 3 out of the 5 Universities have prescribed it in the degree classes. The United Provinces may be taken as the model which all the other Provinces are following. The progress of Geography as a University subject in these Provinces has very greatly been augmented by the pioneering efforts of the University of Aligarh, and the credit for such an elevated position goes to the pioneers who in 1929-30, probably for the first time in India, initiated the movement. The credit for such accomplishment is also due to the sincere and earnest efforts of Dr. Ibdur Rehman Khan, Ex-Chairman of the Department of Geography and also to Dr. S. M. Tahir Rizvi, the present Chairman. The other two Universities at Agra and Allahabad opened Geography classes for B.A. only a few years back, the former University preceding the latter. Facilities for instruction in M.A. are already provided at Aligarh; Agra has just prescribed the courses, while Allahabad is considering the question of opening the classes.

There has been an ever-increasing appreciation on the part of the educationists in these Provinces, of the great importance of the subject. At present there are two University Departments of Geography at Aligarh and Allahabad and three Colleges affiliated to the Agra University (two at Cawnpore and one at Agra). It is earnestly hoped that the Universities of Lucknow and Benares will soon have classes in Geography.

In numerical strength of scholars, these Provinces top the list, the total number of students being 414, nearly 40% of the total for India. The number in University Departments is 294 and Arts Colleges 120. Class-wise distribution is 347 in B.A., B.Sc. (Pass & Hons) and 67 in M.A., and M.Sc. The number on the teaching staff is 13 in University Departments and 6 in Arts Colleges, making a total of 19, and two others are working in Victoria College, Gwalior under the Agra University

Punjab.—I cannot summarise the position of Geography in the Punjab Province more clearly than by quoting a few extracts from Mr. M. L. Renjen's articles published in the Punjab Geographical Review. Mr. E. T. Dean of F. C. College, Lahore, the publisher of the Journal, has been good enough to send me a copy of the same from which the following extracts are taken :—

"It was in the year 1924, that mainly through the efforts of Prof. E. T. Dean of Forman Christian College, that Geography was introduced for the first time in the Punjab University as a College subject. Forman College was the first to introduce the teaching of Geography in the Intermediate classes."

"The first Board constituted by the Punjab University to frame the syllabus included Principal A. S. Hemmy, Government College, Lahore; Bakhshi Ram Rattan, D. A. V. High School, Lahore; L. (Now R. B.) Sohan Lal, Central Training College, Lahore, and Prof. E. T. Dean, Forman College, Lahore."

"The second step in the advancement of Geography in the Punjab was the introduction of Geography in the B.A. Classes. This was done in the year 1934-35 mainly through the concerted efforts of Messrs. M. Nazir of the Government College and E. T. Dean."

"The Government College, Lahore was the first institution to get affiliation and start the teaching of Geography in the B.A. classes. The Department was run by Mr. Mohd. Nazir, who was later on assisted for a few months by Mr. M. L. Renjen. The Government College, Lahore admitted its first batch of B.A. students for Geography in 1936."

"A survey of the development of Geography would be incomplete without a reference to the latest developments. I refer to the recognition of Geography by the University as a Science subject for Intermediate Science and B.Sc. examinations and sanction of the University for the introduction of Geography for M.A. teaching....."

At present there are 12 Colleges teaching upto B.A. classes, 8 Colleges in Lahore, 1 at Multan, 1 at Ludhiana, 1 at Jullunder and 1 at Lyallpur. A new University Department of Geography has been established with two members of the teaching staff for teaching the M.A. classes.

The total strength of the teaching staff is 21, and of these, 3 are working in more than one College as part-time lecturers. Authentic figures of students could not be obtained in spite of my repeated efforts, but according to the estimate given by one of the well-informed Professors of Lahore, the figures are 300 for B.A., B.Sc., classes.

N.-W. F. Province.—In the whole of the Province there is only one College at Peshawar which has started B.A. Classes in Geography. The total strength of students in the III and IV year classes is 10.

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Bihar, Bengal, Madras and Bombay.—To avoid repetition of facts and data the readers are requested to consult the section on "Geography at different Indian Universities."

Indian States.—At present there are three Universities in India which are managed by the Indian States, namely, Osmania at Hyderabad (Dn.), Travancore at Trivandrum and Mysore at Mysore. Only Mysore out of the three Universities in Indian States is teaching Geography upto B.A. The enrolment of students in B.A. Junior and Senior classes is 27. Osmania University is considering starting classes in B.A., B.Sc. from 1946.

Victoria College, Gwalior is the only institution in Rajputana, including Ajmer-Merwara, Central India and Gwalior which has Geography Classes upto B.A. The College is affiliated to the Agra University, Agra.

GEOGRAPHY AT DIFFERENT INDIAN UNIVERSITIES

(A) Where Geography is Taught in the Degree Classes

Agra University.—Geography at this University has been prescribed only in B.A. and M.A. courses but no affiliated College is recognised for M.A. standard. Out of the 18 affiliated Colleges only 4 have classes in Geography upto B.A., three in the United Provinces and one at Gwalior. The total number of teachers in Geography is 8, the total working under the University being 501. The number of students in B.A. has increased from 97 in 1942 to 120 in 1944. It is hoped that the classes in Geography for M.A. will soon be started. It has come to my knowledge through reliable sources that St. John's College at Agra has applied for recognition to start M.A. Classes.

Aligarh University.—The Muslim University at Aligarh deserves a name written with golden letters in the pages of the history of geographical education in India. It was in the year 1929-30, for the first time in University education in India, that Geography as one of the subjects in the degree and research classes was started. It is in the fitness of things to mention here that instruction in Geography in University education in India owes a great deal to the pioneering contribution of the Aligarh University, which kept the torch of Geography burning in those dark days when Geography was regarded unworthy of a place in University Education. A casual survey of a list of Professors in Geography in different Universities

particularly in Aligarh, Punjab, Patna and Agra, will I am sure, reveal that Aligarh has provided the highest number of teachers in Geography. In the Punjab University alone, 11 out of 21 professors in Degree Colleges are Aligarhians. Similarly, the teaching staff of other schools and colleges in India is highly represented by the B.As. and M.As. of this University.

In this University, Geography classes exist for B.A., B.Sc. (Pass and Hons.), M.A., M.Sc. and Ph.D. Examinations. Out of the 11 members of the staff 4 professors possess Doctorates in Geography. The number of students in B.A., B.Sc. (Pass and Hons.) was 168, 160 and 177 in 1942, 1943 and 1944 respectively. In M.A and M.Sc. classes, the number was 64, 57 and 67 in 1942, 1943 and 1944 respectively. The latter figures reveal for themselves the unique contribution the University is making in preparing students for the highest University examinations in Geography. No distinction is made in the courses for M.A., and M.Sc. degrees, except that a Science graduate receives an M.Sc. Dr. L. D. Stamp once addressing the students of the Department called the University the "Mecca for Geographers". The University has a large stock of apparatus for practical and field work, abundance of pictures and mineralogical specimens and a well-equipped library.

I have given the University of Aligarh the first position among the 9 Geography-teaching Universities of India, because that University has taken the lead in the subject, because it is still considerably ahead of other Universities, and because the other Universities are to a greater or less extent shaping their programme from that of Aligarh. The progress made in 15 years has been great, and in the next 15 years it promises to be still greater.

Allahabad University.—The Allahabad University has a Department of Geography for teaching up to B.A. classes having a provision for about 50 students. There are at present two members of the teaching staff for the subject. An Association for students has been established which supplements the teaching work attempted in the classes. There seems to be very little enthusiasm among the authorities for a rapid progress of this important subject. The Allahabad University founded in 1887 happens to be the fifth in the order of establishment among the Universities of India. It has achieved a high reputation for its standards of teaching and research. The enrolment in the different departments of the University is 2,362. It awards the highest Degrees in studies and research in different subjects, but it is distressing to find that no requisite attention has been paid to the progress of this subject. It should have given a lead to the other newly

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established Universities. It is earnestly hoped that good counsels will prevail among the authorities and that the teaching of the subject will be put on an equal footing with the other branches of knowledge.

Bombay University.—Up till now Geography has only been a minor optional subject at the First Year Arts, and not even included in Science courses. Geography has been introduced as a subject in the Science Faculty for B.Sc., subsidiary from the next session. It is now hoped that Geography will be started in right earnest as a subject both for the B. A. and B.Sc. (Pass and Hons.) examinations. The beginning has been made, and, as the senators have recognized its importance, a bright future is certainly before us. It is very encouraging to find that Geography is one of the subjects for the Ph.D. Degree. Prof. M. B. Pithawala is the Bombay University teacher in Geography for Post-Graduate Research. Only in two Degree Colleges has it been included in the B. Sc. subsidiary course.

Calcutta University.—At this University Geography is taught in B.A., B.Sc. (Pass and Hons.) and Ph.D. courses. It is one of the two pioneer Universities of India where facilities are extended for the highest instruction and research in geography. Apart from the University Department of Geography, where the highest instruction is provided, there is only one out of the 72 affiliated colleges where Geography in B.A. is recognised for the examination. Useful research work has been done by the University professors. The enrolment in Geography in B.A. and B.Sc. classes has gone down from 102 in 1941 to 65 in 1943, and in M.A., M.Sc. from 21 to 17. Lady Brabourne College, Calcutta at present has 7 students in B.A. The number of professors is 18; three in the Lady Brabourne College and 15 at the University Department, out of the total of 365 at the University.

To stimulate research work there has been established the Calcutta Geographical Society which claims to have members throughout India. The Calcutta Geographical Review is a quarterly Journal wherein research papers are regularly published. The Calcutta Geographical Society is organising an expedition to the Himalayas which may be considered as the first step with regard to expedition work undertaken by any of the Indian Universities.

Madras University.—The University of Madras provides facilities for instruction in Geography upto B.A., M. Litt. and D. Litt. Degrees. There is no post-graduate Degree by examination like M.A. of other Universities. Degree courses are offered only by the Queen Mary's

College, Madras, where the Head of the Department is assisted by one other lady lecturer. The University has a Department of Geography with two members of the teaching staff. The Department confines itself to post-graduate research work. Mr. George Kuriyan, B.A., B.Sc. (London), the Hon. Secretary of the Indian Geographical Society is the Head of the Department. It is noteworthy that the Department has been doing its best to improve the standard of teaching and research, and Mr. Kuriyan has published a large number of research papers on the varied aspects of the Geography of India. The following are some of the subjects of research on which work is in progress in the Department :—

- (1) A study of selected aspects of the Geography of India,
 - (i) Irrigation in India ; (ii) Wheat in India ; (iii) Rice in India ;
 - (iv) Cotton in India ; (v) Iron in India ; (vi) Coal in India ;
 - (vii) Hydro-electric power in India and (viii) Manganese in India.

- (2) Systematic regional studies of the Geography of South India,
 - (i) A systematic study of Kerala and Tamilnad.

- (3) A detailed study of the Geography of Madras and its neighbourhood.

It is reported that 4 Colleges have now applied for affiliation in Intermediate and B.A., and in two years the number is expected to be more.

Mysore University.—At this University Geography has been prescribed in B.A. course only. Maharaja's College, Mysore is the only institution which has provided facilities for the Degree examinations in Geography. Out of 225 professors working under the University, there is only one professor engaged for teaching the B.A. Geography classes. The enrolment of students in B.A. Junior and Senior classes is 27.

Patna University.—Geography is included in the syllabus of this University upto the B.A. Degree (Pass Course) only. Out of the 19 affiliated Colleges, 4 institutions are recognised for Geography, three for the Intermediate and B.A. examinations, and the other one for Intermediate Arts only. In each Degree College the number of the staff is 2, making a total of 6. The number of students in B.A. Classes is 131.

Punjab University.—Geography was introduced in Punjab University in 1924 as a College subject. The Government College, Lahore was the first institution to provide facilities for the B.A. examination. There

seems to have been increasing appreciation on the part of the educationists in the Province of the great importance of the subject in the University education. At present 13 Degree Colleges are teaching Geography upto B.A. A special feature in the Punjab is that out of the 13 Colleges, 4 provide education in Geography to women. A University Department of Geography has newly been established and M.A. classes have been opened from this year. The Department provides instruction in M.A. while the Degree Colleges provide it up to B.A., B.Sc. (Pass & Hons.) standard. The number of students in all the classes is about 300. In spite of my repeated inquiries the figures have not been available, apart from the figures given above which have been sent to me by one of the local professors.

(B) Universities where Degree Classes are soon to be Started

Osmania University.—Geography is not yet included in the Degree, Post-Graduate and Research courses of this University. Geography has been introduced only last year in the Junior Intermediate Arts and Science Classes. The subject has also been introduced this year in the First Year Class of one of the Colleges. It is proposed to start Geography in the B.A. and B.Sc. classes from the session 1945-46 and to extend its teaching later to M.A., M.Sc. and Post-Graduate Research courses.

Benares Hindu University.—The Hindu University has just introduced Geography in the First Year. No Department of Geography has yet been formed. The advancement of Science and technical education was one of the earliest objects of the University. As funds have become available, courses in a variety of subjects have been introduced. The authorities, it seems, have given very little attention to advancing the cause of geographical education and research, a subject of the most recent scientific thought. A small beginning has now been made in the direction of prescribing courses in Geography for the intermediate classes, and this initiative, if the enthusiasm is maintained and continued, will supply the much felt want of the major community of India in the field of geographical education. The University should within a reasonable period be on an equal footing with its sister University at Aligarh.

(C) Other Universities

Delhi University.—Geography is not a subject of study for any examination conducted by the University at present, except for the Qualify-

ing Examination conducted for admission to the Three-Year Degree Course. Geography for this examination includes (1) Physical and Regional Geography and (2) Commercial Geography. Geography is included in the Department of Economics of which Dr. V. K. R. V. Rao, Ph.D., University Professor of Economics, is the Head.

Nagpur University.—Geography is an optional subject for the Intermediate Arts examination of this affiliating and teaching type of University. It is not included for the first degree or post-graduate examinations. There is, however, at present no provision for teaching Geography in any College under the University. Only about 12 teachers and private women candidates offered this subject for their examination in the year under review.

Travancore University.—No courses of Study in Geography have been instituted in this University. There is, however, a proposal to introduce Geography as an optional subject in the Intermediate course from the beginning of the academic year 1945-46.

Andhra University.—Under the existing Regulations provision is made for the conduct of an examination in Geography as an optional subject under Part III for the Intermediate examination only. But so far, no College has sought for affiliation in the subject and so no candidates from affiliated Colleges ever offer that subject for the Intermediate examination.

Lucknow University.—Geography has not been prescribed as a subject of study for any degree in this University for the present.

Annamalai University.—Geography is not included in the course of study for any degree in this University.

Dacca University.—Geography has not yet been included in the degree, post-graduate and research courses of this University.

THE TEACHING STAFF

The total number of professors engaged for the teaching of Geography in India is 74. Professors of Geography are in all respects on a footing of perfect equality with other professors, and may aspire to the same honorary offices as others are entitled. The salaries of lecturers are essentially the same as in other College Departments. The head of a University Department of Geography usually receives a higher salary.

The lecturers are greatly handicapped by ill-equipped libraries and laboratories with inadequate apparatus. "There can be no doubt of the great interest attaching to its study, but there is no enthusiasm for Geography at this University among the men who count," writes to me the Head of a Department of one of our Universities, and a recognised authority on matters pertaining to Geography. His remarks are a frank confession, and explain more or less the prevailing conditions of hardship from which the lecturers suffer. On the whole I am bound to admit that the unsatisfactory position allotted to Geography in our Colleges is not so much the fault of the lecturers as of the poor conditions of equipment and the lack of enthusiasm upon which they are forced to adjust their programme. He, however, who devotes himself earnestly to it can keep abreast of the subject and follow its progress in all branches, and he who delimits his labours, is easily engulfed by lethargy and indolence. I met some B.A. students of one affiliated College who complained of uninteresting and unorganised teaching which they attributed mainly to the dictation of notes by the lecturers and their unscholarly approach to teaching. The teaching standard of lecturers in Universities is more effective and satisfactory than in individual affiliated Colleges. It is a matter of national importance and no reasonable means should be neglected of training a body of lecturers in University Centres. When they are employed it is advisable to entrust them with the responsibility of forming a collection of geographical books and official reports, which provide mines of information, to serve as stores of knowledge for their use.

As regards the academical qualifications of the lecturers in Geography in our colleges and Universities, it may be broadly affirmed that the staff is qualified and efficient. One objection which has to be voiced against the authorities is that a provincial bar is placed in the selection of the staff. The choice of the authorities usually falls upon the inhabitants of the Province, or the ex-students of the institution, irrespective of efficiency, qualifications and worth. If the provincial or institutional bar were avoided and free choice practised, it would not be difficult for each college to employ a better body of lecturers. In the teaching profession provincialism, institutionalism and any other prejudice should have no place.

GEOGRAPHY COURSES

The B.A. course extends over two academic sessions, and in most of the Universities, consists of a systematic series of lectures on the facts and principles of Geography in its most comprehensive sense. The candidates are

examined in two papers with slight differences in courses. I select and give below the syllabuses of studies at the Universities of Agra and Aligarh which may be taken as representative of other Universities of India with few differences.

At Agra, Paper I includes :—

(a) Physical Basis of Geography

The earth as a planet; the atmosphere; the oceans; and the lands.

(b) Human Geography

Contents of Human Geography; Types of physical environment, primitive use of physical environment; development of geographical knowledge, and the major natural regions of the world.

(c) Practical work

Representation and interpretation by maps and diagrams, elementary surveying; simple map projections; and construction and interpretation of weather and climatic maps.

Paper II includes :—

(a) Europe or Asia

(b) India in detail.

At Aligarh the first paper is more or less the same in its contents, except that the theory in practical work is altogether neglected. But on the other hand the candidates are examined in practical work, e.g., Surveying, Map-reading, Construction and interpretation of weather and climatic maps and representation and interpretation by maps and diagrams.

Paper II includes.

(a) Asia.

(b) India in detail.

In the syllabuses given above, we find that while the former University neglects the examination in practical work, the latter has included it in the course. Both Agra and Aligarh have prescribed the geographical study of only one continent, although at Agra a candidate is at liberty to offer, either Europe, or Asia. The

N.B.—There is no practical examination, set questions referring to practical work are included in the theory paper.

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detailed study of only one continent at this higher grade of University education, which very few have the privilege to reach and where those who are able to reach that grade finish their education after B.A., seems to me to be mischievous. Do we find in Physics, Chemistry or Biology courses, a separation or omission of some sections altogether in these classes? When a Geography Graduate leaves the University, he should, no doubt, have a workable knowledge of the whole geographical field, with emphasis on the regional geography of the whole World as one body of knowledge. "Geography", we are told, "studies the earth as a whole and the things on its surface as such," To me, it seems, that if a candidate anchors his studies to only one continent at more or less the last stage of education, he will be doing injustice to himself, to the study of the subject and to the school, if and when he joins it to serve as a teacher. I have specially referred to the teaching profession. Geography has a great part to play in shaping the future outlook of the child. Most of the degrees, diplomas and certificates in education for teaching the School classes are received after graduation, and hence, it is the concern of the University to send him to the School fully equipped with the detailed Geography of the whole world. From my own experience in teaching in the Training College, I can testify to the fact that the pupil teachers under training cut a sorry figure before the class when asked to teach any other continent except the one they studied in B. A. Classes. This controversy may be ended with the remark that if the Universities formulate a careful programme devised so as to include all parts of the earth and all sections of Geography, there will be security that a student who works fairly, will come out of the University with a thorough knowledge and confidence capable of teaching the school classes.

A word now as to the M.A. Courses. The candidates are examined, in theory and practical work, and there is also a *viva voce* examination. Practical work includes map-reading, surveying, cartographic representation of climatic and economic data, representation and interpretation by maps and diagrams of landforms and their influences on human geography, construction of projections, construction and interpretation of weather and climatic maps. As regards the work in theory I would not say anything except that to quote the words of an 'Inquiring Mind' who in a disheartening tone, addressed a letter to the Editor of the Indian Geographical Journal. In his communication to the Editor he remarked, "The syllabuses are magnificent on paper, but remain a dead letter from lack of properly equipped libraries and labs. I have even seen an M. A. Syllabus which offered the strangest combination of economic geography, military

geography, transport geography, one might almost add metaphysical geography; all that was lacking was plain ordinary geography and any evidence that the student who took the course, need know any. It seemed possible to take an M.A. in the subject without having done it at any earlier stage, and without having any regional knowledge beyond one or two special areas." ¹

The author of this letter does not point to any particular University, but his remarks may be taken as representative of the general opinion current in persons interested in the advance of geographical education in our country. I can say definitely that he has not seen the syllabus of the Aligarh University, which has been doing pioneering work in preparing students for the M. A. examination. I may be allowed to repeat the words of Dr. L. D. Stamp who spoke of Aligarh and its work in Geography when he visited the Department. He was of the opinion that the work in the Department was as good as that of other foreign Universities. He particularly mentioned the library and the equipment. The syllabus in Geography is also very comprehensive and complete in itself.

GEOGRAPHY AND RESEARCH DEGREES

Geographical research of many kinds is needed in different parts of India. The country is so wide that some parts have not been even adequately pictured, much less described either by geographers, visitors, or essayists. India in these days is experiencing a great political stir. It is a truism, that no proper planning of any kind can be done without a survey of the geographical conditions of our country. In the field of mineral exploitation in India the typical searcher for mineral wealth is the prospector who traverses the country on foot and hunts everywhere for bits of rocks that seem rich, while in Europe and America and other advanced countries, the typical searcher is the research scholar, the trained geologist, or the engineer. Do we in our country train such men or such a body of workers? If we do, in what degree? It is suggested that the best way is to establish research centres in Universities and to train them definitely for the service of the country.

¹. See "Letter to the Editor" the Indian Geographical Journal, Madras, Vol. XIX, No. 4, page 166.

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Turning to the position of the subject for Research Degrees in Indian Universities, the fact is, there are only four Universities providing facilities for Ph.D. The Universities of Calcutta, Aligarh and Bombay give Ph.D., while in Madras the post-graduate research work leads to M. Litt. and D. Litt. (now Ph.D. also *ed.*). The Universities of the Punjab and Allahabad, though having established University Departments of Geography do not have research classes. Agra, Mysore and Patna, all the affiliating type of University, have no provision for research work. At Calcutta, Aligarh, Bombay and Madras the research work is done under the guidance of Dr. S. P. Chatterjee, M.Sc., T.D., Ph.D., B.Litt., F.G.S.; Dr. S. M. Tahir Riavi, M.A., Ph.D., L.L.B., Bar-at-Law, M.R.S.T., F.R.G.S.; Dr. M. B. Pithawalla, D.Sc., F.G.S.; and Mr. George Kuriyan, B.A., B.Sc., (London) respectively. The Ph. D. examination involves quite as thorough a study as that in other subjects. Geography has the same position and value as all the other subjects in the philosophical branch. The candidate is obliged to write a scientific thesis avoiding compilation alone, or reproduction. The thesis must exhibit the progress of the Science. The candidate may also be required to appear for a *viva voce* examination to determine whether he has studied the subject scientifically and thoroughly.

FACILITIES FOR WOMEN'S EDUCATION

The education of women is not a modern problem in India. Owing mainly to the purdah system, the girl students are not receiving full benefit from the instruction in Geography in the Degree classes. The common opinion of enlightened women in the country, too, is decidedly against co-education. Modern educational thought is also coming to the same opinion. Co-education might be proposed as a way for economising on staff and equipment for Geography in Colleges. However, it is better to abandon the scheme as unsound and rather to have costlier separate departments than the apparently cheaper mixed colleges. I appreciate the lead taken by the Universities of Calcutta, Madras, Patna and the Punjab for providing facilities for instruction in Geography in separate colleges for women. It is an urgent need of the day that the other Universities where Geography is taught in the degree classes should follow suit with the least possible delay. Out of 31 colleges, 7 are women's colleges all of which provide facilities for women students. There are 1 in Calcutta, 1 in Madras, 1 in Patna and 4 in the Punjab. All the seven colleges except the one in Madras belong to Northern India. In this connection the name of the Muslim

University, Aligarh is worthy of mention. It has been for sometime, providing facilities for women students. Every year one or two students take their M. A. Examination from this premier University of India in addition to many girl graduates in Geography. The total number of professors engaged in the colleges for women is 14, contributing to nearly one-fifth of the total staff in Geography for India. Most of the Colleges are staffed with lady lecturers of foreign nationality and academic qualifications.

GEOGRAPHICAL SOCIETIES

1. *The Indian Geographical Society*.—Founded in 1942 (formerly the Madras Geographical Association). Owing to the untiring zeal of the late Mr. N. Subrahmanyam, who had been the founder Secretary, the Madras Geographical Association was raised to the Indian Geographical Society in 1942. The Society has a membership of about 129 (1944) all over India. The Society is an association of individuals and organisations committed to advance the cause of Geography in India. It aims, through research, conference, counsels and publications, to promote and diffuse geographical knowledge; to secure for Geography its proper place in schools, colleges and universities; to help to improve the methods of teaching Geography; and to help geographical studies on India. Its purpose is to serve as a bond of union to all who believe in the necessity for geographical research and studies, on, or in India; and to provide information on the subject. The Society's reference library is open to members and books may be borrowed under special arrangements by members. A Journal entitled "The Indian Geographical Journal" is published four times during the year, which is chiefly devoted to publishing original contributions from eminent geographers throughout India, and provides a stimulating survey of the most recent geographical research and studies on India. Annual subscription Rs. 8. Entrance fee Rs. 2. President—Miss J. M. Jerrard, M.A.*;—Vice-Presidents—Mr. Kedar Nath Srivastava, M.A., B.T.; Dr. A.S. Kalapesi, Ph.D.; Miss A.R. Irawathy;—Secretary and Editor—Mr. George Kuriyan, B.A., B.Sc. (London);—Asst. Secretary—Mr. M.P. Rajaġopalan, B.A., L.T.;—Treasurer—Mr. K. Ramamurthi, M.A., L.T.; Members of the Executive Committee—Miss E. D. Birdseye, B.Sc.; Mr. V. Kalyanasundaram, M.A., L.T.; Members of the Council—Mr. A.M. Satya, B.A., L.T.; Mr. M. Subramanya Iyer, B.A., B.L., Mr. K. Kularatnam, B.A. (Hons.), Dr. Kazi S. Ahmed, M.A., Ph.D.; Offices—Well Close, Cathedral P.O., Madras.

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The Calcutta Geographical Society.—In Bengal, a Calcutta Geographical Society has been founded which claims to have members throughout India. President—Dr. B. C. Law, M.A., B.L., Ph.D., D. Litt.; Vice-Presidents—Mr. D. N. Moitra, M.B., Mr. W. C. Wordsworth, M.A., Mr. A. K. Chanda, M.A., Mr. W. D. West, M.A., Joint Secretaries—Dr. S. P. Chatterjee, M.Sc., Ph.D., D. Litt.; Mr. D. P. Ghose, M.A.

This year the Society is organising an expedition to the Himalayas. This new venture of the Society is worthy of high appreciation.

Calcutta Geographical Journal.—The Calcutta Geographical Review is a quarterly journal wherein research papers are published.

The Punjab Geographical Review.—Soon after the Lahore Session of the Indian Science Congress in 1939, the need for an organ which should serve as a forum for the publicity of different viewpoints and for the dissemination of specialised knowledge, was greatly felt. Certain local difficulties that the pioneers in the cause of the subject had not anticipated delayed the publication of the Punjab Geographical Review. The much needed organ came into being and the first volume of the Journal was published in 1942 with due encouragement from the Vice-Chancellor. An Editorial Board of the following four experienced professors edits the Journal.

1. Miss C. L. H. Geary; Mr. E. T. Dean; Mr. A. N. Kapur; Mr. Abdul Haye. Offices—55-A, Ferozepur Road, Lahore.

A PLAN FOR THE FUTURE

A Suggestion to the Government and the Universities.

Geography has been taught for the last decade at Indian Universities, but it has remained academic, without much fruit for our national life. The students in the degree classes are weighed down with lectures and examinations and hence they lack training as original thinkers and contributors, being entirely absorbed with academical pursuits. It is the irony of fate that the University student who is considered to be fully equipped with Geographical knowledge knows more elaborately the Geography of other countries and continents than that of his own country. An answer to such a state of affairs is not very difficult to find. As this

branch of knowledge in its newest form has sprung from foreign soil, its assumptions, its environment and even its language remain strange and unreal. On the problems of Indian Geography he has to depend more upon foreign food, cooked by foreign scholars and authorities on the subject. India is a vast country with a variety of geographical problems. The field of geographical research in our country lies unexplored. Then, again, even elementary data relating to some aspects of the country's Geography are not readily available, and with what we are privileged to possess, not only are there substantial inaccuracies in the material available, but there are also gaps to be filled.

So far as I know, no Indian Institution or independent scholar has ever attempted a comprehensive survey of our country, and even in less degree explored the various aspects of the country's historical geography. Nobody could deny the sincerity of the efforts that have been made, but we should not be content with them. Geography has two sides, the physical and human. The latter is the necessary pre-requisite of history. This is now so fully admitted that a lecturer in History recognises the importance of calling the attention of his students to the physical conditions under which the events were enacted. It is certainly doubtful whether teachers of history have at present adequate means of obtaining facts from Indian Historical Geography, which they require, to master the subject. The aid which the science of Geography can render to all historical studies is so great that one need not enlarge upon it.

What the Universities can do, however, is to provide incentive to young scholars of real merit by awarding special scholarships and facilities for the purpose. For the study of Indian Historical Geography a man must have a good knowledge of Sanskrit, Arabic and Persian, and must be a true geographer in insight, possessing geographic mind and eyes. If such men are encouraged to undergo a regular course of study for a few years at one or more of the Geography-teaching Universities in India, the results will be very encouraging. With such men it might be possible with the collaboration of the senior staff, to lay the foundations for exploring this fascinating field. Every one who is interested in the development of University education, and in the success of the endeavours made to keep it abreast of the needs of our time, will feel with me that, though it is hard to find time at the Universities for a thorough study of the principles, yet it is worthwhile to have had one's attention called to some of the basic fundamentals of those historical times.

THE CENTRAL INSTITUTE OF GEOGRAPHICAL RESEARCH

The air all over India these days is full of post-war reconstruction plans. Several plans for the post-war industrial, economic, social and agricultural development of India have been proposed. In the political field the division of India is considered by the Muslims as the only solution for political harmony in the country. This complex problem warrants the creation of new Provinces, re-adjustment of the existing Provinces and a variety of other regional and territorial readjustments. This problem and all the other problems referred to above for the post-war reconstruction of India demand a comprehensive survey of the geographical conditions existing in the different regions of India. The natural resources of the country are said to be very great and promising, but who knows where and what they are. To provide natural frontiers instead of the present man-made boundaries between the Provinces, to promote their development and to solve scores of other problems, the whole sub-continent, somehow or other, has to be properly and Geographically surveyed. Even from the academic point of view the country has to be studied in its various geographic aspects. To equip our University student pursuing studies in degree and post-graduate classes with the most up-to-date geographic information on India, an authentic regional geography of the country is most urgently needed. A new history of India in ten volumes is under active preparation. It is high time that a Geography of India worthy of its name should be brought out within a reasonable period of time. At this stage one is confronted with three different complex problems. Who is to take the lead? What type of organisation should be adopted? And how to conduct the survey?

In the following few paragraphs I propose to put forward a co-ordinated plan of work to be undertaken in the cause of the country. I will endeavour to answer the questions in the order in which they have been raised.

It should be the Indian University centres, specially those which have provided facilities for instruction in Geography up to the highest University degrees, that should be engaged in the task of preparing an authentic regional Geography of India, region by region, on a co-operative basis. The independent geographers who might be willing to co-operate should be invited to co-ordinate their efforts with some such University. In this scheme of preparing an authentic regional Geography of India, emphasis has to be laid on a system of co-operative organisation. A scheme is to be involved which would be acceptable both to the Universities and to independent Geographers. It is to be hoped that co-operation would be forthcoming

from the societies and organisations of sister-sciences in India, which are these days giving their serious attention to post-war economic, agricultural and industrial reconstruction plans. The co-operation from other Government and public bodies such as the Survey of India and the Indian Geographical Society, etc. will not be lacking. It is hoped that the Universities on whom will lie the major burden will descend from abstract thinking to realities and give their fullest support to this plan which is concerned with actual problems of life.

I am of the opinion that it would be advisable to establish an independent Central Institute of Geographical Research preferably at Aligarh, for the study of the Geographical problems of our country. I have suggested the University of Aligarh as one of the possible centres, because it is one of the few places in India where advanced Geography is taught and where the library is fully equipped. It has the further advantage that it occupies a central position and the imperial records at Delhi are easily accessible.

The Central Government shall take the responsibility for the efficient conduct of its affairs, for all expenditure and future development.

The personnel of the Governing Body, which shall conduct the work of the institute, would consist of the following twenty-three members :—

1. Member-in-Charge, Department of Education, Health and Lands of the Government of India—Ex-Officio Chairman.
2. Surveyor General of India.
3. Director, Geological Survey of India.
4. Director General of Observatories, Poona.
5. One representative of the Council of Agricultural Research.
6. Director, Zoological Survey of India.
7. Director, Botanical Survey of India.
- 8-10. Three representatives of the Central Legislature.
11. One representative of the Inter-University Board.
12. One representative of the Indian Geographical Society.
13. One representative of the Indian Economics Association.
14. Head of the Geography Department, Muslim University.
15. Head of the Geography Department, Calcutta University, Calcutta.
16. Head of the Geography Department, Punjab University, Lahore.

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17. Head of the Department of Post-Graduate Research, Bombay University, Bombay.
18. Head of the Department of Geography, Madras University, Madras.
19. Head of the Department of Geography, Allahabad University, Allahabad.
20. One representative of the Heads of the Geography Departments of Degree Colleges affiliated to the University of Patna.
21. One representative of the Heads of Departments of the Degree Colleges affiliated to the University of Agra.
- 22-23. Two nominated independent Indian Geographers.

The Governing Body shall explore the best methods of giving practical effect to the plans for carrying out a comprehensive regional survey of India. It shall also define the precise scope of the inquiry. Its main functions shall be to serve as a clearing house of ideas and to act as a collecting centre of Geographical information for the survey. It shall adopt a scheme for the award of research scholarships to young Geography graduates who have shown initiative and are considered suitable to undertake research. Besides awarding scholarships, it shall also advance grants-in-aid to institutions and independent Geographers.

The Governing Body shall appoint seven Research Committees at the Universities of Calcutta, Patna, Aligarh, Punjab (Lahore), Agra, Bombay and Madras to undertake the research survey. The University of Allahabad shall collaborate with the University of Patna, as incorporated in the scheme.

In order to ensure the closest co-operation between the workers and to prevent overlapping of efforts, an annual conference of geographical research workers will be held. Free discussions on the work accomplished and on proposals for future work will enable the members of the Governing Body to make their recommendations for the programme of the following year.

The Government of India shall take the lead by granting the Institute a non-lapsing fund of some lacs of rupees to help the Universities in starting such research centres without the least possible delay. Additions should be made by the Government of India from time to time as financial conditions permit, supplemented by a fixed minimum grant annually, Provincial Governments and University Managements

should follow suit. Voluntary donations from the States, organisations and individual men for this purpose should be gratefully accepted. It is hoped that, placed in a more secure financial position and endowed with a large and more stable income, the Institute would be able to plan and execute a long term research programme without being worried by financial difficulties.

The distribution of Research work for the seven Research Centres I have suggested could be done on the following scheme :—

An attempt has been made to assign units to each research centre on a natural regional basis, keeping in view the nearness of the unit to each centre and the homogeneity of the area.

Calcutta University Research Centre.—

1. Lower Ganġes and the Brahmaputra Plains.
2. Eastern Hilly Region.
3. Himalayan Region (Eastern).

N.B.—The Himalayan Region has been broken into three parts, the Western, the Central and the Eastern, each to be undertaken for survey by the Universities of the Punjab, Patna and Calcutta respectively.

Patna University Research Centre.—

1. Middle Ganġes Plain.
2. Himalayan Region (Central).

N.B.—The University of Allahabad is to collaborate with this centre.

Aligarh University Centre.—

1. Eastern Punjab and Western U.P. Plains.

Punjab University Research Centre.—

1. Kashmir Plateau.
2. North-Western Hilly Region.
3. Western Punjab Plains.
4. Baluchistan Plateau.
5. Himalayan Region (North-Western).

Agra University Centre.—

1. Rajputana

Bombay University Research Centre.—

1. Malabar Coastal Region.
2. Konkan Coastal Region.
3. Deccan Lavas Region.
4. Gujerat Region.
5. Sind.

Madras University Centre.—

1. North Eastern Deccan Plateau.
2. Northern Circars Region.
3. Southern Deccan Plateau.
4. Carnatic Coastal Region.

It is a suggestion which, if acceptable, can be worked out further with greater exactitude as regards the actual position of units of research.

It is expected that all the inquiries started under the scheme relating to the regional Geographical Survey of India will be completed within a reasonable period of time. The results of the inquiry will be published by the Institute in some volumes.

Statistics showing the Colleges, the Heads of Geography Departments and the Number of Teaching Staff in Different Universities of India.

No.	University	Type	Courses prescribed	College	College recognised for Geog. Exam.	Head of Geog. Department.	No. of teaching staff.
1.	Agra ...	Affiliating	B.A., M.A. †	1. St. John's College, Agra.	B. A.	Mr. N. M. Ghose, M.A., (Hons.)	2
				2. S. D. College, Cawnpore.	B. A.	Mr. B. P. Gupta, M.A., B. Com.	2
				3. D. A. V. College, Cawnpore.	B. A.	Mr. S. D. Chandapuri, M.A., B. Com.	2
				4. Victoria College, Gwalior.	B. A.	Mr. M. A. Qureshi, M.A.	2
2.	Aligarh	Unitary.	B. A., B.Sc. (Pass & Hons) M.A., M.Sc. Ph. D.	University Department.	B. A., (P. & H.) M.A., M.Sc., Ph. D.	Mr. S. M. Tahir Rizvi, M.A., Ph.D., (London) F.R.G.S.	11
3.	Allahabad	Teaching.	B. A.	University Department.	B. A.	Dr. R. N. Dubey, M.A., D.Litt.	2
4.	Bombay...	Affiliating & Teaching.	B.Sc., Subsidiary Ph. D.	1. St. Xavier's College, Bombay.	B.Sc., (Subs.)	Dr. A. S. Kalapesi, Ph. D.	1
				2. Nowrosjee, Wadia College, Poona.	"	Mr. C. B. Joshi, M.A., B.A., (Cantab.)	1
				3. University Department.	Ph. D.	Prof. M.B. Pithawalla, D.Sc., F.G.S.	1
5.	Calcutta...	Affiliating & Teaching.	B.A., B.Sc., M.A., M.Sc., Ph. D.	1. University Department.	B.A., B.Sc., M.A., M.Sc., Ph. D.	Dr. S. P. Chatterjee, M.Sc., T.D., Ph.D., D. Litt., F.G.S.	15
				2. Lady Bra-bourne College, Calcutta.	B. A.	Miss L. A. Baker.	3
6.	Madras..	Affiliating & Teaching.	B. A., M.Litt., D.Litt.	1. University Department.	M.Litt., D.Litt.,	George Kuriyan Esqr B.A., B.Sc., (Lond.	2
				2. Queen Mary's College, Madras.	B. A.	Miss A. R. Iravathy B.A. (Hons.), B.T.	2
7.	Mysore ..	Teaching	B. A.	1. Maharaja's College, Mysore.	B. A.	Mr. Syed Nazir Ahmed,	1
8.	Patna ..	Affiliating.	B. A.	1. Patna College, Patna.	B. A.	Mr. S. Zahir Ahsan.	3
				2. H. D. Jain College, Arrah	B. A.	Mr Fazilat Husain.	2
				3. Patna Women's College, Patna.	B. A.	Mr. M. M. Hasan.	1

† Geography has been included in M. A. Course, but no affiliated College is recognised in Geography for M.A. Standard.

Statistics showing the Colleges, the Heads of Geography Departments and the Number of Teaching Staff in Different Universities of India.

No.	University	Type	Courses prescribed	College	College recognised for Geog. Exam.	Head of Geog. Department	No. of teaching staff.
9.	Punjab ¹ ...	Affiliating	B.A., B.Sc., (P. & H.), M.A.,*	1. University Department.		Dr. Kazi S. Ahmed, M.A., Ph.D. (Lond).	2
				2. F. C. College, Lahore.		Mr. E. T. Dean, B.A., M.Sc.	3
				3. Govt. College, Lahore.		Mr. A. N. Kapur, M.A., B.T., B.A., (Hon.)	2
				4. Islamia College, Lahore.		Mr. Abdul Haye, M.A.	2
				5. Islamia College, Peshawar		Mr. Md. Ashraf Khan Durrani, M.A., (Lond.)	1
				6. S. D. College, Lahore.		Mrs. Onkar Nath Kapur, M.A.	1
				7. Kinnaird College, Lahore.		Mrs. Henry Holland, M.A., Hons. (Edin.)	3
				8. The Lahore College, for Women.		Miss C. L. H. Geary, M.A., (Lond.)	2
				9. Government College, Ludhiana.		Mr. Raja Ram, B Sc., (Lond.)	1
				10. Sikh National College, Lahore.		Mr. Mahendra Pal Thakore, M.A.	1
				11. Doaba College, Jullunder.		Mr. Rajendra Krishen Handa, M.A.	1
				12. Government College, for Women, Lyallpur.		Miss W. F. Jacob, B.A., T.D.	2
				13. Islamia College, Lahore.		To be appointed.	1
				14. Emerson College, Multan.		Mr. Ishwar Das, M.A., (Hons) (Edin.)	2
Total ...		(a) University Deptt.	6		(a) University Deptt.	33	
		(b) Colleges.	25	31	(b) Colleges.	41	74

* M.A. Geography classes have been opened on Inter-Collegiate teaching basis.

1. Adapted from the list of lecturers in Geography in the Punjab and N.W.F.P., Punjab Geographical Review, 1942, but corrected to date. Three professors in Lahore are working as part-time lecturers in more than one College.

**Statistics showing the number of Scholars and Teachers in
Geography in different Provinces of India.**

The table given below summarises the progress of Geography in Universities in the different Provinces of British India and will be of general interest.

No.	PROVINCE.	No. of Scholars.		Total.	No. of Teachers.		Total.
		In 'Varsity Depts.	In Arts Colleges.		In 'Varsity Depts.	In Arts Colleges.	
		In			For		
		B. A., B.Sc., (Pass & Hons.) M.A., M. Sc.			B. A., B.Sc., (Pass & Hons.) M.A., M. Sc.		
	British India.						
1.	Assam	...	...	...	...	...	...
2.	Bengal	...	70	87	15	3	18
3.	Bihar	...	...	131	...	6	6
4.	Bombay	...	...	15	1	2	3
5.	C. P. and Berâr	...	...	...	...	...	...
6.	N. W. F. P.	...	...	10	...	2	2
7.	Orissa	...	...	...	...	...	...
8.	Punjab	...	...	306*	2	17	19
9.	Sind	...	...	...	...	...	...
10.	United Provinces	...	294	414	13	8	21
11.	Madras	...	...	10	2	2	4
	Indian India.						
12.	Mysore	...	...	27	...	1	1
	Total	...	364	1,000	33	41	74

* These figures are not authentic, but are based upon Mr. E. T. Dean's estimate.

**Statistics showing the number of Scholars and Staff in Geography
in different Universities of India.**

No.	UNIVERSITY.	Year.	No. of Students B.A., B.Sc., (Pass & Honrs.)	No. of Students in M.A., M.Sc.	No. of Staff Members.
1.	Agra ...	1944	120	..	8
2.	Aligarh ...	1944	177	67	11
3.	Allahabad ...	1944	50	::	2
4.	Andhra ...	...	...	::	...
5.	Annamalai ...	...	...	...	...
6.	Benares ...	...	...	...	...
7.	Bombay ...	1944	15*	..	3
8.	Calcutta ...	1943	70	17	18
9.	Dacca ...	...	...	...	...
10.	Delhi ...	...	...	::	...
11.	Lucknow ...	...	...	...	...
12.	Madras ...	...	10	...	4
13.	Mysore ...	1944	27	...	1
14.	Nagpur ...	...	...	...	...
15.	Osmania ...	...	...	...	...
16.	Patna ...	...	131	...	6
17.	Punjab	310 †	6 †	21
18.	Travancore
	Total	910	90	74
	Total in India 1941-42	46,451 †	7,579 †	...

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† Figures for this University are not authentic. In spite of my repeated requests the figures could not be made available. These figures are based upon Mr. E. T. Dean's estimate.

‡ Post-War Educational Development of India, January 1944 (Appendix—Table D.)