

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

1912.

Enclosures

Spare copies

G.O. No. 223, 9th March 1912.

Sanskrit education.

Passing orders on the proposals for the improvement of Sanskrit education submitted by the committee which dealt with the report of the Sub-Assistant Inspector of Sanskrit schools on his tour in northern India.

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GOVERNMENT OF MADRAS.
EDUCATIONAL DEPARTMENT.

READ—the following papers :—

I

Letter—from the Hon'ble Mr. J. H. STONE, M.A., F.R.H.S., Acting Director of Public Instruction, Madras.

To—the Secretary to Government, Educational Department.

Dated—the 28th July 1911.

No.—Ref. on Cur. 572 of 1909.

With reference to G.O. No. 134, Educational, dated 6th March 1911, I have the honour to state that the report of the Sub-Assistant Inspector of Sanskrit schools on his tour in Northern India was referred to a committee of three members, Messrs. Rao Bahadur M. Rangachariyar Avargal, Professor of Sanskrit, Presidency College, K. Ramanujachariyar Avargal, Principal, Maharaja's College, Vizianagram, and the Sub-Assistant Inspector of Sanskrit schools, and their proposals for the better working of the Sanskrit schools in this Presidency are herewith submitted with the following remarks. The financial result of the proposals is roughly calculated to involve an expenditure of about Rs. 10,000 a year, while the present expenditure comes to about Rs. 5,000. The committee wants to double the present expenditure immediately and commit the department to a further indefinite increase. There is this to be said for their proposals that even if they were accepted, the department would be doing a good deal less than other provinces for this form of education, which the committee consider tends to add something to the "conservative ballast" of the country while its spread will not obstruct progress in other directions. This may be so; but at the same time it is a kind of education outside the system usually recognized by Government, which has in its elementary stages the avowed object of fitting people for life. It is one thing to recognize the existence of Sanskrit schools and to aid schools found to be so existing, but quite another to encourage their indefinite multiplication and so to embark on a policy of setting up a rival system of elementary education. It will be observed that the rules devised by the committee to supply the deficiencies of the schools seem to tend in exactly this direction. Considerations of this kind suggest the need for caution in putting Sanskrit schools on a level with elementary schools in the matter of aid. I do not mean that a Sanskrit school might not properly receive more aid than an ordinary elementary school; but it should receive it as something exceptional, outside the educational system and serving a different purpose. For the present I think, therefore, that all Sanskrit schools should continue to be aided under chapter VI of the Grant-in-aid Code, though I accept the conditions of aid as laid down by the committee.

As regards inspection, similar considerations present themselves. Since the appointment of the Sub-Assistant Inspector of Sanskrit schools, the number of known and recognized Sanskrit schools has increased from 12 to 80 and some new schools have come into existence, and it is found that, like ordinary elementary schools, such schools tend to be ephemeral. To increase the inspecting staff would be to increase the artificial stimulus to the number of ephemeral schools. At the same time inspection is certainly inadequate. The Sub-Assistant Inspector of Sanskrit schools cannot get to all the schools even once in a year. To remedy this, the committee proposes two supervisors who, they think, could visit each school thrice a year. I very much doubt if they could and also am surprised that there should be the necessity. The whole point about these schools is that they provide an indigenous education in an indigenous manner. If they do this so poorly as to need constant supervision, why should the department trouble about them at all?

The department has to look after the other elementary schools because they are required to do something that is not in the least indigenous. I am aware that the committee have in view something more, they would apparently bring the methods of European scholarship to bear on the humblest Sanskrit school. Such an ideal strikes me as almost fantastic. The critical study of Sanskrit belongs to the ordinary schools and colleges of the department. It appears to me, therefore, that the chief need for inspection is to prevent the waste of public money and I would therefore recommend the appointment of an additional Sub-Assistant Inspector of Sanskrit schools rather than of two supervisors. The Presidency could then be divided between the two Sub-Assistant Inspectors and grants be given only on their recommendation. Perhaps the danger of artificial stimulus might be minimised by extreme care in recognizing and admitting to aid any new school. It might also be a good thing if the Sub-Assistant Inspectors' recommendations passed through the Circle Inspectors. I do not support the proposal to have a Superintendent of Sanskrit education. The committee proposes an examination for advanced schools which they estimate to cost Rs. 2,000 per annum. I suggested to the committee whether these schools might not be brought under the secondary school-leaving certificate scheme and they replied that they could not; but sketched a scheme for the award in them of certificates of the Secondary school-leaving certificate type which should, if English were taken under group C, qualify for the public service. This seems to me almost a *reductio ad absurdum* of the whole question. The *raison d'être* of these schools is that they provide an education which does not lead to the public service and similar activities but to a life devoted to the promotion of Sanskrit learning. The plan of an examination board, I do not like. It again implies artificial stimulus. If, however, it were found desirable to examine the top pupils in these schools, it should not cost Rs. 2,000 a year to do so.

The committee also recommends a system of stipends. I think that, if pupils of ability are found who really wish to devote themselves to a life of scholarship, they might be suitably encouraged in this way and that a few scholarships tenable in Sanskrit schools might be provided for in the scholarship notification.

ENCLOSURES.

(i)

Letter—from M.R.Ry. R. KRISHNAMACHARIYAR, M.A., Sub-Assistant Inspector of Sanskrit schools.

To—the Director of Public Instruction.

Dated—Nungambakkam, the 8th November 1909.

No.—743.

In reference to your proceedings, Reference on C. No. 572 of 1909, dated 15th July 1909, authorizing me to undertake tours in Northern India for acquainting myself with the condition of Sanskrit schools in the Provinces of Bengal, the United Provinces and the Punjab, I have the honour to submit the accompanying report embodying the results of my tour on the lines indicated in the annexure to the proceedings.

My tour commenced on the 13th August 1909 and it was completed on 22nd October 1909. In addition to the Government Sanskrit colleges at Calcutta, Benares and Lahore, I visited 25 tols in Bengal, 15 tols in the United Provinces and 8 tols in the Punjab, and availed myself of this opportunity to have personal interviews with distinguished Sanskrit scholars like Dr. Thibaut, Mr. Harinath De, Dr. Asutosh Mukharji, Pandit Satyavrata Samasramin, Mahamahopadhyaya Haraprasada Sastri, Mr. A. Venis, Mr. Woolner, Mahamahopadhyaya Pandit Banke Rai, M.R.A.S., Justice Chandravarkar and Dr. R. G. Bhandarkar to know their views on the question of encouraging and developing the indigenous Sanskrit schools in this country.

The character and scope of the Sanskrit tols or pathasalas is almost the same in every province. These institutions are now the poor substitutes of the ancient gurukulavasa (living with the teacher) and are traceable to the ideals and traditions maintained by such revered law-givers as Manu and Yajnavalkya, who, in

Different grades of schools, the principles on which they have been graded and the total number of schools of each grade in each province with attendance.

condemning Vidyavikraya (sale of learning) and insisting upon gurukulavasa, evidently dictated dissemination of learning gratis as a matter of imperative duty. The aim of a

typical pathasala is to create a class of real pandits of the old type well versed in one or more of the Sastras and Vedas. The old custom of sons pursuing the calling of the father, which made

pandits' sons grow up to be pandits unless they happen to lack the mental power to do so, is losing its hold upon the country and pandits' sons are accordingly being trained in secular learning, which promises better prospects from a worldly point of view than the calling of a pandit. Consequently the pathshalas are now resorted to only by those pupils, whose orthodox parents happen to be too poor to give them English education. Non-pandit Brahman families hardly ever think of training up any one of their juvenile members at a *tol* for the career of a pandit. The *tols* are being thus threatened with a stoppage of the supply of students. The average intellectual capacity of the present generation of *tol* students is held to be lower than that of the past generation. This process of decline must have gone on for some time, and has evidently led to the gradual disappearance of pandits well versed in the Vedas and Sastras. To arrest their decline and to keep up the ancient learning, the Government of Bengal have instituted three graduated examinations called (first, second and title examinations) to test the knowledge of the pandits studying in the *tols*. There are 23 local associations recognized and authorized by the Government of Bengal to conduct the first and second examinations, while the final (title) examination is conducted by the Central Committee at Calcutta. On the results of the first examination, stipends of Rs. 2 a month each tenable for two years are awarded to sixty pupils. On the results of the second examination, stipends of Rs. 2 a month for two years are awarded to twenty pupils, of Rs. 4 a month for two years to fifteen pupils, and of Rs. 3 a month for three years to four Nyaya pupils. Not more than one-third of the total number of stipends are ordinarily awarded to students of grammar and logic. On the results of the Sanskrit title examination, fifteen Government prizes—two of Rs. 100, two of Rs. 50, six of Rs. 25 and five of Rs. 20 each—are awarded to pupils in order of merit besides numerous private rewards. Ten Government prizes—two of Rs. 200, two of Rs. 100 and six of Rs. 50—each are awarded to teachers of the successful pupils at the Sanskrit title examinations in addition to six private rewards—three of Rs. 45 and three of Rs. 50 for Kavya and Darsanas.

The pandits are allowed to have their own way of teaching the Sastras according to their time-honoured methods and the examiners, who are also mostly pandits ignorant of English, prepare their questions so as to suit the pandits' ideas and tastes. Consequently no attempt has been made to grade these *tols* in accordance with modern ideas, the policy of the Government being evidently to encourage the pandits and their sastraic learning of the old type.

Even the Government Sanskrit colleges at Calcutta and Benares are conducted strictly on the old orthodox lines and may be regarded as interesting educational museums kept on to give people an idea of the typical *tol* of ancient days.

The number of *tols* preparing students for the Government examinations are 415 with 4,265 scholars in Bengal, 186 with 948 scholars in the United Provinces and 8 with 109 scholars in the Punjab.

Only one Sastra is taught in each *tol* and only such text-books as are prescribed for the first, second and title examinations are being studied therein. The typical pandits' conservatism has been so strong that it has not been found possible to introduce modern subjects into the *tols* or into their examination scheme. No provision exists for separate religious and moral training.

There is no organization. The pandits impart instruction to the pupils in any one of the various sastras—Veda, Smriti, Nyaya, Vyakaraṇa or Alankara and Sahityas—according to their time-honoured methods on pials of their dwelling-houses. The pandits as well as their pupils squat on mats spread on the floor. Most of the pandits are distinguished scholars of the old type holding certificates of proficiency in one or more of the sastras. They receive no fixed salaries except the monthly Vrittis ranging from Rs. 15 to Rs. 100 sanctioned by the Government as grant-in-aid in the case of a few particularly good pandits. These pandits also receive small perquisites given to them as vidaya on the occasion of various religious ceremonies conducted by well-to-do residents in their neighbourhood. The students maintain themselves from stipends received from Government supplemented by private charity. In the institutions endowed and maintained by rich zamindars and landholders, like those of Burdwan and Kharkara, provision has been made for the free boarding and lodging of students. Levying school-fees is nowhere known.

These institutions are mainly intended for Brahmans and even in the Sanskrit colleges at Calcutta and Benares maintained by Government, none but Brahmans secure admission. The admission of students is left entirely to the discretion of the pandits. In the case of students who seek admission into elementary *tols*, no previous training is required, although most of them possess a fair knowledge of their vernacular. Admission to higher *tols* is sought only by such students as are able to comprehend and cope with the work conducted therein.

There is no system of recognition; aid is however given in the shape of vrittis and rewards to distinguished pandits keeping *tols* as already pointed out.

The Government Sanskrit college at Calcutta is placed under a Principal who is a Master of Arts of the Calcutta University, while the Central college at Benares and the Oriental college at Lahore are both under European Principals. The department has made no provision for the supervision and control of aided schools; but no *tol* is allowed to receive Government aid unless it is managed by a local committee of respectable gentlemen.

The Government of Bengal spend Rupees 66,800 annually for encouraging Sanskrit education under the following headings:—

	RS.
Government Sanskrit college, Calcutta	35,000
Title examination charges and rewards for winning Sanskrit titles	4,500
Sanskrit Advisory and Examination Board	2,000
Rewards, vrittis and stipends to Sanskrit <i>tols</i>	18,500
Grants for the encouragement of useful publications	6,800
Total	66,800

The Government of the United Provinces have adopted a similar policy and they have also instituted three graduated examinations—Prathama, Madhyama and Acharya—as attached to the Government Sanskrit college at Benares. All the *tols* under private management prepare students for these examinations and the department has passed a rule that the salaries given to the pandits who have passed these Government title examinations should be not less than what is given to the teachers who have passed the University entrance examination. The pandits of the Sanskrit college prepare the question papers so as to suit their time-honoured method of teaching; and the students receiving instruction in the *tols* find it easy to obtain titles in these examinations. Almost all the advanced *tols* in the province are maintained by rich merchants and zamindars, while the *tols* where the elementary instruction in Sanskrit is given are aided by district boards and municipalities. Of the 176 Sanskrit schools that prepare students for the title examinations, 8 have already got themselves affiliated to the Sanskrit college under the recent requirements of the Grant-in-aid Code with a view to make themselves eligible for provincial grants. The Government spend annually Rs. 23,833-8-0 for encouraging Sanskrit education under the following headings:—

	RS.	A.	P.
Pay to professors and assistant professors employed in the Sanskrit college	17,460	0	0
Establishment charges	1,320	0	0
Scholarships	2,040	0	0
Purchase of Sanskrit manuscripts	450	0	0
Grants-in-aid to eight private Sanskrit schools under the recent rulings	2,563	8	0
Total	23,833	8	0

The above expenditure does not include the amount spent on the Anglo-Sanskrit department of the Benares Sanskrit college as also the salary of the Principal of the Sanskrit college, Benares.

In the Province of the Punjab, the University has an oriental side and the Oriental college trains students for proficiency, high proficiency and honours in Arabic, Sanskrit and Persian languages—no modern subject is introduced and the course of studies consist of only such subjects as are generally read in typical pathshalas. The expenditure on the Oriental college amounts to Rs. 30,000 (including the contribution given to the Ayurvedic section in the Dayanand Anglo-Vedic college). There are about 57 schools of which only eight prepare students for the Oriental degree examinations. The conditions regarding Sanskrit schools in the province are so peculiar that it has been found impracticable to extend the system of grant-in-aid on any fixed principle. Sanskrit here competes with Arabic and Persian, the Muhammadans in the province being nearly equal to the Hindus in strength. Even among the Hindus, there are two sections working on very different principles—Sanatana Dharma Associations working up Sanskrit *tols* on the old lines not allowing the lower castes to receive admission into their schools, and the Aryasamajists promulgating the tenets of Dayanand and admitting into their Sanskrit schools all castes including even Muhammadans and Christians—if they undertake to follow the tenets of the Aryasamaj. The schools established by them are intended more to inculcate their sectarian principles than to advance sastraic learning.

Generally, the purpose served by these schools is to create pandits of the old type well versed in one or more sastras and to keep up the ancient learning of India. But for the liberal encouragement accorded both by Government and by private charity, even the few good pandits now to be met with at Nuddea, Bhatpara and Benares would, in all probability, have ceased to exist. Many of the prominent pandits now living such as Mahamahopadhyaya Gangadhara Sastri, C.I.E., of Benares and Mahamahopadhyaya Yadunath Sarvabhauma of Nuddea admit their having received the major portion of their education in *tols*.

The necessity to improve and strengthen these institutions has been admitted by all educational officers and scholars interested in Indian education; but considerable difficulty seems to have been felt in determining the lines on which the improvement of the education imparted in the *tols* is to be effected. The pandits hold that the policy of introducing English and modern subjects into Sanskrit schools would eventually lead to the neglect of the study of Vedas and sastras. The Sanskrit *tols* are intended only for such pupils whose means do not permit their going to schools where English is taught and who would otherwise have gone without education. If students get a fairly good grounding in English before they complete their sastraic course of studies, these will have no attractions for them. The calling of a pandit does not pay and even distinguished pandits find it hard to keep body and soul together with the aid of the small perquisites or *vidhaya* given to them at *sradh*as and other ceremonies supplemented now and then by *sambhavan*as or reward from Native Chiefs on *Dasara* and other occasions. The salaries attached to the pandits' post in high schools and colleges are also too small to compensate the pandit for the trouble involved in mastering any of the sastras on the old lines.

Modern scholars, on the other hand, hold that a typical pandit is a living encyclopædia containing a mass of memorised materials and the time-honoured method of learning Sanskrit encourages much memorising and does not develop the faculty of independent thinking. They advocate the necessity of grafting western methods on the eastern ones. The course of studies in advanced *tols* should, according to them, include the study of the history of Sanskrit literature and language as well as the historical and comparative grammar of the language as propounded by western savants. The pandits should also possess fair idea of the results of European research in the field of oriental learning. This is not possible unless the pupils study English at least up to the Matriculation standard before they seek admission to any of the advanced *tols* (Sanskrit colleges). The scheme of oriental title examination recently accepted by the Madras University has been laid out in accordance with this view.

The scheme, I regret to note, is impracticable and furnishes no parallel. No pandit is likely to undergo a course of studies in a Sanskrit college after studying English up to the Matriculation standard. Pursuit of knowledge for its own sake is rare now in this country and a fair grounding in English is sure to attract a pupil to technical, industrial and commercial lines of study and work, which are more lucrative than the calling of a pandit or the honour of holding a title such as *Siromani* or *Vidwan*. In this connection, it may be noted that knowledge of English up to the Matriculation standard is more than sufficient for appointments carrying salaries up to Rs. 50 in railways, banks and mercantile firms as also for clerks' posts carrying salaries of Rs. 30 and less in Government service.

From a pandit's point of view, the Madras scheme of the oriental title examination does not ensure good grounding in any special sastra and the holder of the title will not be able to command much respect in the pandit community. He will, therefore, be ineligible either for *vidaya* in ceremonies or for *sambhavan*as in the *Darbars* of Native Chiefs, wherein they insist upon a thorough knowledge of any one of the Vedas or sastras on the part of all pandits. His knowledge of English too cannot be of a very high order and oriental scholars are not likely to give him their own status and rank. In filling up vacancies of pandits' posts in high schools and colleges, the title-holders will no doubt have a preference over an ordinary pandit ignorant of English. Even here the outlook is gloomy, as pandits' posts are now apt to be gradually done away with in English schools and colleges. In this connection it may be noted that the number of students that have taken up group IV for the intermediate examination under the new regulations is about 30 for the whole Presidency. Besides making the study of one of the oriental languages compulsory as before in the University course, the salaries of pandits will have to be raised to make these posts really attractive—the present scale being Rs. 15–25 in high schools, Rs. 25–40 in colleges under private management and Rs. 40–60 in Government colleges. If posts of oriental teachers can be made to carry the same salaries as those of assistant professors in science or mathematics, it is certainly more desirable to induce Sanskrit graduates to go through an advanced course of studies in Sanskrit colleges under distinguished pandits of the old type, than to ask students possessing a knowledge of English up to the Matriculation standard to study in Sanskrit colleges and become indifferent pandits and indifferent English scholars. This method of obtaining a body of graduate pandits seems to be about the best course to be adopted for improving the character and tone of instruction in oriental learning.

These aspects of the question were duly considered before instituting the title examination in Bengal, the United Provinces and the Punjab and in the scheme as finally decided upon, it was resolved to exclude all subjects, which are not likely to be popular with the pandits, the only innovation being the introduction of translation from Sanskrit into the vernacular and *vice versa*. In Bengal, even the knowledge of the Devanagari alphabet is not insisted upon and the candidates for the title examinations are allowed to write their answers in *Uriya* or Bengali characters.

The only way in which any improvement can be effected in Sanskrit schools (*tols*) without impairing their special feature is to insist upon the acquaintance of the results of western study and research through the medium of the vernacular and Sanskrit, the latter being sometimes more suitable for the purpose. A few scholarships of the monthly value of Rs. 25 or Rs. 30 may be instituted to induce pandits who have completed their sastraic course in advanced *tols* to study English and German with a view to make them become acquainted with the historical and comparative methods of study adopted by European savants. This is exactly what is done by the Principal of the Sanskrit college at Benares. The pandits, after their course in the Sanskrit college is over, are induced to attend the special classes instituted for teaching them English or German. Mr. A. Venis, M.A., who is himself a great oriental scholar and has been the Principal of the Benares Sanskrit college for many years is quite sanguine of the ultimate success of this scheme.

In the Sanskrit schools in our Presidency, a similar course may be followed. If the object is ultimately to bring into existence really good pandits possessing a sound knowledge of one or more of the sastras combined with a good acquaintance of western methods of study and research, examinations similar to those conducted by the duly authorized Boards of Examiners in Bengal and the United Provinces should be first instituted departmentally to test the value and efficiency of the preparatory teaching imparted in all the schools which lead up to oriental colleges wherein students are trained for the titles examination. The Professor of Sanskrit, Presidency College, may be requested to form a Board with the aid of the pandits employed in Government service for conducting such an examination. A dozen scholarships of the monthly value of Rs. 25 may be at once instituted and awarded to the most meritorious among the successful candidates in this examination so as to induce them to attend special classes in English and German which may be instituted for their benefit as a part of the oriental department in the Presidency College. In the syllabus for Sanskrit schools, a general acquaintance with the history of the language and literature through the medium of vernacular and Sanskrit may, as far as practicable, be insisted upon. An elementary knowledge of English also is not likely to be felt a strain by the pandits seeking the advantages of this sort of further training.

Should this proposal meet with your approval, I shall be glad to prepare and submit a detailed syllabus for the course of studies to be followed in Sanskrit schools along with a scheme of examination similar to those obtaining in other provinces.

(ii)

Letter—from M.R.Ry. Rao Babadur M. RANGACHARIYAR Avargal, M.A., Professor of Sanskrit, Presidency College, Madras.

To—the Director of Public Instruction.

Dated—Triplicane, the 27th March 1911.

In my capacity as chairman of the committee appointed in your proceedings, Ref. on C. No. 572 of 1909, dated 25th May 1910, to consider the report of the Sub-Assistant Inspector of Sanskrit schools on his tour in Northern India to study the working and organization of Sanskrit schools there, I have the honour to state that the said report was fully discussed by me with both the other members of the committee severally, and that, in accordance with the conclusions arrived at through those discussions, the following suggestions for rules, etc., are submitted, as required in the proceedings above noted, for the better working of the Sanskrit schools in this Presidency.

2. *Draft rules*.—These rules are intended to define and classify Sanskrit schools and to lay down the conditions of recognition and grant-in-aid. It will be seen that they are made designedly elastic; and much is necessarily left to the discretion of the inspecting officer and the Director of Public Instruction. They are as follow:—

- (i) Sanskrit schools are such schools as have for their main object the imparting of a knowledge of the Sanskrit language and literature to those who seek instruction therein.
- (ii) For purposes of inspection and recognition, these schools shall be classified into three grades as *elementary*, *advanced* and *collegiate*.
- (iii) In all these three classes of recognized Sanskrit schools, the curricula of studies as well as the text-books used shall be such as are approved of by the Government Department of Education.

(iv) All elementary Sanskrit schools shall, in addition to the teaching of Sanskrit in them, provide for the imparting of instruction in reading, writing and arithmetic in a vernacular language.

(v) In advanced Sanskrit schools, provision shall be made for teaching, in addition to Sanskrit language and literature, the elements of the history and geography of India in a vernacular language. English also may be taught in them as an optional language.

(vi) In collegiate Sanskrit schools, the course of studies shall generally be in accordance with the requirements of the University of Madras for the *oriental title examinations*: the teaching of English and higher vernacular literature shall, however, be optional in them.

(vii) Every full-time Sanskrit school shall ordinarily be expected to impart secular instruction for not less than four hours a day on not less than 22 days in the month, excepting when vacations and special holidays, approved of by the inspecting officer, intervene so as to diminish the number of working days thus determined.

(viii) Only such Sanskrit schools as do full-time work shall be eligible for recognition by the Government Department of Education.

(ix) The recognition of all classes of Sanskrit schools shall vest in the Director of Public Instruction.

(x) The building used for these schools should admit sufficient light and air, should be certified by the inspecting officer to be suitable, and should be kept clean.

(xi) The provision of much furniture need not be insisted upon; but every recognized Sanskrit school should have a supply of such furniture and such simple educational appliances as the inspecting officer considers to be necessary.

(xii) Every recognized Sanskrit school shall keep the following registers in the prescribed form, and shall submit them to the inspecting officer whenever required:—

- (1) A register of admissions and withdrawals.
- (2) A register of attendance of pupils.
- (3) A register of attendance of masters.
- (4) A register of progress and conduct.
- (5) An inspection register.

The first three registers must be carefully kept by the headmaster and should be countersigned by every inspecting officer who visits the school. No entry should be made in the inspection register except by an inspecting officer, and all entries therein should be in a language understood by the headmaster. A visitor's book also should be kept in which district officials and other visitors to the school may be invited to note down their remarks and suggestions.

(xiii) No transfer certificate shall be demanded from any pupil on admission to any Sanskrit school. The pupil shall be placed in the class for which the headmaster considers him to be suitable. The inspecting officer may order the removal of any pupil from one class to another if it seems desirable; and all such removals of pupils from class to class should be recorded in the progress and conduct register.

(xiv) In all Sanskrit schools, the course of studies should be arranged and the time-table drawn up in consultation with the inspecting officer. The inspecting officer should record his opinion in the inspection book as to which subject or subjects each teacher in a school is qualified to teach; and no other subjects than those for which a teacher is thus declared to be qualified should be attempted by him. Special care should be taken in this respect in regard to the subjects which are to be taught in a vernacular language and also in regard to the teaching of English as an optional language. A scheme of studies comprising the subjects to be taught in the various classes of the elementary and advanced grades of Sanskrit schools will be issued by the Education department from time to time; and the headmasters should make the requisite selection from this scheme for their respective schools.

(xv) Sanskrit schools also shall, like other kinds of schools, be eligible for teaching grants for grants for school buildings and boarding houses for students, for grants for furniture and books and appliances, and also for grants towards endowments, provided that no grant of any kind shall, in any case, be given to any Sanskrit school, which the Director of Public Instruction does not consider to be a properly-managed institution.

(xvi) Sanskrit schools of the elementary grade shall, in the matter of grants, be treated like ordinary elementary schools, it being understood that no such Sanskrit school can become entitled to any grant, unless due provision is made in it for the imparting of the required instruction in reading and writing and arithmetic in a vernacular language.

(xvii) In regard to grants, advanced and collegiate Sanskrit schools shall be treated as superior indigenous schools, provided that no advanced Sanskrit school, in which due provision is not made for the teaching of the elements of Indian history and geography in a vernacular language, shall be considered to be eligible for any kind of grant-in-aid. With a view to encourage the teaching of English as an optional language in both these grades of schools, the Director of Public Instruction may, on the recommendation of the inspecting officer, sanction on behalf of the teacher of English in these schools a special grant not exceeding Rs. 150 a year.

(xviii) The above rules shall be applicable to all Sanskrit schools, irrespective of their being under public or private management.

3. *Due provision for inspection.*—It is understood that there are at present 75 schools in the Presidency, which may be considered to be eligible for receiving grants, and 50 of which are actually in receipt of grants; and it is very probable that the number of such schools will not exceed 100 in the course of the next five years. In the interest of maintaining these schools in an efficient condition and to make sure that the aid given by the State is not thrown away on unworthy institutions, it appears to be necessary that these schools should be subjected to inspection at least thrice a year. Seeing that they are situated in scattered positions all over the Presidency, it is obviously impossible for a single unaided inspecting officer to conduct all these required inspections; and the time does not seem to have arrived for the appointment of another inspecting officer to look after Sanskrit schools. It is therefore considered to be desirable to have two pandit supervisors of Sanskrit schools appointed under the Sub-Assistant Inspector of Sanskrit schools, one of them being employed to do work in the districts situated to the north of Madras, the other in the districts to the south and to the west of Madras. Even when the time comes for the appointment of another inspecting officer for Sanskrit schools, these pandit supervisors will certainly be required.

The present Sub-Assistant Inspector of Sanskrit schools considers that the title of his office is somewhat anomalous, and it is suggested that he may be called Superintendent of Sanskrit schools.

4. *Advanced grade examination.*—The institution of a public examination at the end of the course to be gone through in the advanced Sanskrit schools appears to be conducive to the better working of all grades of Sanskrit schools. It will tend to co-ordinate the work of the schools of the elementary grade with that of the schools of the advanced grade, and will at the same time be of use in testing the fitness of those who seek to enter a collegiate Sanskrit school. The educational aim, which elementary and advanced Sanskrit schools have to keep in view, cannot be brought home to the masters and pupils of these schools without the aid of such an examination. And the stimulus, which it may give indirectly to Sanskrit studies, does not seem to be negligible in the present circumstances. It may be seen from the Sanskrit Sub-Assistant's report under consideration that the Government of Bengal spends annually Rs. 6,500 for the conduct of the title examinations in Sanskrit in that province. The same scale of expenditure is not needed here for the proposed advanced grade examination, since the burden of conducting the title examinations here has fallen to the lot of the Madras University. If a properly-constituted Board is appointed for the purpose of organising and conducting this advanced grade examination in Sanskrit, the expenditure thereon need not for over ten years at least exceed Rs. 2,000 annually; and this expenditure cannot but be fruitful of good results in the cause of Sanskrit education in this Presidency. The Board appointed for organizing and conducting this examination may also serve as an Advisory Board, that may be consulted on technical questions connected with Sanskrit education by the Director of Public Instruction, whenever he finds it necessary to do so.

5. *Stipends.*—Both in Bengal and in the United Provinces the practice of giving stipends to students in Sanskrit schools and colleges is seen to be in vogue. This is in this country a time-honoured practice traditionally associated with Sanskrit education. These stipends now have, as a means of encouraging the old Indian Sanskrit culture, a much more real value than ever they had before. If it is considered desirable—as it must be—in the interest of Indian education and enlightenment not to allow this culture to die away in the land, then no objection can be taken against offering a certain amount of special encouragement to Sanskrit education. Such encouragement should, of course, be no more than strictly proportionate to the importance of that education in Indian life. And the committee is distinctly of opinion that the granting of a certain number of stipends to worthy and capable students in advanced as well as collegiate Sanskrit schools is calculated to improve markedly the nature of Sanskrit education in this Presidency. Stipends of the monthly value of Rs. 3 and Rs. 4 may be, in suitable cases, granted to eligible students reading in the two highest classes of advanced Sanskrit schools; and stipends ranging in monthly value from Rs. 5 to Rs. 7 may, in similarly suitable cases, be granted to eligible students in all the four classes of collegiate Sanskrit schools. The number of these stipends naturally depends upon the money that can be made available for it. It is worth considering if local funds may not be made to contribute to some extent towards this not undesirable expenditure in connection with Sanskrit education.

6. *Conclusion.*—In any case, to bring about the better working of Sanskrit schools in the Presidency, it seems to be necessary to incur more expenditure in relation to them in more than one way. Considering that Bengal spends nearly Rs. 67,000, and the United Provinces spend apart from the expenditure incurred on the Benares Sanskrit college, a sum well over Rs. 23,000 for the encouragement of Sanskrit education, it cannot be said that the incurring of the necessary expenditure to bring about the better working of Sanskrit schools in this Presidency is in any manner unjustifiable. The main virtue of Sanskrit education consists in the moral tone which it gives to the recipient thereof, so as to make him a genuine lover of peace, contentment, loyalty and obedience to authority. At a time when the spirit of the age is seen to be generally in favour of promoting aggressive self-assertion and individual independence, it cannot be bad for any society to endeavour to add somewhat to what may be called its conservative ballast, provided

that the conservatism so encouraged is adequately enlightened and ranges itself on the side of order without unduly obstructing progress. The committee has no doubt that efficiently-worked and well-supervised Sanskrit schools conducted on the above lines can accomplish this end in a thoroughly satisfactory manner.

7. The report of the Sub-Assistant Inspector of Sanskrit schools on his tour in Northern India is herewith returned.

II

Memorandum No. 1847-2, Educational, dated 3rd October 1911.

The Government accept the committee's proposal that for purposes of inspection and recognition Sanskrit schools shall be classified into three grades, namely, collegiate, advanced and elementary. The course of studies in collegiate schools should provide adequately for the needs of the oriental title examinations of the University and should include a study of English specially directed towards fitting the students to read and understand the English literature bearing on the special branch or branches of Sanskrit literature which they may have selected for study. The advanced schools should serve as feeders to the collegiate institutions, the curriculum being designed so as to impart a knowledge of the Sanskrit language and literature leading up to a preliminary examination which the Government consider should be held for the purpose of testing the qualifications of candidates for admission to a college. At this admission test English should be an optional, if not a compulsory, subject of examination. The medium of instruction in advanced schools should be the vernacular of the district and provision should be made for the teaching of vernacular composition. Some history and geography may also be taught as recommended by the committee, and English, though a compulsory subject of study, must always remain a subsidiary item, lest admission should be sought with the main object of acquiring proficiency in that language, rather than Sanskrit. In elementary schools the course should combine Sanskrit with a knowledge of reading, writing and arithmetic in the vernacular language which should also be the medium of instruction.

2. It remains to consider on what basis these Sanskrit schools should be assisted and what steps should be taken to encourage the study of Sanskrit. The Government consider that, while elementary Sanskrit schools may be aided by a special system of grants based mainly on the number of pupils, the advanced schools and colleges should receive teaching grants under Chapter VI of the Grant-in-Aid Code, the provisions of which should be amplified and made more definite so far as concerns this class of institutions. They are further of opinion that the study of Sanskrit should be encouraged by the institution of some 50 to 100 scholarships of the monthly value of two or three rupees each tenable in advanced schools, to be awarded to the most promising pupils in elementary schools, and that some thirty scholarships tenable in colleges of such value ranging from Rs. 7 to 10 *per mensem* as may be considered sufficient to cover the entire cost of maintenance and tuition, should be awarded to the pupils who pass highest at the preliminary examinations referred to in paragraph 1 *supra*.

3. As regards inspection, it seems hardly necessary that these Sanskrit schools should be inspected three times every year, but in view of the fact that it will not be possible for a single sub-assistant to inspect all the Sanskrit schools in the Presidency, the Government will be prepared to consider the question of sanctioning the employment of an additional sub-assistant.

4. The Director of Public Instruction is requested to draw up detailed proposals on the above lines and submit them for the approval of Government together with an estimate of the probable cost of his proposals.

L. DAVIDSON,
Ag. Secretary to Government.

To the Director of Public Instruction.

III

Letter—from the Hon'ble Mr. A. G. BOURNE, D.Sc., F.R.S., C.I.E., Director of Public Instruction.

To—the Secretary to Government, Educational Department.

Dated—Madras, the 23rd December 1911.

No.—Ref. on Cur. 572/09.

With reference to Government Memorandum No. 1847-2, dated 3rd October 1911, calling for detailed proposals for giving effect to the scheme for the improvement of Sanskrit education, I have the honour to state that there were 270 Sanskrit schools in existence on the 31st March 1911. The Sub-Assistant Inspector of Sanskrit schools has proposed that 75 of these, including the schools at present in receipt of aid, should be brought under inspection and recognized. It will be seen from the enclosed Statement A that of the 75 schools, 8 are classed as colleges, 36 as advanced schools and 31 as elementary schools. It is reported that some of these schools are not as yet properly organized but the Sub-Assistant expects that they can be brought up to the required standard in a few years.

With regard to the colleges, all but the Mylapore College are reported to have lower classes attached to them and those at Pattambi, Tiruvadi and Sriperumbudur have elementary classes as well. They follow the four years' course for the Oriental Titles Examination. The Mylapore and Pattambi Colleges may possibly be able to prepare candidates for this examination in alternate years, but this is unlikely and for the present we may reckon that the colleges will only send up one batch of students in four years.

As regards the advanced and elementary schools there has been no system of recognition up to date but a grouping system has been approved. All the 75 institutions may for the present be brought under inspection and recognized. Power should be vested in the Director to add to this list or to withdraw recognition from schools when necessary. Further all of them may be aided with the exception of the three colleges at Tiruvadi, Vizianagram and Tirupati. Of these, the first is under the management of the District Board, Tanjore, and is maintained from Chatram funds, the second is maintained by the Raja of Vizianagram and the third by the Mahant of Tirupati. They therefore require no aid.

2. *Grants to Sanskrit schools.*—The colleges and advanced schools may be aided under Chapter VI of the Grant-in-Aid Code and the fixing of the amount of grant for each school left to the discretion of the Director. The grant for elementary schools may be fixed at the rate of Re. 1 per year for each pupil in average daily attendance. From Statement B enclosed it will be seen that a sum of Rs. 1,772 will be required over and above the existing provision for grants for these institutions. I think this amount should suffice if the indefinite multiplication of schools is opposed.

3. *Scholarships.*—In colleges thirty scholarships may be instituted for award to those pupils who pass highest at the preliminary examination. I have already pointed out that the college course extends over four years and that there will be only one batch of students for these four years, there being no admissions in the intervening years. The amount required for the proposed thirty scholarships may be made to vary in the four different years. The monthly rate of scholarship per pupil may be Rs. 7 in the first year, Rs. 8 in the second year, Rs. 9 in the third year and Rs. 10 in the fourth.

In advanced schools 72 scholarships may be instituted for the present, to be awarded to the most promising pupils in elementary schools. As the courses of study in these schools extend over six years it is proposed to allot twelve scholarships in each of the six classes of the monthly value of Rs. 2 in the three lower classes and of Rs. 3 in the next three higher classes.

The above scholarships may be awarded by the Director on the recommendation of the Inspector of Sanskrit schools. It should be competent to the Director to increase or decrease the number of scholarships as occasion arises. An average sum of Rs. 5,220 will be required for payment as scholarships as will be seen from Statement C.

4. *Preliminary Examination charges.*—The charges on account of this examination may be put down at Rs. 500 *per annum* but this amount could not be calculated on any accurate basis.

5. *Grants for buildings, furniture and books.*—It is not possible to estimate the amount of grants which will be required for payment under these heads but I propose that for the present a sum of Rs. 500 may be provided for grants for these purposes.

6. *Additional inspection and guidance for Sanskrit schools.*—With reference to paragraph 3 of the Government Memorandum I propose that the present Sub-Assistant Inspector of Sanskrit schools should be designated Inspector of Sanskrit schools and allowed two assistants to be termed "Supervisors of Sanskrit schools". The head-quarters of one of them may be at Vizianagram and of the other at Calicut. I prefer this arrangement to the appointment of a second Sub-Assistant Inspector. The Inspector will be able to secure uniformity of aim and policy in the development of Sanskrit education, whereas it would be difficult for the Director to co-ordinate the work of two Sub-Assistant Inspectors. Further as the medium of instruction is the vernacular, it is desirable to secure men who are authorities in Sanskrit and the necessary vernaculars, *i.e.*, one officer with a knowledge of Sanskrit, Telugu and Uriya and the other a pandit in Sanskrit, Tamil, Malayalam and Canarese. Such men can be more easily secured under the arrangements now proposed. A further advantage is that there will be two posts open to pandits, a class threatened with extinction. The two Supervisors of Sanskrit schools will correspond direct in Sanskrit or a vernacular with the Inspector of Sanskrit schools.

The appointments may be made to the cadre of Supervisors of Elementary schools, two additions being made to the number of appointments in the 50-rupees class. In order to meet the charges relating to the salaries, allowances and contingencies of these two Supervisors an additional amount of Rs. 1,950 will be required as shown in Statement D.

7. Taking the average figure for college scholarships and for teaching grants to colleges and advanced schools, the total cost of my proposals amounts to Rs. 9,940 in round figure as shown below :—

	Rs.
Teaching and capitation grants	1,772
Scholarships	5,220
Two Supervisors of Sanskrit schools	1,950
Preliminary Examination charges	500
Grants for building, furniture and books	500
	9,942

ENCLOSURES.

Statement A.

District.	Name of institution.	Total strength.
(1) Colleges.		
1. Vizagapatam ..	Maharaja's Central Sanskrit College, Vizianagaram.	64
2. Kistna ..	Sanskrit school, Akiripalli	30
3. Madras ..	Sanskrit College, Mylapore	25
4. Chingleput ..	Do. Sriperumbudur	70
5. North Arcot ..	Devasthanam Sanskrit College, Tirupati	50
6. Tanjore ..	Board Sanskrit College, Tiruvadi	125
7. Malabar ..	Central Sanskrit College, Pattambi	70
8. Do. ..	Sanskrit College, Puthukkote	70
(2) Advanced schools.		
1. Ganjam ..	Sanskrit school, Parlákimedi	23
2. Do. ..	Do. Purushottapur	20
3. Do. ..	Do. Utlam	22
4. Vizagapatam ..	Do. Bobbili	23

District.

Name of institution.

Total strength.

(2) Advanced schools—cont.

5. Vizagapatam ..	Sanskrit school, Salur	20
6. Do. ..	Do. Jami	30
7. Gódvári ..	Do. Injaram	59
8. Do. ..	Do. Draksharam	22
9. Kistna ..	Do. Kakraparru	44
10. Guntúr ..	Do. Peddavaram	20
11. Do. ..	Do. Peddapulivarn	25
12. Do. ..	Do. Amartalur	25
13. Nellore ..	Do. Nellore	20
14. North Arcot ..	Sanskrit school, Chirtanur	40
15. Do. ..	Do. Punganúr	25
16. Do. ..	Do. Sholinghar	16
17. Bellary ..	Sanmargasamaj Sanskrit school, Bellary	30
18. Chingleput ..	Sanskrit school, Madurantakam	26
19. Do. ..	Do. Tirumazhisai	25
20. Tanjore ..	Do. Therighandur	20
21. Malabar ..	Do. Nathur	70
22. Do. ..	Do. Kavasseri	27
23. Do. ..	Do. Kollengode	30
24. Do. ..	Do. Guruvayur	46
25. Do. ..	Do. Kuthur	67
26. Do. ..	Do. Eranjoli (Madathumbakam)	40
27. Do. ..	Do. Kadirur	45
28. Do. ..	Do. Katcherivalap, Koodaly	39
29. Do. ..	Do. Kezhal	27
30. Do. ..	Do. Azhikkode	36
31. Do. ..	Do. Chirakkal	33
32. Do. ..	Do. Kuttipuram	50
33. Do. ..	Do. Alapatamba	31
34. South Canara ..	Do. Udipi	70
35. Tinnevely ..	Board Sanskrit school, Kulladakurichi	18
36. Do. ..	Do. Tirukarangudi	23

(3) Elementary schools.

1. Ganjam ..	Sanskrit school, Dharkota	52
2. Do. ..	Raja's Sanskrit school, Parlákimedi	14
3. Do. ..	Devasthanam Sanskrit school, Srikurmam	25
4. Vizagapatam ..	Do. Simhachalam	20
5. Do. ..	Do. Ramatirtham	15
6. Gódvári ..	Girls' Sanskrit school, Injamam	30
7. Chingleput ..	Sanskrit school, Maduramangalam	20
8. Do. ..	Do. Akaram (Chinnambedu)	25
9. South Arcot ..	Do. Tiruvendipuram	16
10. Tanjore ..	Do. Nedunderuvu	15
11. Trichinopoly ..	Sanskrit school, Srirangam	30
12. Madura ..	(Girls) Sanskrit school, Periyakulam	55
13. Tinnevely ..	Do. do. Trikarangudi	37
14. Do. ..	Do. do. Karikkurichi	35
15. Do. ..	Do. do. Kadayam	35
16. Do. ..	Do. do. Kulladakurichi	65
17. Do. ..	Board Sanskrit school, Tenkasi	30
18. Do. ..	Do. do. Alwartirunagari	48
19. Do. ..	Do. do. Srivaikuntam	30
20. Malabar ..	Sanskrit school, Tenkurissi	45
21. Do. ..	Do. Cherplacherri	24
22. Do. ..	Do. Naduvattam, Karalamannam	32
23. Do. ..	Do. Vaillankunnam	35
24. Do. ..	(Girls) Sanskrit school, Srikrishnapuram	21
25. Do. ..	(Mappilla) Sanskrit school, Puthur	30
26. Do. ..	(Girls) Sanskrit school, Malappuram	20
27. Do. ..	Sanskrit school, Mallappuram	70
28. Do. ..	(Girl's) Sanskrit school, Chowa, Cannanore	30
29. Do. ..	Sanskrit school, Pulapparra	25
30. South Canara ..	Do. Karkla	20
31. Anantapur ..	Do. Pamidi	15

Statement B.

(1) Grants to Colleges.

Number of schools classed as colleges	Rs. 8
Deduct number of unaided colleges	3
Number to be aided	5
Average annual grant for each college is Rs. 600.	
For five colleges 5×600 , Rs. 3,000.	

(2) Grants to advanced schools.

Number of schools classed as advanced schools	36
Twenty-eight schools are in receipt of aid at present and the grant paid amounts to Rs. 2,200. This gives an average grant of Rs. 78 to each school.	
The 36 schools, if paid at this rate, would require Rs. 36×78 or Rs. 2,808.	

(3) Grants to elementary schools.

Number of schools classed as elementary	31
Number of pupils attending these schools	964
Amount of capitation grant at Re. 1 per pupil Rs. 964.	
Total of 1 + 2 + 3 = $3,000 + 2,808 + 964$	6,772
Deduct grant now paid to some of these schools	5,000
Extra amount required	1,772

Statement C.

(1) Scholarships in colleges.

Number of scholarships proposed	30
Rate of scholarship for the 1st year is Rs. 7.	
For the 2nd year, Rs. 8, for the 3rd year Rs. 9 and for the 4th year Rs. 10.	
Amount required for the 1st year $30 \times 7 \times 12$	Rs. 2,520
Do. 2nd year $30 \times 8 \times 12$	2,880
Do. 3rd year $30 \times 9 \times 12$	3,240
Do. 4th year $30 \times 10 \times 12$	3,600
The average for a year is $\frac{12,240}{4}$	3,060

(2) Scholarships in advanced schools.

Number of scholarships proposed	72
Rate of scholarship in the 1st class is Rs. 2 for 12 boys	Rs. 24
Do. 2nd class is Rs. 2 for 12 boys	24
Do. 3rd class is Rs. 2 for 12 boys	24
Do. 4th class is Rs. 3 for 12 boys	36
Do. 5th Do.	36
Do. 6th Do.	36
Amount required for 1 month	180
Do. for 12 months 12×180 or	2,160
Total (1) and (2) = $3,060 + 2,160$	5,220

Statement D.

Supervisors of Sanskrit schools.

Two supervisors on Rs. 50 each : 12×100	1,200
Travelling allowance for the two supervisors	600
Contingencies do.	150
Total	1,950

Order—No. 223, Educational, dated 9th March 1912.

The papers read above deal with the question of the improvement of Sanskrit education in this Presidency. The Government have given careful consideration to the proposals on the subject submitted by the committee which dealt with the report of the Sub-Assistant Inspector of Sanskrit schools on his tour in northern India and are now pleased to sanction the recommendations made by the Director of Public Instruction, namely:—

(1) that for the purposes of inspection and recognition Sanskrit schools shall in future be classified into three grades—collegiate, advanced and elementary, the courses of studies being fixed on the lines indicated in Memorandum No. 1847-2, dated 3rd October 1911;

(2) that a preliminary examination shall be held at the end of the advanced course for the purpose of testing the qualifications of candidates for admission into a college;

(3) that colleges and advanced schools shall be aided under Chapter VI of the Grant-in-Aid Code, the amount of grant for each institution being fixed by the Director of Public Instruction;

(4) that elementary schools shall be aided on a special system, the grant being fixed at the rate of Re. 1 per year for each pupil in average daily attendance; and

(5) that a system of scholarships shall be instituted in accordance with the proposals embodied in paragraph 3 of Dr. Bourne's letter, dated 23rd December 1911.

2. The Government are further pleased to sanction the strengthening of the agency for the inspection of Sanskrit schools by the appointment of two supervisors on Rs. 50 each, who will be included in the cadre of supervisors of elementary schools. The Director of Public Instruction will be requested to state whether it will not suffice to allow these supervisors the concession specified in article 1045 of the Civil Service Regulations in addition to the permanent monthly travelling allowance of Rs. 12-8-0 sanctioned for supervisors. If it is proposed to give them a permanent monthly travelling allowance of Rs. 25 *per mensem*, the sanction of the Government of India will be requisite.

3. The designation of the Sub-Assistant Inspector should be "Superintendent of Sanskrit schools and colleges."

4. The rules framed by the committee should be revised in accordance with these orders and in doing so provision should be made for the maintenance of a register showing the subsequent career of students.

5. The sanction accorded in these Proceedings will be registered as No. 13 of 1912-13.

6. As soon as final orders on the budget estimate for 1912-13 have issued, the Director of Public Instruction should submit reappropriation statements providing for the expenditure incurred or anticipated during the current and ensuing financial years in connection with the scheme now sanctioned.

(True Extract.)

L. DAVIDSON,
Ag. Secretary to Government.

To the Director of Public Instruction.
" Accountant-General.
" Financial Department with copy of notes.
" Local and Municipal Department.
Editors' Table.

Further
order in
No 609 Ea
9-7-1912

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O. No. 223, EDUCATIONAL,
DATED 9TH MARCH 1912.

[SUBJECT.—*Improvement of Sanskrit education.*]

Previous paper :

G.O. No. 134, Educational, dated 6th March 1911.

From the Director of Public Instruction, dated 28th July 1911, No. 572/09.

Please see the question asked by the Hon'ble Mr. Krishnan Nayar at the meeting of the Legislative Council held on the 5th April 1909 and the reply thereto on page 1 of G.O. No. 213, Educational, dated 6th April 1909.

2. In pursuance of paragraph 2 of his letter, dated 29th March 1909, on pages 3 and 4 of that Government Order, the Director of Public Instruction (Dr. Bourne) submitted proposals for the deputation of the Sub-Assistant Inspector of Sanskrit Schools to Northern India. The Director G.O. No. 349, Educational, dated 14th June 1909.

of Public Instruction then pointed out that there were 262 Sanskrit schools in this Presidency with 4,825 pupils, that they were all private institutions which were working on purely indigenous lines, that the instruction in them was given by Pandits according to their traditional methods, that the existence of such a large number of schools showed that there was a demand for instruction in Sanskrit and that the Educational Department had done nothing to meet that demand beyond appointing an Inspecting officer for the schools and giving aid to some of them. He observed that no scheme of studies had been prescribed for the schools and that no control was exercised over the instruction given, even in the case of such of the schools as received aid from Government. He said he was continually being urged to do something for these schools and that the question of bettering and bringing them into line with modern requirements without impairing their special features had for some time been engaging his attention. Before, however, taking any definite action in the matter, he wished to acquaint himself in some detail with the conditions prevailing in regard to Sanskrit schools in the country outside the Presidency and in order to enable him to do so he requested the sanction of Government to depute the Sub-Assistant Inspector of Sanskrit schools on a tour in Northern India to study the working and organization of Sanskrit schools in Bengal, the United Provinces and the Punjab. The Government approved the Director's proposal in G.O. No. 349, Educational, dated 14th June 1909.

3. The Sub-Assistant Inspector of Sanskrit schools accordingly made a tour in Northern India for about two and a half months, and in November 1909, submitted to the Director of Public Instruction a report embodying the results of his tour. This report is printed on pages 2 to 6 of the current file. The Director referred the report to a committee consisting of—

- (i) M.R.Ry. Rao Bahadur M. Rangachariyar, Professor of Sanskrit, Presidency College.
- (ii) „ K. Ramanujachariyar, Principal, Maharaja's College, Vizianagram, and
- (iii) the Sub-Assistant Inspector of Sanskrit schools, for consideration and for making suggestions for the better working of Sanskrit schools in this Presidency.

4. The report of the committee will be found on pages 6 to 9 of the current file. The main feature of the committee's recommendations are as follows :—

(1) that for purposes of inspection and recognition, Sanskrit schools should be divided into three grades, namely, elementary, advanced and collegiate ;

(2) that in all elementary schools provision should be made for the imparting of instruction in reading, writing and arithmetic in a vernacular language in addition to the teaching of Sanskrit and that in all the advanced schools the elements of history and geography of India should also be taught in a vernacular language ;

(3) that Sanskrit schools should, like all other kinds of schools, be eligible for teaching grants, for grants for school buildings and boarding houses for students, for grants for furniture and books and appliances and also for grants towards endowments ;

(4) that the schools should be subject to inspection at least thrice a year and, as it is obviously impossible for a single inspecting officer to inspect all the schools in the Presidency, he should be given the assistance of two pandit supervisors of Sanskrit schools ;

(5) that a public examination should be instituted at the end of the course to be gone through in advanced Sanskrit schools in order to co-ordinate the work of the elementary schools with that of the advanced schools and to test the fitness of those who wish to enter the collegiate schools ;

(6) that a board should be appointed to conduct this examination ; and

(7) that a certain number of stipends should be given to worthy and capable students in advanced and collegiate Sanskrit schools

5. *Classification.*—The first two recommendations are embodied in the draft rules submitted by the committee. The Director of Public Instruction considers that these recommendations are calculated to set up a rival system of elementary education which should not be encouraged. On the 31st March 1910 there were 265 Sanskrit schools with 5,036 pupils. A perusal of the list of these schools given

Paragraph 141 on page 29 of the Public Instruction Report for 1909-1910, volume I. on pages 24 to 33 of the subsidiary table in volume II of the report on Public Instruction for 1909-1910 shows that many of these schools were mere *veda-pathasalas* where only a very small number of pupils (three or four in each) was learning how to recite the vedas and these could not therefore be classed as Sanskrit schools proper. The Sub-Assistant Inspector of Sanskrit Schools inspected 77 of the 265 schools and only 51 of these received grants during that year. From the Director of Public Instruction's current letter it will be seen that there are at present 80 recognized Sanskrit schools and assuming that the committee's proposals as to classification of these schools is accepted, it is not known how many of these will come under the category of elementary and how many under advanced schools. The proposed classification may perhaps be accepted.

6. *System of aid.* In regard specially to the third recommendation the Director thinks that Sanskrit schools should not be put on a level with elementary schools in the matter of aid, as the Sanskrit schools provide a kind of education outside the system usually recognized by Government which has in its elementary stages the avowed object of fitting people for life. He does not, however, mean that a Sanskrit school might not properly receive more aid than an ordinary elementary school ; but he thinks that a Sanskrit school should receive aid as something exceptional, outside the educational system and serving a different purpose. He is therefore of opinion that all Sanskrit schools should continue to be aided as at present under chapter VI of the Grant-in-Aid Code and not with teaching and capitation grants under chapters III and IV of the Code.

7. Apart from the objection on the score of principle urged by the Director of Public Instruction against this proposal, the adoption of the system of teaching grants in the case of these Sanskrit schools would leave many of them, especially the schools with a single teacher, in a worse position financially than at present. The

annexed statement shows the Sanskrit schools which received aid in 1909-10, the amount of grant received, the number of teachers and the teaching and capitation grants to which they would be eligible had they been aided under the ordinary rules instead of under chapter VI of the Grant-in-Aid Code :—

Serial number.	District.	Name of school.	Number on rolls on 31st March 1910.	Average attendance.	Amount of grants paid in 1909-1910.	Number teachers.	Amount of teaching and capitation grant to which the school will be eligible.
1	2	3	4	5	6	7	8

Boys' Schools.

1	Ganjam	Parlakimedi Sanskrit school ..	22	20	Rs. 75	1	Rs. 46
2	Do.	Lakshmi Narasapet Sanskrit school.	19	17	50	1	44½
3	Do.	Digipudi Sanskrit school ..	28	20	75	2	82
4	Do.	Boiram " " " " ..	34	32	50	2	88
5	Do.	Bhalayapalli Sanskrit school ..	50	47	50	2	95½
6	Vizagapatam ..	Jami Sukla Yajur Veda Sanskrit school	15	10	75	2	77
7	Do.	Bobbili Sanskrit school ..	23	20	100	3	118
8	Do.	Pedagumalur Sanskrit school ..	15	13	50	1	42½
9	Do.	Salur Sanskrit school ..	33	30	75	2	87
10	Kistna	Kakaraparru Sanskrit school ..	43	42	100	4	165
11	Guntur	Peddapulivaram Sanskrit school.	24	22	50	1	47
12	Do.	Peddavaram Sanskrit school ..	16	16	50	1	44
13	Do.	Amartalur " " " " ..	24	20	50	1	46
14	Bellary	Bellary Sanmarga Samaj Sanskrit school.	26	20	75	1	46
15	Madras	Mylapore Sanskrit college ..	22	1	1,000	6	216½
16	Chingleput ..	Madurantakam Sanskrit school.	23	20	75	2	82
17	Do.	Sriperambudur " " " " ..	64	49	400	5	204½
18	Do.	Tirunahishai " " " " ..	24	19	100	4	153½
19	North Arcot ..	Chiruthanur " " " " ..	22	20	100	3	118
20	Do.	(Tiruchanur ?)					
21	Do.	Punganur Sanskrit school ..	15	11	50	1	41½
22	South Arcot ..	Olakkur " " " " ..	14	12	75	1	42
23	Tanjore	" " " " " " ..	14	16	80	1	44
24	Do.	Tiruvadi Sanskrit college ..	65	52	1,538	8	*
25	Tinnevelly ..	Kalladakurichi Sanskrit school.	38	35	431	1	*
26	Do.	Tirukarangudi " " " " ..	26	15	204	1	*
27	Do.	Tenkasi Sanskrit school ..	43	36	311	2	*
28	Do.	Alwartirunagari Sanskrit school.	41	24	308	2	*
29	Malabar	Karuvayal Sanskrit school ..	39	35	100	4	161½
30	Do.	Chirakkal " " " " ..	48	..	50	3	132
31	Do.	Alapatamba " " " " ..	42	..	50	2	93
32	Do.	Kudall " " " " ..	37	28	75	3	122
33	Do.	Mathambagam " " " " ..	40	33	75	3	124½
34	Do.	Kadirur " " " " ..	48	34	100	3	125
35	Do.	Kizhal " " " " ..	33	26	50	2	85
36	Do.	Kuttipuram " " " " ..	38	27	50	3	121½
37	Do.	Saravatodiodin " " " " ..	62	55	250	5	207½
38	Do.	Balasubodhini " " " " ..	24	25	100	3	120½
39	Do.	Vidyavilasini " " " " ..	40	30	50	3	123
40	Do.	Cherupalacherri " " " " ..	32	25	50	3	120½
41	Do.	Kuttur " " " " ..	28	34	150	4	161
42	Do.	Kollengode " " " " ..	30	22	75	2	83
43	Do.	Kuzhalmannam " " " " ..	20	15	50	2	79½
44	Do.	Kavesseri " " " " ..	32	30	50	2	87
45	Do.	Guruvayur " " " " ..	31	24	50	4	156
46	Do.	Puthur Muhammadan Sanskrit school.	27	16	50	2	80
46	South Canara ..	Udipi, Madva Sidhanta Bodhini Sanskrit school.	100	84	100	7	294

Girls' Schools.

47	Madura	Periyakulam Sanskrit school ..	56	39	50	5	199½
48	Tinnevelly ..	Kalladakurichi " " " " ..	18	20	100	1	46
49	Do.	Kadayam " " " " ..	34	18	50	2	81
50	Do.	Tirukarangudi " " " " ..	27	16	50	2	80
51	Malabar	Cannanore " " " " ..	17	12	50	1	42
52	Do.	Srikrishnapuram " " " " ..	25	17	50	2	80½

* Items 23 to 27 are maintained by local boards and do not receive any aid from Government.

Under the present system, that is under chapter VI of the Code, it is open to the Director of Public Instruction to give enhanced grants to these schools, on a consideration of the circumstances of each school, without reference to the number of pupils and teachers, and this form of aid seems to be more appropriate to these Sanskrit schools.

8. As regards *recommendation* (4) the Director of Public Instruction is surprised that there should be any necessity for inspecting the schools thrice a year. He considers that to increase the inspecting staff would be to increase the artificial stimulus to the number of ephemeral schools, but he is at the same time of opinion that the inspection of Sanskrit schools is at present inadequate and would recommend the appointment of an additional sub-assistant inspector instead of two supervisors as suggested by the Committee.

9. According to the Director of Public Instruction there are at present 80 recognized Sanskrit schools and the aim of the department should be not to bring about an immediate increase in their number by the application of external stimulus but to improve the existing schools and by increasing the grants to enable them to adopt a better system of instruction and to conform to the standards and regulations which may be laid down by the department. If this view is accepted, there will perhaps be no need for any extra staff. The present number of recognized Sanskrit schools is not, making allowance for their being scattered over several districts, too large for a single sub-assistant, seeing that an ordinary sub-assistant of boys' schools inspects on an average 196 schools every year.

Statement (38) on page 113 of Volume II of the Public Instruction Report for 1909-10.

10. *Recommendations* (5) and (6).—The Director of Public Instruction does not like the idea of a Board of Examiners as it again implies artificial stimulus to the springing up of ephemeral Sanskrit schools. He seems however to have no objection to holding an examination if it were found desirable to examine the top pupils in the schools. The Director of Public Instruction's view may be accepted.

11. *Recommendation* (7).—The Director accepts the last recommendation of the Committee regarding the grant of stipends to deserving Sanskrit pupils. He thinks that if pupils of ability are found who really wish to devote themselves to a life of scholarship they might be suitably encouraged in this way and that a few scholarships tenable in Sanskrit schools might be provided for in the scholarship notification. This proposal may also be accepted.

Vide page 33 of G.O. No. 134, Educational, dated 6th March 1911.

12. The papers will have to be circulated to the Hon'ble Mr. V. Krishnaswami Aiyar also—vide his note on page 33 of

G.O. No. 134, Educational, dated 6th March 1911.

K. RANGASWAMI AIYANGAR—25-8-11.

Honourable Member and Hon'ble V. Krishnaswami Aiyar.

I take it the main object in view is to promote the cultivated knowledge of Sanskrit as distinguished from the parrot wisdom of the pandit who learns his Panini in the orthodox period of 13 years and when asked a grammatical question can only reply "Thus said Panini," and whose study of the Vedas is limited to their exposition by the light of the distorted exegetics of the ritualists. The latter class of learning involves wonderful feats of memory and possesses an antiquarian charm, but has no practical value and bears no resemblance to true scholarship. Its perpetuation should, I submit, be left entirely to indigenous aid, with perhaps the one exception that Government assistance of a limited scope might be given to pandit factories which have demonstrated that they are not of an ephemeral nature and are attended by a sufficient number of pupils to show that they meet a real local demand. No rules can be laid down for the grant of aid to schools of this class. The teaching grants must be fixed by the Director of Public Instruction under Chapter VI "after a consideration of all the circumstances of the case." Grants for buildings, furniture and books may also be allowed where necessary, but I would not help endowments, and it should be a general principle that all aid to this class of Sanskrit school should be postponed to assistance to schools which facilitate the cultivated knowledge of Sanskrit.

2. Schools of the latter class must be correlated with the University Examination for titles in Oriental learning, which provides for the study of Sanskrit in its relation to European philology and logic, and the history of the Aryan development as deduced by Western scholarship from the Vedas.

3. It will be convenient to go backwards from this goal. In the collegiate stage which comes first according to this method of consideration some knowledge of English is axiomatic, for without it the scholarly study of Sanskrit is impossible. German, it is true, would do as well but for various reasons that can hardly be regarded as a practicable alternative, though there would be no objection to treating it as an optional subject of additional study to be rewarded in cases where a sufficient standard of proficiency is attained.

4. The University examination prescribes a syllabus of studies covering a period of four years [Rule 21 (2)]. The English examination may be postponed (rule 28), but apparently never altogether dispensed with. Under rules 10 and 11 every candidate for the University course must undergo a preliminary test of fitness to be conducted by the collegiate institution which he proposes to enter. This test will form the natural connecting link with schools of lower grade.

5. I would restrict Government aid to collegiate institutions which provide adequately for the University course including a study of English specially directed towards fitting the student to read and understand the English literature bearing on his subjects. It should be based upon the number of students who are *really* at work on the University course, and the inspecting officers should be required to

Rules 10 and 11.

satisfy themselves that the preliminary test is properly conducted. Liberal aid in the way of books should be given, and I am inclined to think it would be sound to let part of the assistance depend on the success achieved at the University examination, *e.g.*, a bonus to the institution (to be distributed among the staff) for each successful candidate.

6. The next lower step in the ladder would be the advanced Sanskrit school where the course should lead up to the preliminary test for admission to the college, and pupils should be encouraged by a liberal scheme of scholarships tenable in collegiate institutions and sufficient to cover the entire cost of maintenance and tuition in cases of *exceptional proficiency*. English ought certainly to be an optional, if not a compulsory, subject at the preliminary test, and the aid given to advanced Sanskrit schools should be increased in cases where provision is made for the teaching of English.

Inspecting officers would have to keep their eyes open for any tendency to make English the main subject of study instead of a subsidiary item, and in that contingency grants should be ruthlessly withdrawn.

In the advanced school the medium of instruction would presumably be the vernacular of the district as a rule, and provision should be made for facility in vernacular composition.

7. The bottom rung of the ladder would be the elementary school with scholarships tenable in the advanced school. Here more instruction in the vernacular should be necessary.

This grade might perhaps be eliminated altogether, the advanced schools being recruited from ordinary vernacular schools so that the pupils admitted would arrive already equipped with a fair knowledge of the vernacular. The objection to the arrangement, however, is that the number of pupils forthcoming might be too small to feed any advanced Sanskrit School and only failures might seek admission.

8. I would leave all grants-in-aid to Chapter VI. The number of colleges and advanced schools is not likely to be large if the scheme of study I have outlined is accepted, and the Director of Public Instruction must apply the principles laid down to individual cases, being allowed a wide discretion.

9. All these schools should, I submit, keep a register showing the subsequent career of students who have left. It is important to know whether they—or any of them—keep up their Sanskrit.

10. How far additional inspecting staff is required, what scheme of study should be prescribed, and what scholarships granted are matters for further examination by the Director of Public Instruction. The first thing to do is to settle general outlines. I do not think extra staff is required for the inspection of the old fashioned pandit factory which has no desire and no likelihood of developing into anything leading up to the Oriental titles examination.

L. DAVIDSON—27-8-11.

I agree generally with Mr. Davidson's note. The Director of Public Instruction's letter seems sound enough. I have no objection to trying scholarships, in moderate number; I would also sanction the appointment of another Inspector of Sanskrit Schools. I agree with the Director of Public Instruction that the aid to these schools should continue to be given under chapter VI of the Grant-in-Aid Code.

The study of Sanskrit must, I think, in the necessity of things continue to die out in our general schools. The whole weight of advantage is against Sanskrit, and unless we are prepared to insist upon a knowledge of Sanskrit as a qualification for Government service or for entrance into the University, I don't suppose boys will ever be induced to take up Sanskrit ordinarily in their educational course. We may, by scholarships and more liberal aid to special Sanskrit schools and colleges, be able to encourage the continuance of a study of Sanskrit among the few, who will study it in view to become *pandits*, but beyond this I don't think we can go. It will do no good to foster the village school where Sanskrit is taught as a mere feat of memory; such schools are bound to die out as general education advances.

I am ready to let the Director have the lines of such a scheme as Mr. Davidson proposes and tell him to let us have a detailed set of proposals on the subject with a financial forecast of what the scheme is likely to cost. Of course in Bengal and the United Provinces matters are different. Sanskrit there bears a much nearer relation to the vernacular than is the case here, but even there there is clearly the same decay in the general study of the language going on and I doubt if we can by any system of grants or scholarship avert this decay. It is the same story everywhere. There is some consolation in thinking that the most accomplished and cultivated race that has existed in the world—the Greeks—when they reached the culmination of their culture studied no language but their own vernacular. I feel convinced that the day of general Sanskrit culture has past and no amount of encouragement by Government will ever make it return. We can, however, secure that the few who study the language for itself shall be encouraged to do so by scholarships and titles. Beyond this I do not think we should go.

M. H[AMMICK]—29-8-11.

In the case of Telugu, Canarese and Malayalam, the language and literature are both largely dependent on Sanskrit. The Tamil language stands, no doubt, on an independent footing. But even there the literature is largely based on the Sanskrit literature. As regards religion and philosophy, the people speaking all the above South Indian vernaculars derive their culture and civilisation from Sanskrit sources. I do not, therefore, anticipate the extinction of Sanskrit scholarship so long as the religion and literatures of the people of Southern India continue to live.

2. Sanskrit culture as embodying a type of civilisation which has its own high qualities, though they differ from that of the west, can never be regarded, with equanimity, as a thing to be relegated to the past. Nor has Sanskrit scholarship exhausted all the rich veins of ore, so that we may say that there is no longer any need for the class of *pandits* who have alone kept alive the knowledge which has largely helped the savants of the west. I think it is the duty of Government to keep up Sanskrit scholarship of the indigenous type for at least many decades to come, and the only means of doing so is by encouraging amongst those who by hereditary or other associations retain or possess a taste for Sanskrit study.

3. Amidst the multitude of modern subjects for study, it will be impossible for the University to develop a very high degree of Sanskrit scholarship amongst its alumni. All that the University can be expected to develop in the country is the modern spirit of research and accurate scientific investigation amongst the students of Sanskrit entering its portals. The recent departure inaugurated by the University as to the grant of oriental titles is still a scheme on paper, for the first examination is yet to come. When that scheme is in full working order, Sanskrit scholarship of the oriental type may be expected to be combined with modern critical methods to be acquired only through the medium of the English language in this country. But that will only be a scheme of examination and titles which can hardly be regarded as a sufficient encouragement to oriental learning.

4. I accept the division of Sanskrit schools into elementary, advanced and collegiate. The collegiate stage will answer the needs of the oriental titles examination of the University. The University has provided for a knowledge of English,

critical methods of study and high proficiency in one or more departments of Sanskrit culture.* The advanced school course will aim at a good knowledge of the language and literature. There is no objection to a little history and geography being taught in the vernacular as recommended by the committee. The elementary course must combine a knowledge of the three "R's" with reference to the vernacular.

5. The question remains as to how Sanskrit learning is to be encouraged. It must be done by grants to the schools of all grades, by scholarships and stipends to the boys, and by aids for building and books.

6. As regards the elementary school, I would have a special system of grants based on the number of pupils. In the secondary schools, I would award about 50 to 100 scholarships of two or three rupees per head to the best boys passing from the elementary into the secondary school. In the collegiate school, I would have about 30 scholarships of 7 to 10 rupees to be held by the best boys of the secondary school passing to the collegiate stage. Chapter VI of the Grant-in-Aid Code leaves everything in a vague condition. I would have more definite rules on the subject added to the chapter which may then be applied with advantage to all Sanskrit schools.

7. I think it is necessary to have another Sub-Assistant Inspector, if not two Supervisors as proposed by the committee. It can hardly be necessary to have three inspections in the year. But one Sub-Assistant cannot tour round the whole Presidency for the inspection of all Sanskrit schools.

V. K[RISHNASWAMI AIYAR]—30-8-11.

To the Honourable Member—

Does Honourable Member agree to A and B being embodied in the reference to the Director of Public Instruction?

L. DAVIDSON—31-8-11.

I have no objection.

M. H[AMMICK]—2-9-11.

A draft is submitted for approval. If approved, it may issue with the concurrence of the Financial Department. The file was not sent to Financial before circulation as the question then was whether any, and if so what, action should be taken in the matter. As the Honourable Members have now decided that some definite action should be taken to encourage Sanskrit education, it seems necessary to send the file now to Financial before issuing the proposed reference to the Director of Public Instruction.

T.K.—8-9-11.

K. RANGASWAMI AIYANGAR—9-9-11.

Yes. Financial should see and comment before any reference issues.

L. DAVIDSON—10-9-11.

To the Financial Department.

FINANCIAL DEPARTMENT.

The scheme for the improvement of Sanskrit education as roughly indicated in the preceding notes involves expenditure in the following directions:—

(i) Grants-in-aid (amount not known).

(ii) Scholarships—50 to 100 of the value of Rs. 2 or Rs. 3 *per mensem* and 30 of the value of Rs. 7 to Rs. 10 *per mensem*—amount required about Rs. 600 *per mensem* (maximum).

(iii) Additional Sub-Assistant Inspector of schools—amount required about Rs. 160, with establishment and contingencies, if the additional appointment is made in the last grade on Rs. 75 *per mensem*.

The total extra cost of the scheme is not likely to be less than Rs. 10,000 *per annum*. It is proposed to ask the Director for detailed proposals with a forecast of the extra expenditure.

Submitted that there appears to be no objection to this being done. Further examination of the matter may await the Director of Public Instruction's report.

K.P.A.—15-9-11.

C. REILLY—16-9-11.

So long as the expenditure does not exceed Rs. 10,000 a year, we need not object.

H. A. STUART—21-9-11.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

The draft memorandum is for approval.

K. RANGASWAMI AIYANGAR—26-9-11.

Honourable Member should see the draft. It is not as full as the notes of which, I think, a copy should go to the Director of Public Instruction (confidentially) in order to assist him in working out details.

L. DAVIDSON—28-9-11.

Very well. Let the Director of Public Instruction see the notes u.o.

M. HAMMICK—30-9-11.

To the Director of Public Instruction.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I have submitted proposals. The notes are returned with thanks.

A. G. BOURNE—30-12-11.

Please see Memorandum No. 1847-2, Educational, dated 3rd October 1911. In that Memorandum the Government approved the classification of Sanskrit schools into three grades, namely, collegiate, advanced and elementary, and the institution of a preliminary examination at the end of the advanced course for the purpose of testing the qualifications of candidates for admission to a college and they requested the Director of Public Instruction to draw up and submit, together with an estimate of the cost, proposals for the encouragement of Sanskrit education on the following lines, viz:—

(1) by aiding elementary Sanskrit schools by a special system of aid based mainly on attendance,

(2) by amplifying the provisions of Chapter VI of the Grant-in-Aid Code and making them more definite so far as concerned advanced and collegiate Sanskrit schools,

(3) by the institution of two sets of scholarships—the first set to consist of some 50 to 100 scholarships of the monthly value of two or three rupees tenable in advanced Sanskrit schools and to be awarded to the most promising pupils in elementary schools and the second set to consist of some 30 scholarships of the monthly value of seven to ten rupees tenable in colleges and to be awarded to the pupils who passed highest at the preliminary examination. The Government also said that they would be prepared to consider the question of strengthening the agency for the inspection of Sanskrit schools by the appointment of an additional sub-assistant.

2. The Director of Public Instruction's proposals are on pages 10-13 of current file.

3. *Paragraph 1 of Director of Public Instruction's letter.*—Dr. Bourne proposes to recognize 75 schools—8 collegiate, 36 advanced and 31 elementary—and to aid 72, three of the collegiate institutions being reported to be not in need of aid. The

list includes also board schools which ordinarily are outside the scope of the Grant-in-Aid Code. They seem to have been included with reference to paragraph 2 (xviii) of the Committee's report. The proposals may be accepted.

4. *Paragraph 2 of Director of Public Instruction's letter.*—Dr. Bourne does not consider it necessary to amplify Chapter VI of the Grant-in-Aid Code so far as collegiate and advanced Sanskrit schools are concerned. As in the case of colleges, training Chapters V and VI of Grant-in-Aid Code. schools, etc., he may have free discretion in fixing grants as suggested by him. His letter contains no reference to the suggestion on page 5 *ante* that a bonus may be given to the teachers of collegiate institutions.

The capitation grant of rupee one suggested by the Director of Public Instruction for elementary schools will affect prejudicially a number of schools. Statistics are not available to show what grant each of the schools now classed as elementary received last year; but compared with what was paid during 1909-10, all the schools but one would appear to get less as the following statement shows:—

(3) *Elementary schools.*

	Strength.	Grant paid in 1909-10.	Grant for which eligible according to Dr. Bourne's scheme.
		RS.	RS.
Sanskrit school, Dharakota	52	..	..
Raja's Sanskrit school, Parlakimedi ..	14	75	14
Devasthanam Sanskrit school, Srikurman ..	25	..	..
Do. Simhachalam.	20	..	..
Do. Ramatirtham.	15	..	..
Girls' Sanskrit school, Injamam	30	..	..
Sanskrit school, Maduramangalam	20	..	..
Do. Akaram (Chinnambedu)	25	..	..
Do. Tiruvendipuram	16	..	..
Do. Nedunderuvu	15	..	..
Sanskrit school, Srirangam	30	..	..
(Girls') Sanskrit school, Periyakulam ..	55	50	55
Do. do. Trikarangudi	37	50	37
Do. do. Karikkurichi	35	..	..
Do. do. Kadayam	35	50	35
Do. do. Kulladakurichi	65	100	65
Board Sanskrit school, Tenkasi	30	..	..
Do. do. Alwartirunagari	48	..	..
Do. do. Srivaikuntam	30	..	..
Sanskrit school, Tenkurissi	45	..	..
Do. Cherplacherri	24	50	24
Do. Naduvattam, Karalamannam.	32	..	..
Do. Vaillankunnam	35	..	..
(Girls') Sanskrit school, Srikrishnapuram ..	21	50	21
(Mappilla) Sanskrit school, Puthur	30	50	30
(Girls') Sanskrit school, Malappuram	20	..	..
Sanskrit school, Mallappuram	70	..	..
(Girls') Sanskrit school, Chowa, Cannanore.	30	50	30
Sanskrit school, Pulapparra	25	..	..
Do. Karkla	20	..	..
Do. Pamidi	15	..	..

This scale is also lower than that fixed for an ordinary elementary school, that is,

Rule 15, Grant-in-Aid Code. As. 8 per pupil and Rs. 36 for each teacher; but as remarked by Mr. Stone, Sanskrit schools need not be put on a level with ordinary schools in the matter of aid. The scale suggested may perhaps be accepted tentatively.

5. *Paragraph 3 of the Director of Public Instruction's letter.*—Dr. Bourne's proposals regarding scholarships may be accepted.

6. *Paragraph 6 of Director of Public Instruction's letter.*—The committee which considered the Sanskrit sub-assistant's report on his Northern India tour recommended the addition of two supervisors, but Mr. Stone preferred an additional sub-assistant and Honourable Member agreed with Mr. Stone. Dr. Bourne however now recommends two supervisors on the ground that the appointment of another sub assistant would render difficult the task of co-ordinating the work of the two sub-assistants. There is some force in this but the difficulty is not insuperable. When an Inspector of Schools for general education is able to co-ordinate the work of a number of sub-assistants under him, it cannot be difficult to secure uniformity of aim and policy in

L. DAVIDSON. the work of two officers. But Dr. Bourne's recommendation may be tried for some time. The appointments may perhaps be temporary in the first instance.

The proposal to change the designation of the Sub-Assistant Inspector of Sanskrit schools to "Inspector of Sanskrit Schools" is open to the objection that the designation "Inspector" is associated with the highest branch of the Educational

I think this would be better.

L. DAVIDSON.

service. It may perhaps be "Superintendent of Sanskrit Schools" as suggested by the committee.

7. The Director of Public Instruction's estimate of expenditure, rough as it is, may be accepted. In calculating the cost of the supervisors, he has taken Rs. 600 for travelling allowance. This comes to Rs. 25 *per mensem* for each supervisor. The Director of Public Instruction does not say whether this is to be a permanent monthly travelling allowance or if the supervisors are only to draw the allowance of Rs. 12½ *per mensem* which is allowed to supervisors generally. In the former case the

Yes, when proposition statements, etc., are called for.

L. DAVIDSON.

sanction of the Government of India will be necessary. Apparently the Director of Public Instruction intends also to allow the concession in article 1045,

Civil Service Regulations. His intention may be ascertained.

The total additional cost is within the limit of Rs. 10,000 mentioned in the Financial note on page 7 *ante*.

8. If these proposals are approved, the draft rules framed by the committee may be altered accordingly.

9. The file may, it is submitted, go to Financial for remarks before being submitted to the Honourable Member.

R.S.—26-1-12.

* More money for books and furniture and higher scholarships and capitation grants will be wanted some day, I have little doubt.

L. DAVIDSON.

My only doubt is whether Dr. Bourne has asked for *enough**, but we need not urge him. The proposals are certainly in the right direction.

L. DAVIDSON—30-1-12.

To the Financial Department.

FINANCIAL DEPARTMENT.

	RS.
† Amount of grants paid in 1909-10	6,092
One Sub-Assistant Inspector, one clerk, one peon, and charge on account of travelling allowance and contingencies	2,908
(rough average.)	
Total	9,000

Paragraph 7 of Director of Public Instruction's letter.

The expenditure at present incurred by Government *directly* on Sanskrit education (apart from the teaching of Sanskrit in Arts Colleges and schools) is about Rs. 9,000 *† per annum*. The proposals now submitted by the Director of Public Instruction involve an expenditure of Rs. 9,942 or Rs. 10,000 in round figures over and above the existing expenditure of Rs. 9,000. The items of the additional expenditure are shown below:—

	Cost per annum.
	RS.
(a) Teaching and capitation grants	1,772
(b) Scholarships { Colleges	3,060
Advanced schools	2,160
(c) Two supervisors (Rs. 50 each) including charges on account of travelling allowance and contingencies	1,950
(d) Preliminary examination charges	500
(e) Grants for furniture, buildings and books	500
Total	9,942 or 10,000 in round figures.

Amount reported to be spent by the Bengal Government on Sanskrit education

Per annum.
RS.

66,800

Amount reported to be spent by the United Provinces on Sanskrit education

23,833½

2. The Director of Public Instruction proposes to create two permanent appointments of supervisors on Rs. 50 each *per mensem*; the Educational Department however propose to sanction the appointments only temporarily for the present. For orders whether Educational may be requested to fix the pay of the two temporary posts at Rs. 30 each *per mensem* which is the pay of the lowest grade among supervisors. This course is not likely to lead to any administrative inconvenience, since it is open to the Director of Public Instruction to post a supervisor of any grade for the actual work in connection with the inspection of Sanskrit schools.

The number of supervisors qualified for this special work is small and we need not object to Rs. 50.

H. A. STUART.

* Charge debitable to "22-H. EDUCATION—SCHOLARSHIPS" and "22-G. EDUCATION—GRANTS-IN-AID—NON-EUROPEAN SCHOOLS," etc.

† Paragraph 15 (4) on page 319 of Budget notes, 1912-13.

apply for an additional allotment before incurring the expenditure in 1911-12 and 1912-13. [It is now too late to work the small provision, viz., Rs. 10,000, into the budget estimate for 1912-13.]

Director of Public Instruction's letter.

C.P.K.—5-2-12.

S.D.S.—6-2-12.

We may accept the proposals.

C. REILLY—7-2-12.

H. A. STUART—8-2-12.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

This may now go to the Honourable Member.

L. DAVIDSON—12-2-12.

I agree to all Dr. Bourne's proposals, which may be carried out. It is a beginning and we shall see later how it works out. I think *Superintendent* is a better title than Inspector. Let the man be called Superintendent of Sanskrit Schools and Colleges.

M. H[AMMICK]—13-2-12.

A draft is submitted for approval. If approved, it may be sent to the Financial Department for acceptance. The latter portion of paragraph 4 of the order is with reference to the Secretary's remarks in paragraph 9 on page 5 *ante*.

T.K.—22-2-12.

R. SUNDARAM AIYAR—23-2-12.

L. DAVIDSON—24-2-12.

[I should like to see this in proof before issue. It ought, I think, to go on Editors' Table and may need editing.]

To the Financial Department.

FINANCIAL DEPARTMENT.

Please see notes on page 10 and above. The Honourable Member has since ordered that the two posts of supervisors, Rs. 50 each *per mensem*, should be sanctioned permanently. The extra cost under permanent establishments is thus Rs. 100 *per mensem* or Rs. 1,200 *per annum*.

Paragraph 3 of Financial note above. 2. *Provision of funds*.—A paragraph has to be added to the draft order asking the Director of Public Instruction to forward a reappropriation statement for the charge * during the current year; and another for the charge during the next year, as soon as final orders on the budget estimate for 1912-13 are issued.

3. The draft may, it is submitted, be otherwise accepted, the sanction being registered as No. 13 of 1912-13.

C.P.K.—1-3-12.

S.D.S.—1-3-12.

C. REILLY—2-3-12.

H. A. STUART—5-3-12.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

Paragraph 6 now added to the draft is submitted for approval.

R. SUNDARAM AIYAR—9-3-12.

(See Secretary's note on page 11).

M. S. MASCARENHAS—9-3-12.

The current and notes regarding Sanskrit education just received back from the press are submitted.

Reference is solicited to Secretary's remarks on page 11 of the notes.

The approved draft is in the current file.

R. SUNDARAM AIYAR—13-3-12.

Amended. Proof awaited.

L. DAVIDSON—13-3-12.

The Hon'ble Mr. Seshagiri Aiyar informed of the sanction with reference to his query in Council.

L. DAVIDSON—13-3-12.

Proof is submitted with reference to Secretary's orders on the previous page.

S.K.—22-3-12.

C. RAMANUJACHARI—26-3-12.

Lay on Editors' Table only the pages, etc., passed by me—see red pencil. Complete copy to Director of Public Instruction of course.

L. DAVIDSON—27-3-12.

[G.O. No. 223, Educational, dated 9th March 1912.]

Read again G.O. No. 213 Ed. dated 6-4-1909.
No. 349
1-6-1909
134 251
6.3.1911.

Read also:-

From the Director of Public Instruction, No. 572/09 dated 28-7-1911.

--do--

23-12-1911.

ORDER:-
P. S.

No 223 29-3-12-

Best in print
Proof to be submitted
to Secy. 7/4
9/3
may be placed on E.T.

3 pgs 2-6 CF.

(Name)

Page 9 of C.F.

Para 1 of Memo:

Page 9 CF

Para 2 of Memo:

Page 10 CF

The papers read above deal with the question of the improvement of Sanskrit education in this Presidency. The Government have carefully considered the proposals on the subject submitted by the Committee which sent with the report of the Sub-Assistant Inspector of Sanskrit Schools in his tour in northern India and the recommendations made by the D.P.I.

The following proposals:-
(1) that for purposes of inspection and recognition Sanskrit schools be classified into three grades, —————, collegiate, advanced and elementary, the courses of studies being fixed ————— indicated in Memo. No. 1847-2 dated 3rd October 1911.

(2) that a preliminary examination be held at the end of the advanced course for the purpose of testing the qualifications of candidates for admission into a college.
(3) that colleges and advanced schools be aided under Chapter VI of the Grant-in-Aid Code, the amount of grant for each institution being fixed by the D.P.I.

(4) that elementary schools be aided on

Para: 2 of letter
Page 10 CF.

Page 10 CF.

For orders
This shd. go out. H.M.
Sanctioned D. B. B. B.
proposals not to Secretariat
Sanctioned (Portion K page
12 of notes)

At: 1048
C.S.R.
and Affy. 22.
(Supervisors of elementary schools
are ordinarily eligible to a permit
monthly T.A. of Rs 12½ only)

It should be

2
15P
on a special system ~~the grant~~
~~being fixed at the rate~~
of Re. 1 per year for each pupil in average
daily attendance, and

(5) that a system of scholarships be ^{shall}
instituted in accordance with the proposals
Embodied ~~in the proposals of the Hon'ble Dr. B. B. B.~~
~~in para. 3 of the letter dated~~
23rd December 1911.

2. The Government are further pleased
to sanction the strengthening of the agency
for the inspection of Sanskrit schools
by the appointment of two supervisors of
Rs. 50 each, who will be included in the class
of supervisors of elementary schools.

These appointments will be temporary ~~for~~
in the first instance. The D.P.I. ^{will}
will be requested to state whether it ~~will~~
not suffice to allow ~~the concession in article 1045~~
of the C.S.R. in addition to the permanent
monthly travelling allowance of Rs. 12-8-0
sanctioned for supervisors. ^{It is proposed to}
give them ~~a permanent monthly~~
travelling allowance ^{of Rs. 25 per mensem.}

In the latter case the sanction of the
Government of India will ^{be requisite.}

3. ~~The designation of the~~
the Sub-Assistant Inspector ~~of~~
~~the Government do not appear of~~
~~it will be altered into~~
"Superintendent"

Superintendent of Sanskrit school and
Colleges."

Para: 2 on
Page 7-8 CF.

4. The rules framed by the
committee should be revised in accordance
with these orders and in doing so provi-
sion should be made for the maintenance
~~of a register~~
of a register showing the subsequent
career of students.

5. The sanction accorded in these
Proceedings will be registered as No. 13
of 1912-13.

7/11
23.2.12
Re
23.2.12

24

6. The D.P.I. ^{is requested to} ~~is requested to~~
should submit ~~a~~ ^{reappropriation}
statements ~~for meeting the~~
charge during the current
year and another for ~~the~~
meeting the charge during
the next year as soon as
final orders on the Ps-2. for
1912-13 have issued.

The D.P.I.
A.G.
Final. Dept.
L. & M.
E.T.

with copy of order
20/4/12

providing for the expenditure
anticipated during the
current & ensuing financial
years in connection with
the scheme now sanctioned.

Re
8.8.12.

9/8/12

13.3.12

Current No. dated 190 ..

G.O., No. 223, dated 9 3 1912.

Number of MS. pages sent { Correspondence including order or orders
(b)
(b)
Notes.....

Docket. Sanskrit education
Press in order on the proposal
for the improvement of Sanskrit
education submitted by the
Committee which dealt with
the report of the Sub-Committee
appointed for the purpose of
the improvement of Sanskrit
education in the Press.

Number (c) of copies required when struck off (not including
copies for volumes and editors' table which are retained
in the Press). Complete
Correspondence
and orders. Notes

FOR RECORD.*
Madras Records 30 15
Ooty Records 3 3
For filing with original 1 1
Total 34 19

FOR ISSUE.†

	Letter only.	Complete G.O.	Special issue copies of G.O.		Notes.
			No.	Papers.	
Signature copies.....		6			
India Office.....					
Govt. of India.....Dept.					
Public Department.....					
Judicial Department.....					
Financial Department.....		2			1
Revenue Department.....					
Public Works Department.....					
Local and Municipal Department.....		4			
.....Dept.					
Total ...					1
Spare copies.		5			
Total ...		21			

* Copies distributed on (Press Clerk.)

† Copies distributed on (Despatcher.)

* To be initialed and dated.

INSTRUCTIONS FOR THE SECRETARIAT.

(a) If a paper is marked to be printed urgently, the Superintendent of the section concerned should sign the Press slip. The Superintendent should exercise a careful discretion in the matter.

(b) Each letter, memorandum, or order, or set of orders, in the file of correspondence should be headed in succession with the Roman numeral I, II, III, etc., the number being written in red ink or blue chalk above the item. The particular papers to be printed in the special issue-copies should be indicated by the Roman numeral (I, II, etc.) by which that item has been headed in the correspondence file. All matter, including marginal remarks or references, to be printed should be written in ink and matter which should not be printed should be encircled. Initials and signatures that are not quite legible should be re-written distinctly.

(b) For rules regarding printing of notes, see the rules in G.O., No. 1220, Public, dated 30th November 1900.

(c) The number of copies and the details of distribution should be filled in by the Superintendent or Referencer concerned.

(d) In the absence of special instructions to the Press to keep matter standing for a specified period, ordinary papers of 8 pages and under will be kept standing for one week, and larger papers for two weeks only. The type of notes and of all confidential papers is distributed immediately after striking.

(e) This slip, properly and completely filled in, should accompany every paper sent to Press; it will be returned by the Press when proofs are furnished; it should be sent to the Press when a call is made for revised proofs or when a corrected proof is sent for striking. When finally returned by Press it should be filed with the original order or letter.

INSTRUCTIONS FOR THE PRESS.

(a) If, in the opinion of the Superintendent of the Press, a paper has been marked urgent unnecessarily, he should send the Press slip to the Deputy Registrar with a remark to that effect.

(b) Unless a note to the contrary is made against the matter, pencil entries should not be printed. The Superintendent of the Press may bring to the notice of the Deputy Registrar any instance of incomplete or careless editing.

(c) Signature copies of letters to the Secretary of State or to the Government of India should be printed on hand-made paper.

(d) This slip should be returned by the Press to the Secretariat when proofs are furnished; it will be sent back to the Press when proofs are returned corrected and should be finally returned to the Secretariat when struck-off copies are supplied.

(e) The names of the Secretary and Members should be printed in full when they occur on the right hand side, but only the first time when they appear on the left side, the initials alone being printed later.

proof in duplicate.
e been carefully edited.

Proof returned corrected. Please strike
off and send number of copies as indicated.

As the matter is clear manuscript and
has been carefully edited, (b) proof need
not be sent. Please print and supply
number of copies as indicated.

Type may be released after usual interval
at once.

Type may be released after usual interval.

SK
12/31/12 Clerk.

Clerk.

Clerk.

Supdt.

Supdt.

Supdt.

(b) Three copies of proof of all notes should be sent for approval, except when instructions are given to the contrary.

SPECIAL INSTRUCTIONS.

TO BE FILLED IN BY THE PRESS.

Diary.	Initials of Press official.
Received in Press on.....	12/31/12
First proof furnished on.....	12/31/12
Call for revised proof received on.....	
Revised proof furnished on.....	
Corrected proof received for striking on.....	27/3/12
Final copies supplied on.....	12/4/12

Account of copies.	Complete copies.	Notes.	Issue copies.
Supplied to Secretariat for Record.....	34		
" " " Issue.....	24		
For Volumes.....	16		
For E. T.....			
Total	71		