

Educational (1912) Department.

ORDINARY MS.

G.O., No.

665
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DATED

23. 7. 12

[Despatch Abstract.]

Oriental Studies — Forwarding
to the Govt of India letter from the Council
of Native Education, Madras,
expressing its gratitude for the
measures recently taken for the
encouragement of oriental learning
and offering suggestions for fur-
thering the same object.

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

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EDUCATIONAL DEPARTMENT.

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SLC No 1784
Regd 1-7-12
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MADRAS,
12th May 1912.

27th June 1912

FROM

M. R. Ry.

S. RAJAGOPALACHARI, B.A.,

Joint Secretary to the Council of Native Education,

MADRAS.

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,

SIMLA.

(Through the Secretary to the Government of Madras, Educational Department.)

SIR,

I am directed by the Council to lay before His Excellency the Viceroy and Governor-General in Council the sense of gratitude which the voiceless Pandits (Vidvans and Kavirayars) feel towards the Government of India for the practical measures taken by His Excellency's Government for the encouragement of Oriental Studies in India as evidenced by the publication of the Minutes of the Conference of the Orientalists held at Simla in July 1911.

2. The Council are gratified to learn that the Conference had arrived at the following conclusions after mature deliberation, viz. :—

(1) The preservation and the perpetuation of the old indigenous learning is a great necessity.

(2) The Pandit and the Moulavi have a depth of knowledge which the modern scholar does not always possess and that therefore they should be encouraged.

(3) The old type of Pandits and Moulavis should be trained on the old lines. This is the opinion of almost all the eminent Hindu and Muhammadan gentlemen who took part in the discussion.

3. The Council, while thanking the Government for the encouragement afforded to the Pandits and the Moulavis and through them to the classical and vernacular literatures of the country, are obliged to express their deep regret that so far as the Colleges and Secondary Schools in the Madras Presidency are concerned, the Indian Classical and Vernacular languages have ceased to be studied by the pupils and it is hope against hope that the Madras University will do anything in the way of the encouragement of the study of those languages. It is highly desirable that development of Indian literary studies should be in the hands of eminent scholars of the country.

4. The practical suggestions which the Government of India have in view, so far as the Council are able to understand, appear to be the following :—

(1) That Government aid should be given to institutions for oriental learning conducted on traditional lines in several parts of the country so that they might serve as feeders to central institutions.

(2) The raising of the salaries of Pandits and Moulavis in the existing institutions.

(3) The awarding of scholarships and stipends to students.

(4) The conferring of titles and the provision of an honorarium to the holders of the titles of Mahamahaupadyaya and Shams-ul-ulama.

cf No. 375
1-5-12

5. The encouragement and improvement of the old indigenous learning under the influence of modern methods of research and historic criticism has been the subject of consideration of the Council of Native Education since 1905.

6. The Council of Native Education at Madras have been endeavouring to co-ordinate the studies in towns where the Western system obtained a strong footing with the indigenous system obtaining in villages and have suggested that in village schools Vernaculars should be made the first language and English the second while it will be otherwise in town schools and that non-language subjects both in village elementary schools and in town secondary schools should be learnt through the medium of Vernaculars instead of English.

7. If this co-ordination be effected the instruction in indigenous schools will be just the thing wanted. At present the curriculum followed in such schools is more or less a transplantation of what obtains in foreign countries with the result that it is unsuited to the conditions and requirements of Indian pupils.

8. For the encouragement of Oriental studies two divergent opinions were put forward at the Simla Conference:—

(1) The first related to the scheme prepared by Dr. Denison Ross for the establishment of a research institute on the ground that—

(a) as regards advanced Oriental studies the Indian Universities had hitherto not achieved much ;

(b) on account of the greater elasticity than would be possible in the existing Universities—that the Pandit and the Moulavi could more easily enter such an institution than schools and colleges affiliated to a University.

(2) The second practical suggestion related to the possible alternative of developing facilities for such studies in the existing Universities. They were of opinion that these studies at present suffered for want of correlation in the courses prescribed for the arts degrees. The Conference suggested that the courses should be revised so as to provide for the combination of cognate subjects.

The first of the abovementioned proposals alone seems to be feasible.

The Simla Conference discussed questions connected with archæology and the organisation and management of museums. The elaboration of these schemes and their development should be in the hands of those who are interested in them, but not in the hands of the Universities who have not hitherto taken any serious part in them.

9. The Council would venture to suggest one fact which ought to have been brought to the notice of the Simla Conference, *viz.*, the publication of Oriental books from the manuscripts and the establishment of libraries in all municipal and taluk towns.

10. The Council are happy to find that the Simla Conference discussed questions connected with the outlines of syllabuses in the Oriental subjects and they have been drawn up by the Committee and suggestions for the employment of the necessary staff of professors and readers to impart instruction and to help on research work in these fields of study have already been made so that the Central Committee proposed to be instituted at Madras will have an easy work of developing the system.

11. (1) The Council respectfully beg to point out that the suggestions of the Simla Conference, if they should bear fruit in the immediate future, should have a central institution not only at Delhi, but in all the three Presidency towns and in the Provinces.

(2) That in each Province or Presidency the encouragement and the development of the Oriental studies should be in the hands of separate and independent bodies like the Bengal National Council of Education presided over by the Maharajah of Durbanga and helped by the Hon'ble Madan Mohan Malavya.

(3) So far as this Presidency is concerned, the Council respectfully beg that the preliminary arrangements for the establishment of schools in this Presidency could be left as a provisional measure with the Council of Native Education with the Hon'ble Sir S. Subramania Aiyar as President and the members of the Council as a consultative and executive body.

(4) The Council will bring into existence District Committees consisting of ten members in each district, four of whom being retired Government servants, three from among the Pandits and three from among the graduates of the University, care being taken to select such as have taken or as are likely to take genuine interest in the proposals of the Government.

(5) The District Committees might be left to organise committees in municipal and taluk stations in such manner as they deem fit, consistent with their needs and conditions.

(6) The Presidency Central Committee will carry out the recommendations made by the Conference with reference to the methods for carrying on the research work in connection with—

(a) Language, Literature and Philosophy.

(b) History of India from the earliest Vedic period.

(c) Archaeology of India and adjacent countries.

(d) Anthropology and Ethnology.

(e) The subject of language examinations broadening the basis of the higher proficiency and the degree of honours examinations, the revision of the curriculum and the text-books.

12. The Council beg to point out that the Government of Madras have recently passed orders on the proposals for the improvement of Sanskrit education:—

(1) That for the purpose 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 the 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.

(5) That a system of scholarships shall be instituted.

In the college course which extends over four years and for which there will be only one batch of students there will be 30 scholarships the monthly rate being Rs. 7, 8, 9, and 10 during the first and the succeeding years.

In the advanced schools the course extends over six years. There will be 72 scholarships awarded to the most promising pupils of the elementary schools. The number of scholarships being 12 in each of the six classes the value being Rs. 2 in each of the three lower classes and Rs. 3 in each of the higher classes.

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13. The Council humbly beg to state that His Excellency the Viceroy gave hope in his address at the Convocation of the Calcutta University held on the 16th of March that the Government of India were considering measures for the preservation and encouragement of the indigenous learning of the country.

14. The Council venture to state that steps be taken to place the purely vernacular schools in villages on a footing similar to that of the Sanskrit schools; such schools being divided into collegiate, advanced and elementary schools. Here the Council wish to point out that the purely vernacular schools are very much handicapped by the manner in which the Grant-in-Aid Code rules are worked. For instance in Board Schools the teacher of the 3rd class besides his pay appropriates the fees and is paid capitation allowance at Re. 1 for each pupil in average attendance. This brings up the income to Rs. 12 made up in the following manner:—Rs. 8 salary, Rs. 2 fees, and Rs. 2 capitation allowance. When a fourth class is opened the rule is that fees should be remitted to the treasury and the capitation allowance is withheld. The effect of this is that the teacher purposely avoids opening the fourth class.

15. The Council with a view to give encouragement to the indigenous education through the Vidvans and Kavirayars of the country and at the same time for the spread of mass education humbly pray for the following:—

(1) The 1500 schools proposed to be established by the Madras Government in the near future be placed under the management of the Central Committee assisted by the Municipal and Taluk Committees on condition that the said Local Committees should supplement the inadequate Government grant of Rs. 12 with a view to make instruction in such schools efficient and useful.

(2) The 1500 schools intended to be opened by the Government should be apportioned thus: 600 Tamil, 400 Telugu, 125 Sanskrit, 125 Muhammadan, and the remaining 250 schools may be Malayalam, Canarese and Uriya.

(3) These 1500 schools be staffed with real Pandits available in every important village whose knowledge is wide and deep.

16. In conclusion the Council respectfully pray that out of a sum of Rs. 5,53,000 set apart by the Government of India for Elementary Education for boys out of eight lakhs of Durbar grant, sufficient amount may be set apart for the encouragement and development of the vernacular education of the country.

I beg to remain,
Sir,

Your most obedient servant

S. Rajagopalachari
S. RAJAGOPALACHARI

Joint Secretary to the Council of
Native Education, Madras.

NOTE FILE.

Para 10 of
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2-12

C.No.1784, from the Council of Native Education, dated 17--6-1912.

Subject.

Expressing gratitude to the Government of India for the measures taken by them for the encouragement of oriental learning.

The letter from the Council of Native Education is addressed to the Government of India. The letter is not clear and does not state definitely as to what the Council desires should be done.

2. The following points are mentioned in the letter:--

(i) the publication of oriental books from the manuscripts and the establishment of libraries in all municipal and taluk towns;

(ii) the establishment of research institutes in oriental learning in all the three Presidency towns and in the provinces in addition to the ~~central~~ central institute at Delhi;

(iii) the encouragement and development of oriental learning in each province to be left in the hands of independent bodies like the Bengal National Council of Education and the Madras Council of Native Education; and the preliminary arrangements for the establishment of schools in the Madras Presidency to be left to the Council;

(iv) placing the purely vernacular schools in villages on a footing similar to that of the Sanskrit schools, such schools being divided into collegiate, advanced and elementary;

(v) the 1,500 schools proposed to be established by the Madras Government in the

near

Para 9. on page 2 of C.F.

Para 11 (1) S.O.

Para 11 (2) & (3) - page 3 of C.F.

Para 14 on page 4 of C.F.

Para 15 S.O.

near future should be placed in the management of the central committee - that is the Council of Native Education; and

(vi) sufficient amount out of the Imperial grant of Rs5,53,000 for the elementary education of boys be set apart for the encouragement and development of the vernacular education of the country.

3. (i) Publication of oriental books and establishment of libraries in all important towns. The necessity for the publication of useful oriental books does not appear to have escaped the notice of the conference of orientalists^{which} met at Simla. The collection and cataloguing of ancient manuscripts was one of the subjects strongly urged by the conference - vide para.5 of India's letter on page 3 of G.O.No.375, Edl., dated 1st May 1912. This work when carried out will facilitate the publication of valuable oriental books. This is a point which will be dealt with in the special report which the Government will submit to the Government of India in connection with their letter referred to above.

4. It is not clear whether the establishment of libraries in municipal and taluk towns referred to in this connection are to be of oriental publications only or of a general character. In any case the question is one for the consideration of municipal councils and taluk boards. At the instance of the late Hon'ble Mr. Krishnaswami Aiyar it was considered whether municipal councils should be moved to establish libraries wherever possible. It was

eventually

Para 16 on page 4 of C.F.

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eventually decided that the matter should be dropped owing to the more pressing needs of the municipalities and their general incapacity to finance all of them. The case of taluk boards is further out of the question,

5. (ii). Establishment of research institutes in oriental learning in all Presidency towns.

This question, though not exactly in the same form, appears to have been considered by the conference, and the Government of India, ~~and~~ have decided that only one well-equipped institute should be established to start with. Please see para. 2 of India's letter on page 2 of G.O. No. 375, Edl., dated 1st May 1912. The establishment of provincial institutes is one of natural development if the central institute proves a success. The idea is not to keep this institute isolated but to take in students from all parts of India. The matter is anyhow for the Government of India and the Government need not, it is submitted, express any opinion on the point.

6. (iii). Encouragement of oriental learning and establishment of oriental schools in the Madras Presidency should be left in the hands of the Council of Native Education. This appears to be the sole object of the communication from the Council. The Council does not appear to be competent to deal with any questions connected with oriental learning. It has not by its previous history proved its capacity to be entrusted with such work. It is open to it to do what lies in its power to encourage oriental learning.

In this connection attention is invited to G.Os.No.742, dated 6th November 1907, No.140, dated 19th March 1910, and No.804, dated 18th November 1911, in which the Government had to consider and decline the proposals of the Council for the establishment of village committees for the management of elementary schools and for ~~an~~ grant of Rs.600 to enable it to demonstrate the possibility of establishing school committees. Please see the D.P.I's note and H.M's orders on pages 22 and 23 of the last order. The Council now proposes to establish district committees under its control to organize local committees in turn to carry on research work. In proposing this scheme the Council appears to be likewise too ambitious, and it is doubtful whether they are properly equipped to undertake the work.

Further, as explained in paragraph 4 of the letter No.60, Edl., dated 2nd February 1911, the policy which the Government propose to follow in this matter is the development and improvement of local fund unions and committees to carry out this object.

It is for consideration whether the Government of India may be informed accordingly.

7. (iv) Classification of vernacular schools. This matter is dealt with in para.14 of the Council's letter. It will be seen that the Council confounds (a) purely vernacular schools with board elementary schools and (b) the Madras Educational Rules which governs board schools with the Grant in Aid Code which applies

applies to aided schools. The scale of pay of board school masters, the grant of capitation allowance and the appropriation of fees by teachers of lower elementary schools are all matters provided for in the Educational Rules - vide rules 82, 83 and 84(1).

8. By purely vernacular schools, private vernacular schools not conforming to the departmental regulations are apparently meant. These numbered 2,820 in 1910-11 and they are not recognized by the Department for purposes of aid. Under the present Educational Rules (Rule 19) vernacular is the medium of instruction in elementary schools. The method of instruction in them is a decided improvement on that in the indigenous institutions. The policy is to bring these schools under the departmental system. It is not therefore desirable to perpetuate the old method of instruction in the "purely vernacular schools" by recognizing them as such and by instituting a separate set of standards as proposed by the Council. The Government of India may, it is submitted, be informed that this suggestion does ^{not} commend itself to Government.

9. The matter mentioned in the last sentence of ~~the~~ paragraph ^{14 of the Council's letter} that these rules prevent the development of lower elementary schools into higher ^{schools} was under the consideration of Government and has been ordered to lie over pending orders of the Government of India on the general question of developing elementary education. Please see G.Os. 908-909, Edl., date 22nd December 1911 and the notes therewith.

Pages 16 & 17 of the book.

General table 3 on pages 12 & 13 of Pub. Ins. Report - Vol 1

Page 5 of the book

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to D. Bourne -
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This question may perhaps be referred again to Dr. Bourne, when he has returned from Simla, to be considered in connection with the report called for in G.O.No.204, Edl., dated 2nd March 1912.

10 (v) Elementary schools to be newly opened should be placed under the management of the Council of Native Education. Please see paragraph 6 above.

11. (vi) Funds for the encouragement of oriental learning. In their letter No.800, Education, dated 3rd April 1912, printed with G.O.No.375, Edl., dated 1st May 1912, the Government of India have promised to assist local Governments with funds for carrying out definite schemes for the promotion of oriental learning. It is not therefore necessary to set apart any amount from the sum of Rs.5,53,000 sanctioned by the Government of India for the elementary education of boys.

12. In forwarding the Council's letter to India, it seems sufficient if they are informed that the Government are awaiting a report from the D.P.I. on the general question of encouraging and improving oriental studies and that a special report on the subject will be submitted to the Government of India with reference to their letter No.800, Edn., dated 3rd April 1912. As regards the other points referred to in the Council's letter the Government of India may be informed as proposed in paras. 4, 6, 8 & 9 supra.

13. A draft letter is submitted for approval

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H.E. the Gov.

Much of this representation is crude and undigested. The Council, which altogether over-estimates its capacity, has chosen to address its views to the Govt of India. I do not know how to that authority.

(a) To inform the Council that it should in the first instance address the Local Govt with reference to so much of the communication as concerns local affairs, &

(b) To ask for information or comments from the Madras Govt in regard to such points as may be deemed worthy of examination.

2. If criticism should be desired by the Govt of India, the first step ^{without} ~~is~~ to ask the D.P. for his remarks. If the memorial goes on ahead to London, it will arrive while Dr. Broune is still there & advantage may perhaps be taken of ~~his~~ ^{his} presence to ~~confer~~ ^{size up} the status of the Council & restrict reference to one or two main points, if indeed any reference is thought necessary.

3. I should be inclined therefore to transcribe the letter without my remarks, but have slightly altered the office-report in case H.E. should prefer the rough form of disposal.

Copy in copy Box 7 20/7/12

I think it will be the proper course to forward this memorial without any comment, ~~except that it is a memorial~~ ~~known~~ if the Govt of India desire information let them ask for it. They will probably send the memorial to us with some general remark that we no doubt will consider the various points raised in it.



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22. VII. 12.

The draft is enclosed may be.

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22.7.12

[G.O. No. 665-66 of 23.7.12.]

C.No.1784, from the Council of Native Education, Madras, d/27-6-1912.

ORDER:
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The letter from the Council of Native Education will be forwarded to the Government of India.

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T.K.
Please extract
para. 9 of the note for
a no. reference to D.P.S.
make up a separate file.

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28/7/12

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Please make
the necessary extract
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20/7

To

The Joint Secretary to the
Council of Native Education,
Madras.

24/7/12

Letter.

22/7/12

LETTER:

To

The Secretary to the Govt. of India,
Department of Education.

Sir,

the accompanying
I am directed to enclose a letter from the Council of Native Education, Madras, addressed to the Government of India, expressing its gratitude for the measures recently taken ~~by the Government~~ for the encouragement of oriental learning and offering suggestions for furthering ~~that learning~~ *the same object.*

fr. O. LD 23.7.12
2. In regard to the general question of the cultivation and improvement of oriental studies raised therein I am to state that the whole matter is now engaging the attention of this Government with reference to the Hon'ble Mr. Sharp's letter No. 800, Education, dated 3rd April 1912. They are awaiting a report on the subject from the D.P.I. and will deal with the questions in their reply to the letter above referred to.

3. A few observations will however be made below with reference to the other suggestions made in the letter. In the first place the suggestion made in para. 9 of the letter regarding the establishment of libraries in municipal and taluk towns seems

vague

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vague. It is not clear whether they are to be of oriental publications alone or of a general character. In any case ^a ~~the~~ ^{which} matter ^{is} ~~is~~ in the opinion of His Excellency in Council ^{should} ~~one~~ to be left to the initiative of municipal ^{But} councils and taluk boards. ^{These} ~~These~~ ^{(it may be added) are not in a position to} bodies cannot generally devote any portion of their funds ~~at present~~ ^{to} ~~this~~ ^{such an} object without detriment to other pressing needs.

4. As regards the establishment of a central and district school committees for the encouragement and development of oriental studies, I am to invite attention to para.4 of my letter No.60, Edl., dated 2nd February 1911, dealing with the recommendations of the Royal Commission on Decentralization in India regarding educational matters, where it was stated that His Excellency in Council would prefer to adopt the policy of developing and improving the existing system of local fund unions ~~without~~ ^{any radical change} instead of establishing separate committees for the purpose. The Governor in Council still adheres to ~~these views~~ this view. // I am further to state that in the opinion of His Excellency ^{in Council} ~~in~~ the Council of Native Education is not ^{such a} competent to deal with the question;

and the history of its past activities ^{indications of} does not disclose ~~any capacity on its~~ ^{part} to direct oriental studies or research.

5. In para.14 of its letter the Council suggests that purely vernacular schools in villages should be placed on a footing similar to that of Sanskrit schools, ~~they~~ ^{being} divided into collegiate, advanced and elementary schools. I am to state that this suggestion does not commend itself to the Government. ^{When speaking of} ~~By~~ purely vernacular schools, the Council apparently refers to those unrecognized indigenous institutions of an elementary character, which do not conform to the standards of efficiency or accept the courses of study prescribed by the department, ^{educ.} though vernacular has been prescribed as the medium of instruction in all recognized institutions of elementary grade. While the aim of the department should be, and has been, to induce these indigenous schools to adopt the recognized standards of instruction and gradually to absorb them into its system, the Government do not consider it desirable to perpetuate the antiquated methods ^{which they} followed in these ~~institutions~~ ^{them as} by recognizing and instituting for them separate standards of efficiency.

6. The question referred to in the latter portion of para. 14 of the letter, namely that the present educational rules tend to prevent the development of lower elementary schools is, I am to add, separately under the examination of Government.

I have etc.

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CURRENT No.

ENCLOSURES TO G. No.

ORDER OF GOVERNMENT.

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LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

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