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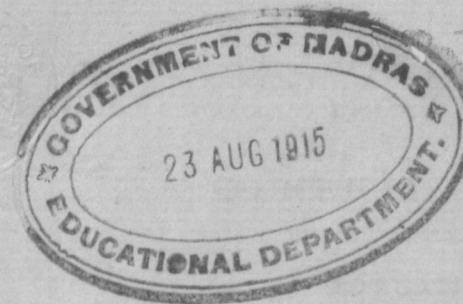
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G.O. No. 999 Edd

DATED 13-9-15

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[Despatch Abstract.]
Oriental learning: Recording letter from the Govt of India forwarding copies of the letters from the Govts of Bengal and Bombay on the subject of the encouragement of Oriental learning.



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23-815

No. 1348

Government of India,
DEPARTMENT OF EDUCATION.

(Education).

Simla, the 14th August 1915.

A copy of the undermentioned papers is forwarded to
the Government of Madras for information, in
continuation of this Department endorsement no. 784, dated
the 30th April 1915.

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By order,

G. Anderson

Asst. Secretary to the Government of India.

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1. Letter from the Government of Bengal, no. 349-T.G.,
dated the 22nd May 1915 and enclosures.

pp 27-40
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2. Letter from the Government of Bombay no. 1667, dated
the 5th June 1915 and enclosures.

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J.B.N.

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GENERAL DEPARTMENT.

EDUCATION—No. 349 T.—G.

DARJEELING, THE 22ND MAY 1915.

FROM THE HON'BLE MR. K. C. DE, C.I.E., I.C.S.,

Offg. Secretary to the Government of Bengal,

TO THE SECRETARY TO THE GOVERNMENT OF INDIA,

DEPARTMENT OF EDUCATION.

SIR,

I AM directed to submit the following report dealing with the various points raised in your letter No. 800—810, dated the 3rd April 1912, on the subject of the encouragement of ancient learning in India and the improvement of instruction in its classical languages.

2. In Bengal the subject naturally divides itself into two branches, the one dealing with Sanskrit and the ancient learning of the Hindus and the other with Arabic and Persian. Both branches have received careful consideration from this Government during the past few years, and much has already been done; but action has proceeded on different lines in the two branches owing to essential differences in the conditions.

3. In connection with the encouragement of Sanskrit learning a conference was convened by the Government of Bengal in February 1913 to examine the many difficult and important problems that had arisen in the Presidency. This conference, with the Hon'ble Justice Sir Ashutosh Mukharji as its president, carefully reviewed the whole position of Sanskrit education in the area under its control, and drew up a scheme for its improvement. The area covered by the scheme embraced Bihar and Orissa and Assam as well as the Presidency of Bengal. Copies of the Resolution convening this conference and of the Report submitted by the Conference are appended for the information of the Government of India.

4. On a rough computation, the scheme involves a capital expenditure of Rs. 1,66,000 for libraries and a recurring expenditure of Rs. 2,00,396 per annum, distributed over the three provinces as follows:—Bengal Rs. 1,19,122, Bihar and Orissa Rs. 70,276, and Assam Rs. 10,998. The Assam Administration has expressed its willingness to participate in the scheme generally, but the Government of Bihar and Orissa proposes to initiate a scheme of its own. The Bengal scheme is now under the consideration of the Governor in Council, and, when final orders have been passed, the Government of India will be approached with a request for financial assistance.

5. The proposal that a department of Sanskritic studies should be included in the Dacca University was rejected by the Dacca University Committee; but the Governor in Council, after a careful consideration of the matter, found himself unable to accept this recommendation. A rough scheme for the establishment of such a department was accordingly drawn up and submitted to the Government of India with Mr. Samman's letter No. 810 T.—G., dated the 6th June 1913. Owing to paucity of funds it has been found necessary to postpone the introduction of this scheme for the present, but His Excellency in Council trusts that it will meet with the approval of the Government of India and the Secretary of State, and that it will be introduced as soon as funds permit.

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6. In connection with Islamic studies interest centres mainly in the *madrasahs*. These institutions were in their origin of a semi-religious character, but it is universally admitted that they have for some time past been unsuited to present-day requirements. The reorganization and reform of *madrasahs* has been under the consideration of this Government for many years, and the problem engaged the serious attention of the Government of Eastern Bengal and Assam, in which province *madrasahs* were very numerous. The whole question was finally decided last year, when the Government of Bengal, by their Resolution No. 450 T.-G., dated the 31st July 1914, copy of which is appended, prescribed a new syllabus of studies for adoption in all Government *madrasahs* except the Calcutta Madrasah, with effect from the 1st April 1915, and recommended its introduction into all private *madrasahs*. Two essential features of this syllabus are the omission of Persian and the inclusion of English as a compulsory subject. The reformed course may be regarded as preparatory to the Islamic studies of the Dacca University; it is, however, complete in itself and students desirous of passing from a *madrasah* to any University course other than that of Islamic studies will not find themselves handicapped by a lack of knowledge of general subjects. Private *madrasahs* adopting the reformed course will be given a prior claim on grants-in-aid from Government, but institutions adhering to the orthodox course will not be absolutely debarred from participating in such grants. In the Calcutta Madrasah an orthodox course will still be taught, without English or with English as a merely optional subject. The present curriculum admits of great improvement, and a committee has been appointed to advise Government as to the lines on which it should be revised.

After the introduction of the Madrasah reform scheme, the Calcutta Madrasah will be practically the only large institution in Bengal that will follow the traditional line of teaching in Islamic subjects. The maulvis of the Calcutta Madrasah are at present graded with ordinary teachers in English schools. This practice has given rise to great inconvenience and first class men cannot be secured on the present scale of pay. The Governor in Council is in favour of making a grant to the Calcutta Madrasah to secure better salaries for its teachers, most of whom are now in the Subordinate Educational Service. If such a grant be made, it should be possible to strengthen the staff by appointing one or two scholars from Egypt or Arabia. His Excellency in Council would also be glad to grant scholarships to students in the title classes to attract more boys to these classes. Detailed proposals on these lines will be worked out in due course, but as the introduction of the Madrasah reform scheme is likely to be a work of time, the Governor in Council considers it premature to attempt this at present.

7. In view of the general reorganization of *madrasahs* on modern lines, His Excellency in Council is of opinion that there is not sufficient scope in Bengal for a special Inspector to promote indigenous methods of study in Arabic and Persian.

8. The question of advanced Islamic studies has been carefully considered in connection with the Dacca University, of which the department of Islamic studies will be one of the most striking features.

9. A suggestion has been made that, in order to preserve the old learning of Islam, the ancient practice of assisting distinguished scholars to receive students should be revived in a modified form. The proposal commends itself to His Excellency in Council, and it is contemplated that as an experimental measure Shams-ul-Ulmas, who happen to be really learned men, and are willing to devote themselves to teaching, should be encouraged to take up such work by the grant of subsidies.

10. It will be observed that an essential difference between *taliks* and *maktabs* and *madrasahs* in this Presidency lies in the fact that whereas the former have always been entirely distinct and different in their nature from ordinary schools, the latter have always attempted in some measure to impart a general education. The exclusion of Persian from the *madrasah* course and the inclusion of English as a compulsory subject will tend to exaggerate this difference. Even at the present time *maktabs* and *madrasahs* fit in to some extent with the ordinary

classification of schools. *Madrasahs* which are not maintained by Government share in the existing provision made for grants-in-aid in the Education Budget, and are treated as generously as funds permit, while *maktabs* share in the existing provision for the encouragement of primary education; but additional funds are a necessary condition of further progress. Sanskrit *taliks* do not enjoy these advantages, but the Director of Public Instruction is of opinion that a number of selected institutions should be brought under the grant-in-aid system. It has not been possible to arrange for this heretofore, mainly for want of funds. It is hoped, however, that it will be possible to make a start in this direction with the help of an annual provision reserved from the Imperial recurring grant of Rs. 1,50,000 sanctioned for the improvement of education in Bengal in your letter No. 519, dated the 25th March 1914.

11. In paragraph 4 (c) of your letter the suggestion has been made that posts should be provided for highly trained pandits and maulvis. With regard to this suggestion, I am desired to say that there is some opening for highly trained pandits and maulvis in schools and colleges, but the terms of service are seldom attractive, and one great difficulty lies in the fact that pandits and maulvis, trained in the indigenous methods, seldom have any knowledge of English which is necessary for all higher teaching posts. Provision for highly trained maulvis is at present hardly possible except in Madrasahs, but a few will doubtless find a place in the Muhammadan College at Dacca on the side of the Islamic Faculty.

12. As regards the suggestion, made in paragraph 4 (d) of your letter, that money rewards should be granted for original work, the Governor in Council is of opinion that all that can be done at present to encourage the publication of original work is to purchase copies for distribution. It is, however, doubtful whether Bengal at present possesses any Arabic or Persian scholars capable of doing original work that is deserving of encouragement.

13. The Asiatic Society of Bengal has already taken up the work of collecting Sanskrit manuscripts, and one of its most distinguished scholars, Mahamahopadhyaya Hara Prasad Shastri, who was formerly Principal of the Calcutta Sanskrit College, is engaged in preparing a *Catalogue raisonné* of the manuscripts already obtained. The Trustees of the Indian Museum, who were consulted by the Director of Public Instruction on this subject, are of opinion that the present system is not altogether satisfactory, as the number of qualified scholars who examine the manuscripts is small, and some of these have not the necessary knowledge of the fruits of Western scholarship. They consider it desirable to foster a combination of European and Indian methods of Oriental research to supplement the work which is now being done and to expand its scope. They accordingly suggest that a competent European scholar should be appointed on an adequate salary for a term of years and should be attached to the Asiatic Society of Bengal to supervise the preparation of a full catalogue of the manuscripts preserved in Calcutta, and at the same time to train young scholars in the methods of recent research so far as cataloguing is concerned. They are of opinion that an officer with the necessary qualifications will not be secured on a salary of less than Rs. 600 a month. These proposals have the full support of the Director of Public Instruction.

14. In the meantime, the Asiatic Society of Bengal has been considering the question independently, and has approached it from a different point of view. The Society is already in receipt of a yearly grant of Rs. 3,200 for the conservation of Sanskrit manuscripts, and out of this an amount of about Rs. 1,200 is spent in entertaining a small establishment for collecting information. By means of this fund about 11,000 manuscripts have been collected and 17 volumes of notices of Sanskrit manuscripts have been published. These notices for the most part refer to manuscripts in private collections brought in by travelling pandits entertained for the purpose. As already mentioned, however, Mahamahopadhyaya Hara Prasad Shastri took up the work of preparing a catalogue of the collection made by the Asiatic Society. He has now been engaged on this work for

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five years, in the course of which he has succeeded in cataloguing 6,800 manuscripts; 4,200 more remain to be done. The Mahamahopadhyaya now desires that arrangements may be made for the printing of the catalogue in a series of volumes, that the services of a young scholar, strong in English and in Sanskrit, may be obtained, and that an increase of pay be given to the assistants already employed. The extra cost on account of establishment is estimated at Rs. 1,620 a year for five years, and the total cost of printing at Rs. 26,400 to be spread over a period of 10 years, Rs. 1,000 being required in the first year. These alternative proposals are now under the consideration of the Governor in Council whose recommendations will shortly be submitted to the Government of India with a request for financial assistance.

15. The Asiatic Society of Bengal has also done much useful work in collecting, publishing and translating many valuable Persian and Arabic manuscripts with financial aid from Government. In addition to the annual grant of Rs. 9,000 for the publication of Oriental works, the Society receives from the Government of India a special grant of Rs. 3,000 a year in aid of the publication of Persian and Arabic works of historical interest, and another grant of Rs. 5,000 a year towards the collection of Persian and Arabic manuscripts. A lump grant of Rs. 5,000 was also made to the Society for the publication of the English translation of the Akbarnama.

The Governor in Council is of opinion that it would be well worth while to make a search for Arabic and Persian manuscripts in Bengal, although he fears that many collections may have been destroyed by fire or by white ants, for in the interior of Bengal houses are for the most part made of perishable and inflammable materials.

16. The Calcutta University has been consulted on the subject-matter of paragraphs 6 and 7 of your letter. It has been ascertained that in the opinion of the Hon'ble the Vice-Chancellor and the Syndicate the courses of study in the University already allow a wide choice of subjects, and render it possible for candidates for the B.A. degree to continue with the study of a classical language, either history (including the history of India) or philosophy (including Indian philosophy). The authorities of the Calcutta University state that when the question of the revision of courses is taken up, the points mentioned in paragraph 6 of your letter will be kept in view. The Governor in Council, however, agrees with the Director of Public Instruction in thinking that the University curricula in Oriental languages admit of great improvements, and that the adoption of satisfactory curricula will be a measure of the greatest benefit to teachers and students of those languages, as the work done in schools and colleges is conditioned by University requirements. His Excellency in Council is prepared to agree that Indians of scholarly merit, trained after indigenous methods, may with advantage be nominated to University Fellowships and, if otherwise suitable, to membership of consultative bodies.

17. With reference to paragraph 8 of your letter, I am to say that many serious obstacles stand in the way of securing the proper teaching of Sanskrit, Arabic and Persian in high schools; teachers of Oriental languages are unfortunately held by the public in very low esteem; such teachers are in many instances far inferior to their colleagues in accomplishments and capacity; the salaries offered to them are extremely low. Even if it were possible to raise the rate of salary at once, capable teachers would not be immediately available. In the opinion of the Governor in Council it is only an improvement in the work of *tdls*, *madrasahs* or schools that can remedy this deficiency; and such improvement is conditional upon the raising of University and other standards, and upon the increase of financial resources.

I have the honour to be,

SIR,

Your most obedient servant,

K. C. DE,

Offg. Secretary to the Government of Bengal.

No. 966, dated Calcutta, the 10th February 1913.

RESOLUTION—By the Government of Bengal, General Department.

SEVERAL important questions relating to measures for the encouragement of Sanskrit learning have come under the consideration of the Government of Bengal. The Conference of Orientalists, held at Simla in July 1911, made proposals for the promotion of ancient and indigenous systems of learning to which the Governor in Council desires to give practical effect. The time has come for reviewing the constitution and functions of the Sanskrit Examination Board, which was established in 1908 and is still on a temporary footing. A scheme has been submitted to the Government for expanding the Dacca Saraswat Samaj into a more widely organized body which should aid and advise the Government in all matters connected with indigenous Sanskrit studies in the eastern districts. The Dacca University Committee have raised the question of the creation of a department of Brahmanic studies in the Sanskrit College on lines similar to those proposed for the department of Islamic studies in the new University. Lastly, the recent territorial redistribution makes it necessary to compare, and where desirable, to co-ordinate, rules and practices in the two portions of the province.

2. The Governor in Council has decided to convene a conference to advise on the difficult and important problems which have thus arisen and to deal more especially with the following questions:—

- (1) whether separate organizations should be created for the encouragement and control of Sanskrit learning at Calcutta and Dacca, or whether a single organization with its centre in Calcutta should serve the whole province;
- (2) what should be the constitution and functions of this organization or of these organizations;
- (3) whether any substantial reforms are required in existing systems for the grant of titles, stipends and rewards;
- (4) what should be the policy of the Government in regard to the encouragement of *tdls*;
- (5) whether a department of Brahmanic studies combined with instruction in English should be established in connection with the Sanskrit College.

3. The constitution of the conference will be as follows:—

The Hon'ble Justice Sir Ashutosh Mukharji, RT., C.S.I., M.A., D.S.C., D.L., Vice Chancellor, Calcutta University—*President*.

The Hon'ble Mr. G. W. Küchler, C.I.E., M.A., Director of Public Instruction, Bengal.

Dr. G. Thibaut, C.I.E., PH.D., D.S.C.

Mahamahopadhyaya Satish Chandra Acharya, Vidyabhusana, M.A., PH.D., Principal, Sanskrit College, Calcutta.

Babu Bidhu Bhusan Goswami, M.A., Professor of Sanskrit, Dacca College.

Mahamahopadhyaya Pandit Pramatha Nath Tarkabhusana, Professor, Sanskrit College, Calcutta.

Mahamahopadhyaya Pandit Kamakhya Nath Tarkabagisha, Nabadwip.

" " Shib Chandra Sarbabhauma, Bhatpara, 24-Parganas.

" " Prasanna Chandra Vidyaratna, Dacca.

" " Chitradhar Misra, Darbhanga.

" " Dhireswar Bhattacharya, Kamakhya Hill, Gauhati.

Pandit Pitambar Tarkalankar, Sabha Pandit, Natore Estate.

" Baikuntha Nath Tarkabhusana, Sabha Pandit, Tippera Estate.

" Jagannath Misra, Puri.

" Surjyakumar Tarkasaraswati, Silchar.

Mr. R. Nathan, C.S.I., C.I.E.—*Secretary*.

The pandits from Bihar and Orissa and from Assam have been invited with the permission of the Local Governments concerned, but they are not official delegates, and the conference is convened primarily to deal with the situation in the Bengal Presidency.

Ordered that a copy of the Resolution be forwarded to each member of the conference.

REPORT OF A CONFERENCE ON SANSKRIT LEARNING IN BENGAL.

The conference convened under the orders contained in the Resolution of the Government of Bengal, No. 966, dated the 16th February 1913, met in Calcutta on the 17th, 18th and 19th February. All members named in the Resolution were present, except Pandit Jagannath Misra of Puri who unfortunately received notice too late to enable him to attend.

2. The conference was instructed to consider various important problems which have arisen in connection with the encouragement of Sanskrit learning in Bengal and to deal more especially with the following questions:—

- (1) whether separate organizations should be created for the encouragement and control of Sanskrit learning at Calcutta and Dacca, or whether a single organization with its centre in Calcutta should serve the whole province;
- (2) what should be the constitution and functions of this organization or of these organizations;
- (3) whether any substantial reforms are required in existing systems for the grant of titles, stipends and rewards;
- (4) what should be the policy of the Government in regard to the encouragement of *tôls*;
- (5) whether a department of Brahmanic studies combined with instruction in English should be established in connection with the Sanskrit College.

3. The first of these questions is one of considerable difficulty, and the conference discussed it with great care and fullness. The pandits of Eastern Bengal are reluctant to lose the privilege of sending up students to the Calcutta examinations and of competing for the rewards and stipends which are granted on the results of these examinations; they do not therefore wish to sever their connection with the Calcutta Board. Subject to this consideration they are anxious that the scheme for reorganizing the Saraswat Samaj, which was before the late Government of Eastern Bengal and Assam, should now be carried out; that is to say, that the organization should be so extended as to embrace all recognized pandits of Eastern Bengal and Assam who wish to belong to it, and that English-knowing scholars and representatives of the Government should be joined to the representatives of the pandits to form a governing body. They further desire that, when this reorganization has been effected, the Government should give the Samaj fuller recognition and a larger measure of assistance: they hope that the Government will recognize the titles awarded by the Association, and that it will grant a certain number of rewards, stipends and prizes to be awarded on those results. The conference unanimously recommend that this solution of the first question be adopted; it maintains throughout the province the authority of the Calcutta organization which has for some years and with marked success conducted examinations and advised the Government on questions connected with Sanskrit learning, and at the same time it gives effect to a laudable scheme in which the pandits of Eastern Bengal take a very great interest and which the Government has on several occasions encouraged. The conference do not anticipate that any difficulty will arise or any injury result to the cause of Sanskrit learning from the concurrent jurisdiction of the two organizations. On the contrary, it appears to them that this will have a beneficial effect inasmuch as it will encourage variety of method and foster a spirit of local co-operation.

4. The two pandits from Assam consider that their province should maintain its connection with the Calcutta Board. Mahamahopadhyaya Dhireswar Bhattacharjya of Gauhati also considers it necessary that the special Government Sanskrit examinations should be retained in Assam, because the course of instruction in the Assam Valley is somewhat different from that which prevails in Bengal. Pandit Chitradhar Misra of Darbhanga expressed the opinion that for the present Bihar should remain under the Calcutta organization, but that later, when a University has been established at Patna, the question may, if necessary, be reconsidered. These are matters for the consideration of the Local Governments concerned, and we merely record the views expressed at the conference.

5. With regard to the second question the conference were of opinion that the existing system of a Sanskrit Examination Board requires modification and expansion, and that the reformed organization should be placed on a permanent basis. It should comprise a large deliberative convocation, and a Council which will be the sole executive authority. The convocation and Council will form a corporation which may be styled the Calcutta Sanskrit Association.

6. The Council will conduct examinations and award titles, and will be the general agent and adviser of the Government in all matters connected with indigenous Sanskrit learning. The general statement of the duties of the present Board contained in the Resolution of the Government of Bengal, No. 1073, dated the 19th June 1908, will still be applicable, but if the recommendations of the conference are accepted, these duties will in practice become more varied, more important, and more onerous.

In so far as the Presidency of Bengal is concerned, the conference recommend that the Council should be constituted as follows:—

- Six Pandits from Calcutta and the Burdwan and Presidency Divisions;
- Six Pandits from the Dacca, Chittagong and Rajshahi Divisions;
- Five Members to be appointed by the Government.

Should the provinces of Bihar and Orissa and Assam remain under the organization, they should be represented by four pandits and three pandits, respectively. One of the pandits from both Western and Eastern Bengal should be elected by the pandits themselves in a manner shortly to be described; the remaining pandits from Bengal should be nominated by the Local Government. The five additional members to be appointed by the Government of Bengal will supply the requisite element of scholars trained in western methods, and will serve to maintain the necessary connection between the Government and the Association. The President of the Council should be appointed by the Government, and the Principal of the Sanskrit College should, as at present, be the Secretary. Members of the Council nominated by the Government should hold office for three years, the original members retiring by rotation. The two members elected by the pandits should hold office for one year only.

The Secretary will require the services of an assistant and a somewhat larger establishment: provision for these is made in the estimate appended to the report.

7. It is very desirable that an occasional opportunity should be given to representative pandits to meet for the purpose of becoming acquainted with one another and of discussing matters of common interest. A very successful assembly of pandits was recently convened in Calcutta on the occasion of the annual award of titles; similar meetings should take place every year, and they will be more useful and interesting if the pandits, in addition to being present at the award of titles are also encouraged to take some part in the conduct of affairs. The conference therefore recommend that the two nominees of the pandits on the Council should be elected by the convocation in meeting assembled, and that any member of the convocation should have authority to move a resolution in the convocation on any question relating to the encouragement of indigenous Sanskrit learning. Such resolutions should be forwarded, with the opinion of the Council, for the consideration of the Government. The convocation should be as large a body as is consistent with the convenient execution of its function, and the conference consider that the maximum number may be fixed at 500. The original members of convocation should be nominated by the Government, and on the occurrence of vacancies fresh appointments should be made by the Government on the recommendation of the Council. Members of the convocation should hold office for five years and should be eligible for renomination, the original members retiring by rotation. The President and Secretary of the Council should also be President and Secretary of the convocation.

8. It will be convenient to consider together the third and fourth topics, namely the system of examinations, stipends, rewards and titles, and the principles to be followed in aiding *tôls*. The two questions are closely allied, since at the present time *tôls* received aid mainly in the form of stipends to students and rewards to teachers granted on the results of examinations.

9. The conference discussed the general question whether the grant of financial assistance to *tôls* should take the present form of stipends and rewards, or whether grants-in-aid should be made with reference to the merits and general requirements of individual *tôls* as ascertained by inspection. They consider that the allotment of rewards and stipends should remain the principal agency, but that it should be supplemented by a system of grants to meet the case of institutions which do not receive adequate aid under the examination system. The conference were aware that this recommendation is open to the criticism that, judged by modern educational standards, the distribution of aid on the results of large public examinations is not theoretically the soundest system, and that it has been abandoned in India in the case of the general school organization. But the evil features of the results-grant system, which were condemned by the Simla Conference of 1901, do not exist, or exist in a lesser and modified degree, in the case of the Sanskrit examinations, which have, as a matter of fact, greatly encouraged the study of Sanskrit and raised the level of attainment. On the other hand, it would be extremely difficult to introduce anything approaching a general system of monthly grants based on inspection. Unless a very large number of *tôls* were altogether excluded—and their exclusion would be extremely difficult—the system would be so expensive as to be impracticable. It would further involve the appointment of a number of Inspectors and such detailed supervision over and interference with the management of *tôls* as would be likely to occasion resentment and to mar the special characteristics of *tôl* instruction.

10. The existing system comprises a series of three examinations, styled the first examination, the second examination, and the title examination. The interval between the first and the second examinations is two years, and between the second and the third three years. Stipends to students and rewards to teachers are granted on the result of the first and second examinations as follows:—

Stipends to students—

First examination—
60 at Rs. 2, tenable for two years.

Second examination—
20 at Rs. 3, tenable for two years.
15 " " 4, ditto ditto.
4 " " 3, tenable for three years
(Nyaya).

Rewards to teachers, tenable for one year—

First examination—
25 at Rs. 6.
25 " " 8.

Second examination—
15 at Rs. 10.
16 " " 12.

The conference recommend that this system should be retained, and that the number of rewards and stipends should be increased to the following:—

Stipends to students—

First examination—

120 at Rs. 4, tenable for two years.

Second examination—

40 at Rs. 6, tenable for two years.

30 „ „ 8, ditto ditto.

8 „ „ 6, ditto three years.

Rewards to teachers, tenable for one year—

First examination—

40 at Rs. 10.

40 „ „ 12.

Second examination—

25 at Rs. 16.

25 „ „ 20.

This represents a doubling both of the number and value of the stipends and rewards. Apart from the expressed desire of the Government to give further encouragement to the cause of Sanskrit learning, the recommendations can in both respects be readily justified. The present stipends and rewards were introduced in the year 1892. Taking only the period 1905 to 1912, the number of students passing the first and second examinations has risen from 845 and 414 to 1,467 and 1,136. The value both of rewards and stipends was fixed in the first instance at an extremely low figure, and a considerable rise in prices has diminished the actual value of the grants. The stipends paid to students not only reach a very small number, but cover also a very small part of their expenses, and even a good pandit conducting a large *tol* cannot expect to receive more than one or two rewards with an aggregate value of less than Rs. 20 a month.

In pursuance of the general recommendation contained in paragraph 3 of this report, we recommend that the following special stipends and rewards be granted in connection with the examinations of the Saraswat Samaj:—

Stipends to students, tenable for two years—

First examination—30 at Rs. 4.

Second „ —20 „ „ 6.

Rewards to teachers, tenable for one year—

First examination—20 at Rs. 10.

Second „ —15 „ „ 15.

A student who has earned a stipend for himself or a reward for his teacher in an examination of the Calcutta Council should not be eligible to earn a stipend or reward in an examination of the same grade held by the Saraswat Samaj, and *vice versa*.

11. The following prizes are granted by the Government to students and teachers on the results of the title examination:—

To students—2 at Rs. 100, 2 at Rs. 50, 6 at Rs. 25, and 5 at Rs. 20.

„ teachers—2 „ „ 200, 2 „ „ 100, and 6 at Rs. 50.

It is doubtful whether this distribution of money is altogether suitable, and the conference consider that the award of prizes should be left to the Council, an annual grant of Rs. 2,000 being made for this purpose. A grant of Rs. 500 should also be made for prizes to the Saraswat Samaj.

The conference further recommend that a certain number of scholarships should be awarded on the results of the title examinations to enable the best students to pursue their studies further and to assist in the teaching work of the *tol*s. A scholarship should be awarded to the first student in each subject, provided that he passes in the first division; it is estimated that this will entail the grant of about eight new scholarships a year. The scholarships may be of the value of Rs. 25 for philosophical and Rs. 20 for other subjects. They should be tenable for two years in any *tol* approved by the Council for the purpose. The object is to encourage students to study more deeply their own subjects, and a scholarship should not be granted to assist a student to read for the title examination in a second subject.

12. The three examinations are conducted at local centres and through the agency of local Sanskrit associations, of which there are at present 37 in the provinces of Bengal and Bihar and Orissa. The conference recommend that this system should be retained. The local associations will require more guidance than they have hitherto received, and they will need some assistance in the conduct of their work which is becoming increasingly onerous and responsible. The conference recommend that an annual grant of Rs. 10,000 be made to the Council for the assistance of the local associations, representing an average grant of about Rs. 270 per association. These grants will enable the associations to give some remuneration to their secretaries for the conduct of examinations, etc., and will also make it easier for them to help the Council in making investigations. The conference attach great importance to the encouragement of local organizations, but to make the system reasonably efficient it is essential that some assistance should be given and that some control should be exercised.

13. The fees charged to students for appearing at the title examination have recently been enhanced, and fees have been levied for the first time during the current year for the first and second examinations. The rates are as follows:—

	Rs.
First examination	1
Second „	2
Title „	3

The majority of the pandits were of opinion that the fee system and the existing rates should be retained. It is estimated that they will yield an income of about Rs. 16,000 per annum.

14. The remuneration granted to examiners for setting papers varies from Rs. 2 to Rs. 5 a paper, and for examining them from As. 2 to As. 8. The inadequacy of these rates is a cause of discontent, and the pandits strongly urge that they should be raised. The conference recommend the fees should be fixed as follows:—

For setting papers—	Rs.
First examination	8
Second „	12
Title „	16

For examining papers—	As.
First examination—	
Literary subjects	4
Philosophical subjects	6
Second examination—	
Literary subjects	6
Philosophical subjects	8
Title examination—	
Literary subjects	8
Philosophical subjects	12

15. The pandits present at the conference represented that the designations of the titles now granted by the Government, the name of the subject with the affix “*tirtha*,” are unsuitable and inharmonious. They were not, however, prepared without further consultation to suggest what change should be made. The matter may be left for consideration by the Calcutta Sanskrit Association.

16. Supplementary grants-in-aid will be required mainly for three classes of *tol*s:—

- Large *tol*s with more than one teacher, which serve as important centres and require substantial assistance;
- Tol*s conducted by distinguished teachers who deserve encouragement, but who train only a few students and cannot therefore receive any considerable amount in the form of rewards, however high the level of their instruction;
- Meritorious *tol*s in backward localities.

Grants aggregating Rs. 2,580 a year are already made to *tol*s of the first description. The system is a very sound one, tending to the development of institutions in which a high class of instruction can be given, and it should receive a considerable extension. Grants are very desirable in the second and third cases in order to supply deficiencies left by the operation of the reward system. The conference recommend that a grant of Rs. 3,000 a month should be made for these purposes. Spread over the wide area of three provinces, the amount is not large, but if it is well and carefully utilized it will be of great assistance.

17. The conference desire to recommend two other measures for the encouragement of Sanskrit learning, which will in their opinion be beneficial. These are the founding of special chairs for the teaching of various branches of Sanskrit learning, and the establishment of Sanskrit libraries.

18. The object of founding chairs is not to encourage the growth of new centres or to diffuse Sanskrit learning in backward tracts, but to keep alive and improve the study of Sanskrit in those localities in which the best traditions of learning already exist. Five chairs were created for this purpose when the Government gave effect to the general scheme proposed by Mahamahopadhyaya Mohesh Chandra Nyayaratna in 1892—3 at Nadia, 1 at Puri, and 1 at Revelganj in Bihar. Additional chairs should be created at these places, and others should be established at centres such as Bhatpara, Vikrampore, Tippera, Chittagong, Gauhati, Darbhanga, etc. The conference recommend that 25 chairs in all, including the 5 already in existence, should be maintained, and that of the 20 new teachers 8 should receive Rs. 100 a month and 12 Rs. 50. The localities in which chairs should be founded, the number in each place, the subjects of instruction, etc., should be settled by the Government on the advice of the Council.

19. The want of Sanskrit books is a great obstacle in the way of study, and the conference are of opinion that the establishment of libraries at important centres near which a number of *śālās* exist would be very gratefully received. They recommend that 12 such libraries should be established at places to be selected by the Government on the advice of the Council. The average capital expenditure may be estimated at Rs. 5,000 for books and Rs. 500 for equipment. It is essential that the libraries should be well housed, private munificence should be enlisted to this end, and substantial Government assistance should also be given. A total sum of Rs. 1,00,000 may be provided for the purpose. The libraries should be established gradually, and the capital expenditure may be spread over a period of 10 years. The assistance of local Sanskrit associations should be invoked for the care and management of libraries, and an average sum of Rs. 30 a month may be provided for the current expenditure of each library.

20. The conference consider that a preliminary survey of *śālās* should be made. Until reliable information is available as to where the different pandits teach, what are their qualifications, and how many and what class of pupils they instruct, it will not be possible to give effect to the examination and grant-in-aid systems in a thoroughly satisfactory manner. Preliminary enquiries will also be necessary in connection with the proposed establishment of new chairs and libraries, and the organization and methods of the various Sanskrit associations will require investigation.

21. The conference further advise that a permanent Inspector should be appointed by the Government to serve under the orders of the Council. He should be a Sanskrit scholar of distinction who will command the respect of the pandits, and also a man of business and administrative capacity. His duties will be of a very responsible and onerous character, and if he fails to discharge them adequately, the scheme for the encouragement of Sanskrit learning will be greatly prejudiced. The conference therefore recommend that the appointment should be included in the Provincial Educational Service. By thus proposing the appointment of an Inspector the conference by no means suggest that a general system of inspecting *śālās* should be introduced; such a system would, in their opinion, be highly injurious. But quite apart from any general *śālā* inspection, the scheme recommended by the conference necessarily entails the appointment of an inspecting officer. Local questions of difficulty are certain to arise and will require the personal intervention and guidance of an officer of the Council. *Śālās* which receive assistance in the form of a monthly grant-in-aid must occasionally be visited in order that the Council may be assured that the subsidy is used to good advantage. The Government teachers whom it is proposed to appoint in centres of Sanskrit learning cannot be left entirely without control, and similarly the various libraries must, from time to time, be inspected with a view to ascertain that they are properly kept and put to good use. Lastly, the local associations will require advice and guidance in carrying out their extended duties, and an occasional visit from a well-qualified and experienced inspecting officer will be of great assistance to them.

22. The Inspector of *śālās* should take part in the preliminary survey, but it will not be possible for one officer to undertake the whole of this heavy task. The assistance of the local Sanskrit association should be invoked. They will be able to afford much preliminary information regarding the various *śālās* which exist in the area they serve. Information of this nature already given by the Saraswat Samaj and independently tested will form a valuable basis in Eastern Bengal. Members of the Council and others interested in Sanskrit learning may be specially employed to take part in the survey, travelling allowance and fees being granted as may be required. The Council should prepare a scheme for carrying out this survey and should submit it for the consideration and orders of the Government.

23. The last point specially referred to the conference is the question whether a department of Brahmanic, or rather Sanskritic, studies, combined with instruction in English, should be established in connection with the Sanskrit College. The pandits who were members of the conference were unanimously of the opinion that degrees should be granted in Sanskritic studies on a system similar to that proposed for Islamic studies by the Dacca University Committee. The pandits of Eastern Bengal and Sylhet desired that a department of Sanskritic studies should be constituted as a portion of the new Dacca University, whilst the pandits of Western Bengal and Bihar urged its inclusion in the University of Calcutta as a branch of the Sanskrit College.

24. Apart from the question of a department of Sanskritic studies, the conference consider that the present staff of the Oriental Department of the Sanskrit College is inadequate and that the remuneration of the professors is in some cases insufficient. The Director of Public Instruction explained in letter No 21733, dated the 1st December 1908, on the general reform of the Sanskrit College, that there were five full-time lecturers in the Oriental Department, and that three assistant masters in the school also took part in the work. He recommended that five lecturers should be added. The Government of Bengal generally approved the scheme, and three of the additional lecturers have been appointed. The conference consider that to provide adequately for instruction in the various branches of learning which should be taught in the department, another four teachers should be engaged. Lecturers in the Sanskrit College are officers of the Subordinate Educational Service and receive a minimum salary of Rs. 75 a month. None but scholars of the highest distinction should be appointed to the posts, and the conference consider that the minimum pay should not be less than Rs. 125. Proposals have for some time past been under consideration for supplying facilities for instruction in English. Voluntary English classes

are greatly desired, and in the opinion of the conference two teachers of English—one in the Provincial Educational Service and one in the Subordinate Educational Service—should be appointed for the purpose of conducting them.

25. An estimate of recurring expenditure which the scheme, apart from the reorganization of the Sanskrit College, involves is appended. From the total Rs. 1,94,400 should be deducted Rs. 31,500 on account of existing charges defrayed by the Government, and Rs. 16,000, the income anticipated from fees, leaving a balance of approximately Rs. 1,47,000. The only capital expenditure proposed by the conference is Rs. 1,66,000 for the library scheme explained in paragraph 19.

R. NATHAN,
Secretary.

ASHUTOSH MUKHARJI,
President.

Estimate of recurring expenditure.

	Per mensem.	Per annum.
	Rs.	Rs.
Rewards and stipends, general ...	3,844	46,128
Ditto, Saraswat Samaj ...	905	10,860
Prizes, title examination ...	...	2,000
Ditto, Saraswat Samaj ...	...	500
Post-title scholarships ...	360	4,320
Existing special grants for students' maintenance ...	...	4,320
Grants to associations ...	...	10,000
Examination charges ...	...	28,000
Grant-in-aid to <i>śālās</i> ...	3,000	36,000
Stipendiary chairs, new ...	1,400	16,800
Ditto, existing ...	...	4,200
Libraries ...	360	4,320
Establishment of the Council—	Rs.	
Assistant Secretary ...	150	
1 Clerk at Rs. 75—5—100 ...	91	
2 Clerks „ 40—5—65 ...	112	
2 Do. „ 20—5—45 ...	72	
3 Peons „ ? ...	21	
Convocation charges (travelling allowance of members) ...	446	5,352
Inspectors of <i>śālās</i> , Provincial Educational Service ...	...	5,000
Inspector of <i>śālās</i> , establishment—	320	3,840
	Rs.	
1 Clerk at Rs. 40—5—65 ...	56	
1 peon „ 7 ...	7	
Travelling allowance (Council and Inspector) ...	63	756
Miscellaneous contingencies ...	...	10,000
GRAND TOTAL ...	...	1,97,396

Nos. 1565-66 T.—G., dated Dacca, the 8th August 1913.

From—H. F. SAMMAN, Esq., I.C.S., Offg. Secy. to the Govt. of Bengal, Genl. Dept.,
To—The Chief Secretary to the Government of Bihar and Orissa,
Second Secretary to the Chief Commissioner of Assam

I AM directed to say that in the General Department Resolution No. 966 dated the 10th February 1913, this Government announced its decision to convene a conference to advise on various important questions connected with the promotion of Sanskrit learning in Bengal and to work out a practical scheme for giving effect to the recommendations of the Conference of Orientalists held at Simla in July 1911. The conference accordingly met in Calcutta in February last and duly submitted its report to Government, a copy of which is appended.

2. The recommendations made by the conference aim at meeting the requirements of the provinces of Bengal, Bihar and Orissa, and Assam. Before considering them, the Governor in Council will be glad to know whether the Government of Bihar and Orissa desires to join in the scheme. I am accordingly to request that, with the permission of His Honour the Lieutenant-Governor in Council, this Government may be favoured with an intimation of the wishes of the Government of Bihar and Orissa in the matter.

3. The favour of a very early reply is requested.

No. 6201 E., dated Shillong, the 25th November 1913.

From—A. W. BOTHAM, Esq., I.C.S., Offg. Second Secretary to the Chief Commissioner of Assam,

To—The Secretary to the Government of Bengal, General Department.

In reply to your letter No. 1566T.—G., dated the 8th August 1913, I am directed to forward a copy of letter No. 453, dated the 11th November 1913, from the Director of Public Instruction, Assam, and to say that the Chief Commissioner will be glad to participate in the scheme for the promotion of Sanskrit learning, and that, in points of detail he concurs with the views expressed by the Director of Public Instruction.

No. 453, dated Shillong, the 11th November 1913.

From—The Director of Public Instruction, Assam,

To—The Second Secretary to the Hon'ble the Chief Commissioner of Assam.

I HAVE the honour to acknowledge the receipt of Secretariat memorandum No. 4104 E., dated the 19th August 1913, forwarding for an expression of my views a copy of a letter from the Government of Bengal enquiring whether the local administration desires to participate in a scheme for the advancement of Sanskrit learning which has been put forward by a conference of pandits and others from Bengal, Bihar and Assam, held at Calcutta in February of the current year.

The Government of Bengal ask for an early reply. I regret the delay. The memorandum arrived while I was on tour, was held back by my office, and has only now come before me in consequence of the issue of a reminder from your office:—

2. The following are the main features of the scheme which has been put forward.

- (1) The reconstitution of the Sanskrit Advisory Board, hereafter to be called the Calcutta Sanskrit Association, and of the Dacca Saraswat Samaj.
- (2) The offer of more liberal assistance to *tol*, *tol* students and *tol* pandits by means of an improved system of stipends, rewards and scholarships, supplemented by a special grant in the case of institutions which would not receive adequate aid under the examination system.
- (3) The founding of special chairs for the teaching of various branches of Sanskrit learning and the establishment of Sanskrit libraries.
- (4) The appointment of an inspector of *tol*.
- (5) The establishment of a department of Sanskritic studies, on eastern lines, combined with instruction in English.

3. Prior to the separation of the provinces, the pandits of Assam gave a general assent to the proposals for the reconstitution of the Dacca Saraswat Samaj.

Representatives from Assam attending the conference which issued the scheme under discussion considered that Assam should maintain its connection with the Calcutta Board.

The proposals presented favour both the Calcutta Board and the Dacca Samaj, and do not, as I interpret them, interfere with the liberty of this province to help itself by settling to the solution of its special problems in its own way at the same time as it co-operates with Bengal and Bihar in the working of the present scheme.

I am, therefore, of opinion that the local administration should, without hesitation, intimate to the Government of Bengal its concurrence in the scheme.

4. A few points call for special comment.

5. Mahamahopadhyaya Dhireswar Bhattacharji from Gauhati, it will be observed, considered that the Assam Government Sanskrit examinations should be continued. This need not, I think, offer any obstacle to the acceptance of the scheme presented by the conference. The Assam examinations will in due course be reconsidered and an endeavour made, after they have been improved, to have the second examination accepted as an adequate preliminary to the Calcutta title examination. This need not, however, trouble present consideration.

6. From paragraph 6 of the proceedings of the conference it will be seen that the proposed Calcutta Sanskrit Association is to comprise a deliberative convocation and an executive council. The council is to consist of 19 pandits and 5 additional members, 3 of the pandits being from Assam. This is a fair representation. The convocation is to consist of not more than 500 members. A fair representation from Assam would be 50, the nominations being made by the local administration.

7. Assam would not be likely for many years to profit largely by the scheme of aid devised by the conference. Our *tol*s are backward compared with those of Bengal and would fare but poorly in a general competition for stipends and rewards. A proportionate share of the supplementary grant would leave Assam still poorly provided. It would, therefore, be necessary that the department should continue as at present to take its own measures for the grant of financial assistance to *tol*s in this province. This should not interfere with the eligibility of local *tol*s, students, and pandits to take part in the general competition for stipends, scholarships and rewards. But Assam might properly be excluded

from any share of the sum to be placed at the disposal of the Association for supplementary grants.

8. The founding of special chairs for the teaching of various branches of Sanskrit literature and the establishment of libraries at suitable centres are measures of such obvious advantage that they call for no comment. The Association would presumably consult the local administration before taking action in Assam.

9. The appointment of an inspector of *tol*s would be a move in the right direction. His functions are to be purely advisory, and there could be no objection—quite the contrary—to his including the *tol*s and associations of Assam within the scope of his activities. Copies of his notes with regard to local *tol*s or associations would, of course, be furnished to the local administration, and action required might be moved by the council of the Calcutta Association in direct correspondence with the administration.

10. To the establishment of a department of Sanskritic studies combined with English instruction on the lines suggested, I am opposed; but as this is a matter entirely within the competence of the Bengal Government and Assam need not take any official part in it, I refrain from comment or explanation of my views.

11. In conclusion, I would, as already indicated, advise that the local administration should advise the Bengal Government of its willingness to co-operate in the scheme recommended by the conference.

No. 7E., dated Ranchi, the 3rd January 1914.

From—THE HON'BLE MR. R. NATHAN, C.S.I., C.I.E., I.C.S., Chief Secretary to the Government of Bihar and Orissa,

To—The Secretary to the Government of Bengal, General Department.

I AM directed to acknowledge the receipt of your letter No. 1565T.—G., dated the 8th August 1913, forwarding a copy of the recommendations made by the committee appointed by the Government of Bengal to advise on the promotion of Sanskrit learning in that province and enquiring whether this Government desires to join in the scheme outlined by the committee.

2. I reply, I am to say that the Lieutenant-Governor in Council proposes to appoint a committee to advise on the promotion of Sanskrit learning in this province, and until its recommendations have been received and considered, no definite reply can be made to your letter. I am to add that it is unlikely that the committee will recommend joint action with the Government of Bengal in the matter and to suggest that the Bengal Government should proceed with the consideration of their scheme without reference to this province.

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No. 450 T.G., dated Dacca, the 31st July 1914.

RESOLUTION—By the Government of Bengal, General Department.

READ—

- (1) Letter No. 246 T., dated Darjeeling, the 10th June 1908, from Sir Archdale Earle, to the Secretary to the Government of Bengal, General Department.
- (2) Letter No. 521, dated Shillong, the 1st August 1910, from the Director of Public Instruction, Eastern Bengal and Assam, to the Chief Secretary to the Government of Eastern Bengal and Assam.
- (3) Letter from the Government of India, Department of Education. No. 585-595, dated the 3rd April 1913.

THE reform of the curriculum of studies in madrasas is a question which has for some time been exercising the attention of the Government of Bengal, and to which the late Government of Eastern Bengal and Assam devoted much consideration.

2. The private madrasas in this Presidency, though numerous, are, as a rule, small understaffed institutions in which a mere smattering of Arabic and Persian is taught, but practically nothing else. Such an education is ill-suited for the requirements of the present day. The students find themselves unable to earn a livelihood and, for the most part, degenerate into useless members of society.

3. The leading Muhammadans of Bengal are fully alive to this evil and have repeatedly expressed their desire for a general reform of madrasas. They hold that the course of study pursued therein, whilst not being exclusively secular, should be such as is likely to produce cultured Muhammadans fit to enter one or other of the careers open to educated men, and to play their part in the various activities which go to make up the public life of modern India. They are alive to the need for scholars versed in the lore of Islam; but, while they recognize that scholars of this type will necessarily be few in number, they realize that, unless the community is to suffer, these exceptional persons must be genuine *savants* and real enthusiasts for religion and learning.

4. In 1903, the Government of Bengal, as the Province was then constituted, had before them a proposal that from the fourth class upwards two different courses should be taught in the Arabic Department of the Calcutta Madrasa—one partly English and partly Oriental, the other purely Oriental. This proposal was rejected, mainly because it was felt that while a knowledge of English was to be acquired at the expense of Oriental studies, the standard attained in that language would not be sufficiently high to justify the experiment. In the Resolution of the Government of Bengal in the General Department, No. 731, dated the 24th February 1903, it was stated that, if a Muhammadan wished to learn English thoroughly, he should enter the Anglo-Persian Department of the Calcutta Madrasa, in which Arabic and Persian are taught as optional subjects for the Matriculation Examination.

5. In 1906, Mr. (now Sir Archdale) Earle, as Director of Public Instruction, re-opened the general question of the education of Muhammadans. He was subsequently placed on special duty and presided at a series of Muhammadan Educational conferences held in 1907 and 1908. The two main questions discussed at these conferences were: (1) the institution of a title examination for madrasa students in literature, law and theology similar to the Sanskrit title examination; and (2) the revision of the course of studies with a view to enable madrasa students to acquire such a knowledge of English as would fit them for Government service and other profitable employment. These conferences devoted a considerable amount of attention to the question whether English should be made a compulsory subject in madrasas—a matter on which there was great diversity of opinion. The proposal was ultimately negatived; but the Muhammadans of Eastern Bengal were practically unanimous in supporting it.

6. In 1909-10, a conference, representative of Muhammadan opinion in Eastern Bengal, was held in Dacca to consider the proceedings of

Mr. Earle's conference of the previous year. After appointing sub-committees to consider various questions, it drew up a revised syllabus of studies for madrasas. This syllabus was submitted to the late Government of Eastern Bengal and Assam by Mr. Sharp in his letter No. 521. dated the 1st August 1910. Mr. Sharp pointed out that the revised curriculum attempted too much and contained a heterogeneous mixture of subjects; he was, therefore unable to recommend its general adoption at the outset, but suggested that it should be tentatively introduced in two private madrasas.

7. At this point Mr. Nathan took up the case. The position which he assumed was that the revised curriculum should be as simple as possible, and should be introduced into as many madrasas as financial considerations would permit. With this object in view a conference was held in Dacca in March 1912, when the proposals of the 1910 conference were taken as a basis of discussion, and such modifications in them were suggested as appeared likely to make the course simpler and more practicable.

8. These revised proposals were under the consideration of the Government of Eastern Bengal and Assam at the time of the redistribution of territories; and, before any further progress had been made, the Government of India announced their intention of establishing a residential university at Dacca. The committee appointed by the Government of Bengal to frame a scheme for the new university decided to adopt the suggestion of the Government of India that a department of Islamic studies should be included in the new university, and appointed the following gentlemen as a sub-committee to work out details:—

Mr. R. Nathan, C.I.E., C.S. I.

The Hon'ble Nawab Syed Nawab Ali Chaudhuri.

Mr. W. A. J. Archbold.

Mr. Mohamed Ali.

Shams-ul-Ulama Abu Nasr Mahammad Waheed.

The Hon'ble Nawab Sir Khwaja Salimullah, G.C.I.E.

Shams-ul-Ulama Maulvi Shibli Sahib Nomani of Lucknow.

Maulana Shah Sulaiman of Phulwari (Patna).

Shams-ul-Ulama Kamaluddin Ahmad, Superintendent, Chittagong Madrasa.

Maulvi Muhammad Irfan, Professor, Dacca College.

Maulvi Muhammad Musa, Superintendent, Hooghly Madrasa.

Maulvi Fida Ali Khan, Professor, Chittagong College.

As the university course must necessarily be an extension of the course followed in the madrasas, the sub-committee had to take into consideration the madrasa curriculum. They took as a starting-point the proposals made by the Dacca Madrasa Conference of March 1912. These proposals contemplated a Junior Department with seven classes and a Senior Department with five. The sub-committee reduced the number of classes to 6 and 4 respectively; they approved generally the syllabus for the lower classes and worked out a detailed syllabus for the upper classes. The whole question was further examined in March 1913 at an informal conference over which Mr. Nathan presided, and some slight modifications were made in the text-books prescribed for the Junior Department. The courses of study, as finally recommended, together with the text-books to be prescribed, are given in full in appendices I and II to this resolution. They comprise instruction in the Koran, Urdu, Bengali, arithmetic, geography, history, English, Arabic, drawing, and handwork and drill. In the senior classes attention is concentrated on Arabic, English and mathematics.

9. The Governor in Council is satisfied that the syllabus of studies drawn up by experts in consultation with the leaders of the Muhammadan community is well calculated to serve the highest interest of that community. His Excellency in Council has, accordingly, decided to adopt this syllabus for

all Government madrasas except the Calcutta Madrasa. The courses of study are set out in detail in appendices I and II, and the staff required to teach them in appendix III. While not absolutely debarring from Government aid such institutions as adhere to the orthodox course, the Governor in Council will in future give preference to those that adopt the new course and entertain a staff on the scale prescribed.

10. From one point of view the reformed madrasa course may be regarded as preparatory to the Islamic studies of the Dacca University; it is, however, complete in itself, and students who wish to pass from a madrasa to any university course other than that of Islamic studies will not find themselves hopelessly handicapped by reason of their lack of knowledge of general subjects.

The two outstanding features of this course are—

(1) the omission of Persian; and

(2) the inclusion of English as a compulsory subject.

With regard to the first of these points, the Governor in Council fully realizes that 50 years ago a Muhammadan in Bengal with no knowledge of Persian would not have been counted an educated gentleman; but he is informed that even the most earnest advocate of Persian now recognizes how utterly opposed to all sound educational principles it is to attempt to make a boy learn five languages during his school career. And yet there is something to be said for the study by a Muhammadan school boy in Bengal of each of the following languages, viz., Bengali, Urdu, English, Arabic and Persian. A knowledge of Bengali is obviously indispensable; without at least a good working knowledge of English a Muhammadan cannot hope to make his way in the world; Urdu is, as it were, a link between the Muhammadans of Bengal and those of other parts of India; Arabic is the language of Islam. Between Persian and Urdu there is a close affinity, and during the last 50 years a great development has taken place in Urdu literature. The Governor in Council believes that Urdu, if properly taught, will contribute as much to the culture of Muhammadans at the present day as Persian did some 50 years ago. Under the circumstances, His Excellency in Council has decided, not without regret, to omit Persian from the school course; and he notices that even Mr. Earle's conference, which was inclined to be conservative, made Persian optional with English.

11. Details of the staff required to teach the reformed madrasa course and of the salaries payable are given in appendix III.

For the Senior Government Madrasas at Dacca, Chittagong and Hooghly fourteen teachers are provided at a cost of Rs. 1,540 a month. Including Rs. 180 for contingencies, the total monthly expenditure will be Rs. 1,720.

For the Government Junior Madrasa at Rajshahi a staff of eight teachers will be employed; and the monthly cost, inclusive of Rs. 15 for contingencies, will be Rs. 205.

Senior aided madrasas will be required to employ a staff of thirteen teachers at a cost of Rs. 720 a month and to provide Rs. 55 a month for contingencies. The total expenditure will thus be Rs. 775 a month.

For an aided junior madrasa working under the reformed scheme a staff of eight teachers is considered sufficient; and the scale of expenditure, including Rs. 15 a month for contingencies, is fixed at Rs. 205 a month.

12. The Governor in Council desires, however, that the new scheme should be brought in gradually. The revised curriculum cannot, at the outset, be introduced with advantage into any class above class III; hence the complete introduction of the junior course will cover a period of four years, and the senior course cannot be begun until after the lapse of this period. The full staff detailed in appendix III will, therefore, not be required immediately; but the Governor in Council is of opinion that qualified Superintendents should be appointed at once for all aided madrasas which intend to adopt this course and to apply for Government aid. These institutions should be inspected by the Special Muhammadan Inspecting Officers, and a definite scheme should be drawn up for their development. Pending

the introduction of the full scheme a proportionate grant will be given by Government to each institution which takes steps to adopt the reformed course.

13. The Governor in Council has decided to assign special funds out of which these madrasas may be assisted by liberal grants. The case of each madrasa will be considered independently and on its own merits, but the Government grant will not usually exceed half the total working cost of the institution; for special reasons, however, the Governor in Council will be prepared to make an exception to this principle.

14. Madrasas adopting the revised curriculum will in due course cease to take the examinations which are now conducted by the Central Board of Examiners for Bengal Madrasas. At the end of the junior course an examination will be held, on the results of which promotion from the Junior to the Senior Department will be decided and scholarships tenable in the Senior Department will also be awarded. At the end of class X a special Matriculation examination will be conducted by a Board appointed for the purpose. It will, however, be eight years before there are any candidates for this examination; in the meanwhile examinations for madrasa students will continue to be conducted by the Central Board of Examiners, Bengal Madrasas.

15. It has been stated that the Muhammadans are alive to the fact that their community needs real scholars versed in the lore of Islam. Bearing this need in mind, the Governor in Council has decided that one Government Madrasa in the Presidency of Bengal shall continue to teach the orthodox course, without English, or with English as an optional subject. Opinions have been collected as to which Madrasa should retain the old course, and they almost all point to the Calcutta Madrasa as the one in which the orthodox course should be maintained. It has therefore been decided that the reformed course as described above shall not be adopted in the Calcutta Madrasa. A separate and independent scheme for the improvement of this institution is being developed; and it is hoped that under this scheme the reputation of this historical institution will be maintained, and that it will produce scholars whose profound learning and high character will command the respect not only of their community but also of the public generally.

16. The Governor in Council considers it desirable to give at least six months' notice before the new courses are introduced, and has, accordingly, decided that the new scheme shall be brought into operation in Government and aided madrasas from the 1st of April 1915.

Ordered that this Resolution and the Revised Syllabus for Madrasas be published for general information.

No. 2974.

Copy forwarded to the Director of Public Instruction, Bengal, for information.

No. 2975.

Copy forwarded to the Financial Department of this Government for information and for favour of communication to the Accountant-General, Bengal.

By order of the Governor in Council,

R. B. STEELE,

Under-Secy. to the Govt. of Bengal.

CALCUTTA,

The 8th August 1914.

APPENDIX I.

REFORMED MADRASA SCHEME.

Revised Time Table for the Junior Department.

SUBJECT.	CLASS.					
	I	II	III	IV	V	VI
	Periods per week.					
The Koran (recitation) ...	2	2	...	...	...	...
Urdu (compulsory) ...	4	4	3	2	...	...
Urdu or Bengali language ...	6	6	6	6	3	4
Arithmetic ...	6	6	6	4	4	4
Geography ...	...	3	2	2	2	2
History ...	...	...	...	2	2	2
English ...	...	...	7	8	9	9
Arabic ...	...	...	7	8	9	11
Drawing and Handwork ...	3	2	...	...	...	...
Drill ...	3	3	3	2	2	2
Total number of periods ...	24	26	34	34	34	34

Class.	SUBJECT.	Books required.	Course of progress of studies.
I	The Koran (recitation). Urdu (compulsory)-- Reading ...	'Arabi ka Qaidah (Anjuman-i-Himayat Islam series). Urdu ki Pahlī Kitāb (Anjuman-i-Himayat Islam series).	The recognition and making of letters and numbers with seeds and drawn on boards or slates. Spelling of words, reading accurately at sight from the books prescribed, and explaining the meanings of words and sentences. Recitation of 20 lines of verse with explanation.
	Conversation Lessons.	.....	Ourselves and our houses :— The form of the human body. By way of comparison, the forms of domestic animals—cow, horse, dog, cat, goat, sheep, fowl, etc. The house—its furniture, its garden (the madrasa with its furniture, etc., may be taken in part illustration). Incidental lessons in colours and (correlated with arithmetic) in the numbers of limbs of the body—fingers, etc., and in the numbers of doors, windows, pillars, etc., of the house.
	Writing ...	A suitable copy-book (Nasta'liq), e.g., copy slips, by M. Jalaluddin.	Copying and writing of letters, words, and sentences from the copy-book, and the prescribed books.
	Bengali (alternative with Urdu).	Students' Library Reading Sheets. Instruction for Maktab Teachers, by Tafazzul Husain.	

Class.	SUBJECT.	Books required.	Course of progress of studies.
I— <i>concl'd.</i>	Urdu (compul- sory)— Urdu (alternative with Bengali). Arithmetic ...	"Urdu Primer" by Fazlul Kabir.	The meaning of numbers according to their position up to 100 taught by means of seeds and other objects. The writing of numbers up to 100 on slates. Addition and subtraction. Mental application of addition and subtraction. Memorizing multiplication tables up to 10×5 .
	Drill ... Drawing ...	As in school, class I. Ditto.	
II	The Koran (recit- ation). Urdu (compul- sory)— Reading ...	Diniyât ka Pahla Resalah (Anjuman-i- Himayat Islam series).	Spelling, reading accurately at sight, and explaining the meanings of words and sentences. Simple manuscripts, such as letters and petitions. Our country: trees, plants, wild ani- mals, buildings, furniture and common objects. Dictation on slates.
	Conversation Les- sons.	.....	
	Writing ...	A suitable copy-book (Nasta'liq), copy slip II, by M. Jalalud- din.	
	Bengali (alter- native).	Maktab Primer, by Tafazzul Husain. A suitable writing slip.	
	Urdu (alterna- tive)—	Urdu ki Dusri Kitab (Anjuman-i-Himayat Islam series).	
	Arithmetic ...	.....	The four simple rules, reduction, com- pound addition and subtraction. Memorizing of multiplication tables up to 20×10 . Memorizing of fractional tables $10 \times \frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. Indian tables of money (kara, ganda, pan and chauk), weights, content and area. Mental application of the abovement- ioned rules, tables and formulæ. The Madrasa plan and furniture drawn to scale. Points of the compass. The district map.
	Geography ...	.....	
	Drill ... Drawing ...	As in school, class II. Ditto.	
III	Urdu (compul- sory)— Reading ...	Diniyât ka Dusra Resalah (Anjuman-i- Himayat Islam series), Chapters I— IV.	Spelling of words, reading at sight and explaining the meanings of words and sentences—manuscript.
	Conversation Les- sons.	.....	Our world: mountains, rivers, seas, forests, roads, railroads, towns, the sun, the moon and the stars and correlation with geography.

Class.	SUBJECT.	Books required.	Course of progress of studies.
III— <i>concl'd.</i>	Urdu (compul- sory)— <i>concluded.</i> Writing ...	A suitable copy-book (Nasta'liq), copy slips III—IV, by Jalal- uddin.	
	Bengali (alter- native)—	Maktab Reader I, by Tafazzul Hussain. A suitable copy-book.	
	Urdu (alterna- tive)—	Urdu ki Tisri Kitab (Anjuman-i-Himayat Islam series), first half.	
	Arithmetic ...	.....	Revision; the four compound rules, simple proportion, easy problems. Application of the Subhankari formulæ (Serkasa, Mankasa, Kathakali and Bighakali) Mental application of the foregoing rules, tables and formulæ.
	Geography ...	.....	Main streets and buildings of the town or village with a rough map. Simple physical and political geo- graphy of the Province on a map. Parts of land and water. The solar system, night and day, the seasons.
	Arabic— Reading ...	An Arabic Primer (Bakuratul Adab) written on modern lines, by A. N. Md. Waheed (Mujtabayi Press, Delhi).	
	Grammar ...	To be taught inductively as in the Primer. ["The verb and its inflections" are to be taught from Mabadi- ul Arabi (Urdu), Part I (As-Sanatul- Oola).]	The parts of speech, the verb and its inflections, simple sentences in connec- tion with the Primer prescribed.
	English—Writing and Spelling.	First book (for tea- chers), by I. Tipping, Golab Singh's copy- book I.	Large and small hand on paper and slate. Transcription, spelling and meanings of the words used in the class.
	Drill ...	As in school, class III.	
IV	Urdu— Reading (includ- ing Grammar) Writing ...	Muallimut Tahzib, Part III. A suitable copy-book (Naskh and Nasta'liq). Maktab Reader II, by Tafazzul Husain. A suitable copy-book.	Fifty lines of poetry recited and understood.
	Bengali (alter- native).	Urdu ki Tisri Kitab (Anjuman-i-Himayat Islam series), second half.	
	Arithmetic ...	.....	Complete revision, multiplication of 16 by $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{4}$, $1\frac{1}{2}$ and $2\frac{1}{4}$. Mental arithmetic, English tables of money, time and length.
	History ...	History of Bengal.	
	Geography ...	.....	Physical and political geography of the Province on a map. Physical and political geography of India.

Class.	SUBJECT.	Books required.	Course of progress of studies.
IV <i>concl.</i>	Arabic— Reading ...	Arabic Reader (Mir-kátul Adab. I), by A. N. Md. Waheed.	The whole.
	Grammar ...	Mabádi-ul Arabiah, by Professor Rashid Shertoni (Beirut), Part II (As-Sanatul-Oola). Translated by A. N. Md. Waheed into Urdu. Whole. Mujtabayi Press, Delhi.	
	English— Reading and Conversation.	First English Reader, by L. Tipping.	
	Writing ...	Golab Singh's new series of copy-books; No. II.	
	Grammar ...		Parts of speech in connection with the Reader.
	Drill ...	As in school, class IV.	
V	Urdu (alternative).	Taobat-un Nasooch (first half).	Revision, G.O.M., L.C.M. and Vulgar Fractions; Mental Arithmetic.
	Bengali (alternative)—	Ratnadhar. A suitable copy-book.	
	Arithmetic ...	.....	
	Geography ...	A suitable Geographical Reader.	
	History ...	A. Karim's History of India.	As in class IV of Middle English and High English schools. Muhammadan Period.
	Arabic— Reading ...	(1) Madarijul Aara'ah, Part II (first half), by G. Hammam (Beirut). Mujtabayi Press, Delhi. (2) At Tahliah wat Targheb, by Syed Muhammad (Cairo), Mujtabayi Press, Delhi.	The whole to be taught through the medium of Urdu translation by A. N. Waheed.
	Grammar ...	Mabádi-ul Arabia (Beirut), Part III (As-Sanatus-Saniah). (Translated into Urdu.) Mujtabayi Press, Delhi.	
	English— Reading and Con- versation.	Fourth Standard Reader, by L. Tipping.	
	Grammar ...	A suitable Anglo-Urdu Grammar, or S. M. Dutta's Elementary (Anglo-Bengali) Grammar.	
	Dictation Transla- tion.		Easy sentences of the Vernacular to be translated on paper into English.
	Writing ...	Golab Singh's new series of English copy-books, Nos. 7 and 8.	
	Drill ...	As in school, class V.	

Class.	SUBJECT.	Books required.	Course of progress of studies.
VI	Urdu (alternative)— Reading ...	Taobatun Nasooch (second half), Resalai Tazkir wa Tanis.	Completion revision. As in class V of Middle English schools. Muhammadan Period (whole).
	Bengali (alter- native)—	Ratnadhar (revision) Departmental Grammar, by S. N. Kabayatirtha.	
	Arithmetic ...	Junior ...	
	Geography ...	A suitable Geographical Reader	
	History ...	A. Karim's History of India.	The course should include simple moral lessons from the Koran applicable to the formation of character taught from Kitabul Adabush Sharpiah through its Urdu translation by A. N. Waheed.
	Arabic— Reading (including principles of Islam).	Madarijul Qara'h, Part II (second half). Mujtabayi Press, Delhi. Ad-Durratul Abbasiyah (Cairo). Mujtabayi Press, Delhi.	
	Grammar and Composition.	Mabádi-ul Arabiah (Urdu) (Sanatus-Sania). Mujtabayi Press, Delhi.	
	English— Reading and Con- versation.	Fifth Standard English Reader, by L. Tipping.	
	Grammar ...	A suitable Anglo-Urdu Grammar, or S. M. Dutta's Elementary (Anglo-Bengali) Grammar.	Conversation in lessons in the Reader, pictures, maps, pictorial incidents, etc.
	Writing ...	Golab Singh's new series of English copy-books, No. 13.	
	Translation ...	.....	
	Drill ...	As in school, class VI.	

APPENDIX II.

Revised Time Table for Senior Department.

SUBJECT.	CLASS.			
	VII	VIII	IX	X
	Hours per week.			
Arabic	14	14	16	16
English	8	8	9	9
Arithmetic and Geometry	2	2	2	2
Indian History	3	3	...	...
Total	27	27	27	27

The course in English shall be the same as the course for the Calcutta Matriculation Examination.

The course in Arithmetic is a continuation of the junior course, and the standard is somewhat lower than that of the Matriculation Examination.

The course in Geometry is merely practical Geometry up to the standard of Euclid, Book I.

In Arabic the following scheme of work should be followed :—

	CLASS.			
	VII	VIII	IX	X
	Hours per week.			
Language and Literature	14	11	10	10
Kalam	...	...	2	2
Elementary Fiqh	...	3	2	2
Logic	...	...	2	2
Total	14	14	16	16

The following statement represents a suitable course of studies for the four years :—

1. Language—

Grammar—Mabadi-ul-Arabiah.

Composition—Daraját-ul-Insha, Parts I and II.

2. Literature—

Prose—Selections from—

(1) Ikhwán-us-Safa.

(2) Kalila wa Damna.

(3) Alf Lailah.

(4) Atbâq-uz-zahab, by Isfahani.

(5) Adab-ud-Dunya wa Din.

(6) Salasil ul Qira'ah (Parts I—VI).

(7) At-Tarbiyat wal Adab-ush-Sharyah (the whole).

(8) Al Fakhri

(9) Ayyuha-l-walad, of Ghazali.

The selection should always include some historical reading.

Poetry—

(1) Lamiyah of Tughrâi.

(2) Easy selections from Diwân Hassan Ibn Thâbit and Diwân Abi-K'Atâbiya.

The books should be so studied as to form a course of progressive difficulty.

3. Fiqh—

Classes VIII and IX—Multaqal-Abhur (Ibâdat portion).

Class X—Sirat-ul-Mustaqim, by Shaikh Zayyâti (Cairo).

4. Logic—

Lubâbul-Isharat, by Imâm Râzi.

5. Kalam—

Class IX—Al Fiqh ul Akbar.

Class X—'Aqâid, by Shâh Wali Ullah.

APPENDIX III.

Statement showing the particulars of the staff required under the Reformed Madrasa course and details of the cost thereof.

A. For Government Madrasas :—

(a) For each of the senior madrasas, viz., those at Dacca, Chittogong and Hooghly—

	Rs.
One Principal in the Provincial Educational Service,	320
average pay Rs. 320.	
One special Arabic Lecturer, average pay Rs. 150—10—250	200
Four Arabic Teachers in the Subordinate Educational	384
Service, average pay Rs. 96.	
Six English Teachers in the Subordinate Educational	576
Service, * average pay Rs. 96.	
Two Vernacular Teachers in the Vernacular Teachers'	60
Service, average pay Rs. 30.	
Contingencies	180

Total ... 1,720 a month.

* Men who have passed the Final Madrasa Examination and know English should, if possible, be recruited for these posts.

(b) For the Rajshahi Junior Madrasa—

	Rs.
(1) Head Master. (The qualifications required are those of a Muhammadan who has passed the University Intermediate Examination, or, failing that, those of a Madrasa student who has passed the University Matriculation Examination).	50
(2) Head Maulvi, Final Madrasa-passed	25
(3) Second Maulvi, Final Madrasa-passed	20
(4) Third Maulvi, Final Madrasa-passed	15
(5) First Assistant English Teacher, Matriculate	25
(6) Second Assistant English Teacher, Matriculate	20
(7) First Vernacular Teacher, Normal-passed	20
(8) Second Vernacular Teacher, Normal-passed	15
(9) Contingencies	15

Total ... 205 a month.

B. For Aided Madrasas—

	Rs.
(a) Senior Madrasa—	
One Superintendent ... If B.A. with Honours in	200
Arabic Rs. 150—10—250,	
average Rs. 200; other-	
wise Rs 100.	

Four Arabic Teachers—

Head Maulvi ... At least Final Madrasa-	75
passed with upcountry	
training and a knowledge	
of English.	
Second Maulvi ... At least Final Madrasa-	60
passed with upcountry	
training and a knowledge	
of English.	

Third Maulvi ... Final Madrasa-passed	50
Fourth Maulvi ... Final Madrasa-passed	40
Six English Teachers—	
First Teacher ... Graduate ...	60
Second Teacher ... " ...	50
Third Teacher ... Undergraduate ...	40
Fourth Teacher ... " ...	40
Fifth Teacher ... " ...	30
Sixth Teacher ... " ...	30

Two Vernacular Teachers—			Rs.
First Teacher	... Normal-passed ...	...	25
Second Teacher	... Normal-passed ...	...	20
Contingencies	... ..	...	55
Total			... 775 a month.

(b) Junior Madrasa—

			Rs.
(1) Head Master, a Muhammadan F.A. or Madrasa-passed Matriculate.		...	50
(2) Head Maulvi, Final Madrasa-passed		...	25
(3) Second Maulvi, Final Madrasa-passed		...	20
(4) Third Maulvi, Final Madrasa-passed		...	15
(5) First Assistant English Teacher, Matriculate		...	25
(6) Second Assistant English Teacher, Matriculate		...	20
(7) First Vernacular Teacher Normal-passed		...	20
(8) Second Vernacular Teacher, Normal-passed		...	15
(9) Contingencies	... ..	...	15
Total			... 205 a month.

No. 1667.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 5th June, 1915.

From

J. L. RIEU, Esq., I. C. S.,
Secretary to the Government of Bombay;

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,
DEPARTMENT OF EDUCATION (EDUCATION).

Sir,

I am directed to refer to the letter from the Government of India, No. 801, dated the 3rd April, 1912, dealing with the question of the encouragement of the ancient learning of India and the improvement of instruction in the classical languages of the country. In their letter the Government of India give an indication of the principal features of their scheme for the cultivation and advancement of Oriental studies on certain lines through the medium of a Central Research Institute at Delhi. At the same time they request that, in the event of their concurring in the conclusion arrived at by the Conference of Orientalists held at Simla in 1911 as to the necessity of maintaining the ancient and indigenous systems of instruction and the desirability, for this purpose, of encouraging rather than reforming them, the Government of Bombay will state their views in regard to certain specific recommendations made at the Conference and having this object in view, and they express their willingness to assist financially any practical schemes in this direction which may receive the approval of the local Government and of themselves. They also invite the former to consider and, if so advised, take action on certain cognate suggestions relating to the advancement of Oriental studies in this country. Finally, they commend to this Government the consideration of this question as a whole, stating their conviction that, from the political no less than from the educational point of view, it is one of the most important questions in India, and laying emphasis on their readiness to assist as liberally as funds will permit any practical schemes that may be formulated for the better cultivation of the ancient languages of the country.

2. In reply, I am to state that the Governor in Council has given careful consideration to the main question involved in the present reference from the Government of India, namely, that of the advisability of resorting to special measures with the object of reviving and maintaining the traditional indigenous methods of learning of which the *pandits* and *maulvis* are the exponents. Opposed to the views held on this subject by the Conference are the strongly expressed opinions of a considerable number of the students of Oriental learning and educationalists in this Presidency who have been consulted with regard to the question. By the latter it is emphatically asserted that no educational advantages can be expected to accrue from efforts to bolster up an obsolescent and discredited system of learning. It is pointed out that the old order of *pandits* and *maulvis* was the product of a condition of things which has long ago disappeared and that, so far as the type still continues to exist, it does so in form only and not in spirit. The methods of instruction which it perpetuates are a mere travesty of learning, and it would be an entirely unprofitable task to encourage so degenerate a system without introducing into it the salutary reforms which are urgently needed. The Governor in Council is constrained to admit that he has been not a little impressed by this statement of opinion, and, if it were not

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for the political considerations which appear to be bound up with the proposals, he would be disposed to deprecate altogether the incurring of any expenditure from public funds on an attempt to revive and perpetuate forms of learning and methods of instruction which have in the past exercised a most unfortunate influence on the methods followed in Government schools and which continue to be diametrically opposed to those which modern educationalists strive to inculcate. As it is, he desires to be understood as expressing only qualified assent to the proposals which will be discussed in the succeeding paragraphs of this letter and as committing himself to their eventual adoption only on the condition that the bulk of the funds required for their execution will be supplied from Imperial revenues and that there will be no important diversion of provincial funds from the many pressing educational needs of the Presidency which, in his opinion, have superior claims to satisfaction.

3. With these preliminary observations, I am to state that, as a result of consultation with Dr. Sir Ramkrishna Bhandarkar, K.C.I.E., and other experts, a scheme was formulated for the establishment at Poona of a Sanskrit school for *pandits*. It was considered that of all the classical languages of India Sanskrit was the one which had the strongest claims to recognition in this Presidency, and that the foundation of a school for the instruction of *pandits* was the measure best calculated to give the desired encouragement to the traditional and indigenous study of that language. At the same time it was proposed to utilize the institution for the instruction of graduates interested in Sanskrit research on modern critical lines or desirous of extending their knowledge of the more recondite branches of Sanskrit lore. The idea of an institution on these lines was combined with a proposal for the establishment of a branch of Oriental studies in connexion with the Bombay University, to which the institution would be affiliated. The University was accordingly addressed with regard to this scheme in a letter of which I am to append a copy. That body in its reply stated that, while unwilling to recognize students under training as *pandits* or *maulvis* on traditional lines, it was prepared, if arrangements were made for the teaching of Sanskrit on the lines indicated in the Government proposals, to institute a branch of Oriental studies with suitable degrees, the entrance qualification for students taking up that branch being the completion of the first year course in Arts.

4. The decision of the University, while not incompatible with so much of the scheme as contemplated a post-graduate college for advanced studies in Sanskrit, was virtually tantamount to a refusal to co-operate in regard to the essential part of the scheme, namely, the provision of instruction for *pandits* of the old style on the old lines, slightly reformed, however, by the addition of a modicum of English teaching. With regard to the establishment by the University of a branch of Oriental studies, it appeared to the Governor in Council that the proposal was not one which could for the present be usefully considered further. It is extremely improbable that any appreciable number of students will turn their backs on all the other courses open to them after one year at college and take up Oriental studies, which will lead to nothing but an extremely limited number of Sanskrit professorships, vacancies in which occur only at long intervals. It is quite a different thing for a graduate in Arts to specialise in Sanskrit for the M.A. or other second degree; for in that case his other qualifications possess a market value independent of his Sanskrit qualifications. In view of these considerations the question of the institution of a special branch of Oriental studies at the University has been allowed to drop.

5. The original scheme, however, had no essential connexion with the University, and it was accordingly decided to proceed with it independently of that body. The Director of Public Instruction in this Presidency has elaborated it in consultation with Sir R. Bhandarkar and Professor Ghate of the Elphinstone College, and I am to append a statement giving a rough estimate of the cost, both initial and recurring. I am also to submit the following remarks in explanation of the principal features of the scheme.

6. As has been indicated in paragraph 3 above, the proposed college will consist of two sections, namely, the *pandits* engaged in the acquisition of Oriental learning on traditional lines, and the graduates who have already studied

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Sanskrit on modern lines and are desirous of undertaking some branch of higher study or research in that language. The former will, in addition to their Sanskrit studies, receive elementary instruction in English, this qualification being regarded as calculated to increase their utility when employed as Sanskrit teachers in high schools, while in the case of the latter provision will be made for the study of French and German so that the works in those languages of eminent French and German scholars may be readily accessible to them. The *pandit* branch will consist of two courses—a junior course extending over four years, and a senior course extending over six years. Entrance to the junior course will be restricted to those who have studied up to the third Anglo-Vernacular standard, and one hour a day will be assigned to the study of English. The Sanskrit course will consist of portions of not less than six classical works, an elementary treatise on grammar, a short manual of Nyaya, and an elementary treatise on rhetoric, together with practice in translating from Sanskrit into Marathi and *vice versa*. The senior course will consist of the thorough study of one particular Shastra (e.g., Vyakarana, Nyaya, or Vedanta), with English continued, and an elementary study of two other Shastras. The course of the modern Orientalist branch will extend over four years, only University graduates with honours in Sanskrit being admitted to it. The students would be candidates for the M.A. degree, which can, under the revised regulations, be taken in Sanskrit in combination with one out of a list of other languages, including French, German and Pali, that is to say, languages for which it is proposed to make provision at the college. The course of instruction for this degree should extend over a period of two years, but it would be incumbent on the students, after taking the degree, to remain and study at the institution for two years longer. When reading for the M.A. degree they should be taught the Rigveda, comparative philology, comparative mythology and the history of the development of mythology. After the graduates have taken the M.A. degree they should be taught to edit original Sanskrit texts by the collation of manuscripts, to prepare indexes to printed works, to compile catalogues of manuscripts, to decipher inscriptions, and to conduct research in any subject and write papers corresponding to the thesis which is required at a German University of a candidate for the degree of Ph.D.

7. The *pandit* branch would perhaps claim a hundred students spread over the four years of the junior course and the six years of the senior course. As regards the former course, there should be five scholarships of Rs. 10 each for each year, that is to say, 20 scholarships in all. For the senior course there should be allotted each year five scholarships of Rs. 10 each and five of Rs. 15 each, the scholarships being all tenable for the full six years of the course. There would thus eventually be 60 scholarships held concurrently, half of them of Rs. 10 each and the other half of Rs. 15 each. The modern section of the college would probably not claim more than five students a year. To five of those who had passed creditably the M.A. examination in Sanskrit fellowships of Rs. 75 should be given during the two years that they are required to do research work at the institution.

8. With regard to the staff, there should, for the *pandit* branch, be eight teachers, of whom four will be of the first class, two being experts in grammar (Vyakarana), the third an expert in Nyaya, and the fourth an expert in Vedanta. The other four will be of the second class on a lower scale of pay. One professor, who would be an Indian, should be appointed, with duties extending over the whole institution, and he should have three assistants, one in charge of the library and the other two for instruction in English to the *pandit* students. One of the latter should be a specialist in Pali. The M.A. students would receive regular tuition both from the professor and the senior *pandit* teachers. A half-time tutor should be engaged for teaching French and German.

9. It is considered desirable that for the organisation of the proposed institution and for its management during the first few years of its work a distinguished European Sanskrit scholar should, if possible, be appointed in the capacity of Principal. But such an appointment should be made only if a candidate can be obtained whose Oriental scholarship has already obtained recognition and who is in a position to give his pupils the benefit of wide experience in the field of Oriental research. In the event of such an appointment being

4 30
made, the salary should be not less than Rs. 1,000 a month rising by increments of Rs. 150 to Rs. 1,450, with a house allowance of Rs. 100 in default of free quarters, the term of the appointment being four years. At the end of that time the Indian professor referred to in the preceding paragraph, who would in the meantime have acted as understudy, would be sufficiently trained to succeed him as principal, his pay for that post being fixed at Rs. 500—50—750. Failing the appointment of a European principal, it would be necessary to select an Indian for the post and send him to a European University there to undergo a three years' preparatory training. During this period the *pandit* section only of the college would be kept open with the Indian professor acting temporarily as principal.

10. The Bombay Government will soon have in readiness a scheme for the removal of the Poona High School from its present site in the Vishrám Bāgh to a site outside the city, and it is considered that, in the event of this project being realized, the buildings of the Vishrám Bāgh would provide a suitable and appropriate home for the proposed Sanskrit College. The old school for shastris, before it was converted into the Deccan College, was housed in these very buildings. It would, however, be necessary to construct a fire-proof building as an addition to the existing buildings for the purposes of a library and repository of manuscripts. A suitable site contiguous to the Vishrám Bāgh can be purchased, and it is roughly calculated that the combined cost of acquisition and construction would be about Rs. 1,25,000. To this building would be transferred the collection of Sanskrit manuscripts now deposited at the Deccan College. The provision of Rs. 75—125 for a librarian and of Rs. 800 for the purchase of manuscripts would liberate a sum of Rs. 3,000 which is annually allotted partly to the Deccan College for the maintenance of the above collection, and partly to the Elphinstone College for similar purposes, and this latter sum can therefore be taken as a set-off in calculating the net cost of the scheme.

11. The scheme, when the College is in full working order with a European principal, is estimated to cost annually Rs. 70,595 maximum and Rs. 40,895 minimum. From these figures a deduction of Rs. 9,600 maximum and Rs. 7,200 minimum must be made in the event of an Indian principal being employed. The initial cost is roughly calculated at Rs. 2 lakhs, but this includes Rs. 50,000 on account of a hostel, which is not an essential feature of the project. It is not proposed in the first instance to charge any fees for tuition.

12. The Governor in Council, in submitting this scheme for the consideration of the Government of India, recognizes that it goes somewhat beyond the action suggested by the latter, which was intended to be confined to the encouragement of Oriental learning on the traditional lines, and that to that extent it may involve some overlapping with the scheme of a Central Research Institute which the Government of India have in contemplation. But he is strongly of opinion that, if any considerable expenditure is to be incurred in this Presidency on the promotion of Oriental studies, the measures adopted to that end should extend to the encouragement of true scholarship as conceived by modern standards, and should not be exclusively confined to the maintenance of a system which, whatever its merits in the past, is not calculated, in his estimation, to achieve useful results in present-day conditions. At the same time he is not without hope that the close association within a single institution of the two different schools of learning may exercise a generally beneficial influence on both of them and may, in particular, ultimately have the effect of bringing about those salutary reforms in the methods of the older school which, according to the opinions referred to in paragraph 2 above, are essential to its successful development. If the scheme outlined above commends itself to the general approval of the Government of India, and that Government is prepared to make recurring and non-recurring assignments from Imperial revenues sufficient to meet the major portion of the cost of the proposed college, the Bombay Government will proceed to elaborate the scheme in greater detail and will undertake the preparation of the necessary plans and estimates of the college buildings.

13. Turning now to the specific recommendations enumerated in the letter under reply, I am to observe, with reference to the suggested grants to institutions for the study of the classical languages on traditional lines, that, subject to

5 31 19
registration, such institutions are already eligible for grants, the Sanskrit Pathshala at Poona, for instance, receiving an annual grant of Rs. 325. But they seldom apply for registration, partly owing to aversion from the obligation to conform to certain rules and to submit to inspection, and partly, in many cases, owing to the receipt of a sufficiency of funds from the religious foundations to which they are attached. The Bombay Government would, however, have no objection to the award of small stipends to promising students in such institutions and to the provision, where necessary, of building grants.

14. Any considerable extension of grants to these institutions would necessarily involve the provision of means for their regular inspection and the supervision of their proceedings. Hitherto it has been considered that the Deputy and Assistant Deputy Inspectors were competent to test the knowledge of boys in Sanskrit and Persian; but this would not apply to the case of special institutions carrying the study of Oriental languages beyond the range of the ordinary graduate. If the number concerned were small, it could be arranged that the Professors of Sanskrit and Persian in the Government colleges should visit the institutions in their vacations; but if it were considerable, special arrangements would become necessary. For the present the latter stage is not in sight, and no action therefore requires to be taken.

15. With regard to the provision of posts for highly trained *pandits* and *maulvis*, I am to state that at present about 13 *shāstris* and 23 Persian teachers are employed in the Government high schools, etc., their pay ranging from Rs. 40 to Rs. 70. There are also three posts of *shāstri* in the Government colleges, the pay of which is Rs. 55, Rs. 75 and Rs. 100, respectively. Presumably, however, the posts contemplated by the Government of India would be in the *pathshālās* and other schools themselves, and would be analogous to the endowment of chairs in Universities. It must be recognized that men cannot be expected to devote their lives to the studies in question unless they are placed beyond the reach of want throughout, and not merely provided with stipends during the initial stages of their scholastic career. Subject, therefore, to the general considerations indicated in paragraph 2 of this letter, the Government of Bombay see no objection to the provision of posts of the nature recommended, and would be prepared, on receiving a definite assurance of substantial assistance from Imperial funds, to frame a detailed scheme in order to give effect to the proposal. But with regard to the existing posts under their control, they consider that there would be serious objections to any general and considerable enhancement of the emoluments attaching to them. The great majority of their incumbents have no claim to be called highly trained; their system of instruction is not in conformity with the modern, intelligent and practical methods which are being everywhere introduced in the teaching of other subjects; they are frequently incapable of maintaining discipline in their classes and are in every case quite useless for all purposes of school life other than mere class instruction; and serious dissatisfaction would certainly be aroused among competent graduate teachers if the teachers of Oriental languages were suddenly advanced above them merely as an encouragement to an antiquated system of learning.

16. In theory there can be no objection to the proposal for the grant of money rewards for original work, but the actual absence of all original work is found to be an obstacle to the formulation of any definite and practical scheme on these lines. The traditional system of learning is essentially a preservative of the past, and it seems vain to expect that any original achievements will proceed from it. On this view of the case the Governor in Council is unable to promise the submission of any proposals in this direction.

17. With regard to the recommendation contained in paragraph 5 of the Government of India letter, it has already been indicated that at present Rs. 3,000 are allotted annually to the Deccan and Elphinstone Colleges for the collection and cataloguing of Sanskrit manuscripts. From time to time, when funds are available, a professor makes a tour for the purpose of searching out and securing valuable manuscripts. The adoption of the proposals referred to in paragraph 10 of this letter will place this branch of work on a more satisfactory basis. The printing of the catalogue of the important collection of manuscripts at the Deccan College has been undertaken by the Government Central Press;

but the progress made has been unsatisfactorily slow. The Director of Public Instruction in this Presidency is being asked to consider whether arrangements cannot be made whereby the process of printing would be expedited.

18. The revision of the University course for the Arts degree with a view to the combination of cognate subjects, such as the study of a classical language with a study of the philosophy and history of a nation, was advocated at the Simla Conference. With regard to this recommendation I am to observe that the degree courses of the Bombay University have recently been entirely recast, a proceeding which gave rise at the time to acute controversy and engendered much bitterness of partizan feeling. The Governor in Council considers it most inexpedient that an opportunity should be afforded for the reopening of the highly controversial questions then raised by an attempt to bring the Arts course under revision again. Under the system finally adopted only one subject can be combined with English, and therefore it is not possible to combine the study of a classical language with philosophy or history. There is, however, nothing to prevent a philosophical or historical work that is a classic from being included among the prescribed books.

19. Another suggestion which was made is that Indians of recognized scholarly merits, whether on traditional or on modern lines, should be nominated to consultative public bodies, University fellowships, etc. As regards those scholars who raise themselves to eminence on modern lines this has already been done in several instances so far as University preferment is concerned. But the Governor in Council cannot regard it as other than most unsuitable that proficiency in the ancient methods of Indian scholarship should be rewarded with the fellowship of a University devoted entirely to the pursuit of learning according to modern Western methods. A fellowship is not intended to be simply a position of honour and dignity, but is one of public duty, and no one can discharge this duty aright who is not in sympathy with the Western spirit which inspires modern University education. Nor would such a man be likely to be of greater utility on any public body the proceedings of which are conducted in English. In the case of such nominations competence and efficiency from the point of view of the particular functions of the public body concerned must be the sole considerations, and the Governor in Council strongly deprecates their subordination to the desire, however laudable in itself, to do honour to and raise the status of a branch of knowledge which has no visible connexion with the discharge of those functions.

20. In conclusion, I am to invite attention to the orders passed by this Government, copies of which are attached, sanctioning the payment of annual personal allowances of the total amounts of Rs. 950 and Rs. 1,200 respectively, to certain *shāstris* and *maulvis* employed in Government educational institutions in this Presidency and to certain others not so employed who have been considered deserving of this special mark of approval on account of their learning and scholarly attainments. The Governor in Council considers that the political advantages accruing from this mode of recognizing eminence in the traditional learning of the country are likely to be very considerable.

I have the honour to be,

Sir,

Your most obedient servant,

J. L. RIEU,

Secretary to the Government of Bombay.

Accompaniment to the letter to the Government of India, Department of Education (Education), No. 1667, dated the 5th June, 1915.

Rough estimate of the cost involved in the scheme for the establishment of a Sanskrit College at Poona for the encouragement of Oriental learning.

Serial No.	Description of item.	Cost per annum.	
		Minimum.	Maximum.
	<i>Recurring.</i>		
1	European Principal on Rs. 1,000—150—1,450 per mensem. ...	Rs. 12,000	Rs. 17,400
	House-rent allowance at Rs. 100 per mensem ...	1,200	1,200
	<i>or</i>	<i>or</i>	<i>or</i>
	Indian Principal on Rs. 500—50—750 per mensem ...	6,000	9,000
2	Professor on Rs. 250—25—400 per mensem ...	3,000	4,800
3	Three assistants (including a librarian) on Rs. 75—10—125 per mensem each.	2,700	4,500
4	Four senior <i>pandits</i> on Rs. 75—5—150 per mensem each ...	3,600	7,200
	Four junior <i>pandits</i> on Rs. 40—5—100 per mensem each ...	1,920	4,800
5	Half-time tutor for German and French on Rs. 200 per mensem.	2,400	2,400
6	Five fellowships at Rs. 75 per mensem each to be awarded annually to post-graduate students and tenable for two years.	4,500	9,000
7	Five scholarships at Rs. 10 per mensem each to be awarded annually and tenable for four years.	600	2,400
	Five scholarships at Rs. 10 per mensem each to be awarded annually and tenable for six years.	600	3,600
	Five scholarships at Rs. 15 per mensem each to be awarded annually and tenable for six years.	900	5,400
8	Head clerk on Rs. 60—3—75 per mensem ...	720	900
	Second clerk on Rs. 40—4—60 per mensem ...	480	720
9	Library ...	500	500
	Purchase of manuscripts ...	800	800
10	Two peons on Rs. 10 and Rs. 9 per mensem ...	228	228
	Two hamals at Rs. 9 per mensem each ...	216	216
	Two watchmen at Rs. 8 per mensem each ...	192	192
11	Rates and taxes ...	400	400
	Postage ...	75	75
	Water-supply ...	1,000	1,000
	Conservancy ...	264	264
	Contract grant ...	1,000	1,000
12	Travelling allowance in connexion with the search for manuscripts.	1,000	1,000
13	Hostel contingencies ...	600	600
	Total ...	40,895	70,595
		<i>or</i>	<i>or</i>
		33,695	60,995

Serial No.	Description of item.	Expenditure involved.
<i>Non-recurring.</i>		
1	Initial expenditure for the purchase of Sanskrit books ...	Rs. 10,000
2	Construction of a fire-proof building for the library (including value of site).	1,25,000
3	Equipment and other items of a non-recurring character ...	15,000
4	Hostel ...	50,000
	Total ...	2,00,000

No. 1242, dated the 28th April, 1913.

From—J. L. Rieu, Esq., I. C. S., Secretary to Government, Educational Department ;

To—The Registrar, Bombay University.

I am directed to state that at the Conference of Orientalists held at Simla in July, 1911, there was a general consensus of opinion that it was necessary, while making provision for Oriental study and research on modern critical lines, to maintain side by side with it the ancient and indigenous systems of instruction, since the world of scholarship would, it was thought, suffer irreparable loss if the old type of *pandit* and *maulvi* were to die out, and that what was needed to promote these indigenous systems was encouragement rather than reform. With this object in view it has been suggested that a Sanskrit school might be established at Poona for the training of *pandits*. The school should be furnished with a good library to which the collection of manuscripts at the Deccan College might be transferred. The students at the proposed school would be partly *pandits* engaged in the acquisition of Oriental learning on the traditional lines, and partly graduates interested either in Oriental research or in extending their knowledge of the more recondite branches of Oriental studies. The staff would consequently consist partly of the repositories of the ancient traditional learning and partly of modern Oriental scholars. Provision would also be made for the imparting of an elementary knowledge of the English language to the *pandit* students and of the German and French languages, a knowledge of which is necessary for the study of modern methods of criticism, to the graduate students. Finally, it was suggested that the school might be affiliated to a branch of Oriental studies at the University and that its alumni might be granted University titles and degrees for Sanskrit learning similar to those now granted by the Madras University.

2. In view of these suggestions I am directed to inquire whether the Bombay University would be prepared to establish a branch of Oriental studies with corresponding degrees, if arrangements were made for the teaching of this branch of knowledge on the lines above indicated.

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22
Budgets,—

Encouragement of Oriental Learning.

Provision of Rs. 1,155 in next year's Budget on account of personal allowances proposed for certain Sanskrit and Persian teachers.

No. 3136.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 24th October 1913.

Letter from the Director of Public Instruction, no. 6803, dated the 19th September 1913:—

"In continuation of this office no. 12695, dated the 3rd February 1913, and with special reference to paragraph 4 (c) of the Government of India letter therein reported on, I have the honour to state that I have been enquiring whether among the Sanskrit and Persian teachers whom we employ (other than graduates) there are any of the scholarly type which the Government of India wish to encourage, with a view to recommending personal allowances to them. The following have in consequence been brought to my notice:—

- (1) *Mr. Mukundshastri Adkar*, the first Sanskrit teacher at Deccan College, went through a twelve years' course at the Benares Sanskrit College, and passed the Acharya examination, which is the highest. Professor Ghate reports him to be a well-read pandit, of the old type, and thinks that at present only a few shastris can come up to his level. He has edited five books for the Chowkhamba Sanskrit series and one independently. He is about 40, and has served for over 10 years at Deccan College on Rs. 75. He is recommended for an allowance of Rs. 25, so as to bring his pay up to Rs. 100, which is the pay of the Elphinstone College shastri.
- (2) *Mr. K. B. Joshi*, now serving in the Northcote High School, Sholapur, is reported to be a learned shastri, having studied under the well-known Wasudeo Shastri Abhyankar of Poona. He is about 33, has served about 5½ years, gets Rs. 45, and is recommended for an allowance of Rs. 10.
- (3) *Mr. S. T. Pathak*, now serving in the Garud High School, Dhulia, is reported to be a profound Sanskrit scholar and a pandit of the old type. He also studied at Benares, and passed the Acharya examination; he has translated Sanskrit works into Hindi, and published Sanskrit commentaries. He is 35, has served for 9½ years, gets Rs. 50, and is recommended for an allowance of Rs. 25.
- (4) *Mr. B. G. Upasani*, now serving in the Training College for Men, Poona, is a shastri of the old type, who receives a small annual grant for proficiency in the subjects in which he was examined at Baroda. He is about 41, has served for nearly 14 years, gets Rs. 55, and is recommended for an allowance (amount not specified).
- (5) *Mr. R. B. Raddi*, now serving in the Training College for Women, Poona, studied Sanskrit according to the old methods under learned pandits of Wai and Poona. He has published a Sanskrit commentary which is highly spoken of. He is 38, has served 16 years, gets Rs. 60, and is recommended for an allowance of Rs. 15 or 20.
- (6) *Mr. Shah Vali Ulla Moulvi*, now serving as Assistant Deputy Educational Inspector, Bijapur, is recognized as a learned Persian and Arabic scholar. His father was a Moulvi; the son studied Arabic at Hyderabad, Mecca, Lucknow and Cawnpore, where he was certified as a Moulvi by the Principal of the Arabic College; there was once a religious question to be decided there by a committee of Moulvis, of whom this man was one, and the decision given by him was approved by all, so much so that he was given a title meaning 'Sea of Knowledge'. He has written a number of books, but for want of means has not published them. He is about 53, has served for 23 years, gets Rs. 80, and is recommended for an allowance of Rs. 20.

"2. The above are all whose qualifications and work seem to mark them out for special treatment. After comparing their records I am disposed to recommend the following allowances as an encouragement to oriental scholarship of the old type:—

					Rs.
1.	Mr. K. P. Joshi	...	...	...	10 per mensem
2.	Mr. S. T. Pathak	...	...	...	20 "
3.	Mr. B. J. Upasani	...	...	...	15 "
4.	R. B. Raddi	...	...	...	15 "
5.	Mr. S. V. Maulvi	...	...	...	20 "
Total					80
					× 12
					960

The total cost would, therefore, be Rs. 80 per mensem, or Rs. 960 per annum. I have brought the matter forward just now so that if Government are impressed by the case, provision may be made in the budget for 1914-15. It is true that Government of India expressed willingness to assist, but it scarcely seems necessary to go to them for a special grant of such a small sum as Rs. 960 per annum."

RESOLUTION.—The Accountant General should be requested to provide Rs. 1,155 in next year's budget on account of the proposed personal allowances to the Sanskrit and Persian teachers. The provision should be regarded as optional and subject to reconsideration when the budget is passed.

J. L. RIEU,
Secretary to Government.

To

The Director of Public Instruction,
The Accountant General,
The Financial Department.

No. of 1913.

Copy forwarded for information and guidance to

Oriental Learning.—

Pandits and Moulvis.
Occasional grant of allowances to
learned—who are not in the
service of Government.

No. 663.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 21st February, 1914.

RESOLUTION OF GOVERNMENT.

As an encouragement to the ancient learning of the country, Government have recently decided to give personal allowances to certain Sanskrit and Persian teachers employed in Government institutions of the old scholarly type who are not graduates. The Governor in Council is of opinion that similar allowances should be granted occasionally to learned pandits and moulvis who are not in the service of Government. The expenditure on such allowances should not exceed Rs. 1,200 per annum for the present,

2. The Director of Public Instruction should be requested to obtain and submit with his opinion recommendations from a small committee of experts for the grant within the above limit of such allowances.

J. L. RIEU,

Secretary to Government.

To

The Director of Public Instruction,
The Accountant General,
The Financial Department.

No. of 1914.

Copy forwarded for information and guidance to

Establishments, etc., Educational
Department.—

Grant of sanction to certain
items of recurring expendi-
ture provided under the head
"22, Education" in the
budget estimates for 1914-15.

No. 5049.

FINANCIAL DEPARTMENT.

Bombay Castle, 26th November, 1914.

Read Government Resolution. Educational Department, No. 2867, dated 18th September 1914.

Memorandum from the Educational Department of the Secretariat, No. 2917, dated 25th September 1914—Transferring the papers underlying the Resolution mentioned above

ORDER.—Sanction is accorded to the following items of additional recurring expenditure for which provision has been made in the budget estimates for 1914-15:—

1 @ 13.

14. Grant of personal allowances, as shown below, to the following Sanskrit and Persian teachers in Government Colleges and High Schools as an encouragement to oriental learning (*vide* Government Resolution, Educational Department, No. 3136, dated 24th October 1913):—

					Per mensem. Rs.
(i)	Mr. K. B. Joshi	...	...	...	10
(ii)	Mr. S. T. Pathak	...	...	...	20
(iii)	Mr. B. G. Upasani	...	...	...	15
(iv)	Mr. R. B. Raddi	...	...	...	15
(v)	Mr. S. V. Moulvi	...	...	...	20

(Sd.) C. W. A. TURNER,

Under Secretary to Government.

To

The Commissioner in Sind,
The Director of Public Instruction,
The Accountant General,
The Educational Department of the Secretariat (with the transfer).

38
4
Grants for the Encouragement of Literature.—

Grant of personal allowances to certain learned pandits and moulvis who are not in the service of Government.

No. 956.

FINANCIAL DEPARTMENT.

Bombay Castle, 6th March 1915.

Letter from the Director of Public Instruction, No. 7753, dated 5th September 1914 :—

"As directed in Government Resolution, Educational Department, No. 663, dated the 21st February 1914, I have the honour to submit recommendations for the grant of allowances to learned pandits and moulvis who are not in Government service, together with my own opinion thereon.

"2. The sum available is Rs. 1,200 per annum. As Western India is a home of Sanskrit rather than of Mahomedan learning, I see nothing unfair in reserving a larger portion of this sum for the pandits. Sir R. G. Bhandarkar has proposed that Rs. 750 should be given to pandits, and Rs. 450 to moulvis, and I concur in this recommendation. I also agree with the recommendation expressed or implied by several of those consulted, that there should be two classes of allowance; and it seems to me that these may be conveniently fixed at Rs. 100 and Rs. 50 per annum, respectively. As the sums are small, payment may be made annually.

"3. *Pandits.*—In respect of the pandits the following were consulted :—
Sir R. G. Bhandarkar and the Professors of Sanskrit of Elphinstone, Deccan, Gujarat and Wilson Colleges.

The annexed statement shows the names recommended. The proposed assignment of Rs. 750 may conveniently be sub-divided into five allowances of Rs. 100 and five of Rs. 50.

The following names evidently stand first :—

1. Vāsudev Shāstri Abhyankar of Poona, recommended by five.
2. Bālāchārya Gajendragadkar of Sātāra, recommended by four.
3. Vyankatramanāchārya of Sāngli, recommended by three.

I think that one place should go to a man from the south, and therefore I propose—

4. Tamannāchārya of Dhārwar, recommended by two.

Similarly, I think that one place should go to a man from the north, and therefore I recommend—

5. Hāthibhāi Shāstri of Jāmnagar, recommended by Professor Dhruva (the man placed above him by Mr. Dhruva is a State Shāstri at Baroda, and I do not think that we are concerned with persons in the service of Baroda).

"4. This disposes of the places of Rs. 100, and for those of Rs. 50 I propose a similar allotment of three to the Central Division, one to the Southern, and one to the Northern, as follows :—

6. Dattu Shāstri Nigudkar of Rājāpur (Ratnāgiri), recommended by three.
7. Raghunāth Shāstri Abhyankar of Sātāra, recommended by two.
8. Trimbak Shāstri Lele of Wāi, recommended by two.
9. Krishna Shāstri Betegiri of Dhārwar, recommended by two.
10. Rāmkrishna Shāstri of Ahmedabad, recommended by two.

"5. *Moulvis.*—In respect of moulvis the Honourable Moulvi Rafiuddin Ahmad, and the Professors of Persian of Elphinstone, Deccan, and Gujarat Colleges were consulted. Two of the Professors are Pārsis, one of whom had only arrived in Bombay a few days previously to act for Professor Isfahāni. On the whole, therefore I think that greater weight must be attached to the recommendations of the two Mahomedan gentlemen. The proposed assignment of Rs. 450 may be divided into three allowances of Rs. 100 and three of Rs. 50. In this case only one gentleman receives two recommendations and all the rest no more than one apiece. The connection with Bombay of the one placed first by the Honourable Moulvi is not very clear, and his second name is assigned to the second rank by Shaikh Abdul Kādir. Hence for the superior allowances I prefer those recommended by the latter gentleman, as follows :—

1. Moulvi Sharif ul-Hasan of Bijāpur.
2. Moulvi Kāzi Ghulām Ahmad of Bombay.
3. Moulvi Muhammad Usmān of Karāchi.

For the inferior allowances I suggest—

4. Moulvi Din Muhammad of Bombay, recommended by two.
5. Razi-ul-Haqq Abbāssi of Ahmedabad.
6. Moulvi Ahmedullāh of Yeola (Nāsik).

Memorandum from the Educational Department of the Secretariat, No. 464, dated 13th February 1915—Transferring the papers.

ORDER.—Sanction is accorded to an annual grant of Rs. 1,200 for giving personal allowances to learned pandits and moulvis of the old type who are not in the service of Government. The amount should be distributed in allotments of Rs. 100 per annum, tenable for a period of three years, to each of the pandits and moulvis named below :—

- (1) Vāsudev Shāstri Abhyankar of Poona.
- (2) Bālāchārya Gajendragadkar of Sātāra.
- (3) Vyankatramanāchārya of Sāngli.
- (4) Tamannāchārya of Dhārwar.
- (5) Hāthibhāi Shāstri of Jāmnagar.
- (6) Dattu Shāstri Nigudkar of Rājāpur.
- (7) Raghunāth Shāstri Abhyankar of Sātāra.
- (8) Trimbak Shāstri Lele of Wāi.
- (9) Moulvi Sharif-ul-Hasan of Bijāpur.
- (10) Moulvi Kāzi Ghulām Ahmad of Bombay.
- (11) Moulvi Muhammad Usmān of Karāchi.
- (12) Moulvi Din Muhammad of Bombay.

C. W. A. TURNER,

Under Secretary to Government.

To

The Director of Public Instruction,
The Accountant General,
The Educational Department of the Secretariat (with the transfer).

No. of 1915.

Copy forwarded for information and guidance to

Press Note.

The Encouragement of Oriental Learning.

With a view to encouraging the indigenous and traditional branch of oriental learning, the Government of Bombay decided in 1913 to allot personal allowances to certain Sanskrit and Persian teachers in Government employ, representatives of this system of learning, who were recognised to be true scholars. While sitting on the Finance Committee which considered the preliminary budget estimates for 1914-15 the Hon'ble Mr. Godbole suggested that similar personal allowances should occasionally be granted to pandits and maulvis engaged in teaching on traditional lines who were not in Government service. This suggestion was accepted by Government, and the Director of Public Instruction was asked to submit names in consultation with recognised authorities. In respect of pandits his chief advisers were Sir R. G. Bhandarkar and the Professors of Sanskrit at the Elphinstone, Deccan, Gujarat and Wilson Colleges, while in respect of maulvis the Hon'ble Moulvi Rafiuddin Ahmed and the Professors of Persian at the Elphinstone, Deccan and Gujarat Colleges were consulted. As Western

India is a centre of Sanskrit rather than of Mahomedan learning, it was recommended that the larger portion of the sum allotted should be reserved for grants to pandits.

It is now notified for general information that Government have sanctioned a grant of Rs. 100 per annum, tenable for a period of three years, to each of the pandits and maulvis named below :—

1. Vásudev Shástri Abhyankar of Poona.
2. Báláchárya Gajendragadkar of Sátára.
3. Vyankataramanáchárya of Sàngli.
4. Tamannáchárya of Dhárwár.
5. Háthibháí Shástri of Jámnapur.
6. Dattu Shástri Nigudkar of Rájápur.
7. Raghunáth Shástri Abhyankar of Sátára.
8. Trimbak Shástri Lele of Wái.
9. Maulvi Sharif-ul-Hassan of Bijápur.
10. Maulvi Qázi Ghulám Ahmed of Bombay.
11. Maulvi Muhammad Usmán of Karáchi.
12. Maulvi Din Muhammad of Bombay.

No. 1188.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 13th April 1915.

Forwarded to—

The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
All Collectors, including the Collectors in Sind and the Deputy Commissioner, Upper Sind Frontier,
The Director of Public Instruction,
The Accountant General,
The Superintendent of Government Printing, Bombay,
The Manager, Government Central Press,
The Editors' Tables and Editors of Newspapers,
The Oriental Translator to Government,
The Non-official Members of the Legislative Council,
The Editor of Government Publications,
The Editor, "Educational Review", Madras,
The Financial Department,
The Separate Department (for the reading room for the Members of the Legislative Council),
All Registered Libraries.

J. L. RIEU,

Secretary to Government.

NOTES.

SUBJECT.

Cultivation and encouragement
of Oriental Studies

From the Govt of India no 1378 of 17.8.15

Register No. 2913 Ed.

~~A copy of the~~ Letters of the Govt. of Bengal and Bombay on the Subject of the encouragement of the ancient learning of the country and the improvement of instruction in the classical languages of India, which have been forwarded by the Govt. of India, may first be sent w/o to the D.P.D for perusal and then recorded.

Vide pages 26027 of G.O. no.

568 Ed
28.5.15 (Y)20/8/15
Jh
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D. P. D. u. o.

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Educational Department.

The papers may be "Recorded" 999 Ed

9.9.15 To 9.11

8.11.15 13.9.15

When given for copying—
 When copied—
 When examined—
 When signed—

191 .

READ AGAIN G.O. No.
 191 .

DATED

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT

A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

PAPERS NOT FILED UP, BEING MEANT FOR DESPATCH
 IN ORIGINAL.

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