

Government of Madras
LAW (EDUCATION) DEPARTMENT

G.O. No. 1851, 27th October 1925

Schools—Secondary—Medium of instruction in non-language subjects—Director of
Public Instruction's circular—Approved.

35 for 200

Government of Madras
LAW (EDUCATION) DEPARTMENT

G.O. No. 1851, 27th October 1925

Schools—Secondary—Medium of instruction in non-language subjects—Director of Public Instruction's circular—Approved.

Read—the following papers :—

I

Memorandum No. 4759/B-1, Law (Education), dated 12th January 1924.

A copy of the resolution proposed to be moved in the local Legislative Council by Mr. S. Satyamurti, regarding the adoption of one or other of the vernaculars as a compulsory medium of instruction and of examination in non-language subjects is forwarded to the Director of Public Instruction who is requested to obtain the views of the District Secondary Education Boards on the question and submit them to Government at a very early date with their remarks thereon.

R. RAMACHANDRA RAO,
Secretary to Government.

To the Director of Public Instruction (memorandum and copy of the resolution).

ENCLOSURE

No. 93.—That this Council recommends to the Government that it should so modify the Educational Rules as to make it compulsory for all instruction in schools, aided or recognized by the Government being imparted in one or other of the mother tongues of the Presidency and for the Secondary School-Leaving Certificate Examination being conducted in all non-language subjects, in one or other of the mother tongues of the Presidency.

II

Letter from R. LITTLEHAILES, Esq., M.A., Director of Public Instruction, to the Secretary to Government, Law (Education) Department, dated Madras, the 5th November 1924, R.C. No 82-D/24.

I have the honour to reply to Government Memorandum No. 4759 B-1, dated the 12th January 1924.

2. The views of the District Secondary Education Boards on the resolution proposed to be moved in the local Legislative Council by Mr. S. Satyamurti, as indicated by resolutions passed at meetings of the Boards, are as follows, the language used in this paragraph being that contained in the resolutions of the Boards in every case in which the words of the resolutions have been communicated to me :—

(1) *Ramnad*.—This Board is *unanimously* in favour of Mr. Satyamurti's proposals being adopted.

(2) *Vizagapatam*.—The Board is convinced that the time has come for imparting instruction in the non-language subjects and for the holding of examinations in them in vernaculars.

(3) *Godavari*.—Resolved that the Board support the resolution—carried by 5 votes against 3.

(4) *Uddapah*.—The Board by a *majority* is in favour of the proposal of Mr. Satyamurti, notwithstanding the practical financial difficulties existing in the way—eight members were present.

(5) *Kurnool*.—The majority of the members of the Board are of opinion that if instruction is imparted in the vernacular the Secondary School-Leaving Certificate examination should also be conducted in the vernacular. The Board has already resolved that instruction in non-language subjects should be in the vernacular.

செப்பனிகுபவர் பெயர்

செப்பனிகுவதற்காக எடுத்த
கொள்ளப்பட்ட நாள் 9.7.98

செப்பனிகு முடிந்த நாள் 12.7.98

சரிபார்க்கும் இராபர்ட்
மு.பா.எ. உதவியாளர்
கையொப்பம் கையொப்பம்

(6) *Madura*.—This Board approves of the principles embodied in this resolution.

(7) *Madras*.—Resolved that in secondary schools the medium of instruction in non-language subjects be the vernacular except that in individual cases of pupils or schools permission may be given by the Department to allow pupils to study non-language subjects in English.

(8) *Tanjore*.—This Board accords its whole-hearted support to the resolution to be moved by Mr. S. Satyamurti Ayyar in the local Legislative Council regarding the teaching and examination of non-language subjects in one or other of the mother tongues of the Presidency, subject to the proviso as a transitory measure option being given to the teaching and examination of science subjects either in English or in vernacular.

(9) *Ganjam*.—This Board approve of Mr. Satyamurti's resolution except in science and in bi-lingual schools, where it considers the matter should be left optional for the present—carried by the casting vote of the Chairman, six being present.

(10) *Guntur*.—While the Board sympathizes with the spirit of Mr. Satyamurti's resolution it recommends its adoption gradually, say, within five years (not exceeding five years) and the Government will be requested in the meanwhile to provide facilities for the early introduction of vernacular media of instruction in all the secondary schools.

(11) *Kistna*.—The question of imparting instruction in non-language subjects in the vernaculars should be developed gradually starting with one subject.

(12) *Nellore*.—The Board is broadly speaking in favour of the general principle contained in the proposed resolution, but it is of opinion that the change should be introduced very gradually and in different stages, as the Board is conscious of the numerous practical difficulties that are likely to arise as a sequel to the change.

(13) *Chittoor*.—The majority of the members of the Board (viz., Messrs. T. K. Venkatarama Ayyar, N. Pattabhirama Rao, T. V. Rangachariyar and M. B. Ramadasappa Nayuni Varu) are of opinion that the present system of instruction and examination in English in non-language subjects should continue in the case of pupils who prepare for the University, but that in the case of pupils who do not go to University vernacular should be made compulsory for instruction and examination in non-language subjects. Messrs B. Munuswami Nayudu and K. V. Satagopachariyar disagree with the majority. They are entirely in favour of Mr. Satyamurti's resolution.

(14) *Tinnevely*.—This Board is opinion that it should be left to the option of the students to receive their instruction either in English or their mother tongues; but that it should be made clear that the Secondary School-leaving Certificate examination will be held in the vernaculars also for non-language subjects and that the fact of their taking the examination in the vernacular shall not bar them from eligibility to the University classes.

This Board is in sympathy with the idea of encouraging vernacular education but is of the view that for the present it could be encouraged by other means than the particular form of compulsion suggested.

(15) *Coimbatore*.—While the Board sympathises with the object of Mr. Satyamurti's resolution, it is of opinion that we should begin only with a recommendation to the teachers to teach the subjects of History and Geography in vernaculars, the student being given an option to be examined in English or vernacular in those subjects, and that the teaching and examination in these subjects be made compulsory when sufficient vernacular text-books in those subjects are available. And the Board is further of opinion that as regards other non-language subjects early steps should be taken to render possible the instruction of compulsory teaching and examination in vernaculars.

(16) *Bellary*.—The majority were of opinion that the medium of instruction in all non-language subjects should compulsorily be in a vernacular up to high school stage and it follows from this that the examination papers should necessarily

be set and answered in the vernaculars in the primary and middle school stages. The President was strongly of opinion that the vernacular medium and examination should be made compulsory in high school stage also.

(17) *Trichinopoly*.—Although we are in sympathy with the spirit of the resolution proposed to be moved by Mr. Satyamurti we refrain from recommending the immediate introduction of vernaculars as the compulsory media of instruction in non-language subjects having in view the impending re-organization of the Secondary and University courses. We recommend, however, that the question of introducing the mother tongue as a compulsory medium may be kept in view when the school courses are reorganized.

(18) *Salem*.—This Board considers it not feasible for forms above 3rd form.

(19) *Anantapur*.—The Board has in its meeting dated 31st March 1924 resolved that the proposal is not at present feasible.

(20) *Chingleput*.—While the Board recognises the many advantages that would accrue from the teaching of non-language subjects through the medium of an Indian vernacular it desires to point out that in districts such as the Chingleput district in which several vernaculars are used it would be impracticable to impart instruction only through any of the vernaculars and the board therefore deprecates the idea of making such instruction compulsory.

(21) *South Kanara*.—That in view of half a dozen mother tongues being prevalent in the district and other local difficulties, this board is of opinion that there ought to be no compulsion as regards any particular language being employed as the medium of instruction and examination—carried by 8 against 1.

Rao Bahadur Subba Rao moved:—

(1) that the medium of instruction should be the vernacular of the district up to the III form except in institutions where they are exempted by the Director of Public Instruction;

(2) that the said medium may be optional from IV to VI forms;

(3) that the public examination may be held both in English and the vernacular, and that the English language will be continued to be taught.

These resolutions were not seconded.

(22) *Malabar*.—The board is of opinion that vernaculars need not be made a compulsory medium of instruction.

(23) *North Arcot*.—The majority is not in favour of the resolution (of Mr. Satyamurti)—carried by 4 against 3.

(24) *South Arcot*.—This board is of opinion that no change in the existing rules is necessary regarding the medium of instruction.

3. From the above resolutions it will be seen that there is a large divergence of opinion on the subject not only throughout the whole Presidency, but throughout individual districts. I have arranged in the above epitome of the resolutions of the District Secondary Education Boards their opinions in a graduated scale placing at one end of the scale the opinion of a board which is unanimously in favour of Mr. Satyamurti's proposals being adopted and at the other end of the scale the opinion of a board which is opposed to any of Mr. Satyamurti's proposals being adopted, the opinion of the other boards being arranged in the intervening space so that they approximately merge into each other, the opinions which are least dissimilar being placed in adjoining sub-paragraphs.

4. One board merely approves of the principles of Mr. Satyamurti's resolution, another board requires exemption to be given to individuals and to schools, a third board would give an option—to whom is not stated—in teaching and examining science subjects, yet another board would exclude science subjects and bilingual schools—presumably schools in bilingual areas is meant—from Mr. Satyamurti's resolution. A few boards are in favour of the gradual adoption of Mr. Satyamurti's proposals, the graduation being suggested in time, in subjects and in stages of instruction by different boards, yet another board would desire the resolution to be made applicable only to non-university students though it is well known that there is no clear line of demarcation between the embryo university student and non-university student in the majority of high school classes. One board would make

the application of the resolution optional to students, another would make its application optional to teachers; one board does not apparently desire to express a definite opinion upon the matter referred to it, though the president expresses a strong opinion. One board would merely keep the object of the resolution in view, while several boards point out that the adoption of the resolution is not feasible; some call attention to the large number of vernaculars in use, several vernaculars being in current use in some districts, in particular in South Kanara and in Chingleput. Not only is there no unanimity of opinion on the question, but there is no clear majority in favour of Mr. Satyamurti's resolution.

5. It is educationally obvious that instruction and examination must go hand in hand, so that if instruction in any subject is given in the vernacular the examination should be held in the vernacular. If the instruction is given in English, the examination should be held in English.

6. The existing rule on the subject of the medium of instruction in high schools is Madras Educational Rule No. 60, which runs as follows:—

"Managers of schools should, unless they have obtained the permission of the District Educational Officer to do otherwise, adopt the vernacular of the pupils as the medium of instruction up to and including the III form."

In practice the vernacular is not used in giving instruction in the upper forms, that is, in those above the 3rd, namely, the 4th, 5th and 6th, except possibly to a small extent in the 4th form.

7. The examination papers for the Secondary School leaving Certificate Examination are set and answered in English. It is optional, however, for a pupil to answer the papers in his vernacular provided he gives due notice that he desires to be examined in the vernacular. Although this option exists and has existed for a few years no student has taken advantage of it.

8. I do not consider that the lack of a large number of suitable text-books in the vernaculars has very much weight in a consideration of this question. If instruction in the vernacular is made compulsory more text-books will soon spring up. As it is, every year sees more suitable text-books in the vernacular added to the approved list. We have moreover at the present time a large committee, divided into sub-committees, at present sitting with a view to rendering into the different vernaculars of this presidency English words which are in common use in scientific, technical and general academic terminology. When the labours of this committee are finished, the publishing and writing public will have a large accepted vocabulary of words in use in scholastic and academic circles. If then the demand for educational works in the vernaculars increases, the issue of books will be made easy.

9. In my reply to Government in July last wherein I discussed the resolutions of the committee appointed by Government to consider the Calcutta University Commission's Report I made the following remarks on Resolution No. 10 which read as follows:—

"Resolution No. 10.—That, while instruction and examination through the medium of the vernacular in Forms IV to VI should be the ultimate ideal, liberty be given to managers of schools to choose either English or the vernacular as the medium of instruction and examination, subject to the recommendation that approximately one-half of the time devoted to instruction should be given to teaching through English and the other half through the vernacular, and that the examination papers of the Secondary School Public Examination in other than language subjects be set in English and certain specified vernacular languages."

My remarks.—"I should support this resolution. At present by far the greater part of the instruction given in high school forms is in English. Just as in South Africa where both English and Dutch are spoken it is the object of instructors so to train the pupils in schools as to enable them to use both languages almost equally well, so at the present time I should insist upon instruction being given partly in English and partly in the vernacular in the high school course. This suggestion is a compromise. It takes into consideration the existing state of affairs. It endeavours to pave the way for a better and more extended use of the vernaculars. It refuses to introduce politics into sound education. It allows some freedom to managers and parents in the

choice of the medium of instruction to be adopted and it refrains from departing from any sound educational tenet. The freedom of the parent lies in his liberty to send his child to any school he pleases, in the power he possesses over the management of schools under the control of district boards and municipal councils and in the pressure he may be able to bring to bear on the management of schools under private control. The question of the vernacular of instruction has been discussed times without number and was even so recently as a month ago at the Universities Conference in Simla placed right at the end of the agenda paper. It was not given any priority in order of discussion since a discussion on this subject is interminable and it was desired that solid work should be done and decisions on important University matters should be come to. The question of medium of instruction is one upon which the voluble exponent will spend hours laying forth his views and endeavouring to convince his opponent who is equally decided never to be convinced. There is no end to the discussions although the *pros* and *cons* of each and every side have been stated frequently. The solution to be adopted at any time is a compromise and one of expediency with the proviso that no fundamental educational principle should be discarded in the adoption of the compromise. No such principle is departed from in the proposed resolution."

I may add that the transition from English to Vernacular instruction in some subjects taught in Forms IV, V and VI should be made gradually, a commencement being made in the IV form so that it would take three years to complete the transition.

10. I have not referred in detail in this letter to the Report of the Calcutta University Commission. Its remarks on the medium of instruction and examination will be found mainly in Chapters XVIII and XXI of the Report. Its conclusions however may, for purposes of reference, be summarized here. While the Commission had as its general aim the making of the educated classes bilingual in English and a vernacular, it laid stress on the continued necessity of improving the vernaculars, through which the results of Western as well as of Eastern knowledge can alone be conveyed to the masses of the people. The Commission advised—

(1) The medium of instruction and examination in the intermediate colleges and in the University should be English (except in dealing with the vernacular and the classical languages).

(2) The vernacular should be used in general throughout the high schools, except for the teaching of English and of mathematics, which, during the last four years of the course, should be conducted in English.

(3) At the 'high school examination' (corresponding to the Matriculation) candidates should be permitted to answer either in the vernacular or in English, except in the subject of English and of mathematics in which English should be compulsory.

III

Memorandum No. 3127/B-1, Law (Education), dated 8th December 1924.

The Government agree with the Director of Public Instruction that the recommendation of the Secondary Education Reorganization Committee on the subject of the adoption of vernaculars as media of instruction in forms IV to VI in secondary schools may be accepted. The Director is requested to submit proposals for giving effect to the recommendation after consulting the Academic Council of the University, if necessary.

V. T. KRISHNAMA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.

IV

Letter from R. G. GRIEVE, Esq., M.A., Acting Director of Public Instruction, to the Secretary to Government, Law (Education) Department, dated Madras, the 9th September 1925, R.O.C. No. 82-D/24.

With reference to Government Memorandum No. 3127/B-1, dated 8th December 1924, calling for proposals to give effect to the recommendations of the Committee on the Reorganization of Secondary Education, on the subject of the adoption of vernaculars as media of instruction in Forms IV, V and VI of secondary schools, and in continuation of my letter R.O.C. No. 82-D/24, dated 19th March 1925, I have

the honour to submit that the question was discussed at the recent meetings of the Academic Council of the University and the Council of Affiliated Colleges. In the Academic Council the proposal to make the use of the vernacular obligatory on all schools was rejected by 45 votes to 26 and eventually the following resolution was adopted with only three dissentients, viz. "That the proposal for the adoption of vernaculars as the media of instruction in secondary schools be accepted," the proposal referred to being resolution No. 10 of the Committee appointed by Government to consider the Calcutta University Commission's Report on the subject of the adoption of vernaculars as the media of instruction in Forms IV to VI in Secondary Schools.

In the Council of Affiliated Colleges a proposal to make the use of the vernacular compulsory was rejected by 31 votes to 25 and the decision arrived at was similar to that of the Academic Council. The resolution is thus permissive in character and will have the effect of making gradual the transition from the use of English to the use of the vernacular as the medium of instruction and examination. If, as suggested in paragraph 9 of the Director's letter to Government R.C. No. 82/D-24, dated 5th November 1924, a commencement is made with the new practice in Form IV and if permission to answer the question papers of the Public Examination is made conditional on a candidate having undergone instruction in the subjects of the examination entirely in the vernacular for three years, it will take three years before the transition is completed.

2. The only action I consider necessary to give effect to the resolution is to circularise District Educational Officers on the subject. I submit a copy of the circular I propose to issue and request that Government may be pleased to approve of it.

ENCLOSURE.

Circular.

Managers of schools should be informed that they are at liberty to choose either English or a vernacular as the medium of instruction in Forms IV, V and VI of a secondary school. It is, however, recommended that approximately half of the time devoted to instruction, including the periods devoted to teaching of English, should be given to teaching through English and the other half to teaching through the vernacular.

Question papers at the Secondary School-leaving Certificate Public Examination will be set in English, Tamil, Telugu, Malayalam, Kanarese, Oriya, Mahratti and Urdu in all subjects, except (1) English, Latin, Greek, Hebrew, French and German, question papers in which will be set in English only; (2) Sanskrit and the vernacular languages, question papers in which will not be set in English, but in the appropriate vernacular; (3) Arabic and Persian, question papers in which will be set in Urdu only. Pupils will be given the option of answering the question papers either in English or in the vernacular in which the paper is set, provided that pupils will not be allowed to answer question papers in a vernacular unless they have received instruction in the subject of the question paper entirely in the vernacular during their school course in Forms IV, V and VI.

(ii) Heads of institutions must inform the Secretary to the Secondary School-leaving Certificate Board not later than 1st December of each year of (a) the number of pupils likely to be presented for the ensuing Public Examination in each subject, and (b) the language in which each pupil will answer each question paper.

(iii) The Secondary School-leaving Certificate of a pupil will exhibit the language in which each subject has been studied and each question paper has been answered.

Order—No. 1851, LAW (Education), dated 27th October 1925.

The Government approve of the circular proposed to be issued by the Director of Public Instruction on the subject of the adoption of vernaculars as the media of instruction in forms IV to VI in secondary schools.

(By order of the Government, Ministry of Education)

V. T. KRISHNAMA ACHARIYAR,
Secretary to Government.

*To the Director of Public Instruction.

③

Law (Edn) Dep

Memo. No. 2127/A-1, d/23

The attention of
the D. P. I. is invited to the
Correspondence ending with
his letter, R.C. No. 8725 of 19
d/9th Oct. 1919 on the
subject of adopting the
Vernaculars as media of
instruction in Secondary
Schools and he is requested
to report state when the
report called for in Govt.
No. 2020/A-1, d/17th
Sep. 1919 may be expected
2 It will be observed
that the Senate of the
University of Madras has
finished consideration of
the recommendations of
the Calcutta University
Commission.

P. 4 of No. 1290 d/9th

24.10.19

P. 3 closed

DESPATCHED
27 APR 1921

26/4

To the D. P. I. (only)
R. 3 weeks after issue.28.4.21
20/4/21

28.4.21

Note:- The

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to Secy's order in the
G.O. of 9. call book

Law (Education)

DEPARTMENT.



Received

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30.6.21

Registered

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Subject.

Replying to Government memorandum No.2127A-1 dated 23rd April 1921 on the question regarding vernacular being made ~~the~~ compulsorily the medium of answering question papers in the Matriculation as well as the S.S.L.C. Examinations.

ENCLOSURES
No.
Spare copies

Ref. on Cur. No. 8725 of 1919

Station M a d r a s , Dated the 28th J u n e 1921

From (Name) R.Littlehales Esq, M. A.,

(Designation) Director of Public Instruction,

M a d r a s .

To The Secretary to the Government of Madras,

Law(Education) Department.

Sir,

Page 1 ante

With reference to Government memorandum No.2127A-1 dated 23rd April 1921 I have the honour to state that the -- Senate of the University of Madras recently rejected a motion to make vernacular compulsorily the medium of answering the matriculation examination but accepted a proposal to make it optional to a candidate to take the ^{Matriculation} S.S.L.C. Examination in his vernacular. The Secondary School Leaving Certificate Board also resolved at its last meeting that a candidate may take the examination in his vernacular. In the light of the above facts a committee to consider and report on the various aspect of the question hardly seems necessary since in this presidenc all pupils may now at their option be examined through the --- medium of their vernaculars.

I would therefore suggest that it may be well to wait and see how far the schools in the presidency are able to take advantage of the present permission that has been given by the University and the Secondary School Leaving Certificate Board.

I have the honour to be,

Sir,

Your most obedient servant.

[Signature]
/for Director of Public Instruction/

SAR. *[Signature]*

	Initials	Date
Received in Fair-copying Section	<i>[Signature]</i>	<i>[Date]</i>
Copied	<i>[Signature]</i>	<i>[Date]</i>
Examined	<i>[Signature]</i>	<i>[Date]</i>
Signed	<i>[Signature]</i>	<i>[Date]</i>
Despatched	<i>[Signature]</i>	<i>[Date]</i>

[Stamp]
Law (Gen) Dept
31 OCT 1924
C-47592
Memo 9257 B-3121-24

A copy of the resolution proposed to be moved at the ^{local} Legislative Council by Mr. S. Satya-murthy, regarding the adoption of one or other of the vernaculars as a compulsory medium of instruction and of examination in vernacular subjects is forwarded to the D.P.I. who is requested to obtain the views of the D.P. Secondary Education Boards on the question and submit them to Govt at a very early date with remarks thereon.

To
Memo (memo & copy of the resn)
An. I
20/6

[Signature]
10.1.24
8/11
10.1.24
[Signature]

/Annexure



Council Office
12-12-23.

Mr. S. Satyamurti

~~Mr. S. Satyamurti~~

47598
2/1/24

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R. E. N.

Law (Govt) Dept



5/1/24

3.1.24

8/4

3.1.24

This has been approved in connection with another resolution which has been marked for the

3.1.24

9/1/24

The resolution will be noted in after balancing. may be

Subd to Mr. for perusal.

4.1.24

9/1/24

1. D.D. to be sent to Mr. R.

2. Ask Mr. D.D. to

upon this matter

1/1/24

G.O. No. 1851, 27th October 1925

Schools—Secondary—Medium of instruction in non-language subjects—Director of Public Instruction's circular—Approved.

READ—the following papers:—

Here print
Memorandum No. 4759 B-1
12.1.24 +
Annexure
as paper
N-I.

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Law (Edn) Dept
Approved
Strike off
30.11.25

11
42/117

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(14) *Tinnevely*.—This Board is opinion that it should be left to the option of the students to receive their instruction either in English or their mother tongues; but that it should be made clear that the Secondary School-leaving Certificate examination will be held in the vernaculars also for non-language subjects and that the fact of their taking the examination in the vernacular shall not bar them from eligibility to the University classes.

This Board is in sympathy with the idea of encouraging vernacular education but is of the view that for the present it could be encouraged by other means than the particular form of compulsion suggested.

(15) *Coimbatore*.—While the Board sympathises with the object of Mr. Satyamurti's resolution, it is of opinion that we should begin only with a recommendation to the teachers to teach the subjects of History and Geography in vernaculars, the student being given an option to be examined in English or vernacular in those subjects, and that the teaching and examination in these subjects be made compulsory when sufficient vernacular text-books in those subjects are available. And the Board is further of opinion that as regards other non-language subjects early steps should be taken to render possible the instruction of compulsory teaching and examination in vernaculars.

(16) *Bellary*.—The majority were of opinion that the medium of instruction in all non-language subjects should compulsorily be in a vernacular up to high school stage and it follows from this that the examination papers should necessarily be set and answered in the vernaculars in the primary and middle school stages. The President was strongly of opinion that the vernacular medium and examination should be made compulsory in high school stage also.

(17) *Trichinopoly*.—Although we are in sympathy with the spirit of the resolution proposed to be moved by Mr. Satyamurti we refrain from recommending the immediate introduction of vernaculars as the compulsory media of instruction in non-language subjects having in view the impending re-organization of the Secondary and University courses. We recommend, however, that the question of introducing the mother tongue as a compulsory medium may be kept in view when the school courses are reorganized.

(18) *Salem*.—This Board considers it not feasible for forms above 3rd form.

(19) *Anantapur*.—The Board has in its meeting dated 31st March 1924 resolved that the proposal is not at present feasible.

(20) *Chingleput*.—While the Board recognises the many advantages that would accrue from the teaching of non-language subjects through the medium of an Indian vernacular it desires to point out that in districts such as the Chingleput district in

which several vernaculars are used it would be impracticable to impart instruction only through any of the vernaculars and the board therefore deprecates the idea of making such instruction compulsory.

(21) *South Kanara*.—That in view of half a dozen mother tongues being prevalent in the district and other local difficulties, this board is of opinion that there ought to be no compulsion as regards any particular language being employed as the medium of instruction and examination—carried by 8 against 1.

Rao Bahadur Subba Rao moved:—

(1) that the medium of instruction should be the vernacular of the district up to the III form except in institutions where they are exempted by the Director of Public Instruction;

(2) that the said medium may be optional from IV to VI forms;

(3) that the public examination may be held both in English and the vernacular, and that the English language will be continued to be taught.

These resolutions were not seconded.

(22) *Malabar*.—The board is of opinion that vernaculars need not be made a compulsory medium of instruction.

(23) *North Arcot*.—The majority is not in favour of the resolution (of Mr. Satyamurti)—carried by 4 against 3.

(24) *South Arcot*.—This board is of opinion that no change in the existing rules is necessary regarding the medium of instruction.

3. From the above resolutions it will be seen that there is a large divergence of opinion on the subject not only throughout the whole Presidency, but throughout individual districts. I have arranged in the above epitome of the resolutions of the District Secondary Education Boards their opinions in a graduated scale placing at one end of the scale the opinion of a board which is unanimously in favour of Mr. Satyamurti's proposals being adopted and at the other end of the scale the opinion of a board which is opposed to any of Mr. Satyamurti's proposals being adopted, the opinion of the other boards being arranged in the intervening space so that they approximately merge into each other, the opinions which are least dissimilar being placed in adjoining sub-paragraphs.

4. One board merely approves of the principles of Mr. Satyamurti's resolution, another board requires exemption to be given to individuals and to schools, a third board would give an option—to whom is not stated—in teaching and examining science subjects, yet another board would exclude science subjects and bilingual schools—presumably schools in bilingual areas is meant—from Mr. Satyamurti's resolution. A few boards are in favour of the gradual adoption of Mr. Satyamurti's proposals, the graduation being suggested in time, in subjects and in stages of instruction by different boards, yet another board would desire the resolution to be made applicable only to non-university students though it is well known that there is no clear line of demarcation between the embryo university student and non-university student in the majority of high school classes. One board would make the application of the resolution optional to students, another would make its application optional to teachers; one board does not apparently desire to express a definite opinion upon the matter referred to it, though the president expresses a strong opinion. One board would merely keep the object of the resolution in view, while several boards point out that the adoption of the resolution is not feasible; some call attention to the large number of vernaculars in use, several vernaculars being in current use in some districts, in particular in South Kanara and in Chingleput. Not only is there no unanimity of opinion on the question, but there is no clear majority in favour of Mr. Satyamurti's resolution.

5. It is educationally obvious that instruction and examination must go hand in hand, so that if instruction in any subject is given in the vernacular the examination should be held in the vernacular. If the instruction is given in English the examination should be held in English.

6. The existing rule on the subject of the medium of instruction in high schools is Madras Educational Rule No. 69, which runs as follows:—

“Managers of schools should unless they have obtained the permission of the District Educational Officer to do otherwise, adopt the vernacular of the pupils as the medium of instruction up to and including the III form”.

In practice the vernacular is not used in giving instruction in the upper forms, that is, in those above the 3rd, namely, the 4th, 5th and 6th, except possibly to a small extent in the 4th form.

7. The examination papers for the Secondary School leaving Certificate Examination are set and answered in English. It is optional, however, for a pupil to answer the papers in his vernacular provided he gives due notice that he desires to be examined in the vernacular. Although this option exists and has existed for a few years no student has taken advantage of it.

8. I do not consider that the lack of a large number of suitable text-books in the vernaculars has very much weight in a consideration of this question. If instruction in the vernacular is made compulsory more text-books will soon spring up. As it is, every year sees more suitable text-books in the vernacular added to the approved list. We have moreover at the present time a large committee, divided into sub-committees, at present sitting with a view to rendering into the different vernaculars of this presidency English words which are in common use in scientific, technical and general academic terminology. When the labours of this committee are finished, the publishing and writing public will have a large accepted vocabulary of words in use in scholastic and academic circles. If then the demand for educational works in the vernaculars increases, the issue of books will be made easy.

9. In my reply to Government in July last wherein I discussed the resolutions of the committee appointed by Government to consider the Calcutta University Commission's Report I made the following remarks on Resolution No. 10 which read as follows:—

"Resolution No. 10.—That, while instruction and examination through the medium of the vernacular in Forms IV to VI should be the ultimate ideal, liberty be given to managers of schools to choose either English or the vernacular as the medium of instruction and examination, subject to the recommendation that approximately one-half of the time devoted to instruction should be given to teaching through English and the other half through the vernacular, and that the examination papers of the Secondary School Public Examination in other than language subjects be set in English and certain specified vernacular languages."

My remarks.—"I should support this resolution. At present by far the greater part of the instruction given in high school forms is in English. Just as in South Africa where both English and Dutch are spoken it is the object of instructors so to train the pupils in schools as to enable them to use both languages almost equally well, so at the present time I should insist upon instruction being given partly in English and partly in the vernacular in the high school course. This suggestion is a compromise. It takes into consideration the existing state of affairs. It endeavours to pave the way for a better and more extended use of the vernaculars. It refuses to introduce politics into sound education. It allows some freedom to managers and parents in the choice of the medium of instruction to be adopted and it refrains from departing from any sound educational tenet. The freedom of the parent lies in his liberty to send his child to any school he pleases, in the power he possesses over the management of schools under the control of district boards and municipal councils and in the pressure he may be able to bring to bear on the management of schools under private control. The question of the vernacular of instruction has been discussed times without number and was even so recently as a month ago, at the Universities Conference in Simla placed right at the end of the agenda paper. It was not given any priority in order of discussion since a discussion on this subject is interminable and it was desired that solid work should be done and decisions on important University matters should be come to. The question of medium of instruction is one upon which the voluble exponent will spend hours laying forth his views and endeavouring to convince his opponent who is equally decided never to be convinced. There is no end to the discussions although the pros and cons of each and every side have been stated frequently. The solution to be adopted at any time is a compromise and one of expediency with the proviso that no fundamental educational principle should be discarded in the adoption of the compromise. No such principle is departed from in the proposed resolution."

I may add that the transition from English to Vernacular instruction in some subjects taught in Forms IV, V and VI should be made gradually, a commencement being made in the IV form so that it would take three years to complete the transition.

10. I have not referred in detail in this letter to the Report of the Calcutta University Commission. Its ~~verbose~~ remarks on the medium of instruction and examination will be found mainly in Chapters XVIII and XLI of the Report. Its conclusions however may, for purposes of reference, be summarized here. While the Commission had as its general aim the making of the educated classes bilingual in English and a vernacular, it laid stress on the continued necessity of improving the vernaculars, through which the results of Western as well as of Eastern knowledge can alone be conveyed to the masses of the people. The Commission advised—

(1) The medium of instruction and examination in the intermediate colleges and in the University should be English (except in dealing with the vernacular and the classical languages).

(2) The vernacular should be used in general throughout the high schools, except for the teaching of English and of mathematics, which, during the last four years of the course, should be conducted in English.

(3) At the 'high school examination' (corresponding to the Matriculation) candidates should be permitted to answer either in the vernacular or in English, except in the subject of English and of mathematics in which English should be compulsory.

Memorandum No. 3127/E-1, Law (Education), dated 8th December 1924.

~~Adoption of vernaculars as media of instruction in the high school stage—Letter from the Director of Public Instruction, R.C. No. 82-D, dated 6th November 1924.~~

The Government agree with the Director of Public Instruction that the recommendation of the Secondary Education Reorganization Committee on the subject of the adoption of vernaculars as media of instruction in forms IV to VI in secondary schools may be accepted. The Director is requested to submit proposals for giving effect to the recommendation after consulting the Academic Council of the University, if necessary.

V. T. KRISHNAMA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.

Letter from R. G. GRIEVE, Esq., M.A., Acting Director of Public Instruction, to the Secretary to Government, Law (Education) Department, dated Madras, the 9th September 1925
R.O.C. No. 82-D/24

With reference to Government Memorandum No. 3127/B-1, dated 8th December 1924, calling for proposals to give effect to the recommendations of the Committee on the Reorganization of Secondary Education, on the subject of the adoption of vernaculars as media of instruction in Forms IV, V and VI of secondary schools, and in continuation of my letter R.O.C. No. 82-D/24, dated 19th March 1925, I have the honour to submit that the question was discussed at the recent meetings of the Academic Council of the University and the Council of Affiliated Colleges. In the Academic Council the proposal to make the use of the vernacular obligatory on all schools was rejected by 45 votes to 26 and eventually the following resolution was adopted with only three dissentients, viz. "That the proposal for the adoption of vernaculars as the media of instruction in secondary schools be accepted," the proposal referred to being Resolution No. 10 of the Committee appointed by Government to consider the Calcutta University Commission's Report on the subject of the adoption of vernaculars as the media of instruction in Forms IV to VI in Secondary Schools.

In the Council of Affiliated Colleges a proposal to make the use of the vernacular compulsory was rejected by 31 votes to 25 and the decision arrived at was similar to that of the Academic Council. The resolution is thus permissive in character and will have the effect of making gradual the transition from the use of English to the use of the vernacular as the medium of instruction and examination. If, as suggested in paragraph 9 of the Director's letter to Government R.C. No. 82, D-24, dated 5th November 1924, a commencement is made with the new practice in Form IV and if permission to answer the question papers of the Public Examination is made conditional on a candidate having undergone instruction in the subjects of the examination entirely in the vernacular for three years, it will take three years before the transition is completed.

2. The only action I consider necessary to give effect to the resolution is to circularise District Educational Officers on the subject. I submit a copy of the circular I propose to issue and request that Government may be pleased to approve of it.

ENCLOSURE.
Circular.

Managers of schools should be informed that they are at liberty to choose either English or a vernacular as the medium of instruction in Forms IV, V and VI of a secondary school. It is, however, recommended that approximately half of the time devoted to instruction, including the periods devoted to teaching of English, should be given to teaching through English and the other half to teaching through the vernacular.

Question papers at the Secondary School-leaving Certificate Public Examination will be set in English, Tamil, Telugu, Malayalam, Kanarese, Oriya, Mahratti and Urdu in all subjects, except (1) English, Latin, Greek, Hebrew, French and German, question papers in which will be set in English only; (2) Sanskrit and the vernacular languages, question papers in which will not be set in English, but in the appropriate vernacular; (3) Arabic and Persian, question papers in which will be set in Urdu only. Pupils will be given the option of answering the question papers either in English or in the vernacular in which the paper is set, provided that pupils will not be allowed to answer question papers in a vernacular unless they have received instruction in the subject of the question paper entirely in the vernacular during their school course in Forms IV, V and VI.

(ii) Heads of institutions must inform the Secretary to the Secondary School-leaving Certificate Board not later than 1st December of each year of (a) the number of pupils likely to be presented for the ensuing Public Examination in each subject, and (b) the language in which each pupil will answer each question paper.

(iii) The Secondary School-leaving Certificate of a pupil will exhibit the language in which each subject has been studied and each question paper has been answered.

Order—No. 1851, Law (Education), dated 27th October 1925.

The Government approve of the circular proposed to be issued by the Director of Public Instruction on the subject of the adoption of vernaculars as the media of instruction in forms IV to VI in secondary schools. The Director is requested to make it clear that pupils who are now reading in these forms will be exempt from the proviso in paragraph (i) of the circular.

(By order of the Government, Ministry of Education)

V. T. KRISHNAMA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.

LAW (EDUCATION)

DEPARTMENT.



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Registered

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Subject.

G.O.No.1851 Law (Education) dated 27th October 1925--Medium
of instruction in non-language subjects in Secondary Schools.

ENCLOSURES.

No.

Spare copies

R.C.No. 82.8/24.

Station Madras, Dated the 24th November 1925.

From (Name) R. Littlehailes, Esq., M.A.,

(Designation) Director of Public Instruction,
Madras.

To The Secretary to the Government of Madras,

Law (Education) Department.

Sir.

I have the honour to address Government on their order
No.1851, Law (Education), dated 27th October 1925 with a
request that Government will be so good as to reconsider
their orders in so far as the last sentence of this order
is concerned.

Government have approved the circular proposed to be
issued by the Director of Public Instruction on the subject
of the adoption of vernaculars as the media of instruction
in forms IV to VI in secondary schools. They state that
the Director is requested to make it clear that pupils who
are now reading in these forms will be exempt from the

proviso

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provide in paragraph (i) of the circular. This proviso is that pupils will be given the option of answering the question papers either in English or in the vernacular in which the paper is set, provided that pupils will not be allowed to answer question papers in a vernacular unless they have received instruction in the subject of the question paper entirely in the vernacular during their school course in Forms IV, V and VI.

3 This proviso which the Director proposed to insert is based upon a sound educational principle, viz., that a candidate for an examination should be examined in the examination in the same ~~subject~~ ^{language} as that which was used by him in receiving instruction in the subject of examination. The Government order deviates from this essentially sound educational principle which has been adopted in practice by the Department and in view of the following remarks, I trust that Government will be good enough to reconsider their order and omit the last sentence of G.O.No.1851, Law (Education) dated 27th October, 1925.

4 As Government are aware this matter has been under the consideration of the Department and of Government for some time. The Departmental practice is observed from a copy of the proceedings of the Director of Public Instruction dated 22nd December 1924 which is attached to this letter.

5 The Director received a request from the headmaster of one high school, viz., the Victoria High School, Papanasam, that the question papers in the examination to be held in 1926 in History of England and in Chemistry be set in the vernacular, Tamil. The headmaster reported as follows:—"Instruction in 'History of England' and 'Chemistry' has been, entirely in the vernacular during the school course in the IV and the V forms of the pupils who sit for the Secondary School Leaving Certificate examination to be held in March 1926". Orders were issued by the Director that for these candidates, the papers should be set and answers received in the vernacular in the two subjects under consideration since the fundamental principle of the candidates having received instruction in the same language as that in which they desired to answer the question papers had been observed.

6 In other cases, however, in which application has been made for the papers to be set and answered in the vernacular, the Director has refused

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refused permission unless the headmaster was able to give the assurance that instruction in the subject of the question paper had been given through the medium of a vernacular.

7 It will be seen from the above that the Department has adhered consistently to sound educational principles and it is requested that Government will support the Director of Public Instruction in his action by modifying the Government Order now under consideration by the omission of the last sentence.

I have the honour to be,

Sir,

Your most obedient servant,

Director of Public Instruction,
Madras.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.

S.O.C.No.3063-D/24. a d a s. Dated 22nd Decmber 1924.

It has been brought to the notice of the Director that frequent requests have been made to the Secretary, S.S.L.C. Board that the question papers in some subjects should be set in a vernacular. The Director has ruled that the question papers in some subjects will be set and answers accepted in the vernacular provided that the pupils for whom it is desired that the question papers be set in the vernacular have received instruction in the subject of the question paper entirely in the vernacular during their school course in the IV, V and VI Forms.

2. This information should be circulated to managers of schools so that they may take early steps to make the necessary provision for giving instruction in the vernacular in certain subjects.

3. The Director of Public Instruction will be glad to be kept informed through the District Educational Officers and Inspectresses of Girls' Schools of the steps which managers of schools propose to take in the matter.

(By Order)

[Signature]
Senior Superintendent.

To:- All District Educational Officers.
" Inspectresses of Girls' Schools.
Copy to the Secretary to the S.S.L.C. Board.
" 'A', 'B' & 'D' xxx Sections (3 copies).
" the Secretary, Guntur District Teachers' Guild, Tenali,
with reference to his letter dated 1-12-24.

L.R.P.25/12.

C.No. 3031 A - From the D.P.I. P.O.C. No. 8725, dated 28th June 1921.

Subject.- Medium of instruction in secondary schools

In August 1917 a conference was held at Simla to consider the question of English and vernacular teaching in secondary schools. In August 1918 the Government of India asked for the views of this Government on the following questions discussed at Conference:-

(1) "At what period in a pupil's career should English be taught as a language. Is it better for him from the point of view of his ultimate mastery over the language to start its study at an early age or only to receive such instruction after he has been well grounded in a vernacular.

(2) "Do the younger pupils gain a satisfactory knowledge of English by their instruction through the medium of that language or do they merely gain a smattering of incorrect and unidiomatic English?

(3) What is the general experience of those boys who have passed through the vernacular middle course and then studied English at a high school? Have such boys distinguished themselves in the matter of English in comparison with those who have studied from an earlier period through the medium of English?

(4) "By what methods should the teaching of English be conducted? Does the present system attach too much importance to a knowledge of English literature as against the necessity of learning to speak and write the English language correctly?

Parliamentary Committee

19. 12. 1921

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teaching in the early stages be entirely oral or not.

(5) "Do the pupils in a vernacular middle school as a rule acquire a better knowledge and grasp of the ordinary school subjects than those of a similar age who have been instructed through the medium of English?"

(6) "To what extent does instruction through the medium of a foreign language (i) hamper the pupils in the acquisition of knowledge crushing their independence and originality of thought and instilling in them the necessity of cram as the only means of learning (ii) impose a burden on the teachers, and (iii) tend to the impoverishment of the vernaculars."

(7) "Are the comparative paucity of suitable text books in the vernacular, the deficiency of the vernaculars in technical nomenclature and the multiplicity of the vernaculars insuperable objections to extending the use of the vernaculars as a medium of instruction?"

(8) "Should English be introduced as a medium of instruction gradually or not? If so, at what period and in what degree should it be introduced?"

(9) "To what extent is it advisable to examine students in certain subjects at the end of their school career in the vernaculars."

The Government of India also suggested that local Governments might consider whether the time had come to appoint provincial committees to inquire into the subject.

The D.P.I. to whom a reference was made in the matter stated that the questions raised in the communication of the Govt. of India were dealt with in the Calcutta University Commission's Report and that, as the Senate of the Madras University had appointed a committee

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to consider the recommendations of the Commission the Government might defer action till the Senate Committee's report was received. This proposal was accepted and the Govt. of India were informed accordingly. The Committee appointed by the Senate has concluded its deliberations and the Senate has passed its resolutions thereon. The D.P.I. was thereupon asked to favour Government with his views on the questions raised in the Govt. of India's letter dated 20th August 1919. He states that the Senate of the Madras University rejected a motion to make vernacular compulsorily the medium of answering the matriculation examination but accepted a proposal to make it optional to a candidate to take that examination in his vernacular and that the S.S.L.C. Board has come to a similar decision. The Director considered that a committee is unnecessary to consider the question and suggests that it may be well to wait and see how far the schools in the Presidency are able to take advantage of the present permission accorded by the University and the S.S.L.C. Board.

2. A reply is due to the Govt. of India to their reference of August 1919. The question of the teaching of English and the adoption of vernaculars as medium of instruction in non-language subjects in secondary schools has come up for discussion in one form or other on various occasions both in the local and in the Imperial Legislative Council. For a brief account of the previous discussions on the subject, attention is solicited to the notes with G.O. No. 112, dated 1-2-19 and G.O. 1115, dated 8-12-20. The concession to allow students the option to answer in their vernacular

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In the S.S.L.C. public examination now referred to by the D.P.I. is not new. In reply to a resolution moved in the meeting of the Legislative Council held in November 1917, the D.P.I. (Sir Henry Stone) stated that if any school chose to teach in the vernacular and asked for the examination being conducted in the vernacular he would be ready to comply with the request, but that he would not bring compulsion on the schools in the matter. Again, at the meeting of the Legislative Council held in July 1920, the present D.P.I. pointed out that there was nothing in the Madras Educational Rules which prevented instruction being given in the vernacular in the high school classes and that when applications were received for examination in the vernacular at the end of the high school course arrangements would be made for it. It does not appear that any school has till now availed itself of the option thus accorded. Presumably the S.S.L.C. Board will bring it specifically to the notice of headmasters and managers of secondary schools that the option of answering in the vernaculars will be allowed to students. It is for orders whether the Govt. of India may be informed of the decisions arrived at by the local University and the S.S.L.C. Board and told that this Government concur generally in the views ~~expressed~~ expressed by these bodies and have not deemed necessary to appoint a Committee to consider the question in its various aspects as detailed on pages 1-2 supra.

3. It may be noted in this connection that in a memorandum written by the former Minister for Education (Mr. T. Ty. Diwan Bahadur A. Subbarayalu Reddiyar) he has expressed the following views on this subject:-

"Whether in the imparting of secondary education English should be the medium of instruction or the

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vernacular - the mother tongue of the pupil - has been the subject of a smart controversy during the past some years. In deciding the course to be pursued various points have to be remembered. It has to be remembered that English has become the lingua franca of educated India. But for this fact it could not have been possible for the peoples of India, especially of Southern India, belonging as they do to different races and religions, and owing, as they do, separate vernaculars, to be brought together and work together. English has certainly become the binding factor between them. It has also to be remembered that the various vernaculars of south India have not yet received that development which will entitle them to supersede the need for English being treated as a compulsory subject. As I said before, there has been a smart controversy regarding the relative advantages of the use of vernaculars or of English as the medium of instruction. As views differ among educationists, as nothing very practical or material depends upon the solution of the question I would deem it to be so common sense to leave it to the good sense of the managers of the various institutions to use either English or vernacular as the medium of instruction up to the matriculation standard in non-language subjects. I understand this to be the view expressed by Sir

Henry Stone".
S.K. 21-7-21
M.K. 25-7-21. As pointed out above the Senate's resolution relates only to the adoption of the vernacular in answering examinations and is not new. So far as the S.S.L.C., is concerned, it has been generally made known by public announcement in the Legislative Council itself that the department was never prepared to allow answers in the vernacular in subjects other than English.

by Stone's speech
page 6 of 8
112
1-2-12
112
2-12-21

has not affected the question of adopting the vernacular as the medium of instruction in secondary schools, it is doubtful whether the passing of a resolution on the same subject by the Senate and by the S.S.L.C. board will appreciably influence the question.

Whatever may be the ultimate result of the resolutions passed by the Senate and the S.S.L.C. Board, the reference from the Government of India on the several points raised ~~above~~ by them and indicated on pages 1 to 3 above cannot, I submit, be still left unanswered. Vernacular as the medium of instruction, is not the only subject in which the Government of India wanted the opinion of the Local Government. There are other issues involved which deal with the direct teaching of English as a language, the method, the stages at which and the effect of teaching that language and similar questions not directly connected with the question of vernacular as the medium ^{of instruction}. For instance, the first question, "at what period in a pupil's career should English be taught as a language," is not directly concerned with vernacular as the medium. It is the teaching

vide page 1 supra

of English as a language that is referred to.

* page 1 ante.

The second question referred to is one of fact, and it should be possible to base an answer in respect of it with reference to existing experiences of the officers.

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The third question wants directly ^a the report on the general experience of the boys who have passed through the vernacular middle course.

page 2 ante

The fourth deals with the method of direct teaching of English language. It should also be possible to frame an answer to the fifth question from the experience that the department should have gathered about the working of vernacular middle schools of this Presidency, especially, as under our rules, vernacular should be the medium of instruction up to the III form.

Nowhere in the Presidency is vernacular the medium of instruction in the IV to VI forms. We may clearly say so and later on supplement, if and when such a system is adopted in the higher forms also.

page 2 ante

Similarly in the case of (6)

page 2 ante

As regards (7), the question of the existence

or otherwise of suitable text-books in the vernacular has been under discussion long and it is largely a question of fact and should ordinarily be capable of an answer.

It has often been said by those who have advocated the import of vernaculars into the studies in schools that the compulsory introduction will bring into existence the vernacular text-books needed, while it is sometimes argued that the larger introduction of vernacular should be preceded by the publication of the necessary text-books. Whether text-books required are now in existence or not and how far the fact affects the question of the introduction of vernaculars should also be capable of a reply.

(8) This question is ~~probably~~ one directly connected with the issue of medium of instruction.

The last question is one that has been recently considered by the Senate and by the S.S.L.C. Board. A reference to those resolutions will not be irrelevant.

It is therefore for orders whether the D.P.I. should not be asked to offer his remarks on the questions specifically raised by the Government

Second sub para of para 23, p. 19 of Proceedings of the Simla Conference (B)

page 2 ante

para (9), p. 2 ante

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NOTES 25 21
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Page 12

India irrespective of the resolutions referred to
by him.

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I think D.D. should be asked to
offer his remarks on the three
questions raised by India. He should
then bring his way also consider if it
is necessary to appoint a committee
as suggested by India.

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I propose to appoint a representative
Committee to consider the whole
question of Secondary Education in the
light of the report of Salomon's Commission
and this might form one of the
points of reference. The scope of
the Committee is being examined
by me. Then the whole matter
will go to D.D.

27 Dec 26

Please see notes on pages 1-9 ante which relate to the question of the teaching of English and vernaculars in secondary schools and the medium of instruction in those schools. As noted by the Hon'ble the Minister on page 9 ante the question was considered by the Secondary Education Reorganization Committee. No orders have yet been passed on the report of that committee. The report is lying over pending receipt of the views of the Academic Council of the Madras University on the question whether the Intermediate course should form part of secondary education or should continue to be under the control of the University.

2. In the meanwhile, ^{a few} ~~some~~ non-official members of the Legislative Council have given notice of resolutions urging that vernacular should be made the medium of instruction in subjects other than language in secondary schools. The D.P.I. was asked to refer this matter to the District Secondary Education Board. He now reports the views of the Board and also his own views on the question.

3. As pointed out by the Director the question of adopting vernacular as the medium of instruction in non-language subjects in secondary schools has been discussed on several occasions in the past. Attention is solicited to the following:-

- (1) Debate on a resolution moved by the Hon'ble (now Sir) Narasimhaswara Sarna in the Madras Legislative Council on the 11th April 1914 -

(2) Debate on a resolution moved by the Hon. Mr. Panarayanagar (now the Rajah of Tanjore) in the Imperial Legislative Council on the 17th March 1915 - pp. 418-447 of Vol. put up.

(3) Proceedings of a conference held at Simla in August 1917 to consider certain preliminary matters connected with the question of the study of English in secondary schools and the adoption of vernaculars as media of instruction in them.

(4) Debate on a resolution moved by Mr. A. Suryanarayana Rao at the meeting of the Madras Legislative Council held on 21st November 1917 - pp. 5-6 of G.O. No. 241-2 1-2-19.

(5) Debate on a resolution moved by Mr. Venkatappayya Pantulu at the meeting of the Madras Legislative Council held on the 15th July of G.O. No. 1445, dated 8-12-23.

4. The Calcutta University Commission's observations on this subject. Chapter of Vol. V of their Report. Their recommendations are briefly as follows:-

(1) that it would be desirable to use the vernacular as the medium of instruction in secondary schools for all subjects other than English and Mathematics.

(2) that at the examination corresponding to the present Matriculation examination the candidates except in English and in Mathematics should have the option of writing their answers either in English or the vernacular.

5. The Secondary Education Organization Committee has considered the applicability of the recommendations of the Calcutta University Commission to this Presidency

has made the following recommendation on this subject:-

"Resolution 10 - That, while instruction and examination through the medium of the vernacular in Forms IV to VI should be the ultimate ideal, liberty be given to managers of schools to choose either English or the Vernacular as the medium of instruction and examination, subject to the recommendation that approximately one half of the time devoted to instruction should be given to teaching through English, and the other half through the Vernacular, and that the examination papers of the Secondary School Public Examination in other than language subjects be set in English and certain specified vernacular languages".

The Committee explains the position as follows:-

"In the reorganized scheme the position of the vernaculars will be ampler than it has been so far. Even the resolution given above relating to this subject did not commend itself to an appreciable number of the Committee, who did not think that it went far enough. They desired that managers should be compelled to introduce teaching through vernacular in the majority of the High School subjects. Some would go to the extent of imposing a definite time limit, such as five years, at the end of which most of the subjects should be taught through the vernacular. The Committee, however, by a large majority decided that, while recognizing the comparatively large measure of progress attained by vernaculars in recent years as media of teaching, the time had not yet come to adopt the above suggestions. The managers and the headmasters of institutions, it was held, should be at liberty to experiment in any way they choose, and this liberty should not be withdrawn so long as it was not abused. It was also agreed that, in view of the fact that the medium of instruction in the Collegiate grade would of necessity continue to be English, it would be prejudicial to the interests of the pupils proposing to take a University course if that language were reduced in the school grade to the position of only a compulsory second language. The Committee, therefore, decided to recommend to Government the resolution given above as one that took into account the various aspects of the question and, in the light of actual conditions, sought to afford a practical way to deal with it.

It will be noticed that the resolution of the Committee contains a recommendation which is bound to have an important bearing on this subject. The Committee recommends that the Secondary School

85 2
"Leaving Certificate papers in other than language-

"subjects be set not only in English but also in various other specified languages as candidates are at present permitted to answer in the vernacular, a permission which has not yet been taken advantage of, the setting of papers in vernaculars will doubtless lead many pupils to avail themselves of the opportunity of answering in the vernacular; and the result is bound to be a distinct and natural advance in the position of these languages as media of instruction. It is the hope of the Committee that the resolution which it has passed on this subject will encourage managers to adopt the vernaculars as the media of teaching to the fullest degree that circumstances permit."

x x x x x

"It may be noted in passing that the Committee was encouraged in drawing up the courses recommended by the belief that the adoption of the vernacular as a medium to a larger extent than heretofore would also considerably facilitate the work of studying the non-language subjects."

6. Several members of the Committee have written minutes of dissent on this subject. While some urge the retention of the present position, others consider that the Committee's recommendation does not go far enough.

The arguments advanced in these dissenting minutes are summarised below:-

Arguments for the retention of the present position.

- (1) The diversity of vernacular languages is a great obstacle to the proposal.
- (2) If schools are given an option, there will be two sets of students, one set receiving instruction through English and the other set through several vernacular languages. The schools would require different sets of teachers, the examination would need to be held in different languages and all this would create confusion and heavy expenditure.
- (3) It would be a mistake if in the High School a boy is educated through the vernacular and in the Intermediate through a different language in such subjects as Mathematics, natural science and other specialised subjects.

62 30 24 27
Arguments for compulsory adoption of vernacular as the medium of instruction.

- (1) The strain involved and the energy spent in learning non-language subjects through the medium of English are considerably great and put the students at a disadvantage.
 - (2) The permission given to the teachers in the Committee's recommendation to adopt either English or the vernacular will be as ineffective as the permission now given to the candidates to answer questions in the vernacular.
 - (3) Nothing but an express condition requiring the majority of subjects to be taught through the vernaculars will disturb the present inertia or dispel the present fears.
 - (4) Freedom to managers will inevitably result in great variations of practice under the same system and this cannot but prove detrimental as a fair measure of uniformity is essential to success in this direction.
 - (5) If a demand for text books in vernaculars is created, there is sure to be a supply.
 - (6) ~~that~~ The vernaculars reinforced by the required terms borrowed from foreign languages would adequately serve the purpose for almost every non-language subject in the High school course.
7. The resolution brought forward by Mr. Satya-murti on which the opinions of District Secondary Education Boards were called for urges the adoption of the vernacular as compulsory medium of instruction and examination in all non-language subjects in secondary schools. The J.P.I. has given the gist of the opinions of the Secondary Education Boards on

Page 5 of cf.

Page 8-12 of cf.

27 31

this resolution. As pointed out by him there is no unanimity of opinion on the matter nor is there a clear majority in favour of Mr. Satyamurti's resolution.

8. The Director considers that the proposal of the Secondary Education Reorganization Committee is a compromise which may be accepted. *May we agree to this? It is a step in advance & we can gain experience as to how it works.*

9. Mr. Satyamurti's resolution has not yet been ballotted. It may perhaps be desirable to wait and see how far the principle of compulsion proposed by Mr. Satyamurti gains acceptance in the Legislative Council.

But we cannot be sure as to when it will come up before the Council. In the meanwhile the Government's letter remains unaccepted.

*R
27.11.24*

The Government of India's letter was written so long ago as in 1919. Since then Education has become a transferred subject ^{and} the subjects dealt with in the reference are all matters to be regulated by the Provinces themselves. As the Government of India have not sent us a reminder during the last five years I presume their intention is to leave the matters dealt in the letter to the decision of the Local Governments.

2. If, however, a reply is to be sent as pointed out in the notes on pages 5-9 most of the points have no relation to the question of adopting the vernaculars as the media for instruction in secondary schools. ^{and} the D.P.I may be asked for his remarks on them. ~~and a letter sent to India.~~

3. On the main question, the Director supports the solution propounded by the Secondary Education Reorganisation Committee. It is a fair working compromise and seems on the whole suitable.

4. I do not know when Mr. Satyamurti's resolution will come up for discussion. It would be interesting

*Page 13 of 14
Date 7/12/24*

32 28

to see how far his proposal ^{will} be accepted ^{able to} by the Legislative Council.

VTK

4-12-24

M2

The resolution is not likely to be reached.

In the meanwhile D.P.I may formulate proposals on the basis of the recommendations of the Secondary Committee & his note to be circulated in the form of a G.O. after consulting the Academic Council of University.

6/12/24

A draft memo to the D.P.I is submitted.

*SK
6/12/24*

*R
6/12/24*

*VTK
6/12*



*[Memo to the D.P.I. No. 3127B-1
8.12.24]*

*C.No. 836-B From - Do. No. R.O.C. 822/1
8.12.24*

In the above memo. the D.P.I was asked to submit proposals after

29 33
after consulting the Academic Council of the University if necessary, for giving effect to the recommendation of the Secondary Education Committee that vernaculars should be adopted as the media of instruction in forms IV to VI in Secondary schools. He now reports that the Academic Council has postponed consideration of the subject to its next meeting in August and that he would address Govt again on the subject as soon as the opinion of the Council and of the is received. Perhaps the further communication promised by him may be awaited.

CPL

24.3.25

8K

24.3.25

24.3.25

V.K.
26/3

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(C.No.2466-B) From the D.P.I., R.O.C.No.82-D/24, dated 9th September 1925.

The D.P.I. submits the proposals called for in Memo No.3127 B-1, dated 8th December 1924, for giving effect to the following recommendation of the Educational Re-organization committee:-

"That, while instruction and examination through the medium of the vernacular in Forms III to VI should be the ultimate ideal, liberty be given to managers of schools to choose either English or the vernacular as the medium of instruction and examination, subject to the recommendation that approximately one-half of the time devoted to instruction should be given to teaching through English, and the other half through the vernacular and that the examination papers of the Secondary School Public Examination in other than language subjects be set in English and certain specified vernacular languages".

The Director states that the Academic Council and the Council of affiliated colleges of the University are against the compulsory introduction of vernaculars as media of instruction, but that they accept the above recommendation of the Educational Re-organisation committee. It is presumed that the University will not make any discrimination in making admissions to colleges between candidates who answer question papers in non-language subjects in English and those who do so in the vernacular. If it is not so, the option of adopting the vernacular as the medium of instruction and examination may not be availed of by managers of schools and pupils. A definite declaration on this point from the University would have been useful.

38
2. The Director does not propose to make any alteration in the Educational Rules to provide for the change, but proposes to issue a circular to D.E.Os, asking them to inform managers of schools of the option to be allowed to them to introduce the vernaculars as the ~~media~~ ^{medium} of instruction in their schools. There seems to be no objection to the course proposed by the Director. The question of making the necessary addition to Rule 60 of the Educational Rules may be considered later.

3. The draft circular proposed to be issued by the Director embodies the changes proposed in the resolution of the Educational Reorganisation Committee extracted on the previous page. The circular states that "pupils will not be allowed to answer question papers in a vernacular unless they have received instruction in the subject of the question- paper entirely in the vernacular during their school course in Forms IV, V and VI". Theoretically there is no such restriction at present though no candidates have so far availed themselves of the option to answer question papers in non-language subjects in the vernacular. As the circular stands at present, candidates who have received instruction through the medium of the vernacular may answer question papers ~~in~~ either in English or in the vernacular, while no such option is allowed to those who are taught through the medium of English. The latter, however, may not choose to answer question papers in the vernacular.

4. In a Legislative Council Question last year Mr. Satyamathi enquired whether the opinions of the Dist. Secy. Education Boards on the question of adopting vernaculars as the media of instruction in secondary schools would be placed on the table before orders were passed. The Govt. promised to consider the question. The opinions of the Boards are embodied in the D.P.I.'s

* This rule deals with the subject of instruction in vernaculars.

Page 22 of 22

* Even now it is stated for the first time that they should be examined in the vernacular.

Page 5 of 50, 22/5/1925

36 30
letter on pages 8-12 of the current file, beginning from page 3 may be published with the G.O. issuing on this file. A draft order is submitted.

C.P. 8/11
29.7.25

1.10.25
V.T.
3.10

M2

The Circular may be approved as far as it goes. But there should be no difficulty of a candidate answering question papers in vernacular at the last step, if he chooses to do so. That he should have been restricted through the medium of vernacular for three years is good & will give the management & parents sufficient time to prepare for the work. I think that there should be freedom to answer question paper in vernacular at the last step of the Candidate. Choose to do so. The existing rule enables the student to do so. The Circular may refer to that concession also.



37

A no. note to the D.P.I. is submitted.

[As we are not sure of the existing practice, a no. note is considered necessary. Otherwise the matter might have been added to the draft.]

A
7.10.25 V.T.K.
5/10

Keep no. note
to be added to
main file.
Keep copy of
note in file.
8/10

DESPATCHED
8 OCT 1925

[Faint handwritten notes, mostly illegible]

38-37-3

Law (Education)

31

(C.No.2,06-3) from the D.P.I., R.O.O., No.82, 1/9-9-25.

Subject:- Adoption of vernaculars as media of instruction in secondary schools.

In the circular which the D.P.I. proposes to issue on the above subject it is stated that "pupils will not be allowed to answer question papers in a vernacular unless they have received instruction in the subject of the question paper entirely in the vernacular during their school course in Forms IV, V and VI". The option to answer question papers in the vernacular in the S.S.L.C. public examination has been in existence for some time past though it has not been availed of. It does not appear that there is at present any such restriction as that referred to at above, and apparently candidates may answer questions in the vernacular in the next public examination even though they have not received instruction in the vernacular in the last three years i.e. in forms IV to VI. If this is so, it seems desirable to continue this concession to the pupils who are now in the fourth, fifth and sixth forms. The restriction that pupils should have received instruction in the vernacular for three years prior to the public examination ^{may} well be enforced in the case of pupils who enter the fourth form from the next year onwards. The circular should make this point clear and the Director may be consulted ^{as to} the alterations to be made in the circular in this respect.

Law En. W. 3/27 B. 24.2
8.10.25

8/10
7.10.25

A
7.10.25 V.T.K.
5/10

5.9.2

38 39
U.O. Reply No. 82.D/24 dated 10.10.22

The only alteration in the circular needed is the insertion at the end of para (i) of the following:-

"Pupils at present reading in the fourth, fifth or sixth form of a high school recognised under the M.E.R. will be exempted from this proviso".



Law (Education) Departt.

The D.P.I.'s circular may be approved and he may be requested to make it clear that pupils who are now reading in Forms IV to VI of secondary schools will be exempt from the proviso at the end of paragraph (i) of the circular. A revised draft order is submitted for approval. There is a legislative Council question asking that the opinions of the District Secondary Education Boards on the question of the adoption of vernaculars as the media of instruction in high schools may be placed on the table. The G.O. with the correspondence beginning from page 8 c.f. may be printed and placed on the table.

R
21/10/25
VTR
23.10

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807
26/10/25

3259 B

From the D.P.I., A.C. No. 82B/24, dated 24.11.1923.

Adoption of vernaculars as ^{the} media of instruction in high schools.

The D.P.I. points out that the ^{rule} ~~restriction~~ that candidates should have received instruction in the vernacular in forms IV, V, and VI if they should be allowed to answer question papers in ^{those} ~~non-language~~ subjects in the vernacular in the S.S.L.C. public examination, has been in force since 1924. This fact was not brought to the notice of Government when the question of adopting vernaculars as the media of instruction in non-language subjects in the high schools was under consideration. On the other hand, Mr. Grieve, when he agreed ^{was} consulted in October last, ~~suggested~~ that pupils at present reading in the IV, V, and VI forms might be allowed to answer question papers in the vernaculars even though they had not received instruction through the medium of vernacular in the three forms. The second sentence of G.O. 1851, dated 27.10.25, was put in ~~after~~ with the concurrence of the ~~Mr.~~ Director, Mr. Grieve. As, however, the present Director objects to it and as the rule which is sought to be relaxed by the second sentence in the G.O. quoted above has been in force for some time past, it is submitted that the Government may accept the proposal that the sentence in question might be deleted. If approved, the last sheet of the G.O. will be re-printed omitting the second sentence of the Order and revised copies will be sent to the Director. In connection with a Legislative Council Question it has been proposed to place the G.O. on the Council table. Revised copies, when printed, will be furnished to the Council office also.



3.12.25

R
4.12.25
VTR
5/12

807
10/12/25
M2

Law (Education) DEPARTMENT.

When received for Fair-copying.

When copied

When examined

When signed

When despatched

Date.	Initials.
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Initials.

Schools Secondary--Medium of instruction

in non-language subjects---D.P.I's circulars---
Approved.

READ AGAIN G.O. No., dated 192

22 22 22 22 22 192

READ ALSO:—

C. No. 3127A/24 From the Director Pub. Instn. R. C. No. 82D/24, dated 5-11- 1924.

2446B do. do. 9-9- 1925

192

ORDER.

Press.

No. 1851 dated 27-10-1925

The Government approve of the circulars/ proposed to be issued by the D.P.I. on the subject of the adoption of vernaculars ^{the} as ~~media~~ of instruction in form IV to VI in secondary schools. ~~The Direct~~ is requested to make it clear that pupils who are now reading in these forms will be exempt from the proviso in paragraph (i) of the circular.

819
22.10.25.

GA
22/60

in print
DESPATCHED
NOV 9 1925

12 NOV 1925

To The D. P. I.

dated 191
 dated *27-10-* 1915
 of MS. pages sent { (b) Correspondence *13 pages*
 (b) Notes

Secondary School - Medium
instruction

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27/10/25

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