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[Despatch Abstract.]

Examinations in Oriental Languages

passing orders on the proposals of
the D. P. I. for instituting

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Government {1900} of Madras.
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Enclosures

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G.O., No. 240, 8th June 1900.

JUNE.

Examinations in Oriental Languages.

Passing orders on the proposals of the Director of Public Instruction for instituting —.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following papers:—

From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., LL.D., Director of Public Instruction, to the Secretary to Government, Educational Department, dated Madras, 20th November 1899, No. 12922.

With reference to the correspondence ending with my letter, No. 5932, dated 29th May 1899, I have the honour to submit, for the consideration and approval of Government, the following proposals for the institution of searching public tests in the chief oriental and vernacular languages in use in this Presidency.

2. An outline of a scheme of such examinations was drawn up as early as August 1896. The scheme, with the draft of a letter to Government, was referred to the Principals of Government first-grade colleges, to the different Translators to Government and to certain other gentlemen for favour of opinion. At the suggestion of two of the gentlemen consulted, the scheme was forwarded to the Registrar of the University in October 1896 with a request that the Senate might be moved to consider the desirability of establishing an oriental faculty in the University. In March 1897 a committee was appointed by the Senate to consider and report on the proposal. After much deliberation the committee arrived in April 1899 at the conclusion that it is at present inexpedient for the University to establish an oriental faculty or to institute examinations in oriental languages—a decision which was communicated to the Senate at its annual meeting held on the 31st August last.

3. The necessity of instituting such examinations will be found fully explained in the draft letter to Government giving cover to the scheme and forming enclosure A to this letter. There is almost a consensus of opinion that it is high time to institute such examinations. I embraced the opportunity of my recent visit to Simla to consult Mr. Pedler, the Director of Public Instruction, Bengal. He informed me that the examinations conducted by his department in Bengal were very highly thought of by the educated native community in that Presidency. I have thoroughly recast the draft notification in the light of the views expressed by the gentlemen consulted. Facts that came to my special notice in the course of the discussion of the subject by the committee of the Senate also impressed me with the expediency of conducting such examinations departmentally at first. This impression was deepened by my conversation with the Director of Public Instruction, Bengal, who spoke strongly in favour of the examinations being conducted by the department. If it should, some time in the future, appear desirable, the Senate may be moved again in the matter after experience has been gained of the working of the scheme. This is what was done in instituting the degree of Licentiate in Teaching. Mr. Grigg first obtained the sanction of Government for the delivery of special courses of lectures on the history and the principles of education in the old Normal school and for the holding of annual examinations, and it was only after some experience had been gained that he moved the Senate to institute a degree in teaching.

4. I now proceed to deal with the several articles of the draft notification herein enclosed.

Article 1.—I first intended to hold the examination in Madras in March. But it has been considered more convenient for candidates that the examination should be held in four or five localities and in some other month. I have, accordingly, fixed September as the most suitable month and proposed Madras, Rajahmundry, Kumbakonam, Calicut and Mangalore as centres.

Article 2.—It is proposed to institute two examinations, the higher, to be styled the Honours examination, to test the qualifications of candidates for the posts of teachers of oriental languages in first-grade colleges, and the lower, to be styled the

Proficiency examination, to test the qualifications of candidates for the posts of teachers of oriental languages in second-grade colleges and high schools. Separate and special teachers of oriental languages are not employed in lower secondary and primary schools. As the Upper Secondary Examination has been thrown open to candidates bringing up two vernacular languages, or a classical and a vernacular language, successful candidates at the above examination will be available for employment in lower secondary and primary schools.

Article 3.—Special examinations in Sanskrit for titles and certificates are held in Bengal by the local Educational Department, and the conduct of such examinations is entrusted to the Principal and Professors of the Sanskrit College, Calcutta, assisted by other specialists in Sanskrit learning. There is no such college in Madras, and I do not consider it practicable to entrust the conduct of examinations to the Professor of Sanskrit in the Presidency College. I have, accordingly, provided for the examination being held by the Director, with the help of a board of pandits and specialists to be appointed by him from year to year. For some years the number of candidates will be few, and the expenditure on remuneration will not be heavy.

Articles 4 and 5.—No special remark is necessary.

Article 6.—The fees from candidates for the Honours and Proficiency examinations have been fixed at Rs. 5 and 3, respectively. Candidates for the title examinations in Bengal pay a fee of Rs. 2 only, and the fees proposed by me are high enough.

Article 7.—I originally intended to recommend the holding of examinations in three classical languages—Sanskrit, Persian and Arabic—and in four vernacular languages—Tamil, Telugu, Malayalam and Canarese. In view of the strong opinion expressed by Mr. Rees (*vide* copy of his letter marked B), of the very few openings for superior teacherships in Arabic and Persian and of the difficulty of finding competent examiners in this Presidency, I have at present dropped the examinations in these two classical languages.

The scheme of examinations in Sanskrit and the four vernacular languages mentioned above has been fully revised with reference to the opinions obtained from several of the experts consulted. Under Sanskrit, vedic and philosophical subjects, which were included in my original draft, have been omitted. In place of philosophical subjects, I have provided for examinations being held in some scientific subjects. This is in accordance with the spirit of the recommendations of the special sub-committee appointed by the committee of the Senate to elaborate detailed proposals for the institution of examinations in oriental languages (enclosure C). The list of optional subjects may be added to hereafter if necessary. Books in the vernacular languages have yet to be written on some of the scientific subjects included in the scheme. But I trust that they will come into existence as soon as there is a demand for them. An Association is being founded in Madras with the object of publishing standard books on scientific subjects.

In the first draft scheme drawn up by me, translation from Sanskrit into a vernacular was made a subject of the examination, with a view to test the knowledge of candidates in one of the vernaculars which is necessary to enable him to impart efficient instruction. This has been omitted in the revised draft as the examination in the science subjects is proposed to be conducted in the vernaculars.

Article 8.—The examination will occupy three days.

Article 9.—A minimum of 40 per cent. in each subject and of 50 per cent. on the whole is considered necessary for passing in view of the fact that the examination is mainly intended for superior teachers.

Articles 10 and 11.—These articles call for no remarks.

Article 12.—The holder of a diploma granted on the results of the Honours and Proficiency examinations will be, respectively, styled "Mahopadhyaya" and "Upadhyaya." The designation "Pandit" is hardly suitable seeing that people with very different qualifications choose to call themselves pandits. The expression "Upadhyaya," which literally means "Teacher" seems to me the most appropriate one. Government is aware that the title of "Mahamahopadhyaya" is conferred on

native gentlemen of distinguished literary merit, and the titles I have proposed run on the same lines, indicating a lower degree of literary attainments.

5. Should Government be pleased to sanction the proposals before the close of December next, some of the existing institutions in the Presidency will be able to reorganize their curriculum of studies so as to prepare candidates for the new examination.

6. A draft of such of the changes as are necessary in the Educational Rules and the Inspection and the Grant-in-aid Codes will be submitted on receipt of orders of Government. The present teachers of oriental languages of less than four or five years' service should be required to pass the examination within a period of two or three years, and no unqualified person should be appointed as a teacher of oriental languages after a specified date.

ENCLOSURES.

A.

Draft referred to in paragraph 3 of letter, dated 20th November 1899, No. 12922.

The Public Service notification, Article 4 (7), provides that pandits and munshis, gymnastic instructors and industrial teachers in Government schools shall possess such qualifications only as are specified in the Educational Rules. Certificates awarded on the results of the final examination at the Teachers' College gymnasium are accepted as suitable qualifications for appointments of gymnastic instructors; and a Technical Teacher's certificate is required of candidates for the posts of industrial and technical teachers. But no scheme has ever been formulated or sanctioned to determine the qualifications of candidates for the posts of pandits or munshis.

2. The present practice of selecting men for the posts of pandits and munshis on the nomination or recommendation of one or two experts, to whom, however, only a limited number of qualified men are known, has for a long time struck me as being a very poor and inadequate substitute for selection from a number of men who have passed at a public examination. The difficulty has been experienced, not only in filling occasional vacancies in Government and Board institutions, but much more frequently in determining the eligibility for grants-in-aid of the salaries of pandits and munshis in aided colleges and schools.

3. It is very essential, in the interest of instruction in the oriental classics and the vernacular languages of this Presidency and with a view to encourage young men of a linguistic turn of mind to aim at a high standard of knowledge in the classical and vernacular languages and literature, that suitable public tests of proficiency should be prescribed. It has been frequently said of late, and I fear with much truth, that there has been a gradual decline in the number of natives well versed in these languages, and this deterioration should, if possible, be checked and a healthy growth be fostered; otherwise the day is not far distant when sound oriental learning and vernacular teaching in our schools and colleges will have become things of the past. It goes without saying that the vernacular languages are, and must continue to be, the medium of communication of knowledge to the masses of the people. We cannot, therefore, afford to ignore any means that will tend to make the vernacular languages a more ready, accurate, and flexible instrument, adapted to the conditions of modern life and fitted to convey to the masses of the people the rudiments of modern knowledge and to fix that knowledge in their minds as a permanent possession. We have not had much of popular vernacular scientific literature in this country, owing chiefly to the unprogressive character of the vernacular languages, with vocabularies containing hardly any suitable equivalents for the processes of the industrial arts, to say nothing of the scientific principles which underlie those processes. The consequence is that the masses of the people fail to participate in the scientific knowledge and in the industrial and commercial progress of the time. It is necessary that every possible effort should be put forth, not only to prevent further degeneration in the languages of the people, but also to attempt gradually to enrich them by encouraging young and capable men to improve their knowledge of them.

4. In March 1895, I addressed the Directors of Public Instruction, Bengal, North-Western Provinces, Bombay and the Punjab, enquiring whether any special examinations are held in these Presidencies and Provinces to test advanced knowledge in oriental classics and vernaculars, and asking for particulars as to text-books, standards and the examining agencies. The file of replies received from them is herewith submitted for favour of perusal. In Bombay no special examinations are held, and the department trusts to the examinations held by the University. In the North-Western Provinces special regulations exist for aided Sanskrit and Arabic schools; but the system of examinations does not seem very comprehensive. An exhaustive scheme of examinations in Sanskrit, Arabic, Persian and the vernaculars is in force in Bengal, and these examinations, which are conducted by or under the orders of the Educational Department, have generally to be passed by candidates for employment as pandits or maulvis. In the Punjab,

the University in the Faculty of Oriental Learning, holds examinations in Sanskrit, Arabic and Persian by three standards—Proficiency, High Proficiency and Honours—and grants certificates and confers literary titles on the successful candidates and also holds examinations in the vernacular languages of that Province; and the Educational Department accepts the results of the University examinations in the case of teachers of those languages in Government, Board and aided schools. The Madras University also holds the M.A. degree examination in (1) Sanskrit, (2) Arabic, (3) Persian and Hindustani, (4) the Dravidian languages; but the examination is open only to Bachelors of Arts of an Indian University, and is not, therefore, open to candidates who have not studied English at all or who have not studied up to the B.A. degree, but who may wish to qualify as teachers in oriental languages alone.

5. For the reasons above set forth, I have the honour to submit, for the favourable consideration and approval of Government, a detailed scheme for the examination of candidates in the chief oriental languages taught in the colleges and schools of this Presidency. The scheme has been drawn up after a careful consideration of the requirements of our institutions. Two grades of examinations are proposed under each language—the one to test the high proficiency or scholarship of candidates, and the other to test a lower degree of knowledge. A certificate of having passed the higher test, which, for the sake of simplicity, I would designate the *Diploma examination in oriental languages* will be required of teachers of college classes, and a certificate of having passed the lower test to be called the *Certificate examination in oriental languages* will be required of teachers of secondary forms. The examinations will, for the present, be conducted departmentally.

6. A draft notification showing the details of the scheme is herein enclosed. The several articles on which comment is necessary will be noticed below *seriatim*:

Article 1.—I propose to conduct the examination at Madras for the present. The number of candidates will be limited, and the holding of the examination at a large number of centres would be costly and unnecessary. March is the most convenient month when the examination can be held.

Article 3.—With a view to keep the expenditure on these examinations within as narrow a limit as possible, I propose to constitute the Professor of Sanskrit, Presidency College, and the several Translators to Government, the Examining Board. The service of experts will be necessary, and hence the provision for additional Examiners.

Articles 4 and 6.—The examinations will virtually be open to all candidates who pay the prescribed fees. No check should at present be imposed, and fees higher than those recommended might debar candidates from coming up for the examination.

Article 7.—In the selection of subjects I was chiefly guided by the scheme of examinations in Bengal and other Provinces and the Madras University curriculum. Translation from and into Tamil, Telugu, Malayalam and Canarese in the case of Sanskrit, and from and into Hindustani in the case of Persian and Arabic, is necessary, as instruction in the classical languages has to be conveyed frequently through the medium of a vernacular language.

Article 8.—Six papers will be set for candidates for the Diploma examination, and five for candidates for the Certificate examination.

Article 9.—A separate qualifying minimum is required for "language and literature" and for "grammar and composition." One-third has been fixed as the minimum, as the examination is new and will be of a searching character.

7. The examination will not, from its very nature, be self-supporting; but every endeavour will be made to keep the expenditure within the narrowest possible limits. The charges will be provided for in the departmental budget.

8. Should Government approve of my proposals, the first examination will be held in March 1897; and a provision will be inserted in the Educational Rules requiring teachers of oriental languages entering on employment from and after 1st April 1897 to qualify for the post by passing the prescribed departmental examination in the languages concerned.

B.

DRAFT NOTIFICATION.

DEPARTMENTAL EXAMINATION IN ORIENTAL LANGUAGES.

Examination when to be held.—An examination, styled the Departmental examination in oriental languages, shall be held annually at Madras, Rajahmundry, Kumbakonam, Calicut and Mangalore in the several languages and subjects hereinafter mentioned, beginning on the first day of September or, should that day fall on a Sunday, on the following day.

2. *Object for which instituted.*—The examination is instituted for the purpose of encouraging the study of the chief oriental languages of the Presidency and also for testing the qualifications of candidates for employment as teachers of such oriental languages in colleges and upper secondary schools. The examination in each language shall be of two grades, the higher grade being designated the "Honours examination" and the lower grade the "Proficiency examination."

3. *By whom to be conducted.*—The examination shall be conducted by the Director of Public Instruction with the assistance of a special board appointed by him from year to year.

4. *To whom open.*—The examination shall be open to all teachers employed in public and private institutions, to candidates for employment as teachers in such institutions and to all other candidates who may be desirous of appearing for it.

5. *Form, time and mode of application.*—Applications for admission to the examination shall be made in printed forms to be had at the office of the Director of Public Instruction. These applications should reach the office of the Director not later than the 30th April preceding.

6. *Fees.*—Candidates for the Honours examination shall pay a fee of Rs. 5 and candidates for the Proficiency examination shall pay a fee of Rs. 3.

7. *Subjects of examination.*—The examinations shall be held in the following languages:—

Sanskrit.	Telugu.	Canarese.
Tamil.	Malayalam.	

The subjects of the examination in each language shall be as follows:—

I.—SANSKRIT.

(1) Honours Examination.

	MARKS.
(i) Language and Literature—	
Mālatīmādhava by Bhavabhūti	200
Bhāṭikāvya by Bhaṭṭi, 10 cantos	
Anargha Rāghava by Mūrāri	
Naishadham by Sriharsha, 6 cantos	
Mudrārākshasa by Viśākhadatta	200
Kādambari by Bāna (first-half)	
(ii) Grammar and Composition—	
Siddhāntakaumudī by Bhaṭṭojī Dīkshita	200
Kāvyaṇṇāśikā by Mammata Bhaṭṭa	
Sāhityadarpana by Viśvanātha Kavirāju	
Two essays—one in prose, one in verse	
(iii) History of the Sanskrit language and literature	150
(iv) Any one of the following subjects:—	
(1) Tharkasangraha with Annam Bhaṭṭa's Dīpikā	150
(2) Physiology (Advanced course)	
(3) Physics and Chemistry (Advanced course)	
(4) Botany	
Total	1,000

Note.—The questions and answers in the last group (iv) of the subjects except Tharkasangraha will be in one of the four vernacular languages embraced in the scheme.

(2) Proficiency Examination.

	MARKS.
(i) Language and Literature—	
Uttarāmācharitra by Bhavabhūti	150
Sisupālavadha by Māgha, first 10 cantos	
Sākuntala by Kālidāsa	
Kirātharjunya by Bhāravi, first 10 cantos	
Bhārathachampu by Ananta Bhaṭṭa	150
Dasakumāracharitra by Dandi	
(ii) Grammar and Composition—	
Siddhāntakaumudī by Bhaṭṭojī Dīkshita (Swara Vaidika excepted)	150
Pratāpa Rudriya by Vidyānātha	
Kuvalāyānanda	
One essay—in prose	
(iii) History of the Sanskrit language and literature	150
(iv) Any one of the following subjects:—	
(1) Elements of Physics and Chemistry	150
(2) Human Physiology	
(3) Elements of Physiography	
Total	800

Note.—The questions and answers in the last group (iv) of subjects will be in one of the four vernacular languages embraced in the scheme.

II.—TAMIL.

(1) Honours Examination.

	MARKS.
(i) Language and Literature—	
Chintāmani (three Iambakams) with Nachinarkiniyar's Urai	200
Kalithohai (portion prescribed)	
Pathuppattu (two) with Nachinarkiniyar's Urai	
Kambaramāyanam (two kāndams)	
Kambaranthāthi	200
Alakarkolambakam	
(ii) Grammar and Composition—	
Nannūl with Viruthi Urai	200
Tholkāppiyam—Porulathikāram, with Nachinarkiniyar's Urai	
Dandiyālankāram, with commentary	
Two essays—one in prose, one in verse	
(iii) History of the Tamil language and literature	150
(iv) Any one of the following subjects:—	
(1) Tharkasangraham, with commentary	150
(2) Physiology (Advanced course)	
(3) Physics and Chemistry (Advanced course)	
(4) Botany	
Total	1,000

(2) Proficiency Examination.

(i) Language and Literature—	
Kural (10 verses) with Parimēlalakar's Urai	150
Silappadikāram (one kādam) with Adiyārkunallār's Urai	
Puranānūru (100 verses)	
Kalavai Slēshavenba with commentaries	
Thiruvārangathanthāthi	150
Naishatham (selected portion)	
(ii) Grammar and Composition—	
Nannūl with Viruthi Urai	150
Karigai	
Aniyiyal as in Visaka Perumal Aiyar's Balabothavilakkanam	
One essay—in prose	
(iii) History of the Tamil language and literature	150
(iv) Any one of the following subjects:—	
(1) Elements of Physics and Chemistry	150
(2) Human Physiology	
(3) Elements of Physiography	
Total	800

III.—TELUGU.

(1) Honours Examination.

	MARKS.
(i) Language and Literature—	
Anukṭamalyāda by Krishnadēvarāya	200
Ramābhudayamu by Ramābhadrakavi	
Naishadamu by Srinātha	
Harishchandranalōpākyaṇamu by Ramarajabhūshana	
Kalāpūrnodayamu by Pingala Sūranna	200
Prabhōda chandrodāyamu by K. Viresalingam Pantulu	
(ii) Grammar and Composition—	
Appakāvya	200
Andrabhāsha Bhūshanam by Ketanna	
Kāvyalankāra Chūdāmani by Vinnakota Peddanna	
Two essays—one in prose, one in verse	
(iii) History of the Telugu language and literature	150
(iv) Any one of the following subjects:—	
(1) Tharkasangraham, with commentary	150
(2) Physiology (Advanced course)	
(3) Physics and Chemistry (Advanced course)	
(4) Botany	
Total	1,000

(2) Proficiency Examination.

(i) Language and Literature—	
Vikramārkacharitramu by Jakkanna	150
Manucharitramu by Peddanna	
Pārijātapaharanamu by Timmanna	
Malavikāgni Mitra by K. Viresalingam Pantulu	
Mahābhāratamu (Udyogaparvamu)	150
Panchatantram by Nārāyanakavi	
(ii) Grammar and Composition—	
Andra Bhāshā Bhūshanam by Ketanna	150
Balavyākaranamu by Chinmaya Suri	
Kāvyalankārasangraha by Mūrtikavi	
One essay—in prose	
(iii) History of the Telugu language and literature	150
(iv) Any one of the following subjects:—	
(1) Elements of Physics and Chemistry	150
(2) Human Physiology	
(3) Elements of Physiography	
Total	800

3

in the other provinces special examinations are held in the classical and vernacular languages. It will be seen that, in the course for pandits in Bengal, Mathematics and Scientific subjects, such as Botany and Chemistry, are included; that the scheme of the title examinations in Sanskrit in Bengal is very comprehensive and of a high standard; that the Punjab University has a special Oriental Faculty which holds examinations in Arabic, Sanskrit and Persian by three standards and confers degrees, and also examinations in vernaculars including Urdu, Hindi, Punjabi, and grants certificates of two grades; and that in the North-Western Provinces and Oudh special courses of studies in Sanskrit and Arabic are prescribed for Sanskrit and Arabic schools receiving aid from the Educational Department and the Sanskrit students are required to appear for the Benares Sanskrit college examinations, while the Arabic students are required to appear for the Mulla examinations held under the orders of the Principal at Muir Central college, Allahabad.

2. From the enclosures to the Registrar's letter of the 28th December 1899, herewith submitted, Government will be pleased to observe that the committee appointed by the Senate made no special or detailed report on the expediency of instituting an oriental faculty, but communicated its views in the following words: "It is not expedient at present to institute an oriental faculty or to provide for examinations being held and degrees conferred in certain branches of oriental learning." A copy of the report of the sub-committee on the subject has already been submitted to Government by Dr. Duncan. I understand that the committee considered the Department of Education to be the most suitable agency to take the initiative and that after some experience had been gained the University would be in a position to institute an oriental degree and take over the conduct of the examination in the same way as was done when the L. T. degree was instituted.

3. Dr. Duncan appears to have had the Sanskrit schools mentioned in paragraph 165 of the last annual report and the Sanskrit colleges in the Native States of Travancore, Mysore and Pudukkottai in view, in remarking that some of the existing institutions would be able to reorganize the curriculum of studies so as to prepare candidates for the new examinations. There are no vernacular colleges at present, but private candidates for the post of vernacular pandits in colleges will appear for the proposed examinations.

4. The special board of examiners to be appointed by the Director to assist him in the conduct of the proposed examinations will mostly consist of professors, pandits and others employed in the department, with a few outsiders when necessary. Dr. Duncan has ascertained from the Director of Public Instruction, Bengal, that the examiners of the Sanskrit title examinations receive a remuneration of Rs. 3 to Rs. 5 for setting each question paper and of four to eight annas for valuing each answer paper and that in 1897, 1898 and 1899 the charges in connection with the examinations amounted, respectively, to Rs. 600, Rs. 698 and Rs. 500, of which Rs. 350, Rs. 448 and Rs. 250 were met from the fees paid by candidates; the balance, which was Rs. 250 each year, was borne by Government. The rates of remuneration are low enough; and in Madras Rs. 5 and Rs. 3 may be fixed for setting each question paper and Rs. 8 and Rs. 4 for valuing each answer paper in connection with the honours and proficiency examinations. In Bengal the fee per candidate is Rs. 2 and in Madras it is proposed to fix the fees at Rs. 3 and Rs. 5 for the proficiency and advanced examinations, respectively. Even assuming that one candidate only appears for each of the examinations, the net cost to Government will not exceed Rs. 225, which is below the Bengal figure for the Sanskrit examination alone; and this will be met partly from the provision for periodicals and partly from savings under "Direction." Formerly, 70 copies of the *Journal of Education* were subscribed for at Rs. 5 per copy and, in their place, only one copy of the *Journal* and 40 copies of the *Viveka Chintamani* at Rs. 5 have been ordered (G.O., No. 18, Educational, dated 17th January 1900) which resulted in a saving of Rs. 145. Dr. Duncan has explained how these examinations have been necessitated by the terms of the Public Service Notification. Candidates will not appear for all the examinations for some time and the net annual expenditure to Government is not likely to exceed Rs. 150 or Rs. 200 for some years.

NOTES CONNECTED WITH G.O., No. 240, EDUCATIONAL, DATED
8TH JUNE 1900.

Subject.—Examinations in Oriental Languages.]

FOR ORDERS.

Secretary—

According to article 4 (7) of the Public Service Notification, pandits and munshis should possess such qualifications as are prescribed in the Madras Educational Rules. No qualifications for these teachers are, however, prescribed in the Madras Educational Rules. To remedy this defect, the Director of Public Instruction, after consulting the Directors in Bombay, Bengal, the Punjab, and the North-West Provinces and Oudh, drew up, in 1896, a scheme for the examination of candidates in the chief classical and vernacular languages taught in the colleges and schools of the Presidency, and before submitting it to Government referred it to the Principals of the Government First-grade Colleges and the Translators to Government and to certain other gentlemen for opinion. At the suggestion of two of the gentlemen thus consulted, the Director then forwarded the scheme to the Registrar of the Madras University with the request that the Senate might be moved to consider the desirability of establishing an oriental faculty in the University. In March 1897, the Senate appointed a committee to consider and report on the proposal of the Director of Public Instruction and that committee in its turn appointed a sub-committee to consider the various proposals put forward. The sub-committee was in favour of the Director's proposal and submitted a scheme for the establishment of an oriental faculty; but the committee, after much deliberation, arrived, in April 1899, at the conclusion that it is at present inexpedient for the University to establish an oriental faculty or to institute examinations in oriental languages: this decision was communicated to the Senate at its annual meeting held on the 31st August 1899.

2. The proposal to make the University conduct the examinations having thus fallen through, the Director of Public Instruction now addresses Government on the subject; states that the Educational Department should institute and conduct the examinations and submits a scheme for the approval of Government.

3. It will be noted that the Director of Public Instruction has not forwarded a copy of the report of the committee appointed by the Senate, in which that body came to the conclusion that it is inexpedient for the University to accept his proposal although he has submitted a copy of the sub-committee's report which was in his favour. As it is probable that the report of the committee may contain the reasons which influenced that body to come to the conclusion above referred to, the Director of Public Instruction may, it is submitted, be asked to obtain and forward a copy of it with his remarks thereon.

4. In his present letter the Director of Public Instruction does not refer to the cost of conducting these examinations which apparently can never be self-supporting. He may therefore, it is submitted, be asked to report the probable cost of conducting these examinations and the probable amount of fees which will be paid by the candidates for the examinations.

5. In paragraph 5 of this letter, the Director of Public Instruction states that some of the existing institutions in this Presidency will be able to prepare candidates for these examinations. There does not appear to be any high-class institution in this Presidency in which vernacular education is imparted and the Director may therefore be asked to name the institutions to which reference is made in his letter.

6. In paragraph 4 of Enclosure A to his letter, the Director of Public Instruction states that he submits for perusal the file of replies he received from the Directors of Bengal, Bombay, etc., on the subject of these examinations. This has not been received and the Director may be asked to forward them.

7. The scheme itself seems to call for no remarks at present.

(Intld.) R.A[SHF].
14-12-99.

Draft on the above suggestions.

(Intld.) H.T[REMEMBERE].
14-12-99.

8. As directed above the Director of Public Instruction was asked—

(1) to submit the file of replies which Dr. Duncan received from the Directors of Public Instruction in Bombay, Bengal, the Punjab, and the North-West Provinces and Oudh on the subject of the examinations held in those provinces to test advanced knowledge in oriental classics and vernaculars;

(2) to obtain and submit, with his remarks thereon, a copy of the report of the committee appointed by the Senate of the Madras University in which that body arrived at the conclusion that it is at present inexpedient for the University to establish an oriental faculty or to institute examinations in oriental languages;

(3) to give the names of the institutions to which Dr. Duncan referred as being able to re-organize their curricula of studies so as to prepare candidates for the proposed examinations; and

(4) to state what will be the probable receipts and charges on account of the examination.

The Director's letter No. 22S0, dated 6th March 1900 (Current No. 311 of 1900), is in reply.

9. As regards the first point referred to above, it appears from the replies of the Directors of other Provinces that—

(a) In Bombay no special examinations are held and the department trusts to the examinations held by the University.

(b) In Bengal an exhaustive scheme of examinations in Sanskrit, Arabic, Persian and the vernaculars is in force, and these examinations, which are conducted by, or under the orders of, the Educational Department, have generally to be passed by candidates for employment as pandits or moulvis.

(c) In the Punjab the University, in the faculty of oriental learning, holds examinations in Sanskrit, Arabic and Persian by three standards—Proficiency, High Proficiency and Honours—and grants certificates and confers literary titles on the successful candidates and also holds examinations in the vernaculars of the province. The Educational Department accepts the results of the University examinations in the case of teachers of those languages in Government, Board and Aided schools.

(d) In the North-West Provinces and Oudh, special regulations exist for aided Sanskrit and Arabic schools. These schools are required to adopt a definite course of study in subordination to the Pradhama and Madhyama Examinations held in the Sanskrit College, Benares, and to the Mulla and Fazil examinations held under the orders of the Principal of the Muir Central College, Allahabad.

10. As regards the second point, it is stated that the committee appointed by the Senate did not make any special report on the subject. It appears, however, that the committee considered that the Educational Department was the most suitable agency to take the initiative in the matter and that, after some experience had been gained, the University would be in a position to institute an oriental degree and take over the conduct of the examination, in the same way as was done when the L.T. degree was instituted.

11. In regard to the third point, the Hon'ble Mr. Stuart says that when Dr. Duncan spoke of institutions which might be expected to prepare candidates for the proposed examinations, he probably had in view the Sanskrit schools mentioned in paragraph 165 of the last annual Report on Public Instruction and the Sanskrit Colleges in Travancore, Mysore and Pudukkottai.

12. With reference to the fourth point it is stated that the net cost to Government on account of the examination will not exceed Rs. 150 or Rs. 200 for some years.

13. The scheme of the examinations may now be scrutinized.

In paragraph 3 of his letter, Dr. Duncan says that an examination in oriental languages is required—

(1) to determine the qualifications of candidates for the post of pandits and munshis, and

(2) to encourage young men of a linguistic turn of mind to aim at a high standard of knowledge in the classical and vernacular languages and literature.

As regards the first ground, it is for consideration whether the demand for pandits and munshis is so great as to require the establishment of a special examination to test their qualifications. It is only in colleges that their services are really required, but there are only about forty colleges in this Presidency. There is also nothing to show that the existing arrangement for the selection of pandits and munshis is not satisfactory.

No. Also in high schools.
(Intld.) H.T. also nothing to show that the existing arrangement for the selection of pandits and munshis is not satisfactory.

With regard to the second ground, it is submitted that the mere introduction of a scheme of examination is not likely to create a desire for a high standard of knowledge in the classical and vernacular languages.

14. The proposed examinations are to be held in Sanskrit, Tamil, Telugu, Malayalam and Canarese and are to consist of an Honours Examination and a Proficiency Examination.

Please see draft notification.

The subjects of the examination in each language are to consist of

(1) Language. | (2) Science.

Language is subdivided into—

- (i) Language and Literature.
- (ii) Grammar and Composition.
- (iii) History of the Language and Literature.

Under Science any one of the following four subjects should be brought up for the Higher Grade Examination:—

First principles of Logic.

(Intld.) H.T.
20-4-00.

- (1) Tarkasangraham,
- (2) Physiology (Advanced course),
- (3) Physics and Chemistry (advanced course),
- (4) Botany,

and any one of the following three subjects for the Lower Grade Examination:—

- (1) Elements of Physics and Chemistry.
- (2) Human Physiology.
- (3) Elements of Physiography.

15. It will be seen from paragraph 11 *supra*, however, that at the most there will be only Sanskrit schools to prepare candidates for these examinations. It is not therefore likely that there will be candidates for the examinations in the other languages. As stated in paragraph 9 *supra* there are higher examinations in the oriental languages in the North-West Provinces, Bengal and the Punjab, but in those provinces there are high class vernacular institutions preparing candidate for those examinations. This is not the case in Madras. It is not therefore clear how a candidate for any of the proposed examinations can obtain the knowledge of Mathematics or Geography necessary for an intelligent study of Physics and Chemistry or Physiography, or what experimental knowledge he will be able to obtain in these subjects. It is also by no means certain that there will be suitable text-books in Tamil, Telugu, Malayalam and Canarese in the scientific subjects prescribed for the examinations.

I do not think this is quite accurate. See Mr. Stuart's "probable".
(Intld.) H.T. They are to be forced in or they will get no bread.

(Intld.) H.T. 9 *supra* there are higher examinations in the oriental languages in the North-West Provinces, Bengal and the Punjab, but in those provinces there are high class vernacular institutions preparing candidate for those examinations. This is not the case in Madras. It is not therefore clear how a candidate for any of the proposed examinations can obtain the knowledge of Mathematics or Geography necessary for an intelligent study of Physics and Chemistry or Physiography, or what experimental knowledge he will be able to obtain in these subjects. It is also by no means certain that there will be suitable text-books in Tamil, Telugu, Malayalam and Canarese in the scientific subjects prescribed for the examinations.

I suppose there won't be at first.

(Intld.) H.T.

16. The scheme of examination prepared by Dr. Duncan is also open to the following further objections:—

(a) Tamil, Telugu, Malayalam and Canarese form a distinct family of languages called the Dravidian. To obtain therefore a clear knowledge of the grammatical principles and forms of any one of these languages, a comparative study of two or more languages of the group is necessary. It is to the absence of this comparative

True.

(Intld.) H.T. study in former days that some of the existing defects in the Grammars of these languages are due. The necessity for this comparative study is recognised by the Madras University, which requires a knowledge of two of the Dravidian languages and also of Comparative Philology from candidates for its M.A. degree in language. It is also recognized by the sub-committee appointed to draft a scheme of examination in connection with the proposed oriental side of the University of Madras—vide paragraphs 2-5 of its report. The scheme prepared by Dr. Duncan does not recognize this and is so far defective.

(b) Nor is a knowledge of Sanskrit required from the candidates for the Vernacular Examinations. The Dravidian languages and their literature have for centuries been dominated by Sanskrit and have grown under its influence. The Telugu, Canarese and Malayalam Grammars are based on and modelled after the Sanskrit Grammar and the higher treatises on Tamil Grammar are full of the theories of the Sanskrit Grammarian. Thus a knowledge of Sanskrit is indispensable to any one who desires to prosecute high literary studies in any one of the Dravidian languages. A scheme of studies or examinations which does not recognize this cannot be said to be calculated to promote either the historical or the rational study of the Dravidian languages and literature.

(c) It is admitted that the proposed examinations are also intended to test the qualifications of the would-be teachers of oriental languages. The scheme of examinations, however, does not require from

True.

(Intld.) H.T.

of the teacher. Nor does it appear to require from the candidates a thorough grasp of the subject which they are to teach, so as to enable them to teach with greater fullness, insight and power. One of the great defects in the pandit class is their inability to properly handle a class and to attract the attention of their pupils. The

Not a bit so calculated. The difficulty must be otherwise met. See below. proposed scheme is not calculated to remedy this defect.

(Intld.) A.T.A.

17. From the foregoing remarks it will be seen that there is hardly any necessity for the proposed examinations, that it is not likely that there will be candidates to appear for them and that the proposed scheme is defective. If, however, it is thought that the examinations are necessary in the interest of vernacular education, and if Dr. Duncan's proposals are generally approved, it is submitted that the scheme may be remitted to a committee for consideration and revision.

18. As regards the financial aspect of the scheme, it is clear that it can never be self-supporting, but, as observed by the Hon'ble Mr. Stuart, the net cost is not likely to be much.

(Intld.) P.T.T.

26-3-00.

Pandits are chiefly employed to teach University students for University examinations. At present they are selected on the ground of ability to do this. It is now proposed to select them on the ground of their ability to pass an examination into which science is introduced—an examination very different from that for which they teach.

I submit that the natural selection practised at present is preferable to such a criterion as this examination would be. Heads of colleges will have some regard for their own interests, and choose learned and capable men. From what one hears of pandits it might be thought that training in a normal school would be more needed than passing of examinations.

As to the next generation of pandits, I submit that, if they are to be of any real use to vernacular literature, they must be men who are real devotees of the study, not merely men who have crammed for and passed an examination.

If some qualification must be insisted on, perhaps Sanskrit and vernacular

See below.

(Intld.) A.T.A.

As to the scheme of examinations the chief point is the introduction of science.

Paragraph 3 of Dr. Duncan's letter.

I entirely agree. See below.

(Intld.) A.T.A.

terms it is hard to see. Besides natives are willing to accept English words. It is easier than to invent new words, and the whole tendency of science is to use classical derivatives which will pass into all languages. At present one may hear on the railways English technical terms in the middle of Telugu sentences. But natives who wish to study science in earnest must necessarily know English. In simpler subjects there is little need of technicalities. When the art is a native art, there

A thoughtful and suggestive note.

(Intld.) A.T.A.

will be a native word; if a new English art, the English word is adopted.

As to the Public Service Notification it is easy to exempt pandits altogether.

(Intld.) R.A.

2-4-00.

Honourable Member and Circ.—

The first question is whether any change is necessary. In the Matriculation Examination, the percentage of passes in Report on Public Instruction, Table, page 51. Second Language in the last five years

(Intld.) H.T.

is 86, 84, 88, 84 and 82, while those

in English only once exceeded 59, in Mathematics only once reached 70, in Physics and Chemistry never exceeded 71, and in History and Geography only once passed 70. It would seem then that the teaching of the vernaculars in High Schools, i.e., Upper Primary Schools teaching up to the Matriculation Standard, is relatively very efficient.

2. It would be wearisome to go through the F.A. and B.A. Examinations in this

From Report, pp. 51, 44.

(Intld.) H.T.

table complete, it commences with the Matriculation. Judging from results, it would appear that, as in high schools, so in colleges, the teaching of the vernaculars is relatively very efficient; for more efficient than the teaching in any other subject:—

	Matriculation.	F.A.	B.A.	Remarks.
English	55.4	58.6	55.6	
Second Language	84.8	80.6	84.	
Mathematics	62.8	53.6	49.9	
Physics and Chemistry	55.5	..	..	
History and Geography	68.6	..	..	
Physiology or Physiography	..	63.8	..	
History	..	68.2	61.9	
Physics	..	..	57.1	
Mental and Moral Science	..	..	63.9	

These last three figures are the actual percentages, not the average of the annual percentage.

Note.—Some minor branches of the B.A. are not entered.

3. But it may be asked, granting that the pandits and munshis are efficient teachers, can it do harm, and may it not do good, to require them to pass examinations? The answer depends upon the nature of the examinations and upon the characteristics of the men.

4. In describing the men, I can only fall back upon my own experience of the munshi in mufassal schools. He was generally unable to speak or read English; of a conservative and religious turn of mind; and either came of a family, or from his boyhood had been under the influence of an individual, whose interests lay among the literature and the religious thought of the past. In his retiring and unambitious disposition he differed vastly from that young India which snorteth for the battle of competition.

5. Such is the man whom it is now proposed to drag out of his retirement, requiring him to go, I suppose, to "Selected Centres" for examination, and pass in six papers or lose his appointment (whether in Government, Board or Aided School). Such an upheaval might be contemplated with equanimity if the scheme of examination were so framed as to bring the local study of the vernaculars into harmony with European, that is, modern methods. But the draft notification retains every fault of the native system. So far as appears from it, Comparative Grammar and Philology might be undiscovered sciences! Caldwell, to speak of the Dravidian languages, is not even named.

The one exception is Dr. Gundert's Malayalam Grammar.

(Intld.) H.T.

I am afraid Comparative Grammar and Philology will have to wait till a better educated lot of pandits holds the field.

(Intld.) A.T.A.

6. Since then we are to be satisfied with the old native methods of instruction, and since the present teachers are to this extent apparently efficient, the objections raised in paragraph 2 of Dr. Duncan's draft letter, on the ground of public convenience, do not seem convincing. But in paragraph 3 he aims by his new examinations at enriching the vernacular languages by adapting them to convey modern knowledge, improving the vocabularies with equivalents for industrial processes and scientific principles, so as to originate a popular scientific literature. Most people would think that a language possessed of so much stamina as is, e.g., the Tamil, could do its own digesting, and would not need a dose of Government pepsine. Still, what is the prescription? No one may teach, say, Sanskrit unless he gets 60 marks out of 150 in a modern vernacular examination in elementary (1) Physics and Chemistry, (2) Human Physiology, (3) Physiography. But in first-grade colleges Botany takes the place of Physiography, the courses are more advanced, and the Tarkasangraha is added.

I do not say all, for I fancy exemptions would be constantly recommended.

(Intld.) H.T.

the new discipline being applied only to pandits, etc., and not to Sub-Judges or Head Constables or all Government servants.

I am afraid that all this part of Dr. Duncan's proposal is a little better than rubbish!

(Intld.) A.T.A.

ularies of the East and the people led on, etc. This seems a very roundabout method of teaching the people science. Why not teach it to them, e.g., directly in school, instead of teaching it to their vernacular munshis that they may exude it as it were on the surrounding population? The means seems inadequate to the end.

7. To sum up—from the point of view of improving the pandit or munshi the scheme seems unnecessary and ineffectual; from the point of view of improving the language, it is a vain fancy; from the point of view of spreading science, it proceeds upon altogether wrong lines.

Exactly.

(Intld.) A.T.A.

(Intld.) H.T.
20-4-00.

Note by the Hon'ble Mr. A. T. Arundel.

I think the destructive criticism of the preceding notes is well founded and that Dr. Duncan has gone the wrong way to work in his proposals for improving the class of school and college pandits. It is right enough to propose to test by examination their knowledge of the vernaculars, etc., they are to teach, but to require them to study science in order that they may introduce vocabulary of each science into the vernacular is wrong in principle. In English new terms and vocabularies are constantly being introduced. What is our system? We manufacture suitable words out of Latin or Greek or we introduce words from other language,—as for instance in the last few months commando, kopje, laager, or we utilize proper names as burke Cf. "Bobby" and "Peeler" from Sir Robt. Peel. and boycott, or modify them as volt, farad, ohm in electricity.

If new scientific terms are to be introduced into oriental languages, similar methods will inevitably be adopted. The object sought is to improve the pandits as a class. To effect this it is necessary (1) to secure men of better general education, and to require (2) capacity to teach, and (3) a thorough knowledge of the language they are employed to teach.

(1) This can be done by requiring applicants for the post of pandit to have taken a University degree, or to have passed the F.A. or even the Matriculation. It is for the Director of Public Instruction to say what standard of general education can at present be insisted on.

(2) A teacher's certificate will ensure this particular.

(3) Examinations for (a) High Proficiency and for (b) Honours are now held in Sanskrit, Arabic, Persian, Hindustani and all the vernaculars of Southern India, and the Director of Public Instruction should report whether these examinations or any modification of them cannot be utilized as tests for intending pandits. An equally searching test in the language in the course of taking a University degree would of course be an equivalent.

It is clear that any system which may be adopted must be introduced very gradually, probably after due and sufficient notice, by diminishing the educational grant when qualified men are not employed. But nothing should be done to compel the dismissal of existing pandits. It is the improvement of the pandits to come that must be looked for.

I have no hesitation in concluding that Dr. Duncan's scheme must be rejected. The Director of Public Instruction should reconsider the matter and examine the suggestions I have made above for a practical solution of the difficulty.

(Intld.) A.T.A.
3-5-00.

I accept the Hon'ble Mr. Arundel's conclusions.

(Intld.) A.E.H.
6-5-00.

(Intld.) H.M.W.
7-5-00.

ORDER—No. 240, Educational, dated 8th June 1900.

With a view to test the qualification of candidates for the post of pandit or munshi and to encourage young men with linguistic inclinations to aim at a high standard of knowledge in the classical and vernacular languages and literature of this Presidency, the Hon'ble Dr. Duncan drew up in 1896 a scheme of examinations in these languages and referred it for remarks to the Principals of the Government first-grade colleges, the Translators to Government and certain other gentlemen. At the suggestion of two of the gentlemen thus consulted Dr. Duncan forwarded the scheme to the Senate of the University of Madras and requested that body to consider the desirability of establishing an oriental faculty in connection with the University. The Senate had the question under consideration for some time and arrived in August 1899 at the conclusion that it was at present inexpedient for the University to establish an oriental faculty or to institute examinations in oriental languages.

2. The Senate having decided against his proposal, Dr. Duncan submitted the scheme for the consideration and orders of Government. He stated that the original scheme had been recast in the light of the criticisms made by the gentlemen consulted in 1896 and proposed that the examinations should at first be instituted and conducted departmentally. He also proposed that the examinations should be held in Sanskrit, Tamil, Telugu, Malayalam and Canarese and in two subjects, "Language" and "Science", in each vernacular, the chief object of the introduction of "Science" being to create a vernacular scientific vocabulary which might spread to the masses. It was also suggested that the present teachers of oriental languages of less than four or five years' service should be required to pass the examinations within a period of two or three years and that no unqualified person should be appointed after a specified date.

3. After giving this matter his most careful consideration His Excellency the Governor in Council has been impelled to the conclusion that he cannot approve of the scheme as proposed. Government is inclined to agree with the Hon'ble Dr. Duncan that in selecting men to fill the post of pandit or munshi it will be advisable to test by examination the candidate's knowledge of the languages he is to teach; but Government considers that to require candidates to study science in order that they may be the means of introducing a vocabulary of scientific terms into the vernacular languages would be wrong in principle. In English new terms and vocabularies are constantly being introduced or manufactured from other languages and if these are to be introduced into oriental languages similar methods will inevitably present themselves for adoption.

4. The object sought is however chiefly to improve pandits as a class and this can be effected, Government is disposed to believe, by securing men of better general education and by demanding from them a certain standard of capacity in teaching, and a thorough knowledge of the language which they will have to teach.

As to the first of these requirements, the Director of Public Instruction will be requested to report what standard of general education can, in his opinion, at present be insisted upon. The second can be secured by requiring the applicant to have obtained a teacher's certificate. As to the third, Government observes that examinations for High Proficiency and for Honours are now held in Sanskrit and all the vernacular languages of Southern India. The Director of Public Instruction should consider and report whether these examinations or some modification of them cannot be utilized as linguistic tests for pandits and munshis. An equally searching examination in language in the course for a University degree should of course be accepted as equivalent.

5. The Government considers that any system which may be adopted for securing a better class of pandits and munshis or for improving them must be introduced very gradually, probably by reducing, after due and sufficient notice, the salary grants in cases where qualified men are not employed. Consideration must be shown to existing pandits who may be too old to acquire fresh qualifications.

6. The Hon'ble Mr. Stuart should reconsider the matter with reference to the suggestions made above and report the result.

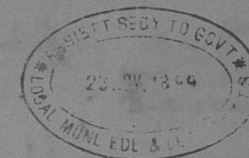
(True Extract.)

H. TREMENHEERE,
Secretary to Government.

To the Director of Public Instruction.

Educational (1899) Department.

CURRENT No. 1821



From

The Director of Public Instruction,

Madras.

Order

No 12922.

Dated 20th November 1899.

Received

Registered

Enclosures

Spare copies

SUBJECT.

Submitting proposals for the
institution of Departmental
Examinations in Oriental languages.



BACK PAPERS.

G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.

Enclosure B

No. 133 of 1896.

From

The Hon'ble J. D. Rees C. I. E.

Persian and Hindustani

Translator to Government

To

The Director of Public Instruction

Madras.

In

In reply to your letter no. 8412 dated 6th August 1896, calling for my opinion on the draft notification relating to "Departmental Examinations in Oriental Languages". I beg to offer the following remarks.

Arabic is a language to which little or no attention is paid in the Madras Presidency and a very limited number of candidates ^{only} take it up as their second language in the various University Examinations. No College in Madras prepares candidates in Arabic and thus the services of a Maulavi well-versed in that language

are not apparently urgently required. The attempt of such as possess any knowledge of Arabic to pass the examinations now proposed would, I think, prove useless and would result in nothing but waste of time and money. There may be scholars of another class in the Presidency, but I have not seen them. Besides this, I believe there is hardly any expert in the town of Madras and its suburbs who would teach Arabic up to the standard now proposed. To pass the examinations held by the University in Arabic is, I apprehend, a sufficient qualification for the post of Arabic Munshee and, in any case, I do not think the proposed examination would prove a success.

The Persian language is taught in different Colleges and Schools up to the standard of the University examinations. This is quite sufficient to entitle one who passes to be a Persian Munshee. It is only in Madras that a majority of the Muhammadans take up Persian as their second language and

14
and only the Madras Schools and Colleges require the services of a Persian Munshee. In other parts of the Presidency, many Muhammadan youths take up Hindustani as their second language. In other Educational Centres, Muhammadan youths are rarely found studying for any higher examinations and when they do, no Munshee can be found to instruct them in the language. Many Muhammadan youths take up Tamil, Telugu or Malayalam because they experience great difficulty in learning either Persian or Hindustani in the districts in which Tamil, Telugu or Malayalam is the vernacular of the people.

I think the provision that the University Examination shall only be open to B.A.s of an Indian University is most useful inasmuch as the Persian and Arabic scholar who has not a very considerable acquaintance with English cannot help at all in the conduct of an examination. At least such is my experience. It is

probably for this reason: that in Bombay no special examinations are held and the Department trusts to the examinations held by the University. The circumstances of that province are more similar to those of Madras than those of either the North West Provinces, the Punjab and Bengal and I believe it is admitted that examinations there are very satisfactorily conducted. Neither in Madras nor in Bombay is Persian studied to such an extent as to make special examinations a necessity. The case of Arabic stands and falls with that of Persian. It has no independent status in India.

If, however, Government should order that this examination be added to the list I would represent

1, that March 1897 is perhaps too early a date on which to introduce it and that a year's interval would be necessary to make its existence well known.

2, that at present the Board of Examiners, Madras holds half yearly examinations in January and July

in

in Persian and possibly it would be more convenient to candidates and to the Board to hold the proposed Rindis and Munshis' Examination simultaneously.

3, It is not clear who would examine in Arabic. Mr Hafiz Muhammad Luthfullah could not conduct the examination alone. I have only passed higher standard. At present candidates who present themselves very rarely have to go to Bombay. I begged to be excused from conducting an examination in Higher Standard this year. To get Messrs Prendergast or Bilgrami from Hyderabad would be more costly and troublesome than for an occasional candidate to go as now to Bombay.

(4) It is not clear whether the examination held by the Board of Examiners may not, with slight modifications, answer the desired purpose.

5, The proposed Diploma and Certificate Examinations are extremely difficult and I do not think a Board can be found in Madras really competent to deal with them.

I enclose my remarks and suggestions
on the proposed subjects of examination
in the enclosure to this letter.

I have &c

9 September 96.

Q. J. S. Rees

Persian & Hind^u Translations
to Govt

(True copy)

J. S. Rees

Director of Public Instruction.

1899
Dept.
Encls. No. 2
To
C. No. 1821

Enclosure C

REPORT OF THE SUB-COMMITTEE APPOINTED TO DRAFT A SCHEME OF
EXAMINATIONS IN CONNECTION WITH THE PROPOSED ORIENTAL
SIDE OF THE UNIVERSITY OF MADRAS.

To

THE REGISTRAR OF THE

UNIVERSITY OF MADRAS.

SIR,

We, the undersigned members of the Sub-Committee appointed by the Committee relating to the institution of an Oriental Faculty, to consider the various proposals received by that Committee, and draft a scheme to give effect to the object for which that Committee was appointed by the Senate, have the honor to submit the following report.

2. The Sub-Committee met five times, and duly considered the various proposals and opinions received by the Committee on the subject of the Oriental Faculty, and arrived at the following conclusions regarding a scheme of studies and examinations in connection with that Faculty:—

1. There shall be four examinations on the proposed oriental side of the Faculty of Arts, corresponding to the four examinations on the English side of the same faculty, there being thus on the oriental side also two certificate examinations and two degree examinations.

2. In regard to subjects dealing with modern and general knowledge, such as mathematics, history, geography, the physical and the natural sciences, and the like, the two certificate examinations and the first degree examination of the oriental side shall be made to correspond as nearly as possible to the first three examinations on the English side of the Faculty of Arts; and in these examinations of the Oriental Faculty, this modern and general knowledge shall be tested by means of question papers set in the various vernacular languages selected by the candidates at their option.

3. In the first certificate examination, candidates shall bring up one language from each of the two following groups marked I. and II., chosen at their option, it being, however, understood that Urdu has to be chosen along with either Arabic or Persian:—

GROUP I.
Classical Languages.
Sanskrit;
Arabic;
Persian;

GROUP II.
Vernacular Languages.
Tamil;
Telugu;
Kanarese;
Malayalam;
Uriya;
Mahrathi;
Urdu;

4. In the second certificate examination and the first degree examination, candidates shall likewise bring up at their option one language from each of the two groups of languages arranged as above. In so choosing the two languages every candidate shall take up the more advanced course in one language, which shall be known as his *first language*, and the less advanced course in the other which shall be known as his *second language*.

5. For the second or the higher degree examination, candidates shall bring up either one classical language from Group I., or two modern languages from Group II. In an arrangement like this there will, of course, be difficulty for the candidate taking up Urdu to choose another vernacular language that has an appropriate literary relation to it. The majority of the Sub-Committee, however, suggests, as an alternative proposal, that the second degree examination shall be confined to the classical languages in Group I., and to such oriental learning and materials for past history as is contained in them. Another reason why this alternative proposal is put forward is that in the literatures of the vernacular languages there is not much beyond poetry, prose, rhetoric and grammar to justify their inclusion within any really worthy curriculum of studies for the higher degree examination.

6. Candidates who have passed any of the first three examinations on the oriental side of the Faculty of Arts shall be allowed to appear for the English language portion alone of the corresponding examination on the English side thereof. When such candidates secure a pass in the English language portion alone of the first three examinations on the English side of the Faculty of Arts, they shall be entitled to all the advantages enjoyed by one passing the corresponding examination fully on the English side.

7. Those who pass the first degree examination on the oriental side shall, on their securing a pass in the English language portion alone of the B.A. degree examination, be entitled to receive the degree of Bachelor of Oriental Learning; similarly, those who pass the second degree examination on the oriental side shall, on their securing a pass in the English language portion alone of the B.A. degree examination, be entitled to receive the degree of Master of Oriental Learning. These oriental degrees of B.O.L. and M.O.L. may also be conferred on such Bachelors of Arts as succeed in securing a pass in the purely oriental portions of the first and second degree examinations on the oriental side.

8. The following shall be the courses of study to be prescribed for the various examinations on the oriental side:—

- A. In so far as the language part of the proposed oriental examinations is concerned, the candidates shall, in every one of the first three examinations, be examined in poetry, prose, rhetoric, grammar, composition and translation. In the third examination or the first degree examination, the language test shall also include the history of the two languages chosen by the candidates and of the literatures of those languages.
- B. In so far as the other subjects for these examinations are concerned, they shall be as follow:—

(a) The First Certificate Examination.

1. Mathematics—
Arithmetic, } prescribed portions.
Algebra, }
Geometry, }
2. History and Geography—
Outlines of Indian History,
Elements of General Geography,
Indian Geography.
3. Science—
Elements of Physics and Chemistry.

(b) The Second Certificate Examination.

1. Mathematics—
Algebra, } prescribed portions.
Geometry, }
Trigonometry, }
2. History—
Outlines of the History of England.
3. Science—
Physiology or Physiography.

(c) The First Degree Examination.

1. Candidates whose first language is Sanscrit shall be examined in the prescribed portions of Vedic literature, Smriti literature and Vedantic literature.

Those whose first language is any vernacular language other than Urdu shall be expected to possess a fair acquaintance with the general contents of these literatures up to a prescribed standard, or they shall be required to study translations of works relating to these literatures.

2. History, &c.—
Any two out of the three following subjects:—
i. Outlines of Greek or Roman History.
ii. Elements of Political Economy and of the Science of Politics.
iii. Select periods of Indian History and Epigraphy.

3. Science, &c.—
One of the following six subjects up to the prescribed standard:—
i. Physics; ii. Chemistry;
iii. Geology; iv. Indian Botany;
v. Logic and History of Indian Philosophy;
vi. Physical Astronomy and prescribed portions of Applied Mathematics.

9. Candidates taking up Sanscrit for the second degree examination on the oriental side shall be examined in the following subjects up to the prescribed standards:—

- i. Composition in verse and translation;
- ii. History of the Sanscrit language and literature;
- iii. Vedic literature;
- iv. Smriti literature;
- v. Vedanta literature;
- vi. Nyaya or Vyakarana and Philology;
- vii. Epigraphy and Indian Archaeology;

or
The History of Indian Philosophy;

or
Indian Astronomy studied in the light of Modern Astronomy.

10. If the second degree examination is to be conducted in connection with the vernacular languages and their literatures also, then, in the case of languages other than Urdu, the candidates for this examination shall be examined in subjects and books to be prescribed by the University from time to time; and the examination shall be, as far as possible, similar in nature and standard to that conducted in connection with Sanscrit language and literature.

3. We regret that owing to there having been none on the Sub-Committee to give us information and to guide our deliberations in regard to the Arabic, Persian and Urdu languages and the literatures contained in them, we have not been able to include details about them in the scheme we have drawn up. However, we are of opinion that the principles of the scheme herein embodied may, *mutatis mutandis*, be appropriately applied to the examinations in those languages and literatures also, particularly because all oriental literatures represent nearly the same type of civilization and the same stage of culture, and have largely influenced each other. Even at the outset, it would be well to demand a good culture of the mental faculties and a thorough knowledge of the elements of modern science, so that the final examination may fully secure the unity of a general classical culture and be, at the same time, the means of effectively blending that culture with modern thought and its conceptions of continued progress.

4. In formulating the above scheme of examinations, we have naturally had in view the objects which the proposed Oriental Faculty is expected to fulfil. According to the expressed views of the Hon'ble Dr. Duncan, who moved the proposition regarding the institution of an Oriental Faculty, at the meeting of the Senate held on the 19th of March, 1897, those objects are:—(1) to formulate a scheme of examinations to determine the qualifications of candidates for the posts of Pandits or Munshis in the various schools and colleges of the Presidency; (2) to check the decline in the number of natives well-versed in the oriental classics and the vernacular languages of the Presidency, and to foster the healthy growth of the number of persons with such learning; (3) to make the vernacular languages a more ready, accurate, and flexible instrument adapted to the conditions of modern life and fitted to convey to the masses of the people the rudiments of modern knowledge and to fix that knowledge in their minds as a permanent possession; and (4) to enable the masses of the people to participate in the scientific knowledge, and in the industrial and commercial progress of the present day by gradually enriching the vernacular languages with a vocabulary containing suitable equivalents for the processes of the industrial arts as well as for the scientific principles which underlie those processes. We feel confident that a careful examination of the scheme submitted by us will show that, while it is not very ambitious in its immediate aims, it is well suited to make a beginning in the way of accomplishing these highly desirable objects.

5. We are aware that fears have been entertained in some quarters that the proposal to institute an Oriental Faculty in our University is merely an attempt to revive a deservedly obsolete civilization of an ancient past in the midst of the rapidly advancing modern thought and modern life. We are, nevertheless, confident that when the objects with which the proposal has been brought forward, and the scheme of examinations intended gradually to accomplish these objects are both fully understood, all such fears will cease to be well grounded. We have aimed at making the scheme we submit a really efficient means to cause the ready assimilation of modern European thought with the old Indian and Asiatic thought, and have no doubt that the leaven of modern knowledge will make the old oriental learning so ferment as to give rise to valuable products in thought and in life. In this respect of systematically trying to leaven old thought with new knowledge, we believe our scheme to be peculiarly suited to the present conditions and to the future advancement of this country, and are led to think that it is in this respect mainly that the scheme submitted by us is different from others which are in vogue elsewhere for the encouragement of oriental learning.

In short, nothing that is desirable is sacrificed in the proposed scheme; and in drafting it we have borne in mind that the mind is an instrument of thought and not a mere "museum of antiquities," and that therefore this instrument must be strengthened by adequate and varied exercise, so as to develop the mind-power of the nation and its capacity for original thought and research.

6. There is another point about the scheme of examinations submitted by us to which we wish to draw attention. Although we have not made a knowledge of the English language compulsory on the part of candidates appearing for the examinations of the proposed Oriental Faculty, it may be easily made out that very adequate inducement is offered to Pandits, Munshis and other such students of oriental literature to acquire a knowledge of the English language. It has appeared to us that to make the knowledge of the English language compulsory in these oriental examinations is to defeat the very aims of the Oriental Faculty as they have been stated above. Our proposals regarding the degrees of B.O.L. and M.O.L. are calculated not only to make a knowledge of the English language spread widely among the Pandits and Munshis and Moulvies, but also to liberalize their minds and make the newly repaired and rationalized oriental learning almost as attractive as the learning which is required for obtaining the degrees on the English side of the Faculty of Arts. It is expected that, for this reason, our oriental examinations will, in the long run, give much better results, even from the standpoint of numbers, than those of the Punjab University; and the quality of the oriental examinations conducted under the orders of the Government of Bengal is very different from what is aimed at in our scheme.

7. We have taken care to see that there is nothing in this scheme submitted by us that will in any way clash with the work that is now being so advantageously conducted by the University. A time may, however, come in the future when the assured success of the degrees

B.O.L. and M.O.L. will make it necessary to consider the desirability of doing away with the purely oriental courses now prescribed for the M.A. degree examination. And when such a time does actually arrive, the needed readjustment will certainly lead to no radical changes in the working of the University, either in regard to principles or in regard to practice.

8. As some apprehension seems to have arisen as to the number of institutions in existence capable of imparting instruction of a collegiate standard, or which can be developed into collegiate institutions, we need only point to the fact that there are scattered throughout the country indigenous colleges and schools maintained by the Maharajahs and Chiefs of Southern India, and seminaries are kept up and are newly opened in connection with mutts, temples and choultries; but the course of instruction followed is in need of organization and unification. An authoritative centre of co-ordination is necessary to ensure the progress and stability of such institutions of spontaneous growth, and it must be the duty of such a central authority to reform the general spirit of both the teachers and the taught in those institutions, and to guide the action and resources of their managers into right channels up to a well-defined goal. If only a model college be started in Madras or elsewhere, and be supported and subsidised by Government, such a central college would be a great help to the proper development and growth of the existing institutions. But this is a matter hardly within the scope of this report.

9. It further appears to us probable that fresh endowments would become available for the establishment of subsidiary institutions, if only a Central Oriental College for the Pandit class be started. Nor would it be impossible to obtain contributions and endowments for the compilation of the required text-books, or for the translation of such standard treatises in English as are needed to carry out the proposed scheme of oriental studies. We confidently expect that if the oriental side of the University is instituted and the gates of public service are opened also to those who, with the required knowledge of English, take their degrees in oriental learning, the law of demand and supply will provide all the requisite text-books in the Indian languages; and the authorities who have the direction of public instruction in this Presidency as well as the Syndicate of the University will also be able to encourage the production of such educational works, following the example of some of the Universities of Europe.

10. We are further of opinion that the rules regarding the affiliation of Oriental Colleges and the admission of candidates for the oriental examinations should not, for some years to come, be in any way stringent. Large freedom must be given to private candidates to appear for these examinations, and at the commencement of working this scheme of oriental examinations, Pandits and Munshis of or above the age of twenty should be exempted from passing the two certificate examinations on their producing a certificate of fitness to appear for the first degree examination from a competent authority recognized as such by the University. It appears to us to be desirable that purely oriental titles should be bestowed on those who passed the first and the second degree examinations on the oriental side without any knowledge of English, and that these titles should be such as may appropriately be conferred upon ladies also; for we expect that the proposed oriental examinations will greatly stimulate the higher education of women in this Presidency.

11. We recommend that the fees to be levied from the candidates for the various oriental examinations be Rs.5, 7, 10 and 15, respectively, to start with.

12. Perhaps it forms no part of the work assigned to us to express our opinions in justification of the proposal to institute an Oriental Faculty in our University. Nevertheless, we feel called upon to state, from our knowledge of Indian conditions, that the proposal has been brought forward not a minute too soon, and that it is calculated not only to save the existing oriental schools from decay, but also, without contradicting the temperament of the Indian races, to serve the ends of liberal education and progress, and to cause the dissemination of truly enlightened and solid and sober culture. By means of these examinations our University will acquire a really national character and become able to exercise her beneficial influence much more largely than at present on the hearts and homes of the masses of our people, so as to make it easier and more cheerful to guide them along the path of civilization, culture and truth.

21st July, 1898.

We have the honour to be,
Sir,

Your obedient Servants,
V. KRISHNAMACHARIAR.
M. RANGACHARI.
M. SESHAGIRI SASTRI.
C. W. TAMOTHARAM PILLAY.

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Memorandum No. 590
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READ the following paper:—

Cuo 1821

With reference to Dr. Duncan's letter no 12922 of the 20th Nov. 1899 the Hon'ble Mr. Stuart is requested to be good enough to forward for the information of Govt the file of replies ^{which} Dr. Duncan received from the Directors of Public Instruction in Bombay, Bengal, the Punjab and the North West Provinces and Oude on the subject of the examinations held in those Provinces to test advanced knowledge in Oriental classics and vernacular and to obtain and submit with his remarks thereon a copy of the report of the Committee appointed by the Senate of the Madras University in which that body arrived at the conclusion that it is at present inexpedient for the University to

to establish an oriental faculty
or to institute examinations in
oriental languages.

Mr. Stuart is also requested
give the names of the institutions
to which reference is made in para
5 of Dr. Duncan's letter as being able
to reorganize their curriculums
of studies so as to prepare candidates
for the proposed examinations
and to state what will be the
probable cost of conducting these
examinations and what portion
of such cost will be met by
fees paid by the candidates.

1 From Secretary's order

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16

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regarding the proposal to institute
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[E. & L.]
1

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Educational DEPARTMENT.

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Again G.O., No. , dated 189 .

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" " " 189 , " , "

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With a view to test the qualification of candidates for the post of Pandits and Munshis and to encourage young men ^{with} a linguistic inclination the ~~board~~ ^{inclinations} of mind to aim at a high standard of knowledge in the classical and vernacular languages and literature of the Presidency, the Hon'ble Dr. Duncan drew up in 1896 a scheme of examinations in these languages and referred it for remarks to the Principals of the Govt. First Grade Colleges, the Translators to Govt and certain ^{other} ~~selected~~ gentlemen. At the suggestion of two of the gentlemen the

Consulted

2
Consulted the Honble Dr. Duneau of
forwarded the scheme to the Senate of
the University of Madras and re-
quested that body to consider the
desirability of establishing an
Oriental faculty in connection
with the University. The Senate
had the question under considera-
tion for ^{some} long time and acted
in August 1899 at the Con-
sion that it was at the
time inexpedient for the Un-
iversity to establish an Oriental
faculty or to institute
examinations in Oriental languages.

2. The Senate having decided
against his proposal Dr. Duneau
submitted the scheme for the Con-
sideration and orders of the
Government. He stated that the original
scheme had been revised
in the light of the ^{criticisms} remarks
by the gentlemen consulted
in 1896 and proposed that the
examinations should at first
be instituted and conducted
departmentally. He ^{also} proposed
that the examinations should be
in Sanskrit, Tamil, Telugu
and

Malayalam and Can
two subjects - Language
in each vernacular, the ^{aim}
of the introduction of 'science'
being to create a vernacular
scientific vocabulary ^{which might} ~~and to~~
spread ~~it~~ to the masses. It
was also suggested that the
present teachers of oriental
languages of less than four
or five years service should be
required to pass the examination
within a period of two
three years and that no
unqualified person should be ap-
pointed after a specified date.

3. After giving this matter
most careful consideration H.
the Governor in Council has ^{been impelled}
~~fully~~ come to the conclusion
that he cannot approve
the scheme as proposed, ^{and}
is inclined to agree with the Honble Dr. Dutt
that in selecting men to fill
the post of Pandits, ^{or} and men
it will be advisable to test
examination the candidate's
ledge of the languages he is
to teach; but Govt considers

to require candidates in science in order that they be the means of introducing ^{ing} a vocabulary of ^{scientific terms} ~~each science~~ into the vernacular languages would be wrong in principle. In English new terms and vocabularies are constantly being introduced or manufactured from other languages and if ~~these~~ ^{these} scientific terms are to be likewise introduced into our languages similar methods ^{present themselves for adoption} inevitably ~~be~~ adopted.

4. The object sought is how chiefly to improve Pandits a class and this can be effected ^{is disposed to} ~~be~~ ^{is disposed to} by securing means of better general education and by demanding from them a certain standard of capacity in teaching, and a thorough knowledge of the language which they will have to teach.

As to the first of these ^{requirements} ~~objects~~ can be secured by requiring applicants for the post of Pandit to have taken a University degree or to have passed the F.A. or even -

How. I suggest no specification need be made
(1) as Namshis in Upper Sec^y Schools are not learned in English,
(2) & as the draft as altered, ^{effect of}

Matriculation examination
 The D.P.I. will be requested to report what standard of general education can, in opinion, at present be insisted upon. The second object can be secured by requiring the applicant to have obtained a Teacher's Certificate. As to the third, object font. observes that the examinations for High Proficiency and for Honours are now held in Sanskrit, Arabic, Persian, Hindustani and all the vernacular languages of Southern India. The D.P.I. should consider and report whether these examinations or some modification thereof cannot be utilized as linguistic tests for intending ^{& Munshi's} pandits. An equally searching examination in language in the course for a University degree should of course be accepted as equivalent.

But as these do not come into Director's scheme. H.T.

4. The font considers that any system which may be adopted for the class of ^{& Munshi's} pandits.

er say : -
eration must be
to existing pundits
may be too old
acquire fresh qualifications.

A.A.

ly reducing, after and sufficient
notice, the salary grants in cases
where qualified men are not
employed. But nothing should
be done to compel the dis-
missal of existing pundits. It
is the improvement of the pundits
to come that must be looked for.

5. The Honble Mr. Stuart should
reconsider the matter with refer-
ence to the suggestions made above
and report the result.

(From orders)

R.A.
28-5-00

H.T.

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