

Educational (190 /) Department.

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G.O., No. 206

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INDEXED.



ORIGINAL

[Despatch Abstract.]

Examinations in Oriental languages

Declines to proceed further in the
matter of improving the qualification
of pandits.

The Notes
in these Proceedings have been printed.

u/4

BACK PAPERS.

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Government {1901} of Madras. EDUCATIONAL.

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} 1901.

Enclosures

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ORIGINAL

G.O., No. 206, 11th April 1901.

APRIL.

Examinations in Oriental Languages.

Declining to proceed further in the matter of improving the qualification of pandits.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—again G.O., No. 240, Educational, dated 8th June 1900.

READ—the following papers:—

From the Hon'ble Mr. G. H. STUART, M.A., Barrister-at-Law, Director of Public Instruction, Madras, to the Secretary to Government, Educational Department, dated 22nd November 1900, No. 11638.

With reference to the suggestions contained in paragraph 4 of G.O., No. 240, Educational, dated 8th June 1900, on the question of improving the qualifications of pandits, I have the honour to submit the following proposals:—

(1) *General Education qualification.*—I do not consider it advisable that for the present a higher standard of general education qualification than that represented by the lower secondary examination should be insisted on. My proposal, therefore, is that this examination be prescribed as the general education test for pandits and munshis, and that, with a view to encourage them to appear for it, grants or honoraria be given to those who pass it, higher rates being allowed if English is brought up. In the case of those who have passed a university examination, the general education test will, of course, be unnecessary. Further, it should be a condition of eligibility for the grants above proposed that a pandit should previously have passed the prescribed linguistic test regarding which proposals are made below. Such a condition is obviously necessary to prevent pandits of inferior linguistic qualifications from appearing for the lower secondary examination merely for the sake of grants. I consider, therefore, that passing the linguistic test should be a prior qualification.

(2) *Professional qualification.*—In regard to the standard of capacity in teaching, pandits and munshis, who have not passed a university examination, may be required to qualify for a lower secondary grade teachers' certificate, the examination for which may be so far modified as to specially require ability in the candidates to teach their own vernaculars. Those who possess university qualifications may come under the existing rules.

(3) *Linguistic Test.*—The existing Government examinations for High Proficiency and for Honors in Sanskrit and in the vernaculars are intended only for coveted civilians and members of the European educational service and have been instituted chiefly to induce such officers to acquaint themselves with the languages of the country. These examinations, however, appear to be much too elementary to be utilized as appropriate linguistic tests for pandits. A new examination in oriental languages will, therefore, have to be instituted. I submit below, in rough outline, a scheme of such an examination for the approval of Government:—

(i) There shall be only one examination and it may be styled "*The Pandits' Examination.*"

(ii) It is intended mainly to test the qualification of those who wish to become language teachers in ordinary schools and colleges. It will not, therefore, on the one hand, be so difficult that only a pandit who has made his language his life-study can pass it. On the other hand, it will be sufficiently searching to ensure in one who has passed it the scholarship necessary to enable him to instruct candidates for the higher university examinations.

(iii) The examination shall be held in the chief vernaculars of the presidency and in Sanskrit.

(iv) The subjects of the examination in each language will comprise the following:—

- (1) Language and literature—including (a) poetry, (b) prose, (c) the drama and (d) rhetoric.
- (2) Grammar and composition.
- (3) History of the language and literature.

In Sanskrit the candidates will be tested also in—

- (4) Reciprocal translation, and
- (5) An elementary knowledge of Smritis (codes of *Manu*, *Yajnavalkya*, &c.), Grihya Sutras (treating of important household ceremonies) and Tarkasangraha (elements of Hindu logic)—this being essential for all who wish to acquire proficiency in the Sanskrit language.

(v) The text-books or portions to be studied in the various languages shall be selected every year from the list, hereto appended, of standard works in each language.

(vi) Successful candidates will be ranged in two classes.

(4) Existing pandits may be exempted from passing the prescribed tests, if their age exceeds 35 and they have put in ten years' service in recognized schools.

I think it unnecessary now to enter into further details. I have indicated the general lines on which a scheme for improving the qualifications of pandits may be framed. If these meet with the approval of Government, a draft notification in proper form and in all requisite detail will be submitted.

The selections shall be made from the following books or authors.

Sanskrit.

Poetry (or Kavya)—

1. Raghuvamsa.
2. Kumarasambhava.
3. Meghasandesa.
4. Kiratarjuniya.
5. Magha.
6. Bhattikavya.
7. Naishadha.
8. Nalodaya.
9. Ramayana.
10. Mahabharata.

Prose (Gadya and Champoo)—

1. Bhojachampoo.
2. Bharatachampoo.
3. Uttarachampoo.
4. Viswagunadarsa.
5. Dasakumaracharita.
6. Kadambari.
7. Harshacharita.
8. Vasavadatta.
9. Panchatantra.

Drama (Nataka)—

1. Sakuntala.
2. Vikramorvasi.
3. Malavikagnimitra.
4. Mahaviracharita.
5. Malatimadhava.
6. Uttaramacharita.
7. Parvatiparinaya.
8. Ratnavali.
9. Nagananda.
10. Anargharaghava.
11. Janakiparinaya.
12. Prasannaraghava.
13. Mudrarakshasa.
14. Mrichhakatika.

Drama (Nataka)—cont.

15. Prabodhachandrodaya.
16. Sankalpasuryodaya.
17. Balamayana.

Rhetoric and Metre (Alankara and vritta)—

1. Kavyaprakasa.
2. Kavyalankarasutra.
3. Chitramimamsa.
4. Kuvalayananda.
5. Prataparudriya.
6. Rasagangadhara.
7. Kavyadarpana.
8. Sahityadarpana.
9. Vrittaratnakara.

Grammar (Vyakarna)—

1. Siddhanta Kaumudi.
2. Vaiyakaranabhushanasara.
3. Manorama.
4. Paribhashendusekhara.
5. Prakritaprakasa.

Grihya Sutras—

1. Apastamba.
2. Asvalayana.
3. Gobhila.
4. Baudhayana.

Smritis—

1. Manusmriti.
2. Mitakshara.
3. Sukranitisara.
4. Kamandakiyanitisara.

Logic and Philosophy—

1. Tarkasangraha with Dipika.
2. Vedantasara.
3. Sarvadarshanasangraha.

Tamil.

Poetry (Kavya-Ilakkiya)—

1. Chintamani.
2. Silappadikara.
3. Manimekalai.
4. Kalingattupparani.
5. Tiruvilayadarpuranam.
6. Kambaramayanam.
7. Villiputhurarbharatam.
8. Bhagavatam.
9. Prabhulingalilai.
10. Ashtaprabhandam.
11. Saivakkalambakam.
12. Naladiyar.
13. Kural.
14. Kaivalyanavanitam.
15. Tevaram.
16. Tiruvasakam.
17. Nalayiraprabhandam.
18. Kandapuramam.
19. Kanchipuramam.
20. Chulamani.
21. Gunakaram.
22. Manonmaniyam.
23. Purananooroo.
24. Purapporulvenbamalai.
25. Kalittokai.

Poetry (Kavya-Ilakkiya)—cont.

26. Periapuranam.
27. Nallapillaibharatam.
28. Perundevanarbbharatam.
29. Azhakarkalambakam.
30. Kalattipuramam.

Prose (Vachana)—

1. Ayodhimanagara Manmiyam.
2. Vinodarasamanjari.
3. Arichandran Kathai.
4. Buddhacharitam.
5. Bhojarajacharitam.

Grammar and Rhetoric—

1. Tolkappiyam.
2. Virasozhiyam.
3. Ilakkanavilakkam.
4. Yapparungalakkarikai.
5. Prayogavivekam.
6. Ilakkanavilakkachuravali.
7. Neminadam.
8. Nannool (Virittiyurai).
9. Dandiyalankaram.
10. Do. Saram.
11. Pancha Ilakkana Vinavidai.
12. Yapparungalam.

Telugu.

Kavyams—

- Mahabharata, Udyogaparvamu.
Ramayana of Bhaskara.
Vasucharitramu.
Manucharitramu.
Amuktamalyada.
Srīngara Nishadha.
Kasikhandu.
Ramabhyudayamu.
Parijatapaharanamu.
Chitrabharatamu.
Raghavapandaviyam.
Uttara Harivamsamu.
Jaimini Bharatamu.
Atcha Telugu Ramayanamu.
Prabhavati Pradyumnamu.
Kalapurnodayamu.
Yayathi Charitramu.
Vikramarka Charitramu.
Nrusimhapuranam.
Nirvachanothararamayanamu.

Kavyams—cont.

- Panduranga Mahathmyamu.
Prose works—
Nitichandrika.
Mitrabhadramu.
Mitrabhedamu.
Vigrahamu.
Sandhi.

Dramas—

- Sakuntala.
Prabhodachandrodayamu.
Naganandamu.
Uttararamacharitramu.
Mrichchakatika.

Grammar and Rhetoric—

- Appakaviyam.
Andhrabhashabhushanam.
Narasabhupaliyam.
Kavyalankara Chudamani.
Balavyakaranamu.

Malayalam.

- Mahabharatam.
Bhagavatam.
Adhyatmaramayanam.
Krishnagatha.
Bhashanaishadhachampū.
Vairagyachandrodayam.
Abhignanasakuntalam.
Uttararamacharitam.
Malatimadhavam.
Krimmiravadham Kathakali.

- Paundrakavadham Kathakali.
Nalacharitam Kathakali.
Nivatakavachakalakiyavadham Kathakali.
Uttarasvayamvaram Kathakali.
Mayura Sandesam.
Akbar—a romance (Prose).
Martandavarma—a novel.
Malayala Bhashavyakaranam—by Dr. Gundert.

Canarese.

1. Sabdamanidarpana.
2. Sabdanusasana.
3. Sabdasmriti.
4. Karnatabhasabhusana.
1. Pamparamayana.
2. Pampabharata.
3. Kavirajamarga.
4. Mallinathapurana.
5. Kabbigarakava.
6. Kavyasara.
7. Durgasimha Panchatantra.
8. Nagavarma Kadambari.
9. Jagannatha Vijaya.
10. Rajasekara Vilasa.

Grammar.

11. Sabarasankara Vilasa.
12. Vrasabbendra Vijaya.
13. Kalavati Parinaya (Prose).
14. Ratnakaradhiswara and Aparajiswara Satakas.
15. Kavyavalokana (Figures of speech).
16. Nagavarma Chandassu (Prosody).
17. Girijakalyanam.
18. Mitravindagovinda (Drama).
19. Anubhavamratam (Vedanta Philosophy).
20. Nalarajendra Charita and Nalopakya-champu (new works).

ORDER—No. 206, Educational, dated 11th April 1901.

The Governor in Council is not disposed at present to proceed any further in the matter to which the Director's report relates.

(True Extract.)

C. J. WEIR,
Ag. Secretary to Government.

To the Director of Public Instruction.

NOTES CONNECTED WITH G.O., No. 206, EDUCATIONAL, DATED
11TH APRIL 1901.

[SUBJECT.—Examinations in Oriental languages.]

From the Director of Public Instruction, No. 11638, dated 22nd November 1900.

In their order No. 240, Educational, dated 8th June 1900, the Government declined to approve of the scheme of examinations in oriental languages submitted by Dr. Duncan to test the qualifications of candidates for the post of pandit or munshi and said that the object aimed at, viz., to improve pandits as a class, could be effected 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 would have to teach.

2. As to the first of these requirements the Director was asked to report what standard of general education could in his opinion be insisted upon. The second could be secured, it was pointed out, by requiring the applicant to have obtained a teacher's certificate, and as regards the third the Director was asked to consider and report whether the existing examinations for high proficiency and for honours in Sanskrit and other oriental languages or some modifications of them could not be utilized.

3. The Hon'ble Mr. Stuart now submits the report called for. He does not consider it advisable that for the present a higher standard of general education qualification than that represented by the lower secondary examination should be insisted upon. His proposal therefore is that this examination may be prescribed, and that, with a view to encourage pandits to appear for it, grants or honoraria may be given to those who pass it, higher rates being allowed if English is brought up as the first language. These grants are however to be given only to those who have previously passed the linguistic test referred to below.

4. With regard to this proposal it would seem that the standard of general education represented by the lower secondary examination is too low for a pandit. The qualifications of the existing pandits do not appear to be in any way inferior to those of lower secondary men. The upper secondary examination, which is now held also in the various vernacular languages of the presidency, appears to be more suitable, but it seems to be knowledge of English and English ideas that should be encouraged in these men.

The payment of grants or honoraria does not appear to be necessary. If existing pandits are required or induced to pass a general education test, grants or honoraria may be given them, but there is no reason that any should be given to candidates who wish to qualify themselves for employment as pandits.

5. In regard to the standard of capacity in teaching, the Director proposes that pandits or munshis who have not passed a university examination may be required to qualify for a lower secondary teacher's certificate, and that those who possess university qualifications may come under the existing rules, i.e., may be required to qualify for a teacher's certificate of the upper secondary, second grade collegiate or licentiate grade. There is no objection to this proposal, but if the Government considers that the standard represented by the lower secondary examination is too low and agrees to the suggestion in the preceding paragraph to prescribe the upper secondary examination instead, then pandits without any university qualification may be required to obtain an upper secondary teacher's certificate.

6. The Director further suggests that the examination for teachers' certificates in the case of pandits may be so far modified as to specially require ability in the

candidates to teach their own vernacular. Why so? Certain things might at any rate be omitted—Organization, e.g., use of apparatus and physical exercises, etc., page 81, Educational Rules.

A.T.A[RUNDEL].

pandits) or a vernacular language (if they are vernacular pandits). No modification of the kind suggested by the Director would thus seem to be necessary.

7. As regards the linguistic tests the Director states that the examination for high proficiency and for honours in Sanskrit and in the vernaculars are intended only for covenanted civilians and members of the European educational service; that they have been instituted chiefly to induce such officers to acquaint themselves with one or other of the languages of the country and that they are too elementary to be utilized as appropriate linguistic tests for pandits. He therefore considers that a new examination will have to be instituted for the latter purpose and that it may be called "The Pandits' Examination," the subjects for it being as follows:—

- (1) Language and literature.
- (2) Grammar and composition.
- (3) History of the language and literature.

In Sanskrit the candidates will be tested also in reciprocal translation and an elementary knowledge of the Smritis, Grihya Sutras and Tarkasangraha.

8. The Director's opinion that the high proficiency and honours tests prescribed for Europeans are too elementary to be utilized as linguistic tests for pandits may be accepted, but for any real improvement in pandits we must look to the general education qualification and teacher's certificate tests that will be prescribed.

9. Dr. Duncan, in submitting his scheme, suggested that the existing 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 that no unqualified person should be appointed after a specified date, but the Government was of opinion that any system which might be adopted for securing a better class of pandits or for improving them must be introduced very gradually, and that consideration must be shown to existing pandits who might be too old to acquire fresh qualification. The Hon'ble Mr. Stuart however seems to go further than Dr. Duncan in this respect. He proposes that existing pandits should be exempted from the prescribed tests [general education test, teachers' certificate examination, and pandits' examination] only if their age exceeds 35 and they have put in ten years' service in recognised schools. It is for consideration whether four or five years' service in a recognised school as proposed by Dr. Duncan is not sufficient to entitle a pandit to exemption. According to article 4 (1) of chapter II of the Madras Educational Rules which came into force on 2nd February 1891, teachers who had five years' approved service on the 1st April 1895 are exempted from the operation of that article.

T. KANAKASUNDRAM PILLAI.
20-12-00.

P. T. THARYAN.
10-1-01.

It may be doubted whether much good will result from the proposed examination, and so far as giving retrospective effect to it, the proposals of Mr. Stuart, more severe in this respect than those of his predecessor, should, it is thought, be negatived.

Certainly.

M. HAMMICK.

I may explain that I named it as having no ancient form. Dr. Duncan omitted Arabic and Persian on Mr. Rees's advice, but if the test is to apply to all "principal languages" in Southern India, Hindustani and Persian at any rate would be proposed as additions.

A.T. PRINGLE.

20-2-01.

This examination consists of two parts—written and practical. No modification in the written test is possible which will secure in a pandit ability to impart instruction in a vernacular language, but in the practical test they may be required to teach Sanskrit (if they are Sanskrit

3. As regards Arabic and Persian, the standard of general education may surely be dispensed with. Unfortunately there has for many years been a deplorable scarcity of scholars in those languages in the South of India, and it would be a pity to run the risk of shutting out even a single individual who possessed some knowledge of the minutiae of the complicated grammar of the first language or of the philosophical works in the other because like thousands of his co-religionists he was profoundly ignorant of other branches of study than those connected with, say, the formulæ of broken plurals or the esoterism of Sufi writings.

A. T. PRINGLE.

4-2-01.

Secretary.

Mr. Stuart seems to wish his scheme of examinations to embrace only Sanskrit, Tamil, Telugu, Canarese and Malayalam. He would apparently let Arabic, Persian and Hindustani alone.

2. It is probable, if it be made compulsory that language teachers shall pass the upper secondary, that the existing class of pandits will in a short time be completely changed. They are mostly now, I imagine, men who have not passed any examination; men of a kind described by Mr. Tremeneere in his note. Under the new system these men will be wiped out very soon by the younger class of men ready at examinations, and as Mr. Tremeneere expressed it "snorting for competition." It may result in getting languages better taught, but it seems very doubtful whether the result will not be the banishment from our colleges of the real *pandit*, the man wrapped up in the niceties of his one language, and his replacement by the man whose sole aim has been to pass the examination and get an appointment. Will this result really be for good? No doubt in many cases it will tend to more ready teaching, but in very many cases the man of real learning and with love of it will be replaced by the professional teacher who outside his teaching will do little to forward real learning.

3. Mr. Tremeneere has shown that judged by results the language teaching is apparently not inferior now to the teaching in other branches, and it seems very doubtful whether it will be actually much improved by any scheme such as that now suggested.

4. If, however, it is not the actual improvement of teaching in our schools that is desired, but, as apparently was the first idea, the encouragement of really sound linguistic knowledge and its spread, then this attempt to improve the *pandit* will, it is submitted, do little good. In fact, it seems very doubtful whether it will not do harm.

5. What would do good would be the institution of a degree in the study of comparative language in the university, but this attempt to give the language teachers in our schools and colleges a smattering of other knowledge by making them pass such an examination as the lower secondary or obtain a teacher's certificate does not seem the right way to work. It is much more likely to result in getting men into our schools as *pandits*, who will possess far less real linguistic knowledge and love of it than the men now employed possess.

6. Surely the inspectors of schools if they inspect schools properly can by refusing grants for inefficient men do more than a system of examinations like the one proposed to clear the colleges of useless pandits.

Mr. Stuart is clearly from his letter very doubtful of the value of his proposals and I submit they are only moderately calculated to effect the end desired.

7. The two points from which this question should be regarded should, it is submitted, be clearly distinguished. First, the encouragement of linguistic learning; second, the improvement of teaching.

The first is primarily a function, not of the Government but of the university, and the university should take it up. The absurdity of the present university examination in languages for the M. A. degree is that it permits a degree to be taken in the Dravidian languages without compelling the candidate to take up Sanskrit or any classical language. A candidate comes up and passes in Tamil and Malayalam without being required to show any knowledge of Sanskrit. It is submitted that it is for the university and not for Government to improve the standard of examination for a degree in languages. Certainly Mr. Stuart's present scheme will do nothing in this direction.

8. Another point at present operating to impede the efficiency of the teaching of languages is the very small salaries attached to the office of pandit in most schools. I believe Rs. 10 to Rs. 15 is the usual salary outside Madras, and, obviously for that salary, it is not possible to obtain, except in rare cases, an efficient teacher. But this is another point as to which the remedy seems to be with the Director, who can presumably refuse recognition to schools which have inefficient and underpaid *pandits*.

9. Another mode of improving the *pandit* class is the improvement of the teaching in the schools where they are trained. At present the mode of teaching in these schools is absurd. Boys learn in them as they do in Arabic schools almost absolutely by rote. The Sanskrit inspector of schools who was appointed last year should be able to do something to improve these temple schools which exist all over the country. But he will no doubt find it difficult, and work will be slow. If, however, better teaching was encouraged in these schools by grants, etc., probably in a few years' time, the results would be seen in more efficient *pandits*.

10. It is submitted then that the above suggestions for improving the teaching powers and qualification of *pandits* should not be lost sight of. They are—

- (1) The improvement of the salaries attached to the appointments.
- (2) The improvement of the temple Sanskrit schools where it is believed a large number of these men are trained.
- (3) The refusal to give grants for inefficient *pandits*. (I believe in many cases these men do not get grants.)
- (4) The refusal to recognize schools where the *pandit* teaching is thoroughly bad.
- (5) An improvement in the examination for the M.A. language degree in the university.

11. Then as regards Mr. Stuart's proposals, which apparently he thinks very

Quite.

A.T.A[RUNDEL].

little of himself, it is submitted that for the present the *lower secondary examination* is quite sufficient and that the suggestion

in the office-note to make the upper secondary the test should not be accepted. It is not desirable to get rid of the present class of *pandit* which would be certainly the case if the higher secondary examination were insisted upon.

The proposal as regards the teachers' test and linguistic test may be accepted also.

12. It is suggested that, if Mr. Stuart's scheme is accepted, the test should not be insisted upon for, say, three years and all existing *pandits* reported to be efficient who are not less than thirty and who have five years' service may be exempted, and all *pandits* whatever of over thirty-five and with ten or more years' service. Liberal exemptions will of course have to be granted.

It is submitted also that the suggestions put forward in this note, other than those submitted by Mr. Stuart, may be pointed out to Mr. Stuart and that he be asked to take care that all that is possible be done in these directions towards improving linguistic teaching.

M. HAMMICK.
18-2-01.

Honourable Member—

I cannot help fearing that the present proposals may lead to the elimination of the existing class of *pandits* without ensuring a better class in their place. It will therefore be better to drop the proposals, leaving the Director of Public Instruction to bring the matter forward at some future time if after further examination of the question he thinks it advisable to do so.

A.T.A[RUNDEL].
8-4-01.

Educational (189) Department.

CURRENT No. 1624

From

The Director of Public Instruction,
Madras.

Order

No. 11638

Dated 22nd November 1900.

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Enclosures 5.

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SUBJECT.

Examination in Oriental
languages.

Submitting revised
proposals for instituting—
with reference to para 6 of
G.O. No. 240, Educational,
of 8th June 1900.

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1,500-8-11-00.

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C. No. 624, From the Op I., No. 11638, dated 22 Nov 1900.

" " " " " " oesp 1074/01 190

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ORDER No. 206, dated 11 4 1901

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The Governor in Council
is not disposed at present
to proceed any further
in the matter & which
the Directors' report
relates.

MS. P.

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