

Em (1946) Department.

NS SERIES.

G.O. No.

1128 Em

Dated

6-6-46

Order on file

[Despatch Abstract.]

Schools - Elementary and Primary departments
of Secondary schools - Teaching of English
in Standards IV & V - Abolished

Back Papers.

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

Further Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
Ms.	710	Home	19-2-49				

E. & P. H. Dept.

Schools - Elementary and Primary Departments of secondary schools - Teaching of English in standards IV and V- Abolished. (2)

Order No. 1128 Ms. Edn. dated 6/6/46

English is now taught as an optional ^{language} in standards IV and V of lower elementary schools, in the higher elementary standards and in primary departments of secondary schools. The Government have carefully considered the question whether it is necessary to begin the study of English at such an early stage and they have come to the conclusion that it would be sufficient if the teaching of English is commenced in the VI standard of higher elementary schools and in Form I of secondary schools. The Government accordingly direct that the teaching of English in standard IV of elementary schools should be abolished with effect from the current school year and in standard V from the next school year.

2. English should not be taught in the primary departments of secondary schools. In secondary schools in which English is now taught in the primary classes, the teaching of the language in classes I to class IV ~~and class V~~ should be abolished at once and from in class V in 1947-48.

3. The D. P. I. is requested to take steps to alter the curriculum of studies suitably with reference to these orders.

To The D. P. I.

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6/6/46

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6/6/46

3.6.46

T.S.A

5-6-46

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Copy of Memo.No.23822-B1/46-5 Edn., dated 15-6-46.

Schools - Elementary and Primary departments of Secondary
Schools - Time saved by abolition of English - Utilisation
for vocational instruction and for advancement of mother
tongue.

Read - G.O.No.1128 Edn., dated 6-6-1946.

The Govt. consider that the time saved by the abolition
of the teaching of English in standards IV to V of elementary
schools and in primary departments of secondary schools
should be utilised for imparting greater knowledge in the
mother tongue and for giving a vocational bias to education.
The D.P.I. is requested to formulate proposals in this
regard as soon as possible.

Copy of Memo.No.23822-B1/46-6 Edn., dated 15-6-46:--

④

English is now being regarded as the first language in secondary schools and the regional language as the second language. It is necessary that such a state of affairs is ~~remediated~~ remedied immediately and that, uniformly, the regional language is regarded as the first language in secondary schools, so that the languages of the Province may take their proper place in the scheme of studies. The D.P.I. is requested to suggest suitable amendments to the rules etc. to achieve this object.

The necessity has been felt for sometime past for the re-organisation of the elementary and secondary education in this Province on modern and more scientific lines. While the principles underlying the reorganisation have been generally accepted in all educational circles, they have not been so readily implemented. It is time that at least some of the very important of these accepted principles of education should be incorporated within the short time that is available to us before the reopening of the schools. It is difficult to take now all the aspects of reorganisation but Government would like to take up immediately certain aspects which can be immediately implemented and put into practice. The position which the Regional language should have in elementary and secondary schools is one such important matter.

A It is rather strange that English should be considered as the first language in the higher standards of the elementary stages and the secondary schools in this province and the Regional language of the province which is the mother tongue of the people concerned is considered as the second language. It is imperative that such an anachronism should be removed immediately and our languages given their proper dignity and place in the scheme of studies. Closely related to this is another matter that is, whether a foreign language should be taught in our elementary schools.

2/ The Central Board of Education have, after considering the question very carefully, said "that under no circumstances should it (English) find a place in the curriculum of the primary schools" (Page 8 of the Report by the Central Advisory Board of Education on Post-War Educational Development in India). It is an accepted canon of education in all countries that the primary stage is not the stage in which a foreign language should be taught. The Board of Education in England, in one of their distinguished pamphlets, (Page 211 of 'The Education of the Adolescent'), has said: "Eleven is the suitable age at which to begin the study of a modern foreign language. The child's perceptions are acute, his vocal organs are still flexible, and he is comparatively free from that morbid dread of ridicule which may impede the progress of older pupils. Imitation of sounds and learning by heart will present little difficulty. Furthermore, the pupil's interest is easily aroused and he is quick to imbibe the life and spirit of a foreign language. Indeed,

Indeed, it is found that most children take up this new study with remarkable enthusiasm". Besides, it has been laid down that a pupil should show sufficient facility in one language before undertaking the study of a second one.

These are canons of education which have been accepted all the world over as a sound basis for building up the educational structure of any country. The Government is of opinion that the educational edifice in this country also should follow the same sound canons of ~~this country~~ education. This will have another advantage of removing the great disadvantages which the elementary schools in the villages are suffering from today because of the fact that English is taught in the primary stages in schools attached to high schools and it is not compulsory in the elementary schools. This has developed in the latter an inferiority complex and the boys in the villages have a mania for going to the high school. I have received many representations, after taking up office that this difference should be abolished and all primary schools should have the same studies in curricula and studies and so it is hereby ordered:

(1) that henceforth the regional language shall be regarded as the first language and English the second language in our secondary schools;

(2) that the teaching of English as a language shall be begun or from the I Form ~~in~~ in the corresponding class in a higher elementary school;

(3) that the time till now given for study of English in the primary schools shall henceforth be divided between the mother tongue, geography, garden work and other extra curricular activities;

(4) the high school will remodel its syllabus of teaching English accordingly. Since the pupils that are being admitted to I Form this year will be according to the old scheme, they will have sufficient time before the beginning of the next school year to remodel their syllabus on the teaching of English.

The Govt. proposed to have
from above, the D.P. may
kindly send his remarks, by 18/5/46
the 22nd. As the matter is
urgent.

T. S. M. M. M. M. M.

18-5-46

May be sent to the D.P. M. M. M.

26715

E+PH(B1)

U.O. No. 2382 2-B1/46-3

18/5/46

U.O. reply.

Office of the Director of
Public Instruction, Madras, 22-5-46.

Re-submitted.

1. A/- on page 1 in the u.o. note is not quite correct. English is not considered as the first language in the higher standards of elementary schools. English in elementary schools is permitted as an optional in Stds. IV and V of lower elementary schools and in the higher elementary standards. It is only an optional for the E.S.L.C. examination of the VIII Standard. In 1945 and 1946, out of 19,303 and 20,186 candidates respectively for the E.S.L.C. examination, only 8,084 and 7,536 respectively took English as optional. Further only secondary grade trained teachers are permitted to teach English.

2. The idea that elementary schools are inferior to secondary schools only because English is taught more extensively in the latter is not quite correct. Elementary schools are definitely an inferior variety of schools. Cheapness counts and inferiority is inherent in the organisation itself. Their status can be changed only by improving the standard of teachers, the accommodation and equipment and not by merely expunging English from the curriculum.

3. I entirely agree that there is no need for English in elementary schools and in the primary departments of secondary schools. I also agree that English should be begun in the I Form of secondary schools or in the VI Standard of higher elementary schools and that in secondary schools the vernacular should be the first language and not the second language of the curriculum. This will probably mean lowering of the standard of English that is now prescribed

for the S.S.L.C. and Matriculation examination and for the University examinations. I may therefore be permitted to point out that this lowering of the standard of English in the secondary and collegiate stages should be accompanied by a detailed review of the whole position of English in the curricula of studies.

4. Our objective in studying English in India at present and in the immediate future is somewhat different to the objective which an Englishman has in studying a foreign language. In the absence of a common language for the whole of India, English has to serve as an inter-provincial language for a long time to come. Further in the interests of our own young men and women who have to compete with others all over the world, it is necessary that nothing should be done which would handicap them in their race in the world. Our languages are not occupying at present the same position in respect of the world heritage of thought and action as English and other foreign languages. One can envisage a time when a common Indian language will become the medium of instruction and it will be sufficient to serve the interests of the youths in this country. Even so it is not possible to envisage a time in the near future when Indians will be able to do without a practical knowledge of English. Therefore English, in spite of anything we may wish, is bound to be the connecting link between the Indian youths and the world heritage. English will require careful handling not for the sake of English as such but for the sake of the larger interests of the Indian youths. This means that there should be ample opportunities for the ambitious youths who want to be anything more than humdrum artisans and labourers to get a good command of English as the medium of higher knowledge.

5. As regards the mother-tongue, there is no question that it should be cultivated, nurtured, expanded and enriched as much as possible. The low standard of proficiency in the

vernaculars is due not so much to the lesser attention that is being paid to it but to the low technique of teaching adopted and the lower status occupied by the subject and by the teachers and professors who are in charge of it. It is therefore essential that the vernaculars should be taught by teachers trained in the methods of teaching that subject. If this were done, higher and more substantial work could be done in all schools and colleges. The teachers in charge of the subjects should be on the same footing as teachers in other subjects. In the lower forms and upper forms, vernacular should be handled by only trained graduates who have specialised in the language.

6. In regard to the English course in our secondary schools I suggest that the question of adopting Basic English may now be taken up. It has been accepted by very responsible persons in various countries that the Basic system of English or any other language is based on simplicity and common sense. The present teaching of English in our secondary schools does not give command of the language to any student unless that student is accustomed to speak English at home. In all other cases the student is not expected to do anything beyond the cramming of sentences from text-books and rules from Grammar. Lately a meeting was convened at Simla to consider this question of Basic English but unfortunately the permanent Director could not attend it on account of illness. When the Proceedings of that meeting are communicated to this Department I would suggest that a committee might be appointed to go into this whole question as it is very desirable that our pupils, at least in the lower forms should get a command of English through Basic English rather than go through the present syllabuses in English which are totally unsatisfactory.

7. In regard to item 3 of the orders which the Hon'ble Minister proposes to issue I may say that it is not necessary to specify how the time saved on account of the abolition of English should be used in the school.



Deputy Director of Public Instruction,
(in charge)

Schools - Teaching
of English - Place
of languages of
the Province in the
curriculum of
studies

p 3 CF

p 5 CF

p 2 CF

7 ⑤ Ed. 1 P. H. J. 1
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Attention is invited to the proposals of
H.M., Edn. at pp: 1-2 c.f. below which were sent to the
D.P.I. u.o. for remarks and to the D.P.I.'s U.O. reply
at pp: 3-5 c.f. below.

2. The D.P.I.'s reply was received yesterday
afternoon. H.M., Edn. desired that the case should be
made ready for him to proceed with by about 11 O' clock
today. I regret that it has not been possible for me,
therefore, to get fully informed as to the existing
position, collect all the material bearing on the question,
consider it on the background of whatever previous
discussions there may have been, think out fully the
implications of the proposal, and then present the whole
case; and I can offer only the somewhat sketchy remarks
that follow.

3. As pointed out by the D.P.I. in para 1
of his note there is no question of English being,
mentioned in H.M.'s note at "A" at page 1 c.f.,
considered as the first language in the higher classes of
Elementary Schools; it is only an optional language
there; but apparently H.M. was thinking of the higher
standards in the primary sections attached to the secondary
schools; even there however it can be considered as the
first language only in the sense that greater emphasis is
laid on it and better facilities for teaching it are
available -- for I believe the syllabuses are the
same.

4. The pith of H.M.'s present proposals is
that mentioned as item 2 at page 2 c.f. Item (1)
there is meant to have reference, apparently, to the
primary sections of the secondary schools; and any way
is introductory and 'declaratory'; I doubt if we need
put that in an order; item 3 there need not, as
suggested by the D.P.I. in para 7 of his note, go into
an order, either; item 4 is consequential on item 2
and may go along with it.

5. Item 2 in effect means the prohibition of the teaching of English in classes lower than Form I or Standard VI.

6. One of the reasons suggested by H.M. is that it will eliminate the difference between elementary schools and the corresponding primary sections in secondary schools. The difference is, however, more fundamental than the mere provision of facilities for teaching English. The D.P.I. has indicated this in para 2 of his note. To that I would add the consideration that Higher Elementary Schools were deliberately intended to provide a different type of education, complete in itself and distinct from the type connected with secondary education. The secondary schools provide better and more assured facilities for teaching English in the primary ~~xxx~~ classes and a smoother avenue to secondary education, and that is looked on as an advantage. Is it really justifiable to take away that advantage and 'level down' the conditions there merely in order to put them and the elementary schools in the same position?

7. But H.M. has referred to it only as an incidental point. The main argument is in the passages preceding. I respectfully agree that on those main grounds the teaching of English in classes lower than Form I or Class VI should be abolished. The D.P.I. has also agreed to this in the earlier portion of para 3 of his note.

8. There may be no difficulty in ordering this in respect of Elementary Schools. In the primary sections of Secondary Schools, however, we may have to consider whether some exceptions will not have to be made. Attention is invited to Rule 60 of the Educational Rules. On the question of the medium of instruction, there is provision made for the D.P.I. to ^{permit} ~~allow~~ schools, for special reasons, to use English as the medium; and the rule in its present form, allowing him to do that in respect of "any form or

or class" came in with particular reference, I believe, to the primary sections of secondary schools. These exemptions are given primarily for the benefit of pupils in multilingual areas. Any way, the same reasons which would demand and justify exemption being given under that Rule would demand and justify exemption being given in the present regard also; if the medium of instruction were to be English there would be no point in prohibiting the teaching of English; and unless there is instruction in English itself, it would not be feasible to have English as the medium of instruction in the subjects.

9. If the change, where it is ordered to be made, is to be introduced in the school year about to begin - as is obviously H.M.'s idea - would it not suffice to bar instruction in Standard IV and below this year, and extend the bar to Standard V the next year, so as to enable pupils who had already begun English in Standard IV last year to continue it? It seems a pity to make them waste the beginning so made; I am suggesting this with reference to the fact that it is in Standard IV that Elementary Schools make a beginning with English; the provision should be similar of course for the corresponding classes in the primary sections of secondary schools.

10. H.M.'s proposal relates to the primary classes or sections of secondary schools. But long-range repercussions have to be considered.

11. The D.P.I. has raised the point in para 3 of his note. I do not know if his acceptance of H.M.'s proposal in the earlier portion of that para, is subject to the review which he has suggested in the latter portion. If it is, I do not think it is necessary to wait for that review. But that there will be a lowering of standards in English in

10
secondary schools will have, I think, to be conceded. And
in due course we will either have to re-align the S. S. L. C.
and Matriculation Examinations, and University studies, with
reference to these lower standards in English in secondary
education, or strengthen the English curricula so as to ensure
attainment of the same standard as now in the secondary course
even though the beginning is made only in Form I or Standard VI.
I do not suppose the latter is contemplated. H.M.'s idea
in fact is that the mother tongue should be the first
language and English the second in secondary schools.
The D.P.I. agrees with this view, and I may be permitted to
say that I respectfully agree too. So it is the first
alternative that will have to be explored. But that can be
taken up later on: we need not wait until that is done
to implement the present proposal.

12. I am not able quite to follow the drift
of para 4 of the D.P.I.'s note. If it is meant to be merely
a plea for the continuance of the study of English, it may
be noted that that is unnecessary since H.M. has not
proposed its abolition altogether. If it is meant to be a
plea for the maintenance of high standards, attention is
invited to my remarks in the previous paragraph. Perhaps
one of the implications is that unless we maintain high
standards our pupils will be handicapped in matters like
All-India competitive examinations. I may say that
I have an impression that of late years Madras has not been
doing so well as it used to do previously in such matters,
and that one of the reasons may be that we have taken largely
to the mother-tongue as the medium of instruction. The
present proposal may accentuate that kind of ^{handicap.} But
the answer would be that we are perhaps fast approaching
the time when All-India recruitment of the present type
and on the present scale will cease, and recruitment to
such services will be ^{almost} entirely on a 'Provincial'
basis; secondly, we should be aiming at a stage when merit

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(H)
will be assessed on the standard of performance not in
English but in the mother-tongue; and thirdly that,
in the meanwhile if there is a handicap of the kind
indicated above it should be overlooked in view of the
larger interests involved.

13. A connected question is that of
recruitment to Provincial and Subordinate Services
generally. A lowering of standards in English would
be reflected in a lowering of 'efficiency' in all ranks
in respect of handling of business in English - a
pertinent point so long as English continues to be
the official language. In fact, the M.P.S.C has been
repeatedly complaining, I believe, of the deterioration
in quality of the candidates for the Ministerial
services; and this has been attributed, I think, to the
increased use of the mother-tongue as the medium of
instruction instead of English. The answer to this
would, however, be as indicated under the head 'secondly'
in the previous paragraph; and I think we are entitled
to say that we envisage also, in due course, the
replacement of English by the mother-tongue as the
language of official business.

14. Para 5 of the D.P.I.'s note raises
issues which are not directly relevant to the present
proposal.

15. Para 6 of the D.P.I.'s note seems to
me to run counter to the considerations raised by him
~~in paras 3 and 4 of his note~~ in paras 3 and 4 of his note. It is not
directly relevant to the present proposal, either.
And in any case I think it would be quite unwise for us
at this stage - when Basic English is still in the
process of trying to establish itself - to endeavour to
replace ordinary English by Basic English.

16. My view finally is, therefore, that the
proposal of H.M., Edn. in item 2 at page 2 c.f. may

12

be given effect to but with a provision for exemptions as indicated at "M" at page 3... ante, and with the modification indicated at "N" at page 3... ante.

17. In view of the repercussions involved, I would suggest that it would be very desirable if public opinion in this matter were tested - in the shape of a debate on a resolution in the legislature; this, however would mean that the measure cannot be implemented before the start of the ensuing school year as H.M., Edn. obviously intends it should be.

18. As the measure involves an important change in policy, with repercussions of the kind indicated above, I consider that in any case, H.P.M. and H.E should see the case.

19. After the decision is taken, and with reference to H.M.'s note at pp: 1-2 c.f., a suitable draft will be put up; I think it would be better to issue a G.O. giving effect to the decision and a Press Communique separately indicating the reasons.

[Signature]
23/5/46

H.M. (S.O.)
H.P.M.

H.E.

Serial: M. (S.O.)
date before
to be implemented
for the ensuing
school year.
by
H.M.

I have gone through the learned notes of the D.P.I. and the Secretary, E. & P.H which are obiter dicta to the point at discussion.

There is nothing in the proposal which says that the standard of English should be brought down. It only points out that sound canons of education demand that the proper age to teach a foreign language is eleven and not earlier. That does not and should not mean the lowering down of the standards of English. In his notes in

pp 4-5 ante

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para 12, the Secretary, E. & P.H. says that "he has an impression -that of late, Madras has not been doing so well as in previous years in All-India competitive examinations and that one of the reasons may be that we have largely taken to the mother-tongue as the medium of instruction". About the first ^{para.} ~~paragraph~~, let me say, as one who has been in touch with these things for the last 10 years and more ~~and~~ as a member of the Central Legislative Assembly, that his impressions are wholly wrong. He would have been nearer facts if he had said that less number of Madrasgals have been selected. But that is certainly not due to the absence of their scholastic ability but for political and provincial considerations. As ~~the~~ for the second ^{para.} ~~paragraph~~ of his statement, if he feels that introducing the mother-tongue as the medium of instruction is the reason for any lowering of the standards, that is entirely another matter and quite different to the present proposals and he must take another opportunity to put his case on that subject before the Government. But I am glad, apart from these remarks, that both the D.P.I. and the Secretary, E. & P.H have accepted the main proposals in my note (vide paragraph 3 in D.P.I.'s note, page 3, and paragraphs 7 and 11 of the Secretary's note). The Secretary suggests provision may be made for certain exemptions in certain cases; and the Government can always give exemptions for deserving cases.

As far as I see, there is nothing in these proposals which involves any change of policy. It is a simple reform of the scheme of studies making it more scientific and in line with the latest educational researches. But if the Secretary thinks that they had ^{better} pass through H.P.M. and H.E., I have no objection and I readily agree. Only I would request them to ~~pass~~ ^{clear} this file soon so that early orders may be issued in view of the fact that schools will be reopening early in June.

pp 3-4 CF
P 2 ante + 3-4 ante

P

N

21



T. S. Srinivasan
24-5-46

'N' above. 9. Still inside to be proposed to prohibit the teaching of English in certain classes of Madras, by

itself, and particularly brought as it is,
in my opinion, with certain important
consequences as indicated in my note,
which constitute a change of policy
such as would make it necessary that
H.P.M. & H.C. should see the case.

The case may therefore
be circulated to H.P.M. & H.C. as
already marked.

Information

W.C.M.

H.P.M.

H.C.

Yes. There could
be no harm by removing English
in 4th & 5th standards.

JP 29/5/46

F.564C

30-5-46

9 June

Seen
by Secy

Am. 31 May 46

A draft order is submitted for consideration.
With reference to 'M' on page 3 ante and 'P' on page
7 ante it may be pointed out that it is proposed in the
linked file ^{not} to grant exemption from the use of the
mother tongue as the medium of instruction in any
primary school or primary department of ~~high~~ high schools.
No provision is, therefore, made in the draft order for
giving permission in special cases to teach English in
standards IV and V.

OSM
1/6/46 S

I think the modification suggested by Mr. Subramanian
at P.3 ante is desirable for the reasons set out
in Para 9 of Mr. N.V.S. note. This modification will
have effect only for one year, and will apply only to
students who took up from the 1st standard to the 5th standard.

15
The draft below provides for the modification
with regard to it, the linked file deals with the subject of
instruction in High schools and Secondary schools, and
no separate orders are necessary in the file.

Draft order below may be approved and ordered to issue

3-6-46

TSA
5-6-46
H.M. (Edn)

It is the intention of the Government that the time saved
by the abolition of English in classes ^{IV} V and ^V VI of Elementary
schools and IV and V in the Primary schools attached to the Second
day schools should be utilised for giving greater knowledge in
the mother tongue as well as for giving a vocational bias. The
D.P.I. may be given directions to formulate the proposal in this
regard as soon as possible.

I have proposed two changes in the C.F. below. ~~For~~ ^{one} we
are giving effect to ~~above~~ ^{one} today. The suggestion made in sub/para
1 on page 2 that uniformly the regional language shall be regarded
as the first language, and English the second language in our Second-
day schools — Orders have to be issued on this matter. Separate
draft orders may be submitted on this matter.

TSA in as in lump -
5-6-46

Two draft memos are submitted below for approval

OSM
10-6-46

OSM
11/6/46 S

TSA
12-6-46
H.M. (Edn)



Memo 23822 M/1/46-5 Edn & 15-6-46
23822 M/1/46-6 Edn & 15-6-46

at night, the light is not so bright
it is up to 10, the light is not so bright
in the morning, the light is not so bright
in the afternoon, the light is not so bright
in the evening, the light is not so bright

10/11/11
H. H. (21)

10/11/11

10/11/11

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H. H. (21)

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