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Form II-27-00,001-17-11-49

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E+PH (1949) Department.

MS SERIES.

G.O. NO.

2125 Edm

Dated

2nd July 1949.

(76)

[Despatch Abstract.]

Schools - Elementary and Secondary

Mediums of instruction - Study of languages

Orders passed



No. F.10-23/48-E.II.

JOINT EDUCATIONAL ADVISER TO THE
Government of India,
NEW DELHI, the 6th July, 1948...

8M

My dear Mr. Subramanian,

You may have noticed that there have recently been controversies about the position of the different Indian languages as the media of instruction at different stages of Education.

The Government of India would like to examine this question in all its aspects, so that it may be possible to evolve a common all-India policy in consultation with the Provincial/State Governments. Before this can be done, it would be necessary to know how this problem is being tackled in the various Provinces. I would, therefore, be grateful if you would send me information on the points mentioned below at your earliest convenience:-

(1) So far as Primary and Middle stages of Education are concerned, all Provincial Governments have accepted the principle that the mother tongue of pupils should be the medium of instruction. It has, however, been represented that at times this principle is not or cannot be carried out because of practical difficulties. If there is any arrangement for teaching in a language other than the prevailing language of your Province/State, a short statement giving details may be sent. In your reply please also indicate the policy of your Government in this matter as well as some description of the way in which you have tackled the problems of islands of linguistic minorities in your area.

(2) As regards High School Education, the Central Advisory Board of Education as well as the Inter-University Board have recommended that the

medium.....

medium of instruction should be the mother tongue. From the information available with us it does not, however, appear that the mother tongue as the medium of instruction and examination in all the subjects has been adopted in High Schools in all the Provinces. If there are High Schools teaching in a language other than that of the Province/State, their number as well as that of the pupils and the names of the languages in use may kindly be indicated.

(3) As regards the University stage of Education, you may remember that a Committee of Vice-Chancellors has recently recommended that the Universities should, within a period of five years, adopt the regional languages as the media of instruction and examination. They also suggested that Universities should be granted extra-territorial jurisdiction in order to help in the solution of the language problems of linguistic minorities within a Province or State.

Before taking a decision on these recommendations, the Government of India would like to know the attitude of your Government towards these issues. Would you also please indicate if Indian languages other than the language or languages of your own Province/State are recognized as media of instruction by you and, if so, which languages and at what stages?

Yours sincerely,

(HUMAYUN KABIR)

M.V. Subramanian, Esqr. I.C.S.,
Secretary to the Government of Madras,
Education & Public Health Department,
MADRAS.

Edy. JPHCBU Department.

Endt. No. 51550-B1/48-1 Edn. dated 14/7/48.

Referred to the Director of Public Instruction

for early remarks. (By order)

The Director of Public Instruction,
Madras.

Asst. Secy to Government

EDUCATION DEPARTMENT.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS.

TO

THE SECRETARY TO GOVERNMENT,
EDUCATION AND PUBLIC HEALTH DEPARTMENT,
MADRAS.

R.C. No. 2737 E1/47 dated 9--8--1948.

Sub: Medium of instruction through the mother tongue.

REF: Government Endt. No. 51550-B1/48-1 Education
dated 14th July 1948.

The present orders of Government are:-

SECONDARY SCHOOLS:- Throughout the secondary school course, the Regional language should be the first language, Hindustani or its alternative should be the second language and English the third language and that the Regional language should be the medium of instruction whether the mother-tongue is not the medium of instruction, it can be studied as a second language.

EUROPEAN AND ANGLO-INDIAN SCHOOLS:- English is the medium of instruction throughout the school course in European and Anglo-Indian Schools.

ELEMENTARY SCHOOLS FOR MUSLIM BOYS AND GIRLS:-

Urdu is the medium of instruction in standards I to V in Elementary Schools for Muslim Boys and Girls in areas where the mother tongue of the pupils is Urdu. It has also been ordered that the Regional language should be compulsorily taught from standard III in these schools so that the pupils from these schools may follow instruction in the regional language when they enter the secondary schools in Form I or standard VI of Higher Elementary Schools.

2. The Government Endt. referred to above resubmitted herewith.

Yours faithfully,

for Director of Public Instruction.

Ram. 12/8/1948.

EXH (A)

Dr. Reg No. 51550-B1/48-2 Edu D 24/8/48.

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26/8/48

The Registrar, University of Madras (with encl)

The Registrar, University, Walahai (with encl)

The Registrar, Annamalai University (with encl)

4
Smt. - Medium of Instruction - University Stage -

Letter

PP-2 of

I am to enclose a copy of the
Do. from the Joint Educational
Adviser to the Govt. of India,
New Delhi, No. F. 16-23/48-II
dt- 6/8-7-48 and to request
you



All communications should be addressed to the Registrar, Annamalai University, Annamalai Nagar, by designation and not by name.

ANNAMALAI UNIVERSITY

No. 6001

1st September, 1948.

From

THE REGISTRAR,
ANNAMALAI UNIVERSITY,
ANNAMALAINAGAR.

To

The Secretary to Government,
Education and Public Health Department,
Government of Madras,
M a d r a s.

Sir,

Ref: Your letter No. 51550-B1/48-2 Edn. dated 24-8-1948 on the subject of medium of instruction.

The Syndicate at its meeting held on the 8th May resolved that instruction be imparted in Tamil which is the regional language for Samskrit under Part II and in Arts subjects (Histories and Logic) under Part III of the Junior Intermediate from July 1948. As regards instruction in Science subjects under Part III of the Intermediate, steps are being taken to expedite publication of suitable text-books in Tamil. As a consequential measure, arrangements for the preparation of text-books in Tamil for subjects comprised in the degree courses of study, are being made.

The question of extra-territorial jurisdiction for this University is under consideration by the Syndicate which meets on the 18th September and its decision will be communicated by the 25th September. Tamil is the only language recognised as the medium of instruction and examination in this University.

Yours faithfully,

K. V.

12 M. Mahaswami
Ag. Registrar.

E. P. H. (B. I) Dept.

The replies from the other two Universities may be awaited.

29/9/48
Wm
P. 9. 48

29/9/48

you to obtain and forward the views of the Syndicate on that letter with special reference to the suggestions concerning the University Stage of Education.

22/8/48

24/8/48

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ANNAMALAI UNIVERSITY



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ANNAMALAI UNIVERSITY

No. D.3791/48-D.I.
GOVERNMENT OF INDIA
MINISTRY OF EDUCATION.

NEW DELHI 3, DATED THE 13th AUGUST 1948.



From

Dr. Tara Chand, M.A., D.Phil.,
SECRETARY TO THE GOVERNMENT OF INDIA.

✓ All Provincial Governments and Local Administrations/
Registrars of Indian Universities/Secretary, Inter-
University Board, 10-A, Cavalry Lines, Delhi.

Subject:- MEDIUM OF INSTRUCTION IN EDUCATIONAL INSTITUTIONS.

Sir,

61922

I am directed to forward herewith an advance copy
of the Government of India Resolution on the subject mentioned
above for your information and necessary action.

Yours faithfully,

FOR SECRETARY.

No. D. 3791/48-D.I.
GOVERNMENT OF INDIA
MINISTRY OF EDUCATION.
NEW DELHI 3, DATED THE

AUGUST 1948.

R E S O L U T I O N.

Subject;- MEDIUM OF INSTRUCTION IN EDUCATIONAL INSTITUTIONS.

The principle that a child should be instructed, in the early stage of his education, through the medium of the mother tongue has been accepted by the Govt. All educationists agree that any departure from this principle is bound to be harmful to the child and therefore to the interests of society.

Unfortunately the application of this educationally sound principle in practice raises some difficulties. One question is what is to be considered as the mother tongue through which education has to be imparted. As is well known in every region, province and state in India a number of dialects are spoken. Children learn these dialects at home; are they to be all adopted as media of education? Unfortunately their number is large and most of them are without literature and therefore without necessary pabulum to nourish education. There are, however, about a dozen languages more or less developed which possess literatures and which seem to be marked out to become such media.

Here a second difficulty arises. Although in some province one of these languages is predominant, in others speakers of two, three or four of them live together, and there is hardly a province in which besides a principal language there are not considerable number of inhabitants speaking other languages.

In the Madras Province four principal languages are used, viz. Tamil, Telugu, Malayalam and Kanarose and in the city of Madras there are numerous speakers of both Telugu and Tamil. Similarly in the Bombay Province there are Marathi, Gujrati and Kanarose speaking people, and in the city of Bombay a mixed population of Marathi, Gujrati, Urdu and Hindi speakers. In Bihar and U.P. there are certain districts and cities where along with Hindi, Bengali is spoken by many. Calcutta again is a sort of a cosmopolitan town with a mixed population speaking a number of languages. In Orissa, Oriya is the main language but in

P.T.O

No. D-3791/48-D.I.

Copy with 35 spare copies forwarded to the Ministry of States with the request that a similar communication may kindly be addressed to the States in India.

2. Copy with a copy of the enclosure forwarded to all other Ministries of the Government of India.

By Order,

FOR SECRETARY.

RAMPAL.B.D.
10-8-1948.

some parts Telugu is used. The Central Provinces have large areas of Marathi and Hindi speaking inhabitants. Nagpur is a city of mixed speakers of Hindi and Marathi. East Punjab has two languages Hindi and Punjabi.

5 Conditions like these make it impossible for any State or province to adopt any single language as the medium of instruction. An attempt to adopt one language in a province where groups of people speaking different languages reside, and to impose it on all is bound to lead to discontent and bitterness. It will affect interprovincial relations and set up vicious circles of retaliation. Provincialism grow and Indian nationalism will suffer.

6 The History of European countries is a warning. England sought to impose English on Ireland, Germany on Poles, Eastern European countries their particular languages on pockets of inhabitants speaking foreign languages. In every case the results have been disastrous.

7 In the case of India there does not exist any justification for adopting a policy which Europeans followed to their discomfiture. All Provincial languages are Indian languages and there is little reason why any Province in India should seek to deprive children inhabiting that province of their fundamental right to receive education through the medium of the mother tongue.

8 It is obvious that if a Province has adopted any particular language as the language of administration, it will be to the interest of those whose mother tongue is different, to learn it in order to claim participation in the life and privileges of the people of the Province.

9 The principle of teaching through the mother tongue then is of general application, but practical consideration suggest two limitations.

10 In the first place the principle applies mainly to the first stage of education, i.e. the stage of compulsory primary education, or to the group of children at the junior basic stage from the ages of 6 to 11, for the reason that at the stage of compulsory education children should not be forced to study a language which is not

P.T.O

their mother tongue. In the higher stages after the junior Basic it will be necessary for pupils to learn the language of the Province.

11 Secondly, employment of the mother tongue for the education of the children whose numbers are extremely small will create administrative and financial difficulties, hence it is desirable that a minimum number should be fixed for the use of their language. The Provincial or State Government should not only refrain from forcing any particular language on such groups, but should place the same facilities of education at their disposal as it does for the other children.

12 The Govt. of India is of opinion that in the larger interests of the country it is desirable that the policy enunciated above should be followed by all Provincial and State Governments.

sd/ (TARA CHAND)
SECRETARY.

RAMPAL.B.D
10.8.1948.

Edn + PH (B) Department.

Endt. no.

Referred to the Director of Public
Instruction for early remarks.

(By order)

Asst. Secy to Government.

The Director of Public Instruction,
Madras.

20/8/48
ken
20/8/48

C. no. 61932-B1/48.

14 Edn + PH (B) Dept.
Medium of instruction in educational
institutions.

34/21/8
From the Secretary to the Govt of India, no.
D. 3791/48-81 dated 13.8.48.

Endt. no. 61932-B1/48-1 Edn D 30/8/48

A copy of the letter cited above is
forwarded to the Director of Public Instruc-
tion for early remarks.

20/8/48
The DPO with a copy
of pp 1-5 of.

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Note :- After issue of the endorsement
above,

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② Issued.

18A
13.9.48



From

To

New Delhi UNIVERSITY BUILDINGS,
CHEPAUK, TRIPPLICANE P. O.,
MADRAS.

Dated, 23/9/48.

No. 4182

Enclosures

Sir

71380



Sub: Medium of Instruction - University stage.

I am in receipt of your letters No. D.3791/48-D.I.
dated 13th August 1948 and No. F.10-22/48 dated 2-8-48
on the above subject and to state that the matter will
be placed before the proper University authorities for
their consideration.

A further communication will be sent to you later.

EPRH(B')

May be added to the file.

Yours faithfully,

R. R. Darum
Ag. REGISTRAR.

Copy to the Secretary to Government of Madras, Education and Public Health Department, for information with reference to his letter No. 51550-B1/48-2-Edn. dated 24-8-48.

mks/22/9.

fold on 249/48 pp 5-6 ante
Another below

G. no. 61932- B1/48.

D.O. No. 61932- B1/48- 2 Etn D. 27/9/48.

My dear Humayun Kabir,

Sub: Medium of instruction in educational institutions.

Ref: your Do. no. F. 10-23/48- E II D. 6/8th July '48

I am desirous to inform you that this Board

not Consider it ~~not~~ ^{not} necessary to ~~communicate~~ ^{communicate} their views on the points raised in your Do cited above, as the Government of India have already communicated their resolution on medium of instruction in educational institutions (vide letter no. D. 3791/48- D1 dated 13th August 1948)

Yours faithfully,
Prof. Humayun Kabir,
Joint Educational Officer,
Govt of India,
New Delhi.

24/9/48
25/9/48
25/9/48

Yours faithfully,
25/9/48

18/187
OFFICE OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
R.C. No. 1988/B.1/1948

MADRAS: 30th September 1948.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,
M A D R A S.

TO

THE SECRETARY TO GOVERNMENT,
EDUCATION AND PUBLIC HEALTH DEPARTMENT,
FORT ST. GEORGE, M A D R A S.

74050
of Sir,

SUB:- Medium of Instruction in Educational Institutions.

REF:- Government Endorsement No.61932/B.1/48-1.,
Education, dated 30th August 1948.

In the Government of India letter, two principles are laid down on the subject of medium of teaching:

(1) That the mother tongue should be the medium of instruction in the Junior Basic stage, i.e. for children between the ages of 6 and 11 and that in the higher stages it will be necessary for pupils to learn the language of the province.

(2) That no particular language should be forced on any group of children whose mother tongue is different from the language of the locality and that a minimum number may be fixed for providing facilities for studying the -- mother-tongue.

Regarding 1, though for the large majority of children the study through the mother tongue is ensured under the present policy, in some cases children have to receive instruction in the regional language, though their mother-tongue is different. For instance, in the case of muslims, whose mother-tongue is Urdu, the present policy is to introduce the regional language gradually as the medium of instruction.

3 It is stated that in the higher stages it will be necessary for pupils to learn the language of the Province. It is not clear if this means that pupils should learn the local language as an additional language or if the local language should be the medium of teaching in the higher stages. If the latter is meant, then it would not be possible for the children to follow instruction unless a certain proficiency in the language has already been reached in the Junior Basic Stage and this will imply the study of a second language during this stage.

4 As regards the second principle, I suggest that a minimum of 15 for a class may be fixed to enable small -- groups of children whose mother tongue is different from the regional language to receive instruction in their -- mother-tongue, if Government agree to deviate from their general policy that the medium of instruction should only be the regional language.

Yours faithfully,

for, DIRECTOR OF PUBLIC INSTRUCTION.

Proceedings of the Informal Meeting of Ministers to discuss the policy of Elementary Education held on the 12th and 13th January 1949.

The following attended:

Hon'ble Premier
Hon'ble Minister for Food
Hon'ble Minister for Agriculture
Hon'ble Minister for Finance
Hon'ble Minister for Public Works
Hon'ble Minister for Local Administration
Hon'ble Minister for Education
Hon'ble Minister for PIRKA Development
Director of Public Instruction
Deputy Director of Public Instruction (Ele. Education)
Basic Education Officer.

The following decisions were arrived at:

- (1)(a). Compulsion may be for five years of Basic Education including the pre-basic course.
- (b). About 200 full basic schools may be started throughout the province.
- (c) Arrangements must be made to put up at least essential buildings for basic schools.
- (d) Where grants are not given to schools, timber other than teak may be given at concessional rates for school buildings as may be certified by the Director of Public Instruction. This concessional rate shall not generally be above five lakhs of rupees per year. This concession given may be debited by the Forest Department to the account of the Education Department.
- (e) The self-supporting basic schools must be examined.

(2) and (5). (a) Compulsory elementary education should be spread throughout the province in 15 years.

(b) The matter of a provincial surcharge especially on the sales tax should be examined by the Finance Department so that an income source may be obtained for expansion of basic and elementary education, training of teachers and buildings for schools.

(3) May be tried in selected areas - Shift System

(4) Approved

(6) May be tried as an experimental measure in 25 schools throughout the Province. These classes should be opened only when there is a minimum strength.

(7) May be examined afresh from the point of view of giving more executive powers to the educational authorities so that the schools may be worked with greater efficiency.

(8) Approved.

(9) Approved.

(10) It was approved that there may be two grades. The II grade to be on Rs. 230-500 and the first grade Rs. 300-700 and two selection posts on Rs. 700-850. The proposal was approved subject to these conditions.

(11) Postponed for discussion during part II.

(12), (13) and (14) approved.

(15) The Government of India Resolution on medium of instruction. It was approved that in elementary schools, the medium of instruction should be the mother-tongue where required by the people.

T.S.A. (Vinashilingam) Chettiar,
Hon'ble Minister for Edu.

(True copy)

OFFICE OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
M.A.D.R.A.
MADRAS: 30th September 1948.

THE DIRECTOR OF PUBLIC INSTRUCTION,
M.A.D.R.A.

TO

THE SECRETARY TO GOVERNMENT,
EDUCATION AND PUBLIC HEALTH DEPARTMENT,
PORT BL. GEORGE, M.A.D.R.A.

SUB: Medium of Instruction in Educational Institutions.

REF: Government Endorsement No. 21932/1/48-1,
Education, dated 30th August 1948.

In the Government of India letter, two principles are laid down on the subject of medium of teaching:

(1) That the mother tongue should be the medium of instruction in the Junior Basic stage, i.e. for children between the ages of 6 and 11 and that in the higher stages it will be necessary for pupils to learn the language of the province.

(2) That no particular language should be forced on any group of children whose mother tongue is different from the language of the locality and that a minimum number may be fixed for providing facilities for studying the mother-tongue.

Regarding 1, though for the large majority of children the study through the mother tongue is ensured under the present policy, in some cases children have to receive instruction in the regional language, though their mother-tongue is different. For instance, in the case of Malabar, where mother-tongue is Urdu, the present policy is to introduce the regional language gradually as a medium of instruction.

It is stated that in the higher stages it will be necessary for pupils to learn the language of the Province. It is not clear if this means that pupils should learn the local language as an additional language or if the local language should become the medium of teaching in the higher stages. If the latter is meant, then it would not be possible for the children to follow instruction unless a certain proficiency in the language has already been reached in the Junior Basic stage and this will imply the introduction of a second language during this stage.

As regards the second principle, I suggest that a minimum of 10 for a class may be fixed for children from the group of children whose mother tongue is different from the regional language to receive instruction in their mother-tongue. If Government agree to deviate from this general policy, the medium of instruction should only be the regional language.

NOTE FOR THE CABINET.

(Subject: SCHOOLS - Elementary and Secondary - Medium of instruction).

--- *Plumra 14*

The Government of India have passed the resolution shown in the annexure I in regard to the medium of instruction in the educational institutions (both elementary and secondary schools) and they have communicated it to all Provincial Governments for information and necessary action. They are of opinion that in the larger interests of the country, it is desirable that the policy enunciated in the resolution should be followed by all Provincial Governments.

2. The present policy of Government is that the regional languages, namely, Tamil, Telugu, Malayalam and Kannada should be the media of instruction in this Province in the particular areas concerned. In bi-lingual and multi-lingual areas, the languages concerned are the media of instruction. In these areas, the provision of the medium of instruction through more than one regional language is made with reference to the number of pupils to whom instruction should be given in a particular regional language, if their number justifies such an arrangement being made. Although, according to these orders, the majority of the pupils will be able to study through their mother tongue, in some cases, pupils will have to receive instruction in the regional language which is not their mother tongue, e.g., muslim pupils whose mother tongue is Urdu, Oriya pupils in the Vizagapatam District and Gujarati and Mahrathi pupils in Madras, etc. In the case of elementary schools for Muslims whose mother tongue is Urdu, Urdu is the medium of instruction. The Government have ordered that the study of the regional language should be introduced in elementary schools for Muslims from III standard and that the change-over of the medium of instruction from Urdu to the regional language in the Higher Elementary and Higher Elementary Training Schools should be made in 1951, when the present

Plumra
25/1/49
24/1/49
pp 10-12

Page 4 of 4
Page 3 of 3

(A) 14

pupils of III standard, who study the regional language, reach the VI standard. In secondary schools for Muslims the regional language has been ordered to be adopted as the medium of instruction. In the case of Oriya students in the Vizagapatam District, the Government have ordered that pending a decision on the question of recognition of Oriya as an additional regional language, provision should be made for the imparting of instruction to those students through the medium of Oriya wherever possible or through the medium of English and that the facilities hitherto in existence should not be curtailed.

3. The views of the Director of Public Instruction on the Govt of India's resolution are set out in annexure II. The Government of India have stated that in the higher stages after the Junior Basic stage, it will be necessary for pupils to study the language of the Province i.e. the regional languages. The Director doubts whether this means that students should read the language of the Province as an additional language or that language should be the medium of instruction. In the latter case, he reports that it will not be possible for students to follow instruction unless a certain proficiency in the language has been reached in the Junior Basic stage and that this will imply the study of a second language during that stage. From the context it seems that the Provincial language or languages should be studied as a language and they need not be the media of instruction.

In regard to the second recommendation of the Government of India, the Director suggests that a maximum of 15 students for a class may be fixed to enable the small groups of children whose mother tongue is different from the regional language, to receive instruction through their mother tongue, if the Government agree to deviate from their present policy of Government.

4. The points raised by the Director and referred to in para 3 above, have been discussed in the Secretary's note in annexure IV and his views in the matter are in the penultimate paragraph of that note.

5. The file was circulated to H.M.(Education) and PTO

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Hon. Premier for orders and they have minuted as follows:-

"The matter is mainly with regard to elementary schools. We have prescribed the regional languages as the medium of instruction for elementary schools. The question has been pointedly raised by Mussalmans who have Urdu as the medium of instruction. We have allowed those schools to exist for 5 years. According to the Government of India resolution, if the mother tongue should be the medium of instruction in elementary schools, this should be made permanent. I think we may agree with that proposal.

With regard to secondary schools, the resolution itself thinks that the regional language may be the medium of instruction. A draft note for the Cabinet may be put up on these lines."

T.S.A(vinashilingam)
17-12-48.

O.P.R(amaswami Reddiar)
21-12-48.

In a later minute the Hon'ble the Minister for C.B. has suggested that the minimum average attendance may be fixed at 25

7. The point for orders is whether the Government may pass orders on the lines of the conclusions arrived at in the Secretary's note set out in annexure IV and the Government of India may be informed accordingly.

24/12/48
24/12/48

27-12-48

6. The Finance Department were consulted in the matter and their views are set out in Annexure IV.

Annexure.

At the Informal Meeting of Hon'ble Ministers held on 10.1.49, it was decided that in elementary schools the medium of instruction should be the mother tongue wherever required by the people.

23
ANNEXURE I.

Resolution of the Govt. of India.

Subject: MEDIUM OF INSTRUCTION IN EDUCATIONAL INSTITUTIONS.

The principle that a child should be instructed, in the early stage of his education, through the medium of the mother tongue has been accepted by the Government. All educationists agree that any departure from this principle is bound to be harmful to the child and therefore to the interests of society.

Unfortunately the application of this educationally sound principle in practice raises some difficulties. One question is what is to be considered as the mother tongue through which education has to be imparted. As is well known in every region, province and state in India, a number of dialects are spoken. Children learn these dialects at home; are they to be all adopted as media of education? Unfortunately their number is large and most of them are without literature and therefore without necessary pabulum to nourish education.

There are, however, about a dozen languages more or less developed which possess literatures and which seem to be marked out to become such media.

Here a second difficulty arises. Although in some province one of these languages is predominant, in others speakers of two, three or four of them live together, and there is hardly a province in which besides a principal language there are not considerable number of inhabitants speaking other languages.

In the Madras Province four principal languages are used, viz. Tamil, Telugu, Malayalam and Kanarese and in the city of Madras there are numerous speakers of both Telugu and Tamil. Similarly in the Bombay Province there are Marathi, Gujarati and Kanarese speaking people, and in the city of Bombay a mixed population of Marathi, Gujarathi, Urdu and Hindi speakers. In Bihar and U.P. there are certain districts and cities where along with Hindi, Bengali is spoken by many. Calcutta again is a sort of a cosmopolitan town with a mixed population speaking a number of languages. In Orissa, Oriya is the main language but in some parts Telugu is used. The Central Provinces have large areas of Marathi and Hindi speaking inhabitants. Nagpur is a city of mixed speakers of Hindi and Marathi. East Punjab has two languages Hindi and Punjabi.

Conditions like these make it impossible for any State or province to adopt any single language as the medium of instruction. An attempt to adopt one language in a province where groups of people speaking different languages reside, and to impose it on all is bound to lead to discontent and bitterness. It will affect interprovincial relations and set up vicious circles of retaliation. Provincialism grow and Indian nationalism will suffer.

The History of European countries is a warning. England sought to impose English on Ireland, Germany on Poles, Eastern European countries their particular languages on pockets of inhabitants speaking foreign languages. In every case the results have been disastrous.

In the case of India there does not exist any justification for adopting a policy which Europeans followed to their discomfiture. All Provincial languages are Indian languages and there is little reason why any Province in India

P.T.O.

should seek to deprive children inhabiting that province of their fundamental right to receive education through the medium of the mother tongue.

It is obvious that if a Province has adopted any particular language as the ~~main~~ language of administration, it will be to the interest of those whose mother tongue is different, to learn it in order to claim participation in the life and privileges of the people of the Province.

The principle of teaching through the mother tongue then is of general application, but practical considerations suggest two limitations.

In the first place the principle applies mainly to the first stage of education, i.e., the stage of compulsory primary education, or to the group of children at the junior basic stage from the ages of 6 to 11, for the reason that at the stage of compulsory education children should not be forced to study a language which is not their mother tongue. In the higher stages after the junior basic it will be necessary for pupils to learn the language of the Province.

Secondly, employment of the mother tongue for the education of the children whose numbers are extremely small will create administrative and financial difficulties, hence it is desirable that a minimum number should be fixed for the use of their language. The Provincial or State Government should not only refrain from forcing any particular language on such groups, but should place the same facilities for education at their disposal as it does for the other children.

The Government of India is of opinion that in the larger interests of the country it is desirable that the policy enunciated above should be followed by all Provincial and State Governments.

ANNEXURE II.

Views of the Director of Public Instruction, Madras on the resolution of the Govt. of India.

In the Government of India letter, two principles are laid down on the subject of medium of teaching:

(i) That the mother tongue should be the medium of instruction in the Junior Basic stage, i.e., for children between the ages of 6 and 11 and that in the higher stages it will be necessary for pupils to learn the language of the Province.

(ii) That no particular language should be forced on any group of children whose mother tongue is different from the language of the locality and that a minimum may be fixed for providing facilities for studying the mother tongue.

Regarding 1, though for the large majority of children the study through the mother tongue is ensured under the present policy, in some cases children have to receive instruction in the regional language, though their mother tongue is different. For instance in the case of Muslims, whose mother tongue is Urdu, the present policy is to introduce the regional language gradually as the medium of instruction.

It is stated that in the higher stages it will be necessary for pupils to learn the language of the Province. It is not clear if this means that pupils should learn the

P.T.O.

local language as an additional language or if the local language should be the medium of teaching in the higher stages. If the latter is meant, then it would not be possible for the children to follow instruction unless a certain proficiency in the language has already been reached in the Junior Basic stage and this will imply the study of a second language during this stage.

As regards the second principle, I suggest that a minimum of 15 for a class may be fixed to enable small groups of children whose mother tongue is different from the regional language to receive instruction in their mother tongue, if Government agree to deviate from their general policy that the medium of instruction should only be the regional language.

ANNEXURE III.

Note of the Secretary.

ELEMENTARY SCHOOLS:-

In bi-lingual and multi-lingual areas, the language of instruction can even now be any one of the regional languages current - and for Muslim schools we have allowed Urdu to be the language of instruction for a period of 5 years. To this extent we are in line with the policy enunciated by the Government of India - only, the arrangement in the Muslim schools will have to be made permanent, or even, if separate schools are to be abolished at the end of 5 years, we will still have to allow the medium of instruction to be Urdu in the areas where we have now allowed this arrangement, in separate sections in general schools. This may definitely be accepted now.

2. The remaining cases will be of languages not pertaining to this Province, or of any one of the regional languages themselves in areas where it is not one of the recognised languages for that region - for example Tamil in a Telugu district or Telugu in a Tamil district, or Canarese in a bi-lingual district where Telugu and Tamil are recognised as regional languages. I think even in such cases we may accept the principle enunciated by the Government of India, subject, however, to the requirement which the Government of India themselves have indicated too, that there should be a sufficient number of pupils to constitute economic classes. I think a class of 20 may be stipulated. Neither the total number of pupils to be catered for, nor the extra expenditure entailed by making this provision in elementary schools will, I think, be considerable.

3. Pari Passu with this, however, there will have to be an arrangement, in the cases referred to in para 2, for the regional language also to be taught, so that the pupils may merge smoothly into the administrative arrangements of the area and in order that, if need be, they might, in the secondary stages, be able to fit in with the arrangements for secondary education under which the regional languages of the areas will be the media of instruction. We have already arranged for this in the case of pupils of Muslim elementary schools - who will take the regional language from Standard III onwards. This may apply in other cases referred to in para 2 also.

SECONDARY SCHOOLS:-

Here too, in bi-lingual and multi-lingual areas, we allow the recognised regional languages to be the media of instruction, and here too, the difficulty will arise (1) in the case of pupils who claim Urdu as their mother tongue and (2) in the cases dealt with in para 2 above.

P.T.O.

5. The educational principle that the mother tongue is the best medium of instruction applies no doubt to these cases also; but on the other hand the making of special arrangements in that respect is likely to be much more administratively complex & for the schools, and much more costly to them and costly to the Government also, (by way of grants) than in the case of elementary schools. The requirement that pupils should fall into line with the general administrative arrangements in the area can always be met by merely making provision that pupils who have as medium of instruction a language other than the regional language or languages recognised in the area, should study as their second language the regional language, or one of them, as the case may be. But it is the difficulty of staff, and the cost of the arrangements, that will really constitute handicaps. The case of Urdu pupils is slightly different, but it may be noticed that for Secondary education in Muslim schools the Muslim leaders themselves have agreed that the regional languages might be the medium of instruction. As a general rule we may say therefore that we would provide in Government schools, and insist on the provision in Board and Aided schools, only for the medium of instruction being in the regional language. But since this is based on the ground of administrative difficulties and cost, we may say also that in cases of the kind falling under para 2 above, if the extra cost of the arrangements entailed is borne entirely by the managements concerned we will have no objection to the medium of instruction being the mother tongue; only, we will in such cases insist that the regional language (or one of them in bi-lingual or multi-lingual areas) should be studied as a second language. It is expected that the ~~arrangements~~ ^{managements} would make such arrangements only if they are financed by way of extra sections in the ordinary schools or by way of special schools. There is really no difference in principle between the cases referred to in para 2 above and the case of Muslim pupils claiming Urdu to be their mother tongue; but on the ground of political expediency these arrangements need not be extended to such Urdu pupils; it is necessary that they should merge in the general arrangements of their respective areas.

6. If these arrangements are adopted, the difference between the position then, and the adoption of the mother-tongue will be as follows:-

(a) In elementary schools:

(i) If the minority is so small in any area that it cannot furnish a class of 20 pupils, it cannot get instructions in the mother-tongue.

(ii) Pupils having as their mother-tongue a language different from the regional language or languages of the area will have to learn the regional language or one of them, as the case may be, in addition.

(b) In Secondary schools:

(i) Unless they are prepared to make special arrangements at their own cost, in cases of the kind referred to in para 2 above, the pupils will have to adopt the regional language, or one of them as the case may be, as medium of instruction, and not their mother tongue.

(ii) Even if such arrangements are made, they will have to learn the regional language as a second language.

(iii) As far as Muslims claiming Urdu to be their mother-tongue are concerned they will in any case have to have the regional language as their medium of instruction - and this is a principle already accepted by the local Muslim Leaguers.

7. The arrangements may perhaps have to be reviewed again in the light of the provisions in these respects that may be prescribed in the Constitution.

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ANNEXURE IV.

Views of the Finance Department.

The file relates to the question as to what attitude this Government should take on the Resolution of the Government of India regarding the medium of instruction in educational institutions and what steps should be taken to implement the decision arrived at by the Government of India. [The Government of India Resolution on pages 10-12 c.f. and the notes from page 2 above may be perused] It has been ordered that the matter should be placed before the Cabinet. Please see the orders in circulation above and the draft note for the Cabinet.]

2. [Para 2 on page 6 above:] ELEMENTARY SCHOOLS: The present policy of this Government in regard to medium of instruction is that the medium of instruction should only be the regional language. But according to the resolution of the Government of India, small groups of children whose mother tongue is different from the regional language should be enabled to receive instruction through their mother tongue, a suitable minimum being fixed for such groups. The D.P.I. has suggested that 15 may be fixed as the minimum in the case of pupils in elementary schools. E.P.H. Secretary has proposed that it may be 20. This will constitute a change in the policy of the Government and will throw additional liability on the Government by way of payment of teaching grants to managements of schools towards the employment of teachers for imparting instruction through the medium of the mother tongue to those children in cases where such pupils number 20 or more per class. E.P.H. Secretary considers that the extra cost will not be considerable. It seems desirable to know the extent to which the Government will be financially committed by implementing this change with a view to examine whether it is desirable from the point of view of the Government's present financial position to adopt it. Finance may therefore advise that a rough estimate of cost involved may be obtained before the matter is placed before the Cabinet.

[Para 5 on page 7 above:] SECONDARY SCHOOLS: Finance may agree with the views of E & P.H. Secretary particularly in regard to 'A' on page 7 ante.

'X' above: The calculation of extra cost in this case may involve a reference to D.E.Os and to Dy. Inspectors of Schools and it may take a long time to get complete information. The E & P.H. Department may perhaps consult the D.P.I. whether the information could be furnished without a reference to district and other subordinate officers.

'Y' above: Local bodies should be distinctly made to understand that if by opening separate classes for giving instruction in mother tongue in secondary schools under their control and incurring additional expenditure, a deficit is caused in their General Account or the existing deficit in their General Account is increased, no subsidy will be given by the Government to cover the deficit or increase in deficit. (The Government undertook to give subsidies to local bodies to cover deficits in their General Acct. caused by the grant of dearness allowance to their staff originally, but did not undertake to increase the subsidies subsequently on acct. of additional expre. incurred by revision of scales of pay or enhancement of dearness allowance).

T.E.V.
30-12-1948.

'X' above: An estimate of cost is desirable, but

P.T.O.

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I ~~think~~ don't think that a reliable estimate could be framed without referring the matter to local ~~bodies~~ officers. Finance need not object to the principle being accepted subject to the condition proposed by E & P.H. Secretary, viz., that separate sections for a particular language group will be provided only when there is a minimum of 20 students in each class. In the City schools there will be no difficulty in working the system as I believe that it is already in force in most schools. Some extra sections may have to be formed and extra teachers employed in the "border" areas speaking different language regions, but the extra cost may not be very high.

T.N-S.
30-12-1948.

'X'

'Y'

This apparently is the intention of E&PH Secretary also.

T.N.S.
30-12-48.

NOTE FOR THE CABINET

Subject: SCHOOLS / Elementary and Secondary - Medium of instruction.

The Government of India have passed the resolution shown in annexure I in regard to the medium of instruction in educational institutions (both elementary and secondary schools) and they have communicated it to all Provincial Governments for information and necessary action. They are of opinion that in the larger interests of the country, it is desirable that the policy enunciated in the resolution should be followed by all Provincial Governments.

2. The present policy of Government is that the regional languages, namely, Tamil, Telugu, Malayalam and Kannada should be the media of instruction in this Province in the particular areas concerned. In bi-lingual and multi-lingual areas, the languages concerned are the media of instruction. In these areas, the provision of the medium of instruction through more than one regional language is made with reference to the number of pupils to whom instruction should be given in a particular regional language, if their number justifies such an arrangement being made. Although, according to these orders, the majority of the pupils will be able to study through their mother tongue, in some cases, pupils will have to receive instruction in the regional language which is not their mother tongue, e.g., muslim pupils whose mother tongue is Urdu, Oriya pupils in the Vizagapatam District and Guzarati and Mahrathi pupils in Madras, etc. In the case of elementary schools for Muslims whose mother tongue is Urdu, Urdu is the medium of instruction. The Government have ordered that the study of the regional language should be introduced in elementary schools for Muslims from III standard and that the change-over of the medium of instruction from Urdu to the regional language in the Higher Elementary and Higher Elementary Training Schools should be made in 1951, when the present pupils of III standard, who study the regional language, reach the VI standard. In secondary schools for Muslims the regional language has been ordered to be adopted as the medium of instruction. In the case of Oriya students in the Vizagapatam District, the Government have ordered that pending a decision on the question of recognition of Oriya as an additional regional language, provision should be made for the imparting of instruction to those students through the medium of Oriya wherever possible or through the medium of English and that the facilities hitherto in existence should not be curtailed.

3. The views of the Director of Public Instruction on the Government of India's resolution are set out in annexure II. The Government of India have stated that in the higher stages after Basic stage, it will be necessary for pupils to study the language of the Province i.e., the regional languages. The Director doubts whether this means that students should read the language of the Province as an additional language or that language should be the medium of instruction. In the latter case, he reports that ~~xx~~ it will not be possible for students to follow instruction unless a certain proficiency in the language has been reached in the Junior Basic stage and that this will imply the study of a second language during that stage. From the context it seems that the Provincial language or languages should be studied as a language and they need not be the media of instruction. In regard to the second recommendation of the Government of India, the Director suggests that a minimum of 15 students for a class may be fixed

P.T.O.

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fixed to enable the small groups of children whose mother tongue is different from the regional language, to receive instruction through their mother tongue, if the Government agree to deviate from their present policy.

4. The points raised by the Resolution of the Government of India and by the Director ~~of~~ and referred to in paragraph 3 above, are discussed in the Secretary's note in annexure III and his views contained in that note.

5. The file was circulated to H.M.(Education) and Hon'ble Premier for orders and they have minuted as follows:-

"The matter is mainly with regard to elementary schools. We have prescribed the regional languages as the medium of instruction for elementary schools. The question has been pointedly raised by Mussalmans who have Urdu as the medium of instruction. We have allowed those schools to exist for 5 years. According to the Government of India resolution, if the mother tongue should be the medium of instruction in elementary schools, this should be made permanent. I think we may agree with that proposal.

With regard to secondary schools, the resolution itself thinks that the regional language may be the medium of instruction. A draft note for the Cabinet may be put up on these lines."

T.S.A(vinashilingam)
17--12--48

O.P.R(amaswami Reddiar)
21--12--48

In a later minute the Hon'ble the Minister for Education has suggested that the minimum average attendance may be fixed at 25.

6. The Finance Department were consulted in the matter and their views are set out in Annexure IV.

7. At the Informal Meeting of Hon'ble Ministers held on 13--1--49, it was decided that in elementary schools, the medium of instruction should be the mother tongue, where required by the people. The points for orders are what attitude the Government will take on the Resolution of the Government of India, and what steps should be taken to implement this decision arrived at in that respect.

~~T.S.A(vinashilingam)~~

A.A.S.

T.S. Avinashilingam Chettiar

Hon'ble Minister for Education.

ANNEXURE

P.T.O.

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ANNEXURE - I

Resolution of the Government of India

Sub: MEDIUM OF INSTRUCTION IN EDUCATIONAL INSTITUTIONS.

The principle that a child should be instructed, in the early stage of his education, through the medium of mother tongue has been accepted by the Government. All educationists agree that any departure from this principle is bound to be harmful to the child and therefore to the interests of society.

Unfortunately the application of this educationally sound principle in practice raises some difficulties. One question is what is to be considered as the mother tongue through which education has to be imparted. As is well known in every region, province and state in India, a number of dialects are spoken. Children learn these dialects at home; are they to be all adopted as media of education? Unfortunately their number is large and most of them are without literature and therefore without necessary pabulum to nourish education. ~~They~~ There are, however, about a dozen languages more or less developed which possess literatures and which seem to be marked out to become such media. 20

Here a second difficulty arises. Although in some provinces one of these languages is predominant, in others speakers of two, three or four of them live together, and there is hardly a province in which besides a principal language there are not considerable number of inhabitants speaking other languages.

In the Madras Province four principal languages are used, viz. Tamil, Telugu, Malayalam and Kanarese and in the city of Madras there are numerous speakers of both Telugu and Tamil. Similarly in the Bombay Province there are Marathi, Gujarati and Kanarese speaking people, and in the City of Bombay a mixed population of Marathi, Gujarathi, Urdu and Hindi speakers. In Bihar and U.P. there are certain districts and cities where along with Hindi, Bengali is spoken by many. Calcutta again is a sort of a cosmopolitan town with a mixed population speaking a number of languages. In Orissa, Oriya is the main language but in some parts Telugu is used. The Central Provinces have large areas of Marathi and Hindi speaking inhabitants. Nagpur is a city of mixed speakers of Hindi and Marathi. East Punjab as two languages Hindi and Punjabi.

Conditions like these make it impossible for any State or province to adopt any single language as the medium of instruction. An attempt to adopt one language in a Province where groups of people speaking different languages reside, and to impose it on all is bound to lead to discontent and bitterness. It will affect interprovincial relations and set up vicious circles of retaliation. Provincialism grow and Indian nationalism will suffer.

The History of European countries is a warning. England sought to impose English on Ireland, Germany on Poles, Easter European countries their particular languages on pockets of inhabitants speaking foreign languages. In every case the results have been disastrous.

In the case of India there does not exist any justification for adopting a policy which Europeans followed to their discomfigure. All Provincial languages are Indian languages and there is little reason why any Province in

P.T.O.

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in India should seek to deprive children inhabiting that province of their fundamental right to receive/through the medium of the /education. mother tongue.

It is obvious that if a Province has adopted any particular language as the language of administration, it will be to the interest of those whose mother tongue is different, to learn it in order to claim participation in the life and privileges of the people of the Province.

The principle of teaching through the mother tongue then is of general application, but practical considerations suggest two limitations.

In the first place the principle applies mainly to the first stage of education, i.e., the stage of compulsory primary education, or to the group of children at the junior basic stage from the ages of 6 to 11, for the reason that at the stage of compulsory education children should not be forced to study a language which is not their mother tongue. In the higher stages after the junior basic it will be necessary for pupils to learn the language of the Province.

Secondly, employment of the mother tongue for the education of the children whose numbers are extremely small will create administrative and financial difficulties; hence it is desirable that a minimum number should be fixed for the use of their language. The Provincial or State Government should not only refrain from forcing any particular language on such groups, but should place the same facilities of education at their disposal as it does for the other children.

The Government of India is of opinion that in the larger interests of the country it is desirable that the policy enunciated above should be followed by all Provincial and State Governments.

ANNEXURE - II.

Views of the Director of Public Instruction, Madras, on the resolution of the Government of India.

In the Government of India letter, two principles are laid down on the subject of medium of teaching:

(i) That the mother tongue should be the medium of instruction in the Junior Basic stage, i.e., for children between the ages of 6 and 11 and that in the higher stages it will be necessary for pupils to learn the language of the Province.

(ii) That no particular language should be forced on any group of children whose mother tongue is different from the language of the locality and that a minimum may be fixed for providing facilities for studying the mother tongue.

Regarding 1, though for the large majority of children the study through the mother tongue is ensured under the present policy, in some cases children have to receive instruction in the regional language, though their mother tongue is different. For instance in the case of Muslims, whose mother tongue is Urdu, the present policy is to introduce the regional language gradually as the medium of instruction.

It is stated that in the higher stages it will be necessary for pupils to learn the language of the Province. It is not clear if this means that pupils should learn the local language as an additional language or if the local language

P.T.O.

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should be the medium of teaching in the higher stages. If the latter is meant, then it would not be possible for the children to follow instruction unless a certain proficiency in the language has already been reached in the Junior Basic stage and this will imply the study of a second language during this stage.

As regards the second principle, I suggest that a minimum of 15 for a class may be fixed to enable small groups of children whose mother tongue is different from the regional language to receive instruction in their mother tongue, if Government agree to deviate from their general policy that the medium of instruction should only be the regional language.

ANNEXURE - III.

Note of Secretary.

ELEMENTARY SCHOOLS:-

In bi-lingual and multi-lingual areas, the language of instruction can even now be any one of the regional languages current and for Muslim schools we have allowed Urdu to be the language of instruction for a period of 5 years. To this extent we are in line with the policy enunciated by the Government of India - only, the arrangement in the Muslim schools will have to be made permanent, or even if separate schools are to be abolished at the end of 5 years, we will still have to allow the medium of instruction to be Urdu in the areas where we have now allowed this arrangement, in separate sections in general schools. This may definitely be accepted now.

2. The remaining cases will be of languages not pertaining to this Province, or of any one of the regional languages themselves in areas where it is not one of the recognised languages for that region - for example Tamil in a Telugu district or Telugu in a Tamil district, or Canarese in a bi-lingual district where Telugu and Tamil are recognised as regional languages. I think even in such cases we may accept the principle enunciated by the Government of India, subject, however, to the requirement which the Government of India themselves have indicated too, that there should be a sufficient number of pupils to constitute economic classes. I think a class of 20 may be stipulated. Neither the total number of pupils to be catered for, nor the extra expenditure entailed by making this provision in elementary schools will, I think, be considerable.

3. Pari passu with this, however, there will have to be an arrangement, in the cases referred to in paragraph 2, for the regional language also to be taught, so that the pupils may merge smoothly into the administrative arrangements of the area and in order that, if need be, they might, in the secondary stages, be able to fit in with the arrangements for secondary education under which the regional languages of the areas will be the media of instruction. We have already arranged for this in the case of pupils of Muslim elementary schools - who will take the regional language from standard III on-wards. This may apply in other cases referred to in paragraph 2 also.

SECONDARY SCHOOLS:-

Here too, in bi-lingual and multi-lingual areas, we allow the recognised regional languages to be the media of instruction, and here too, the difficulty will arise (1) in the case of pupils who claim Urdu as their mother tongue and (2) in the cases dealt with in paragraph 2 above.

P.T.O.

5. The educational principle that the mother tongue is the best medium of instruction applies no doubt to these cases also; but on the other hand the making of special arrangements in that respect is likely to be much more administratively complex for the schools, and much more costly to them and costly to the Government also, (by way of grants) than in the case of elementary schools. The requirement that pupils should fall into line with the general administrative arrangements in the area can always be met by merely making provision that pupils who have as medium of instruction a language other than the regional language or languages recognised in the area, should study as their second language the regional language, or one of them, as the case may be. But ~~xxx~~ it is the difficulty of staff, and the cost of the arrangements, that will really constitute handicaps. The case of Urdu pupils is slightly different, but it may be noticed that for Secondary education in Muslim schools the Muslim leaders themselves have agreed that the regional languages might be the medium of instruction. As a general rule we may say therefore that we would provide in Government schools, and insist on the provision in Board and Aided schools, only for the medium of instruction being in the regional language. But since this is based on the ground of administrative difficulties and cost, we may say also that in cases of the kind falling under para 2 above, if the extra cost of the arrangements entailed is borne entirely by the managements concerned we will have no objection to the medium of instruction being the mother tongue; only, we will in such cases insist that the regional language (or one of them in bi-lingual or multi-lingual areas) should be studied as a second language. It is expected that the managements would make such arrangements only if they are financed by the special groups concerned. These arrangements may be either by way of extra sections in the ordinary schools or by way of special schools. There is really no difference in principle between the cases referred to in paragraph 2 above and the case of Muslim pupils claiming Urdu to be their mother tongue; but on the ground of political expediency these arrangements need not be extended to such Urdu pupils; it is necessary that they should merge in the general arrangements of their respective areas.

6. If these arrangements are adopted, the difference between the position then, and the adoption of the mother-tongue will be as follows:-

(a) In elementary schools:

(i) If the minority is so small in any area that it cannot furnish a class of 20 pupils, it cannot get instruction in the mother-tongue.

(ii) Pupils having as their mother-tongue a language different from the regional language or languages of the area will have to learn the regional language or one of them, as the case may be, in addition.

(b) In secondary schools:

(i) Unless they are prepared to make special arrangements at their own cost, in cases of the kind referred to in paragraph 2 above, the pupils will have to adopt the regional language, or one of them as the case may be, as medium of instruction, and not their mother tongue.

(ii) Even if such arrangements are made, they will have to learn the regional language as a second language.

(iii) As far as Muslims claiming Urdu to be their mother-tongue are concerned they will in any case have to have the regional language as their medium of instruction - and this is a principle already accepted by the local Muslim Leaders.

(P.T.O.)

7. The arrangements may perhaps have to be reviewed again in the light of the provisions in these respects that may be prescribed in the Constitution.

ANNEXURE - IV.

Views of the Finance Department.

The file relates to the question as to what attitude this Government should take on the Resolution of the Government of India regarding the medium of instruction in educational institutions and what steps would be taken to implement the decision arrived at by the Government of India. It has been ordered that the matter should be placed before the Cabinet.

2. ELEMENTARY SCHOOLS: The present policy of this Government in regard to medium of instruction is that the medium of instruction should only be the regional language. But according to the resolution of the Government of India, small groups of children whose mother tongue is different from the regional language should be enabled to receive instruction through their mother tongue, a suitable minimum being fixed for such groups. The Director of Public Instruction has suggested that 15 may be fixed as the minimum in the case of pupils in elementary schools. Education & Public Health Department Secretary has proposed that it may be 20. This will constitute a change in the policy of the Government and will throw additional liability on the Government by way of payment of teaching grants to managements of schools towards the employment of teachers for imparting instruction through the medium of the mother tongue to those children in cases where such pupils number 20 or more per class. Education & Public Health Department Secretary considers that the extra cost will not be considerable. It seems desirable to know the extent to which the Government will be financially committed by implementing this change with a view to examine whether it is desirable from the point of view of the Government's present financial position to adopt it. Finance may therefore advise that a rough estimate of cost involved may be obtained before the matter is placed before the Cabinet.

SECONDARY SCHOOLS: Finance may agree with the views of E & P.H. Secretary particularly in regard to 'A' on page 6 ante.

'X' above: The calculation of extra cost in this case may involve a reference to District Educational Officers and to Deputy Inspectors of Schools and it may take a long time to get complete information. The Education & Public Health Department may perhaps consult the Director of Public Instruction whether the information could be furnished without a reference to district and other subordinate officers.

'Y' above: Local bodies should be distinctly made to understand that if by opening separate classes for giving instruction in mother tongue in secondary schools under their control and incurring additional expenditure, a deficit is caused in their General Account or the existing deficit in their General Account is increased, no subsidy will be given by the Government to cover the deficit or increase in deficit. (The Government undertook to give subsidies to local bodies to cover deficits in their General Account caused by the grant of dearness allowance to their staff originally, but did not undertake to increase the subsidies subsequently on

P.T.O.

on account of additional expenditure incurred by revision of scales of pay or enhancement of dearness allowance).

T.E.V.
30--12--1948.

'X' above: An estimate of cost is desirable, but I don't think that a reliable estimate could be framed without referring the matter to local officers. Finance need not object to the principle being accepted subject to the condition proposed by Education and Public Health Department Secretary, viz., that separate sections for a particular language group will be provided only when there is a minimum of 20 students in each class. In the City schools there will be no difficulty in working the system as I believe that it is already in force in most schools. Some extra sections may have to be formed and extra teachers employed in the "border" areas speaking different language regions, but the extra cost may not be very high.

T.N.S.
30-12-1948.

Gn/21/1/49

Confidential

GOVERNMENT OF MADRAS.

MEETING OF THE COUNCIL OF MINISTERS HELD AT FORT ST. GEORGE, MADRAS, ON SATURDAY, THE 22TH FEBRUARY 1949.

12



The Hon'ble the Premier presided.

PRESENT

1. The Hon'ble Dr. T.S.S. Rajan
2. The Hon'ble Sri M. Bhaktavatsalam
3. The Hon'ble Sri H. Sitarama Reddi
4. The Hon'ble Sri T.S. Annaswalingam
5. The Hon'ble Sri V. Kurmayya
6. The Hon'ble Sri A.B. Shetty
7. The Hon'ble Dr. S. Gurubatham.

Agenda

9. Schools - Elementary and Secondary - Medium of Instruction.

Order

It was decided that the resolution of the Government of India should be accepted.

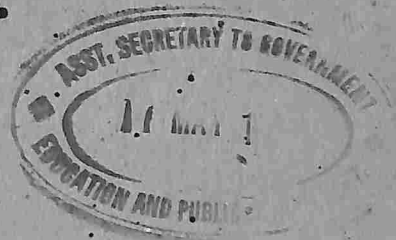
K.R.M.
14-2-1949.

O.P. Ramaswamy Reddy
PREMIER.

[Handwritten signature]
E. & P. H.

Government of Orissa.
Education Department.

No. 3659(13)



From

Sri S. C. Palit, B. A.,
Secretary to Government.

To

The Secretary to the Government of Madras.
Education Department.

Cuttack, the 10th May, 1949.

Subject:- Medium of instruction.

Sir,

I am directed to enclose for your information a copy
of Resolution no. 3345 E., dated 28.4.49 recorded by the Government
of Orissa in the Education Department.

Yours faithfully,

Secretary to Government.

E & PH (ED) Dept.

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1945
17/5/49

Submitted for perusal.
Endorsement No: 61982-10/48-6 E. dated 19/5/49

Communicated to the D.P.S.

17.5.49

[Signature]

to
the D.P.S.
by Sp. Cny

39
No. 3345-E.
GOVERNMENT OF ORISSA
EDUCATION DEPARTMENT

25
RESOLUTION
The 30th April 1949

READ—Resolution No. D. 3791/48-D.I. of August 1948 recorded by the Government of India in the Ministry of Education.

In pursuance of the general policy in regard to the medium of instruction enunciated by the Government of India in Resolution No. D. 3791/48-D.I. of August 1948 the Government of Orissa have come to the following decision in the matter of medium of instruction in non-language subjects in the schools in Orissa—

(1) In the primary or junior basic schools and the primary classes of secondary schools, the medium of instruction should, as far as possible, be the mother-tongue of the pupils. Since Oriya is spoken by a large majority of the people of the Province the medium of instruction should generally be Oriya but provision should be made for teaching in a primary or junior basic school and the primary classes of secondary schools through a medium other than Oriya if the number of pupils in the school speaking a language other than Oriya is at least thirty.

41
GOVERNMENT OF MADRAS.
Education & Public Health Department.
Letter No. Edn. 27

From

J.M. Lobo Prabhu Esq., I.C.S.,
Joint Secretary to Government.

To

27
Dated Fort St. George, Madras, August 10-5-1923.

Sir,

Subj: Cabinet Sub-Committee on Secondary Education.

A Sub-Committee of the Cabinet consisting of the Hon'ble Minister for Education, H.M. (P.W.D.), H.M. (Law) and H.M. (L.A.) will consider the following subjects at a Conference to be held at 8 P.M. to-morrow in the ~~Committee~~ room.

- ✓ (1) The class in which Hindi teaching should begin - Whether it may be taught in the script of the mother-tongue or the regional languages in the lower classes.
- (2) ✓ Whether secondary schools may be permitted to use English as the medium of instruction in forms I to VI for pupils for whom there is no provision making the mother-tongue the medium of instruction.
- (3) ✓ Whether primary schools may be allowed to teach in English those sections of the population whose mother-tongue is not the regional language of the place.
- (4) Whether recognition without grant may be given to a school if the mother-tongue is made the medium of instruction ~~and~~ though the minimum strength of 20 is not reached.
- (5) Other related subjects, if any.

8. I am to request you to attend the Meeting and to offer your views on the above subjects.

Yours faithfully,

Prabhu

Joint Secretary to Govt.

CABINET SUB-COMMITTEE ON SECONDARY EDUCATION.

Brief notes on the subjects included in the agenda for to-day's meeting, are put up.

D. S. Reddy.

K. W. Kuruvilla Jacob.

- (1) The class in which Hindi teaching should begin - whether it may be taught in the script of the mother tongue or the regional language in the lower classes.

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In 1938⁷ the Government sanctioned the introduction of the teaching of Hindustani in Forms I to III of secondary schools. In 1940 they announced ~~that~~ its extension to Forms IV to VI of Secondary schools as an optional language throughout the secondary school course. In October 1946, the Government reconsidered the matter, ordered that provision for the teaching of Hindustani as an optional language should be made in Forms II to IV in Secondary Schools, under the scheme of reorganisation of secondary education introduced from the school year 1948-9. Hindustani is one of the languages included in the second language group and students are allowed the option to take Hindustani or any other Indian Classical language such as Sanskrit, Arabic or Persian in Forms I to III and students who choose Hindustani as their second language have to study it compulsorily in Forms I to III and appear for examination in that language and they have optional to study the same language as a second language in Forms IV to VI or take up any other Indian or foreign language. Pupils will be permitted to study in Forms IV to VI a language different from the one studied by them in Forms I to III provided their attainments in that language are up to that standard. Last year English was ordered to be newly taught from Form II on the ground that pupils have to learn Hindustani a new language from Form I. It has just now been decided that English should be taught from Form I instead of from Form II. It is therefore for consideration whether the study of Hindustani may commence from Form II as before or whether the study of the language may also begin from Form I. The Committee on Secondary Education constituted by the Government of India has recommended as follows:-

" The teaching of the Federal language - Hindustani should be started at the end of the Junior Basic stage and should be compulsory throughout the pre-Secondary stage (Forms I to III) but may be optional thereafter. It should become a compulsory subject at the Secondary stage when English ceases to be the medium of instruction in the Universities. It has been noted in that connection that Government may reserve the right to review the question of making the study of the language compulsory at the Secondary stage at the appropriate time. The subject is to be discussed in an informal meeting of the Hon'ble Ministers.

In regard to the Script for the study of Hindustani it is submitted that Government have laid down that a Hindustani teacher should have a knowledge of both Nagari and Urdu Scripts and should be able to give instruction in the language of the district in which he is employed. During the course of the debate on the Budget the previous H.M. (Education) replied as follows:-

" The suggestion of the Hon'ble the Leader of the Opposition that Hindi may be taught in the regional language in the beginning and after three years the script of Hindi adopted by the Constituent

Constituent Assembly may be taught, is worth considering because that will avoid children from studying too many scripts, does tell heavily upon the child. In this connection, I may say that this Government put forward a suggestion to the Central Advisory Board of Education that Hindi might be studied through the Roman script and that body had an additional suggestion that it might be studied through the Roman script or through the regional language. This, I may promise will be considered by the Government."

The position now is that the regional language is the only medium of instruction in the elementary stage of education. Previously, in elementary schools attached to high schools English was compulsory in addition to a second vernacular in Muslim schools and in bi-lingual areas. It would appear therefore that at present the student is called up on to learn much less in respect of languages than in the past. The question for consideration is whether Hindi may not be a compulsory language additional to the regional language or mother tongue according to decisions on subjects (2) and (3). This has the advantages (1) that the largest majority of children and mainly those who enter the secondary stage will be learning the federal language at a stage when they are capable of learning a new language naturally and easily; (2) that this will not impose a strain to which children in the past have not been accustomed; (3) that it will relieve the strain of learning three languages two of which will be need in the secondary stage.

The following questions arise:

- (1) whether Hindi should be compulsory from the I standard or only from III or IV standard?
- (2) whether the teachers required for this purpose will be available? If not, till such time as teachers are available should English be allowed as a second language in such schools as may apply for the same?
- (3) if made compulsory, will Government continue the present concession of meeting the full salary of the teachers employed in private schools? This concession is necessary in order to give the federal language a calculated preference.
- (4) If Hindi is taught compulsorily in the primary stage, should the languages in the secondary stage be only two, of which Hindi may be one among others according to the choice of the student? In case the student does not take Hindi in the secondary stage, will the working knowledge which he will possess of that language be sufficient for federal purposes?

In respect of the script, the following questions arise:-

- (1) Will it be to the advantage of the student to have a common script for both languages considering the possibility of confusion arising between the two languages learnt in the same script?
- (2) If Hindi is to be learnt in a script other than the Nagari or Persian, should it be the Roman script or the script of the regional language?
- (3) If the script is to be of the regional language how soon would it be possible to produce text books and the other aids necessary to impart instruction in that script?
- (4) If in the Roman script, should this facility be only confined to students who take English in the elementary stage as a second language?

(5) Is it necessary to teach in both Hindi and Persian scripts considering the wide differences between the two and the special difficulties of the latter? Would it be sufficient if the choice of script is left to the schools? Would this increase the supply of teachers the number of which in both scripts is naturally limited particularly from the fact that the language in two scripts is general only in the United Provinces and not in the other Provinces.

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(2) WHETHER SECONDARY SCHOOLS MAY BE PERMITTED TO USE ENGLISH AS THE MEDIUM OF INSTRUCTION IN FORMS I TO VI FOR PUPILS FOR WHOM THERE IS NO PROVISION FOR MAKING THE MOTHER TONGUE THE MEDIUM OF INSTRUCTION.

The Government have decided that the regional language should be the medium of instruction in secondary schools. The regional language is the language that is spoken in a particular area and is generally the mother tongue of the people inhabiting that area. The recognised regional languages are Tamil, Telugu, Malayalam and Kannada. Provision for giving instruction through the medium of more than one language will be made only if the number of pupils to whom instruction will have to be given in a particular language justifies such an arrangement being made (where there is an enrolment of 20 children). In respect of Muslims, it has been decided that instruction should be given through the medium of the regional language. There are certain other linguistic minorities whose mother tongue is not a recognised regional language, such as Oriya, Guzarati and Mahratti. In the ~~few~~ few schools in which provision has been made for the teaching of these languages, the medium of instruction will be the mother tongue of the pupils until the pupils who are now required to study the regional language are able to follow instruction given through the medium of the regional language.

The position hitherto was that while the mother tongue was becoming increasingly the medium of instruction, English was also the medium of instruction for those pupils who could not receive instruction through the medium of the mother tongue. Permission to adopt English as the medium of instruction is now given only in exceptional cases, as this is a period of transition and provision has to be allowed for those students who had received instruction till now through the medium of English. English is to be taught compulsorily from Forms I to VI in secondary schools. Some students may require greater proficiency in the language for use in business or in matter of inter-provincial or international importance, and for them it would be advantageous if instruction is given through the medium of English. Students taking technical studies such as Engineering, etc. under the bifurcated courses of studies, will also be benefitted if English is allowed as the medium of instruction. There may be linguistic minorities in a place for whom it may not be practicable to provide instruction through the medium of their mother tongue such as Konkani and Thlu-speaking people and also those people for whose mother tongue there is no script and such minorities would prefer instruction being given through English medium.

The Government of India in their resolution on medium of instruction have pointed out that an attempt to adopt one language in a Province where groups of people speaking different languages reside and to impose it on all is bound to lead to discontent and bitterness. It has been pointed out by the Principal of the Stanes High School that a school teaching through the medium of English alone could overcome the difficulties arising from separate schools in the mother tongue for the various population and has also stressed that English is a difficult language to learn and unless atleast some students begin it in the primary stage there will be none proficient enough to deal in that international language.

It is therefore for consideration whether separate sections with English as the medium of instruction may be allowed in Forms I to VI in secondary schools if there are sufficient number of pupils who could not follow instruction given through the medium of the regional language. Presumably such pupils would have acquired some knowledge of English before coming to the secondary school, by private study or in the earlier stages, as the teaching of English in the primary departments of secondary schools was abolished only in 1946.

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The questions which are relevant are:

(1) Why linguistic minorities should be compelled to learn the regional language which is not their own and may be of no use to them in the future if linguistic provinces eventuate or if they are concerned with work outside the region?

(2) Why linguistic minorities should be handicapped in the study of and through the regional language vis-a-vis the students whose mother tongue is the regional language in which they enjoy a natural facility which the foreigners can never attain?

(3) Why linguistic minorities in a position to open new schools in their own language in other regions when such schools do not exist at present and if opened may not possess the prescribed economic strength? The fact deserves to be remembered that linguistic minorities may be evenly scattered over large area without possessing the economic strength required for the school, though in the aggregate their number may far exceed the strength required for such schools. It may not be fair and it may difficult and impossible for children of such minorities to traverse long distances to attend such schools which may be teaching in their language as the medium of instruction.

(4) Why Government should interfere with the legitimate right of an individual concerned to choose his own form of higher education with reference to his needs and plans? While it may be within the rights of the State to influence primary education in a particular form, in the larger interests of the State this consideration may not apply with the same force in respect of secondary education about which there is no compulsion.

(5) Why consistently with the policy of Government to capitalise all its human and material resources, the large body of teachers qualified to teach only in English should not be employed?

(6) Can proficiency in English at a competitive level with other provinces and at a level not below the one now obtaining, be reached if English is treated as a second language to be learnt from the I Form? Is it likely that the result will be that we shall talk English as Englishmen talk French? Is it not necessary that at least a small body of students should be proficient in English in order to give this province the weight which it now enjoys at an inter-provincial and inter-national level?

(7) Is it likely that permission to teach English given to schools on their application may be so widely availed of that the policy of making the mother tongue as the medium of instruction may be frustrated? In that case should permission be restricted only to students whose mother tongue is other than the regional language or only to a fixed percentage of the total number of students? In view of the previous tendency according to which ~~412~~ 412 out of 491 schools in 1946 were teaching already in the vernacular would it serve the purpose to rely on the interests of schools and students to determine the choice of the medium of instruction?

(8) Whether the study of three languages as at present in the secondary course does not impose a strain on the students which may prove adverse to their proficiency in any of these languages or to their proficiency in the other subjects? Will it be in the interests of the province and the country if only two languages are compulsory, the third language, if any, being learnt either in the primary stage or as an optional from IV Form?

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(3) WHETHER PRIMARY SCHOOLS MAY BE ALLOWED TO TEACH IN ENGLISH THOSE SECTION OF THE POPULATION WHOSE MOTHER TONGUE IS NOT THE REGIONAL LANGUAGE OF THE PLACE:

The principle that a child should be instructed in the early stage of his education through the medium of mother tongue has been unanimously accepted by all. But in every district and in every town, there are children speaking different languages and for whom it may not be administratively or financially possible to provide for instruction being given through the medium of their mother tongue. In connection with the medium of instruction, the Government of India have laid down the principle that no particular language should be forced on such groups and that a minimum strength should be fixed for providing them with facilities for study through the medium of their mother tongue. It is for consideration whether for those sections of pupils whose mother tongue is different from the regional language instruction may be provided through the medium of English even in the Primary stage, if the parents of such pupils prefer to have English as the medium of instruction instead of an Indian language other than their mother tongue. It will facilitate instruction being given through the medium of English if in respect of such pupils English is also taught in the primary schools as an optional language.

QUESTION FOR SUBJECT (3)

(1) Is it fair to linguistic minorities that they should be compelled to compete unevenly in a language which is not their own with children whose language is the recognised medium of instruction? Will this additional strain and disadvantage handicap the children of such minorities. In circumstances when independent schools cannot be set up in the mother tongue is the alternative of English for an aggregate of all the linguistic minorities to be preferred to the alternative of these children not being taught at all unless they are repatriated to their home districts?

(2) Is it in the interests of the country to keep unemployed, teachers only qualified to teach English, who were employed so far?

(3) Will it act adversely on schools teaching through the regional language if schools teaching through the medium of English are allowed at the same time? Will this disadvantage be eliminated if the schools teaching through English are restricted only to linguistic minorities?

(4) Will students taught in the primary standards through the medium of English be placed at a special advantage in the secondary stages comparatively with students who begin the study of English at that stage? Could this advantage be neutralised and the tendency to take to English discouraged, by making a knowledge of the regional language a qualification for Government service?

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(4) WHETHER RECOGNITION WITHOUT GRANT MAY BE GIVEN TO A SCHOOL IF THE MOTHER TONGUE IS MADE THE MEDIUM OF INSTRUCTION EVEN THOUGH THE MINIMUM STRENGTH OF TWENTY IS NOT REACHED:

In respect of pupils whose mother tongue is different from that of the regional language if the parents of such pupils and other inhabitants of the place whose mother tongue is different from that of the regional language come forward to open schools for the benefit of such children and to provide for its maintenance without any expectation of grant from the Government, the Government need not stand in the way of recognition being given to such schools. Such schools will be very few and will be ~~opened~~ opened only in important centres like Madras, Coimbatore etc. where there are well to do linguistic minorities.

3/
IS THE LIMIT OF TWENTY STUDENTS PER CLASS JUSTIFIED IN RESPECT OF SMALL MINORITIES WHICH ARE WILLING AT THEIR OWN EXPENSE TO EDUCATE THEMSELVES IN THE MOTHER TONGUE?

(2) IS THE MINIMUM of 20 prescribed per class even in respect of grants a fair one considering that the economic strength prescribed for a lower elementary school of ~~class is higher elementary of~~ ~~classes~~ lower secondary school ~~of 3 forms~~ (Forms I to III is 45.) and higher secondary school, Forms IV to VI is 45?
Would it not be fair and consistent that the same minimum is applied?

J.M.Lobo Prabhu,
Joint Secretary to Government.

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A conference consisting of the Members of the Cabinet Sub-Committee on Secondary Education and select invitees was convened at 3 P.M. on the 11th May 1949 in the Cabinet Room, Fort St. George.

Present.

The Hon. Sri A.B. Shetty
" " K. Chandramouli
" " M. Bhaktavatsalam
Dr. Sir A. Lakshmanaswami Mudaliar
Sri D.S. Reddy, Director of Pub. Instrn.
Mr. Kuruvila Jacob
Sri R. Suryanarayana Rao
Abdul Hameed Khan Sahib Bahadur
Sri B. Sanjeeva Rao

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Mr. J.M. Lobo Prabhu, Jt. Secretary to Govt., E. & P.H. Dept. was present.

The following points were taken up for consideration:

p.4 ante

"Whether secondary schools may be permitted to use English as the medium of instruction in forms I to VI for pupils for whom there is no provision making the mother-tongue the medium of instruction;

p.6 ante

Whether primary schools may be allowed to teach in English those sections of the population whose mother-tongue is not the regional language of the place;

p.7 ante

Whether recognition without grant may be given to a school if the mother-tongue is made the medium of instruction though the minimum strength of 20 is not reached."

After some discussion it was unanimously agreed

"That in the Secondary stage the regional language should ordinarily be the medium of instruction for all pupils in any particular area. But if there are particular groups of minorities whose mother tongue is not the regional language and who cannot easily assimilate the regional language, facilities must be afforded in such areas for the establishment of schools where the mother tongue of those particular groups will be utilised as the medium of instruction."

With a view to give effect to this recommendation the following measures were suggested:

(1) Financial aids given to schools or sections which use the mother tongue as the medium of instruction and not the regional language should be liberalised and the number of pupils in each class may for this purpose be put at a minimum of ten.

(2) The Government may themselves meet the cost of opening a section or two in existing schools using the mother tongue as the medium of instruction particularly in big cities and multi-lingual areas.

(3) In Anglo-Indian schools permission may be given for not more than 50 per cent. of the seats to be given to non-Anglo-Indians whether refugees or otherwise. In such schools preference should be given to those who are not able to avail themselves of the medium of instruction through their mother tongue.

Where the mother tongue is not available as the medium of instruction and the demand is made for opening a school in with Hindi or Hindusthani as the medium of instruction the Government may be pleased to recognise such schools.

(4) The Director of Public Instruction may under exceptional circumstances give recognition to a school which uses a language not recognised in this Province as the medium of instruction, but no State grant can be given to such schools.

The concessions given to existing institutions in regard to the regional language or mother tongue or the use of any other language will not be affected.

The existing discretionary powers of the Director of Public Instruction will not be affected.

The following point was taken next taken into consideration:

"The class in which Hindi teaching should begin - whether it may be taught in the script of the mother-tongue or the regional languages in the lower classes."

The Director of Public Instruction was of the opinion that a decision on the matter might be postponed and the matter might be left to be examined by an Expert Committee. Till a decision was taken he suggested that the present position might continue.

It was agreed,

"That an Expert Committee may be appointed to consider the question of mother tongue, classical languages, the Federal language; and

in view of the decision having been arrived at that English should be taught in the First form, managements of schools will be given the option to teach Hindi either in the First or the Second form, for a period of three years. The teaching of Hindi may be allowed either in the script of the regional language or in the Roman(?) script."

The Joint Secretary, E & P.H. pointed out the difficulty imposed by the condition that a Hindi teacher should know both the scripts as it restricted the number of teachers becoming available. He suggested that as far as Muslim schools were concerned it would be enough if the teacher knew the Persian script and for other schools it would be enough if he knew the Devanagari script.

It was decided that this question also might be considered left to be considered by the Expert Committee.

The Conference adjourned.

REPORT OF THE CABINET SUB COMMITTEE ON
THE MEDIUM OF INSTRUCTION.

The Sub Committee consisting of H.Ms. (Edn), (P.W.) and (L.A.) met at 3 P.M. on 11-5-49 in conference which was attended also by the following:

Dr. Sir A. Lakshmanaswami Mudaliar
Sri D.S. Reddy, Director of Public Instruction
Mr. Kuruvila Jacob
Sri R. Suryanarayana Rao
Abdul Hameed Khan Sahib Bahadur
Sri B. Sanjeeva Rao

Mr. J.M. Lobo Prabhu, Joint Secretary to Govt.,
Education & Public Health Department was present.

Subjects for consideration were:

- (1) The class in which Hindi teaching should begin - Whether it may be taught in the script of the mother tongue or the regional languages in the lower classes.
- (2) Whether secondary schools may be permitted to use English as the medium of instruction in forms I to VI for pupils for whom there is no provision making the mother-tongue the medium of instruction.
- (3) Whether primary schools may be allowed to teach in English those sections of the population whose mother-tongue is not the regional language of the place.
- (4) Whether recognition without grant may be given to a school if the mother-tongue is made the medium of instruction though the minimum strength of 20 is not reached.

In respect of (1) the following decision was reached:

That an Expert Committee may be appointed to consider the question of mother tongue, classical languages and the Federal language; and in view of the decision having been arrived at that English should be taught in the First Form, managements of schools will be given the option to teach Hindi either in the First or the Second Form, for a period of three years. The teaching of Hindi may be allowed either in the script of the regional language or in the Roman script.

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far as Muslim schools were concerned it would be enough if the teacher knew the Persian script and for other schools it would be enough if he knew the Devanagari script.

It was decided that this question also might be left to be considered by the Expert Committee.

In respect of subjects (2), (3) and (4) the following decision was reached:

That in the secondary stage the regional language should ordinarily be the medium of instruction for all pupils in any particular area. But if there are particular groups of minorities whose mother tongue is not the regional language and who cannot easily assimilate the regional language, facilities must be afforded in such areas for the establishment of schools where the mother tongue of those particular groups will be utilised as the medium of instruction.

With a view to give effect to this recommendation the following measures were suggested:-

(1) Financial aids given to schools or sections which use the mother tongue as the medium of instruction and not the regional language should be liberalised and the number of pupils in each class may for this purpose be put at a minimum of ten.

(2) The Government may themselves meet the cost of opening a section or two in existing schools using the mother tongue as the medium of instruction particularly in big cities and multi-lingual areas.

(3) In Anglo-Indian schools permission may be given for not more than 50 per cent of the seats to be given to non-Anglo-Indians whether refugees or otherwise. In such schools preference should be given to those who are not able to avail themselves of the medium of instruction through their mother tongue.

Where the mother tongue is not available as the medium of instruction and the demand is made for opening a school with Hindi or Hindustani as the medium

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of instruction the Government may be pleased to recognise such schools.

(4) The Director of Public Instruction may under exceptional circumstances give recognition to a school which uses a language not recognised in this province as the medium of instruction, but no State grant can be given to such schools.

The concessions given to existing institutions in regard to the regional language or mother tongue or the use of any other language will not be affected.

The existing discretionary powers of the Director of Public Instruction will not be affected.

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REPORT OF THE CABINET SUB-COMMITTEE ON
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The Sub-Committee consisting of H.Ms.(Edn.), (P.W.) and (L.A.) met at 3 P.M. on 11-5-49 in conference which was attended also by the following:

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Abdul Hameed Khan Sahib Bahadur.
Sri B. Sanjeeva Rao.

Mr. H.M. Lobo Prabhu, Joint Secretary to Government,
Education and Public Health Department was present. 36

Subjects for consideration were:-

- (1) The class in which Hindi teaching should begin. Whether it may be taught in the script of the mother tongue or the regional languages in the lower classes.
- (2) Whether Secondary schools may be permitted to use English as the medium of instruction in forms I to VI for pupils for whom there is no provision making the mother-tongue the medium of instruction.
- (3) Whether primary schools may be allowed to teach in English those sections of the population whose mother-tongue is not the regional language of the place.
- (4) Whether recognition without grant may be given to a School if the mother-tongue is made the medium of instruction though the minimum strength of 20 is not reached.

In respect of (1) the following decision was reached:

That an Expert Committee may be appointed to consider the question of mother tongue, classical languages and the Federal language; and in view of the decision having been arrived at that English should be taught in the First Form, managements of schools will be given the option to teach Hindi either from the First or the Second Form, for a period of three years. The teaching of Hindi may be allowed either in the script of the regional language or in the Roman script.

The Joint Secretary, Education & P.H. pointed out the difficulty imposed by the condition that a Hindi teacher should know both the scripts as it restricted the number of teachers becoming available. He suggested that as far as Muslim schools were concerned it would be enough if the teacher knew the Persian script and for other schools it would be enough if he knew the Devanagiri script.

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It was decided that this question also might be left to be considered by the Expert Committee.

In respect of subjects (2), (3) and (4) the following decision was reached:

That in the secondary stage the regional language should ordinarily be the medium of instruction for all pupils in any particular area. But if there are particular groups of minorities whose mother tongue is not the regional language and who cannot easily assimilate the regional language, facilities must be afforded in such areas for the establishment of schools where the mother tongue of those particular groups will be utilised as the medium of instruction.

With a view to give effect to this recommendation the following measures were suggested:-

(1) Financial aids given to schools or sections which use the mother tongue as the medium of instruction and not the regional language should be liberalised and the number of pupils in each class may for this purpose be put at a minimum of ten.

(2) The Government may themselves meet the cost of opening a section or two in existing schools using the mother-tongue as the medium of instruction particularly in big cities and multi-lingual areas.

(3) In Anglo-Indian schools permission may be given for not more than 50 per cent of the seats to be given to non-Anglo Indians whether refugees or otherwise. In such schools preference should be given to those who are not able to avail themselves of the medium of instruction through their mother tongue.

Where the mother tongue is not available as the medium of instruction and the demand is made for opening a school with Hindi or Hindustani as the medium of instruction the Government may be pleased to recognise such schools.

(4) The Director of Public Instruction may under exceptional circumstances give recognition to a school which

P.T.O.

which uses a language not recognised in this province as the medium of instruction, but no State grant can be given to such schools.

The concessions given to existing institutions in regard to the regional language or mother tongue or the use of any other language will not be affected.

The existing discretionary powers of the Director of Public Instruction will not be affected.

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Copy to: The Hon'ble Minister (P.W.) for approval

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Education and Public Health Department was present.

Subjects for consideration were:-

- (1) The class in which Hindi teaching should begin. Whether it may be taught in the script of the mother tongue or the regional languages in the lower classes.
- (2) Whether Secondary schools may be permitted to use English as the medium of instruction in forms I to VI for pupils for whom there is no provision making the mother-tongue the medium of instruction.
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In respect of (1) the following decision was reached:

That an Expert Committee may be appointed to consider the question of mother tongue, classical languages and the Federal language; and in view of the decision having been arrived at that English should be taught in the First Form, managements of schools will be given the option to teach Hindi either from the First or the Second Form, for a period of three years. The teaching of Hindi may be allowed either in the script of the regional language or in the Roman script.

The Joint Secretary, Education & P.H. pointed out the difficulty imposed by the condition that a Hindi teacher should know both the scripts as it restricted the number of teachers becoming available. He suggested that as far as Muslim schools were concerned it would be enough if the teacher knew the Persian script and for other schools it would be enough if he knew the Devanagiri scri

22 ~~2~~ 193
---2---

In respect of subjects (2), (3) and (4) the following

That in the secondary stage the regional language ordinarily be the medium of instruction for all pupils in particular areas. But if there are particular groups of whom whose mother tongue is not the regional language and who do not easily assimilate the regional language, facilities should be afforded in such areas for the establishment of schools in which the mother tongue of those particular groups will be utilised as the medium of instruction.

With a view to give effect to this recommendation the measures were suggested:-

(1) Financial aids given to schools or sections which other tongue as the medium of instruction and not the language should be liberalised and the number of pupils class may for this purpose be put at a minimum of ten

(2) The Government may themselves meet the cost of section or two in existing schools using the mother-tongue as the medium of instruction particularly in big cities.

(3) In Anglo-Indian schools permission may be given for more than 50 per cent of the seats to be given to non-Anglo whether refugees or otherwise. In such schools preference given to those who are not able to avail themselves of education through their own parents.

Where the mother tongue is not available as the medium of instruction and the demand is made for opening a school with Hindustani as the medium of instruction the Government intend to recognise such schools.

(4) The Director of Public Instruction may under

P.T.O.

~~3~~ / ~~43~~ / 64

The concessions given to existing institutions in regard to the regional language or mother tongue or the use of any other language will not be affected.

any other language will not be affected.

The existing discretionary powers of the Director of Public Instruction will not be affected.

circulated
Copy to: The Hon'ble Minister ^{Law}~~Edw~~ ^{for information}~~for approval~~
for approval

~~for animal~~

9000 Colours

$\frac{13}{5}$

I do not approve of many of these proposals. I am afraid we will never be able to have the medium of instruction in Colleges, the regional language at any time if the above proposals are accepted.

are accepted.
Since the matter is coming
before the Cabinet, I will express
my opinion there. *W*

1171

7/11/49 66

REPORT OF THE CABINET SUB-COMMITTEE ON
THE MEDIUM OF INSTRUCTION.

The Sub-Committee consisting of H.Ms.(Edn.), (P.W.) and (L.A.) met at 3 P.M. on 11-5-49 in conference which was attended also by the following:

Dr. Sir A. Lakshmanaswami Mudaliar.
Sri D.S. Reddy, Director of Public Instruction.
Mr. Kuruvila Jacob.
Sri R. Suryanarayana Rao.
Abdul Hameed Khan Sahib Bahadur.
Sri B. Sanjeeva Rao.

Mr. H.M. Lobo Prabhu, Joint Secretary to Government,
Education and Public Health Department was present.

Subjects for consideration were:-

- (1) The class in which Hindi teaching should begin. Whether it may be taught in the script of the mother tongue or the regional languages in the lower classes.
- (2) Whether Secondary schools may be permitted to use English as the medium of instruction in forms I to VI for pupils for whom there is no provision making the mother-tongue the medium of instruction.
- (3) Whether primary schools may be allowed to teach in English those sections of the population whose mother-tongue is not the regional language of the place.
- (4) Whether recognition without grant may be given to a School if the mother-tongue is made the medium of instruction though the minimum strength of 20 is not reached.

In respect of (1) the following decision was reached:

That an Expert Committee may be appointed to consider the question of mother tongue, classical languages and the Federal language; and in view of the decision having been arrived at that English should be taught in the First Form, managements of schools will be given the option to teach Hindi either from the First or the Second Form, for a period of three years. The teaching of Hindi may be allowed either in the script of the regional language or in the Roman script.

The Joint Secretary, Education & P.H. pointed out the difficulty imposed by the condition that a Hindi teacher should know both the scripts as it restricted the number of teachers becoming available. He suggested that as far as Muslim schools were concerned it would be enough if the teacher knew the Persian script and for other schools it would be enough if he knew the Devanagiri script.

P.T.O.

26 67
It was decided that this question also might be ~~it~~ to be considered by the Expert Committee.

In respect of subjects (2), (3) and (4) the following decision was reached:

That in the secondary stage the regional language should ordinarily be the medium of instruction for all pupils in any particular area. But if there are particular groups of minorities whose mother tongue is not the regional language and who cannot easily assimilate the regional language, facilities must be afforded in such areas for the establishment of schools where the mother tongue of those particular groups will be utilised as the medium of instruction.

With a view to give effect to this recommendation the following measures were suggested:-

(1) Financial aids given to schools or sections which use the mother tongue as the medium of instruction and not the regional language should be liberalised and the number of pupils in each class may for this purpose be put at a minimum of ten.

(2) The Government may themselves meet the cost of opening a section or two in existing schools using the mother-tongue as the medium of instruction particularly in big cities and multi-lingual areas.

(3) In Anglo-Indian schools permission may be given for not more than 50 per cent of the seats to be given to non-Anglo Indians whether refugees or otherwise. In such schools preference should be given to those who are not able to avail themselves of the medium of instruction through their mother tongue.

Where the mother tongue is not available as the medium of instruction and the demand is made for opening a school with Hindi or Hindustani as the medium of instruction the Government may be pleased to recognise such schools.

(4) The Director of Public Instruction may under exceptional circumstances give recognition to a school which

P.T.O.

68
which uses a language not recognised in this province as the medium of instruction, but no State grant can be given to such schools.

The concessions given to existing institutions in regard to the regional language or mother tongue or the use of any other language will not be affected.

The existing discretionary powers of the Director of Public Instruction will not be affected.

41
circulated
Copy to: The Hon'ble Minister (L.A.) for approval





2 A San Thome
High Road
Madras
10-5-49.

Dear Mr. Shetty,

I learn from this evening's papers that a Cabinet Sub-Committee has been appointed to decide, among other things, the question of teaching through the mother-tongue pupils whose mother-tongue is not the regional language of the area. In this connection I find that Tamil, Telugu, Malayalam and Kannada are mentioned; but no mention is made of Urdu which is another important language of the province. I take it that Urdu is not mentioned probably of the fact that this matter has already been settled by the Government having agreed and decided that this language will be the medium of instruction in the institutions where it is already in use as such a medium and in other schools where a sufficient number of pupils are forthcoming. This is a matter of vital interest concerning the language, culture and education.

of the minorities and the Muslim minority will feel reassured if the Government are pleased to confirm and announce at this juncture that the above mentioned decision regarding Urdu is a permanent feature of the educational policy of the Government.

You will indeed be aware that teaching the minority pupils through their mother-tongue where a considerable number is available is the policy also of the Government of India.

Please allow me now to congratulate the Government on their wise decision to have English taught from Form I, as has been urged by me and other friends in the Madras Legislature as was done by others from outside.

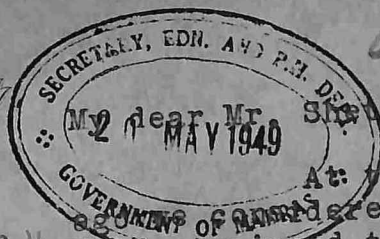
Thanking you,

Yours sincerely,

M. M. Dhanoo

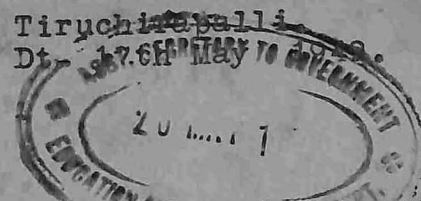
M.L.A.

To
The Hon'ble A. B. Shetty
Minister for Education,
Government of Madras
Madras.



Secy. E & P. H.
19/5

38849
gms



Tiruchirappalli
Dt. 17.6.49

My dear Mr. Shetty,

At the conference you convened a few days ago, we considered two matters relating to English and Hindustani and the place each should be given in the curriculum and from which class it should be commenced. We arrived at some decisions on these matters.

Lest there should be some doubt as regard the existing High Schools where the medium instruction is Urdu, I trust, if they will be continued for at least a minimum period of five years to ten years. During this period the language of the Area will also be taught to the pupils of these Schools as a Second Language. Since these pupils will be learning Urdu in the Persian Script, arrangements may be made to teach them the script in which Hindustani will be taught in other Secondary Schools.

Yours Sincerely,

Abdul Hamid Khan

M.L.A.

73 ² ~~73~~ E. P. H. (C. B.) Dept.

no action seems necessary. May be
added to the file re: to the ~~study of languages which~~
~~in all institutions~~ is now under circulation. for orders
as to whether an Expert Committee may be constituted
to go into the question
29/5/49
20/5/49

25-5-49

Acknowledged

73 09

Tiruchirapalli.
Dt. 17th May 1949.



My dear Mr. Kumaraswamy Raja,

40291
25 MAY 1949
GOVERNMENT OF MADRAS
H. M. I. S.

Secy. E. P. H.
24/5

At the conference recently convened by the Honorable Minister for Education, we considered two matters relating to English and Hindustani and the place each should be given in the curriculum and from which class it should be commenced. We arrived at some decisions on these matters.

Lest there should be some doubt as regards the existing High Schools where the medium instruction is Urdu, I trust, they will be continued for at least a minimum period of five to ten years. During this period the language of the Area will also be taught to the pupils of these Schools as a Second Language. Since these pupils will be learning Urdu in the Persian Script, arrangements may be made to teach them the Script in which Hindustani will be taught in other Secondary School.

Yours Sincerely,
Abdul Hameed Khan
M. L. A.

NOTE FOR THE CABINET.

Subject: Medium of instruction in elementary ^{and} secondary schools.

The Government of India's resolution on the medium of instruction in both elementary and secondary schools is shown in Annexure I. The two principles laid down therein are --

(i) That the mother tongue should be the medium of instruction in the Junior Basic stage (Elementary school stage) i.e. for children between the ages of 6 and 11 and that in the higher stages it will be necessary for pupils to learn the language of the province

(ii) that no particular language should be forced on any group of children whose mother tongue is different from the language of the locality and that a minimum may be fixed for providing facilities for studying the mother tongue.

The Government of India have expressed the opinion that in the larger interests of the country it is desirable that the policy enunciated in the resolution should be followed by all Provincial Governments.

2. The question as to what attitude the Government should take on the resolution and what steps should be taken to implement the decision arrived at in that respect was placed before the Cabinet for orders at the meeting held on 12-2-49. The Cabinet decided that the resolution of the Government of India should be accepted.

3. Arising from an invitation to H.M. (Edn) to an all India Conference, the implications of the Cabinet decision were examined and placed at the meeting of the Council of Ministers held on 10.5.49. It was explained that up till 1946 the medium of instruction in elementary & secondary schools was generally the mother tongue. In 1947 the Board of Secondary Education and the Provincial Advisory Board of Education recommended that the regional language should be the first language, that English should be the third language taught

Please take 35 copies
at once

28/5/49
H. M. (Edn) to all
H. M. (Edn) to all

E & P H (Edn) Dept.

May be added to the file [Action has already been taken on the other copy quite letter rec'd earlier].

28/5/49

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29/5/49

25-2-

from Form II and that the second language may be any other Indian language. Arising from this the late Minister for Education decided that the regional language should be the medium of instruction both in primary and the secondary stages. This decision has affected linguistic minorities. In the past, schools teaching through the medium of English were available to children whose mother tongue was not the regional language. To meet this contingency it was ordered that in multi-lingual areas all the four regional languages and in bi-lingual areas the two regional languages may be ~~the~~ *media of instruction* taught. In effect this provision has been a dead letter as will be seen from the fact that even in a city like Madras there are no elementary schools for teaching children in Malayalam and Canarese. Provision for teaching ~~Canarese~~ *through the medium of Kannada* exists only in the secondary stages in the Christian College High School. The children therefore of these minorities are without education unless their parents can afford to send them to their home districts, ~~or they are~~ *elementary*.

An exception was made in respect of Muslim ^{elementary} schools which were allowed Urdu as the medium of instruction for 5 years from 1948-49. In respect of secondary schools the medium of instruction even for these schools was to be the regional language though it was not considered how students who had only learnt Urdu in the elementary stages up-to-date could immediately be taught in the secondary stage of their education in a language ~~unknown~~ *not learnt by* to them.

The ~~informal meeting of the~~ Cabinet appointed a Sub Committee to consider the following issues. The Sub Committee consisting of H.Ms. (Edn), (P.W.) and (L.A.) ~~and the~~ met on 11-5-49 in conference. The following persons also attended the meeting:

Dr. Sir A. Lakshmanaswami Mudaliar
Sri D.S. Reddy, Director of Public Instruction
Mr. Kuruwila Jacob
Sri R. Suryanarayana Rao
Abdul Hameed Khan Sahib Bahadur
Sri B. Sanjeeva Rao

The Issues considered at the meeting of the Sub Committee: were

3/46

The Issues considered at the meeting of the Sub Committee:

- (1) The class in which Hindi teaching should begin - whether it may be taught in the script of the mother tongue or the regional languages in the lower classes.
- (2) Whether secondary schools may be permitted to use English as the medium of instruction in forms I to VI for pupils for whom there is no provision making the mother tongue the medium of instruction.
- (3) Whether primary schools may be allowed to teach in English those sections of the population whose mother tongue is not the regional language of the place. 48
- (4) Whether recognition without grant may be given to a school if the mother tongue is made the medium of instruction though the minimum strength of 20 is not reached.

The unanimous report of the Sub Committee is as follows:

In respect of issue (1) the following decision was reached:

That an Expert Committee may be appointed to consider the question of mother tongue, classical languages and the Federal language; and in view of the decision having been arrived at that English should be taught in the First Form, managements of schools will be given the option to teach Hindi either from the First or the Second Form, for a period of three years. The teaching of Hindi may be allowed either in the script of the regional language or in the Roman script.

Joint Secretary, E.&P.H. pointed out the difficulty imposed by the condition that a Hindi teacher should know both the scripts as it restricted the number of teachers becoming available. He suggested that as far as Muslim schools were concerned it would be enough if the teacher knew the Persian script and for other schools it would be enough if he knew the Devanagari script.

It was decided that this question also might be left to be considered by the Expert Committee.

In respect of subjects (2), (3) and (4) the following decision was reached:

That in the secondary stage, the regional language should ordinarily be the medium of instruction for all pupils in any particular area. But if there are particular groups of

77-4
minorities whose mother tongue is not the regional language and who cannot easily assimilate the regional language, facilities must be afforded in such areas for the establishment of schools where the mother tongue of those particular groups will be utilised as the medium of instruction.

With a view to give effect to this recommendation the following measures were suggested:--

(a) Financial aids given to schools or sections which use the mother tongue as the medium of instruction and not the regional language should be liberalised and the number of pupils in each class may for this purpose be put at a minimum of ten.

(b) The Government may themselves meet the cost of opening a section or two in existing schools using the mother tongue as the medium of instruction particularly in big cities and multi-lingual areas.

(c) In Anglo-Indian schools permission may be given for not more than 50 per cent of the seats to be given to non-Anglo-Indians whether refugees or otherwise. In such schools preference should be given to those who are not able to avail themselves of the medium of instruction through their mother tongue.

Where the mother tongue is not available as the medium of instruction and the demand is made for opening a school with Hindi or Hindustani as the medium of instruction the Government may be pleased to recognise such schools.

(d) The Director of Public Instruction may under exceptional circumstances give recognition to a school which uses a language not recognised in this province as the medium of instruction, but no State grant can be given to such schools.

The concessions given to existing institutions in regard to the regional language or mother tongue or the use of any other language will not be affected.

The existing discretionary powers of the Director of Public Instruction will not be affected.

78-5
The above proceedings were approved by H.Ms.(Edn),(P.W.) and (L.A.) who were members of the Committee. The other Hon'ble Ministers for Industries & Rural Dev. approved the proceedings in circulation. ~~At~~

p 22 mf -
p 64 cf -
this stage H.M.(Law) minuted as follows: 46

"In the copy of the proceedings sent to me I have already said that I do not agree with most the conclusions of this committee and that I will state my reasons at the Cabinet meeting. I am definitely against the conclusions of 2,3 and 4. It would mean that the medium of instruction for Muslim boys in Andhra districts to be Urdu and it will lead to various other consequences. This should not be rushed through like this. No instructions should be given to the DPI on this before the matter is decided by the Cabinet on 3-6-49".

Secretary noted as follows:

With reference to the above minute of H.M.(Law) it is respectfully pointed out:-

(1) that the Cabinet has already decided to accept the Government of India's resolution that the mother tongue should be the medium of instruction. The late H.M.(Edn) was in doubt whether the Cabinet decision applied to secondary education also. In this connection the orders passed by the Orissa Government at p. 39 of Linked File (Flag 'F') may be seen. (shown in Annexure II)
The recommendation has been made to apply to both elementary and secondary stages of education. The recommendations of the Sub Committee do not go beyond the principles accepted by the Cabinet; in fact they are restrictive in so far as they still enforce the regional language as the rule and the mother tongue as the exception.

(2) There is no intention of giving any instructions to the D.P.I. until the decisions of the Sub Committee are approved.

It is for orders whether circulation should be continued or a note should be prepared for the next meeting of the Cabinet.

79
H.M.(Edn) minuted as follows:

"A note should be prepared for the next meeting of the Cabinet. Unless a decision is taken on 3-6-49 it may be too late to introduce the desired changes in the current academic year".

H.Pr. minuted as follows:

"May be placed before the meeting of the Cabinet on 3-6-49."

It is for orders whether the report of the Sub Committee should be accepted, (2) if not whether consistently with the fact that Muslim schools have been allowed the medium of Urdu up till now and for a further period of five years, the same language should not continue to be the medium of instruction for them until students learning through the regional language reach the secondary stage, and (3) whether the previous decision of the late Minister for Education that the mother tongue may be allowed to be the medium of instruction in elementary schools ~~for~~ ^{if} an enrolment of 20 per class is available may not be modified in the view of the D.P.I.'s letter (Annexure III) that unless the minimum of 20 is applied to the whole school, a large number of Muslim elementary schools will have to be closed.

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-3- 80
ANNEXURE - I

Resolution of the Government of India

Sub: MEDIUM OF INSTRUCTION IN EDUCATIONAL INSTITUTIONS.

The principle that a child should be instructed, in the early stage of his education, through the medium of mother tongue has been accepted by the Government. All educationists agree that any departure from this principle is bound to be harmful to the child and therefore to the interests of society.

Unfortunately the application of this educationally sound principle in practice raises some difficulties. One question is what is to be considered as the mother tongue through which education has to be imparted. As is well known in every region, province and state in India, a number of dialects are spoken. Children learn these dialects at home; are they to be all adopted as media of education? Unfortunately their number is large and most of them are without literature and therefore without necessary pabulum to nourish education. ~~They~~ There are, however, about a dozen languages more or less developed which possess literatures and which seem to be marked out to become such media.

Here a second difficulty arises. Although in some provinces one of these languages is predominant, in others speakers of two, three or four of them live together, and there is hardly a province in which besides a principal language there are not considerable number of inhabitants speaking other languages.

In the Madras Province four principal languages are used, viz. Tamil, Telugu, Malayalam and Kanarese and in the city of Madras there are numerous speakers of both Telugu and Tamil. Similarly in the Bombay Province there are Marathi, Gujarati and Kanarese speaking people, and in the City of Bombay a mixed population of Marathi, Gujarathi, Urdu and Hindi speakers. In Bihar and U.P. there are certain districts and cities where along with Hindi, Bengali is spoken by many. Calcutta again is a sort of a cosmopolitan town with a mixed population speaking a number of languages. In Orissa, Oriya is the main language but in some parts Telugu is used. The Central Provinces have large areas of Marathi and Hindi speaking inhabitants. Nagpur is a city of mixed speakers of Hindi and Marathi. East Punjab as two languages Hindi and Punjabi.

Conditions like these make it impossible for any State or province to adopt any single language as the medium of instruction. An attempt to adopt one language in a Province where groups of people speaking different languages reside, and to impose it on all is bound to lead to discontent and bitterness. It will affect interprovincial relations and set up vicious circles of retaliation. Provincialism grow and Indian nationalism will suffer.

The History of European countries is a warning. England sought to impose English on Ireland, Germany on Poles, Easter European countries their particular languages on pockets of inhabitants speaking foreign languages. In every case the results have been disastrous.

In the case of India there does not exist any justification for adopting a policy which Europeans followed to their discomfigure. All Provincial languages are Indian languages and there is little reason why any Province in

81

in India should seek to deprive children inhabiting that province of their fundamental right to receive/through the medium of the /education. mother tongue.

It is obvious that if a Province has adopted any particular language as the language of administration, it will be to the interest of those whose mother tongue is different, to learn it in order to claim participation in the life and privileges of the people of the Province.

The principle of teaching through the mother tongue then is of general application, but practical considerations suggest two limitations.

In the first place the principle applies mainly to the first stage of education, i.e., the stage of compulsory primary education, or to the group of children at the junior basic stage from the ages of 6 to 11, for the reason that at the stage of compulsory education children should not be forced to study a language which is not their mother tongue. In the higher stages after the junior basic it will be necessary for pupils to learn the language of the Province.

Secondly, employment of the mother tongue for the education of the children whose numbers are extremely small will create administrative and financial difficulties, hence it is desirable that a minimum number should be fixed for the use of their language. The Provincial or State Government should not only refrain from forcing any particular language on such groups, but should place the same facilities of education at their disposal as it does for the other children.

The Government of India is of opinion that in the larger interests of the country it is desirable that the policy enunciated above should be followed by all Provincial and State Governments.

NOTE FOR THE CABINET.

Sub:- Medium of instruction in elementary and secondary schools and study of languages under the Scheme of reorganisation of Secondary Education.

The Govt. of India's resolution on the medium of instruction in both elementary and secondary schools is shown in Annexure I. The two principles laid down therein are--

(i) That the mother tongue should be the medium of instruction in the Junior Basic stage (Elementary school stage) i.e. for children between the ages of 6 and 11 and that in the higher stages it will be necessary for pupils to learn the language of the province;

(ii) that no particular language should be forced on any group of children whose mother tongue is different from the language of the locality and that a minimum may be fixed for providing facilities for studying the mother-tongue.

The Govt. of India have expressed the opinion that in the larger interests of the country, it is desirable that the policy enunciated in the resolution should be followed by all Provincial Governments.

2. The question as to what attitude the Government should take on the resolution and what steps should be taken to implement the decision arrived at in that respect was placed before the Cabinet for orders at the meeting held on 12-2-49. The Cabinet decided that the resolution of the Government of India should be accepted.

3. Arising from an invitation to H.M. (Education) to an all-India Conference, the implications of the Cabinet decision were examined and placed at the meeting of the Council of Ministers on 10-5-49.

The Cabinet appointed a sub-Committee to consider ~~the following~~ issues. The Sub-Committee consisting of H.Ms. (Edn.), (Public Works) and (Local Administration) met on 11-5-49 in conference. The following persons attended the meeting:-

Adm. Secy 3/6/49
Take 35 copies

7-8 infra
Disputed to all
H.Ms. C & P.S.G.
J. 20/6

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~~the meeting~~

Dr. ~~Sri~~ A. Lakshmanaswami Mudaliar.
Sri D.S. Reddi, Director of Public Instruction.
Mr. Kuruville Jacob.
Sri R. Suryanarayana Rao.
Abdul Hameed Khan Sahib Bahadur.
Sri B. Sanjeeva Rao.

p52ef

The issues considered at the meeting of the Sub-Committee ~~in regard to medium of~~
~~instruction were:-~~

(1) Whether secondary schools may be permitted to use English as the medium of instruction in forms I to VI for pupils for whom there is no provision making the mother-tongue the medium of instruction;

(2) whether primary schools may be allowed to teach in English those sections of the population whose mother-tongue is not the regional language of the place;

(3) whether recognition without grant may be given to a school if the mother-tongue is made the medium of instruction, though the minimum strength of 20 is not reached.

The unanimous report of the Sub-Committee is as follows:-

That in the secondary stage, the regional language should ordinarily be the medium of instruction for all pupils in any particular area. But if there are particular groups of minorities whose mother-tongue is not the regional language and who cannot easily assimilate the regional language, facilities must be afforded in such areas for the establishment of schools where the mother-tongue of those particular groups will be utilised as the medium of instruction.

p52ef

With a view to give effect to this recommendation the following measures were suggested:-

(a) Financial aids given to schools or sections which use the mother-tongue as the medium of instruction and not the regional language should be liberalised and the number of pupils in each class may, for this purpose, be put at a minimum of ten.

(b) The Govt. may themselves meet the cost of opening a section or two in existing schools using the mother-tongue as the medium of instruction particularly in big cities and multi-lingual areas.

(c) In Anglo-Indian schools, permission may be given for not more than 50 per cent of the seats to be given to non-Anglo-Indians whether refugees or otherwise. In such schools, preference should be given to those who are not able to avail themselves of the medium of instruction through their mother-tongue.

Where the mother-tongue is not available as the medium of instruction and the demand is made for opening a school with Hindi or Hindustani as the medium of instruction, the Government may be pleased to recognise such schools.

(d) The Director of Public Instruction may under exceptional circumstances give recognition to a school which uses a language not recognised in this province as the medium of instruction, but no State grant can be given to such schools.

(e) The concessions given to existing institutions in regard to the regional language or mother-tongue or the use of any other language will not be affected.

The existing discretionary powers of the Director of Public Instruction will not be affected.

The subject was placed before the Cabinet on 3-6-49, but consideration was postponed.

p34-1

p35 nf

4. The Hon'ble Minister for Education had a discussion with the D.P.I., the Acting Vice-Chancellor of the University of Madras and Sri R. Suryanarayana Rao, M.L.C., on the 13th instant regarding the medium of instruction and also on the question of teaching of languages under the scheme for the reorganisation of secondary education introduced from 1948-49. On the question of the medium of instruction he has minuted as follows:-

" I have examined the Cabinet Sub-Committee's recommendations regarding the medium of instruction and making provision for linguistic minorities in areas where it is bilingual. I am satisfied that the existing discretionary powers vesting in the Director of Public Instruction would satisfy all the recommendations of the Cabinet Sub-Committee except that the present Government order says that provision for medium of instruction in anything other than the regional language may be provided for only if there are 20 students

p36 nf

87 -4-
in a class asking for it. This may be changed into:-

- (1) in elementary schools not less than ten students per class and
- (2) in secondary schools 40 students per school of three forms.

Any orders issued to the Director restricting the exercise of discretion should be withdrawn and the Director may be told to use it liberally. Issuing any further orders at this stage may be unnecessarily creating wrong hopes and confusion."

5. Study of languages:- Under the S.S.L.C. Scheme of 1929, ~~in all the six forms~~ students have to study compulsorily only two languages, namely, English and any other language which need not necessarily be the regional language. Under the scheme for the reorganisation of Secondary Education introduced from 1948-49, the study of three languages is compulsory, namely, first language - the regional language, third language - English and the second language being any language other than the first and the third. This was introduced in Form I in 1948-49 and will be continued progressively upto VI Form. This presents no difficulty. The Government also directed that the revised system of study of the languages should be introduced in Form IV also in all schools in 1948-49 and that the old scheme should continue to be in force in Forms II, III, V and VI in 1948-49 and in Forms III and VI in 1949-50. The introduction of the study of the languages in Form IV at an intermediate stage resulted in some practical difficulties. The reorganisation scheme of study of languages at the IV Form stage presupposed a knowledge of the languages concerned throughout the earlier forms, but many of the pupils had not studied two languages in addition to English and their attainment in the regional language itself were below the requirements of the new syllabus. They had therefore to be exempted from the study of the regional language. Pupils in Forms II and III and V and VI were allowed to study the languages according to the old scheme in 1948-49 and in succeeding years so long as such pupils presented a language under the first language and students in Form IV in 1948-49 who had studied any of the non-

6
para 9 imp 29 (8)

CF HMA
minutes on
138-4

vide Director circular
imp 8 of in (8) in linked file

para 7 of in linked file II

88 -5- 50
non-regional languages in Form III had to be permitted to study that language as the first language. This was especially the case with refugee students and others similarly placed who had necessarily to be permitted to study their own language as the first language, the regional language as the second language and English as the third language. The result of applying the new Scheme to pupils in Form IV in 1948-49 and the various exemptions that had to be given is that there are now students under a variety of categories, some taking the old scheme and some coming under the new scheme with three or two languages and some having tried the new scheme find it difficult to proceed with it and wish to be allowed to change over to the old scheme. If this position is to be allowed to continue, then the S.S.L.C. Board will have to set question papers on most languages according to five or six different standards. Apart from the confusion this leads to, the problem has still to be solved of the difficulties in which the pupils themselves have been placed because of their inadequate early equipment to take up the new courses. It seems therefore that it was a mistake to have introduced the reorganised studies in languages at the IV Form stage. The Hon. the Minister for Education and Law had consultation with the leading educationists and has come to the conclusion that it is necessary to revise the orders in regard to the teaching of the three languages from Form IV and allow for the progressive introduction of the language aspect at the right time in conformity with the introduction of the reorganised scheme at the I Form stage in 1948-49, that is to say, the scheme of three languages could without difficulty be introduced in 1951-52 at the IV form stage. According to the above suggestion, the reorganisation in respect of the study of the languages from Form I onwards will continue without break in all the schools in the Province without any difference and until then students who had studied only two languages will be allowed to continue to study those languages only, exemption being given for the study of a third language.

CF HMA's minutes
on pgs 38-39-4

11 36-39-4

88 -6-
Another question which was referred to the Cabinet Sub-Committee was the class in which Hindi teaching should begin - whether it may be taught in the script of the mother-tongue or the regional languages in the lower class. It was decided that the question might be left to be considered by an Expert Committee.

7. The points for orders are:-

(1) Whether for the requirements of linguistic minorities including Muslims, the Director may be allowed to exercise his discretion, in respect of the medium of instruction, subject to a minimum strength of 10 per class in elementary schools and 40 for the three Forms in Secondary Schools;

(2) whether the study of three languages under the reorganised scheme for Secondary Education may be compulsory only in respect of students studying from Form I onwards from 1948-49 and for those who are at intermediate stage; between forms II to VI, the study of two languages alone may be compulsory, viz. English and any other language which they have studied till now; and

(3) Whether an Expert Committee may be constituted to go into the question of the teaching of Hindustani in Secondary Schools and pending the receipt of the recommendations of the Committee, the existing arrangement under which Hindustani is taught from Form I onwards in secondary schools may be continued.

16/6

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ANNEXURE - I

Resolution of the Government of India

Sub: MEDIUM OF INSTRUCTION IN EDUCATIONAL INSTITUTIONS.

The principle that a child should be instructed, in the early stage of his education, through the medium of mother tongue has been accepted by the Government. All educationists agree that any departure from this principle is bound to be harmful to the child and therefore to the interests of society.

Unfortunately the application of this educationally sound principle in practice raises some difficulties. One question is what is to be considered as the mother tongue through which education has to be imparted. As is well known in every region, province and state in India, a number of dialects are spoken. Children learn these dialects at home; are they to be all adopted as media of education? Unfortunately their number is large and most of them are without literature and therefore without necessary pabulum to nourish education. There are, however, about a dozen languages more or less developed which possess literatures and which seem to be marked out to become such media.

Here a second difficulty arises. Although in some provinces one of these languages is predominant, in others speakers of two, three or four of them live together, and there is hardly a province in which besides a principal language there are not considerable number of inhabitants speaking other languages.

In the Madras Province four principal languages are used, viz. Tamil, Telugu, Malayalam and Kanarese and in the city of Madras there are numerous speakers of both Telugu and Tamil. Similarly in the Bombay Province there are Marathi, Gujarati and Kanarese speaking people, and in the City of Bombay a mixed population of Marathi, Gujarathi, Urdu and Hindi speakers. In Bihar and U.P. there are certain districts and cities where along with Hindi, Bengali is spoken by many. Calcutta again is a sort of a cosmopolitan town with a mixed population speaking a number of languages. In Orissa, Oriya is the main language but in some parts Telugu is used. The Central Provinces have large areas of Marathi and Hindi speaking inhabitants. Nagpur is a city of mixed speakers of Hindi and Marathi. East Punjab as two languages Hindi and Punjabi.

Conditions like these make it impossible for any State or province to adopt any single language as the medium of instruction. An attempt to adopt one language in a Province where groups of people speaking different languages reside, and to impose it on all is bound to lead to discontent and bitterness. It will affect interprovincial relations and set up vicious circles of retaliation. Provincialism grow and Indian nationalism will suffer.

The History of European countries is a warning. England sought to impose English on Ireland, Germany on Poles, Easter European countries their particular languages on pockets of inhabitants speaking foreign languages. In every case the results have been disastrous.

In the case of India there does not exist any justification for adopting a policy which Europeans followed to their discomfiture. All Provincial languages are Indian languages and there is little reason why any Province in

91/8

in India should seek to deprive children inhabiting that province of their fundamental right to receive/through the medium of their mother tongue. education.

It is obvious that if a Province has adopted any particular language as the language of administration, it will be to the interest of those whose mother tongue is different, to learn it in order to claim participation in the life and privileges of the people of the Province.

The principle of teaching through the mother tongue then is of general application, but practical considerations suggest two limitations.

In the first place the principle applies mainly to the first stage of education, i.e., the stage of compulsory primary education, or to the group of children at the junior basic stage from the ages of 6 to 11, for the reason that at the stage of compulsory education children should not be forced to study a language which is not their mother tongue. In the higher stages after the junior basic it will be necessary for pupils to learn the language of the Province.

Secondly, employment of the mother tongue for the education of the children whose numbers are extremely small will create administrative and financial difficulties, hence it is desirable that a minimum number should be fixed for the use of their language. The Provincial or State Government should not only refrain from forcing any particular language on such groups, but should place the same facilities of education at their disposal as it does for the other children.

The Government of India is of opinion that in the larger interests of the country it is desirable that the policy enunciated above should be followed by all Provincial and State Governments.

CONFIDENTIAL.

Government of Madras.

Meeting of the Council of Ministers held at Fort St. George, Madras on Wednesday the 22nd June 1949, at 5 P.M.

The Hon'ble the Premier presided.

PRESENT :-- The Hon'ble Dr. T.S.S. Rajan
The Hon'ble Sri M. Bhaktavatsalam
The Hon'ble Sri B. Gopala Reddi
The Hon'ble Sri K. Madhava Menon
The Hon'ble Sri H. Sitarama Reddi
The Hon'ble Sri A.B. Shetty
The Hon'ble Sri K. Chandramouli
The Hon'ble Sri B. Parameswaran
The Hon'ble Sri N. Sanjiva Reddi
The Hon'ble Sri C. Perumalswami Reddi
The Hon'ble Sri J.L.P. Roche Victoria.

AGENDA.

25. Medium of instruction in elementary and secondary schools and study of languages under the Scheme of Reorganisation of

ORDER:- Secondary Education.

The following decisions were reached :--

(1) The Director may be allowed to exercise his discretion in respect of the medium of instruction subject to a minimum strength of ten per class or thirty per school in Elementary schools and to a minimum strength of forty-five for the three forms in Secondary Schools;

(2) The Director may be permitted to allow schools to follow the old scheme in deserving cases; and

(3) An Expert Committee may be constituted to go into the question of teaching Hindustani in Secondary Schools and pending receipt of the recommendations of the Committee, the existing arrangements under which Hindustani is taught from Form I onwards in Secondary schools may be continued..

R.R.M.
22.6.49.

P.S. Ramaswamy Raja.
Premier.



Edu & P. H. Dept.

93
Edn. & P.H. Dept. (B1)

Schools - Elementary and secondary - Medium of Instruction -
Study of languages - Orders passed.

ORDER (MS) NO. 2125 EDN. DATED 2-7-49

In view of the hardships reported to have arisen from the enforcement of the regional language as a medium of instruction, Government have decided that in respect of linguistic minorities including Muslims, whose mother tongue is different from the regional language, the D.P.I. should be allowed to exercise his discretion and permit instruction being given through the medium of their mother tongue or any language other than the regional language provided that there is a minimum strength of ten pupils per class or thirty per school in elementary schools and primary departments of secondary schools and 45 pupils for the three forms in secondary schools viz. Forms I to III and Forms IV to VI.

[The restrictions imposed in G.O.No. 1136 Edn., dated 2-6-46 in regard to grant of exemptions are therefore removed.]

*Amended to have mother
tongue instruction
in medium*

[Achimatah
in C.O.
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Amended
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2. The Government have also considered the question whether the study of three languages compulsorily under the reorganised scheme of secondary education should be enforced in respect of pupils who had not studied three languages previously and have decided that the D.P.I. should be permitted to allow schools to follow the old system in respect of students in the III, IV and V Forms, ~~in~~ in ~~other~~ deserving cases.,

3. The existing arrangement under which Hindustani is taught from Form I in secondary schools will continue until further orders.

12/10/46

To the D.P.I.

To the Registrars of Universities.

2. Sp. copies.

C.No. 51550 B1/48.

Edn. & PH (B) Dept.

①

Colleges and Schools. Primary and Secondary - Medium of instruction.

pp. 246

From the Joint Educational Adviser to the Government of India, No. F.10-23/48-EII dated the 6th/8th July 1948.

p. 308

From the Director of Public Instruction, R.C.No. 2737-EI/47 dated the 9th August 1948.

54

Please see the letter from the ~~Joint~~ Joint Educational Adviser to the Government of India regarding the medium of instruction in Colleges, primary and secondary schools. The remarks of the D.P.I. in the matter are on page 3 of the ~~draft~~ ^{in schools} regard to the medium of instruction. The Adviser may be informed on the lines of the letter ~~as proposed~~ proposed to be sent to the Chief Secretary to the Govt. of West Bengal, Calcutta. [The file has been circulated to HM (Edn) for approval of the draft.]

Copy at A/4

Other copies have been issued.

Jhwa

Ex. (in reg to para 3 on p 2 of).

18/8/48
23.8.48

17/8/48

17/8/48

Edn. & PH (B)

Para 3 of the letter on p 2 of - The universities may be consulted in the matter. A draft letter is subd for approval.

22/8/48

lms

23.8.48

24/8/48

24/8/48
As I / S

by

[Letter Ref. no. 51550-B1/48-2 Edn D 24/8/48] pk5-604

Please see the letter from the Govt of India of communicating a copy of the resolution of the Govt of India on the medium of instruction in educational institutions. In view of the decision already arrived at, it seems unnecessary to send a reply to the D.O. from the Joint Educational Adviser to the Govt of India on pp. 2 and 3.

14.9.48 15.9.48 S. by 7/11/48

approval 24/9/48 24.9.48

A draft D.O. is submitted below for

(D.O. No. 61932-B1/48-2 Education, dated 27--9--1948)
From the Director of Public Instruction, R.C.No.1988-B1/48 dated the 30th September 1948.

Please see the letter from the Government of India on pages 8-12 c.f. communicating their resolution on the medium of instruction in educational institutions for necessary action and the remarks of the D.P.I. on page 18 c.f. The Government of India have advised that

(i) that the mother tongue should be the medium of instruction in the elementary schools (Junior Basic Schools) and in the higher stages it will be necessary for ~~some~~ pupils to learn the language of the Province; and

(ii) that no particular language should be forced on any group of children whose mother tongue is not the regional language and that a minimum ^{number} may be fixed for providing ^{them with} facilities for the use of the mother tongue as the medium of instruction.

2. The present policy of Government is that the regional languages, namely, Tamil, Telugu, Malayalam and Kannada, should be the media of instruction in this Province in the particular areas P.T.O.

Action will be taken on receipt of the letter from the Govt of India

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Mem 61325 B1/48-1 Edn D 25/9/48 (A) 5

whose mother tongue is not the regional language the learning of the regional language by these pupils will be more difficult than for Muslims

12/11 18/9

(A) 4

concerned. In bi-lingual and multi-lingual areas the languages concerned are the media of instruction. In these areas the provision of the medium of instruction through more than one regional language will be made with reference to the number of pupils to whom instruction should be given in a particular regional language, if their number justifies such arrangement being made. Although according to these orders ~~the~~ majority of the pupils will be able to study through their mother tongue, in some cases, pupils will have to receive instruction in the regional language which is not their mother tongue, e.g. muslim pupils whose mother tongue is Urdu, ~~and~~ Oriya pupils in the Vizagapatam District. In the case of elementary schools for muslims whose mother tongue is Urdu, Urdu is the medium of instruction. The Government have ordered that the study of the regional language should be introduced in elementary schools for Muslims from III Standard and that the change-over of the medium of instruction from Urdu to the regional language in the Higher Elementary and Higher Elementary Training Schools should be made in 1951 when the present pupils of III Standard who study the regional language reach the VI Standard. In Secondary schools for Muslims the regional language has been ordered to be adopted as the medium of instruction. In the case of Oriya students in the Vizagapatam District, the Government have ordered that pending a decision on the question of recognition of Oriya as an additional regional language, provision ^(should be made) for the imparting of instruction to the those students through the medium of Oriya wherever possible or through the medium of English and that the facilities hitherto in existence should not be curtailed. The same provision will have to be extended to ~~the~~ ^{and} Oriya pupils in the higher stages after the Junior Basic stage, it will be necessary for pupils to study the language of the Province i.e. the regional languages. The Director reports that it is not clear whether this means that students should read the language of the Province as an additional language or the

4. In regard to the second recommendation of the Government of India, the Director suggests that a minimum of 15 students for a class may be fixed to enable the small groups of children whose mother tongue is different from the regional language to receive instruction through their mother tongue if the Government agree to deviate from their present policy that the medium of instruction should only be the regional language. This will result in extra cost to Government by way of payment of teaching grants to managements of schools towards the employment of teachers for imparting instruction through the medium of the mother tongue to those students.

5. In the circumstances, the file may be circulated to H.M. (Education) for orders

(1) whether the recommendations of the Government of India may be accepted, and

(11) if so, whether the minimum strength of 15 students for a class for imparting instruction through the medium of mother tongue to the small groups of children whose mother tongue is not the regional language may be fixed.

6. As regards item (3) ^{on p 2 of m/s} University
Stage of Education, and the

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The Govt. of India
may perhaps be
~~also~~ requested to clarify
the point raised
by the D.P.G. in para
3 on p. 15 if.

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the context.

An ~~estimate~~ ^{estimate} of the
extra cost involved
may be called for.
in It is his
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great and it will
have to be passed
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This question has been referred to the Inter-university Board by the Govt. of India - vide item VII on p 13 of the top file. ^{But} no reply is required to be ^{do.} on pages 1-2 of, even on these ques- have to be sent in the top file. Please see items 3 and 4 on page 4 under

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WM (Ech)

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Elementary Schools:

In bi-lingual of multi-lingual areas, the language of instruction can even now be any one of the regional languages current - and for Muslim schools we have allowed Urdu to be the language of instruction for a period of 5 years. To this extent we are in line with the policy enunciated by the Govt. of India - only, the arrangement ⁱⁿ the Muslim schools will have to be made permanent, or, even if separate schools are to be abolished at the end of 5 years, we will still have to allow the medium of instruction to be Urdu in the areas where we have now allowed this arrangement, in separate sections ⁱⁿ for general schools. This may definitely be accepted now.

2. The remaining cases will be of languages ^{not} pertaining to this Province, or of any ^{one} of the regional languages themselves in areas where it is not one of the recognized languages for that region - for example Tamil in a Telugu district, or Telugu in Tamil district, or Canarese in a bi-lingual district where the Telugu and Tamil are recognized as regional languages. I think even in such cases we may accept the principle enunciated by the Govt. of India, subject, however, to the requirement, which the Govt. of India themselves have indicated ^{too} to, that there should be a sufficient number of pupils to constitute the economic classes. I think ^{classes} ²⁰ may be stipulated. Neither the total pupils to be ^{added} ^{to} the extra expenditure entailed by making this provision in elementary schools, will, I think, be considerable.

3. Pari passu with this, however, there will have to be an arrangement, in the cases referred to in para 2, for the regional language also to be taught, so that the pupils may ^{merge} smoothly into the administrative arrangement of the area, and in order that, if need be,

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v D.D. has suggested
15- vide p. 189

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they might, in the secondary stages, be able to fit in with the arrangements for secondary education under which the regional languages of the areas will be the media of instruction. We have already arranged for this in the case of pupils of Muslim elementary schools - who will take the regional language from Standard III onwards. This may apply in the other cases referred to in para 2 also.

Secondary Schools:

4. Here too in bi-lingual and multi-lingual areas we allow the recognized regional languages to be the media of instruction, and here too the difficulty will arise (1) in the case of pupils who claim Urdu as their mother-tongue and (2) in the cases dealt with in para 2 above.

5. The educational principle that the mother-tongue is the best medium of instruction applies no doubt to these cases also; but on the other hand the making of special arrangements in that respect is likely to be much more administratively complex for the schools, and much more costly to them, and costly to the Government also (by way of 5 year grants) than in the case of elementary schools. The requirement that pupils should fall into line with the general administrative arrangements in the area can always be met by merely making provision that pupils who have as medium of instruction a language other than the regional language or languages recognized by the area should study as their second language the regional language, or one of them, as the case may be. But it is the difficulty of staff, and the cost of the arrangements, that will really constitute handicaps. The case of Urdu pupils is slightly different, but it may be noticed that for Secondary education in Muslim schools the Muslim ^{leaders} ~~Leaguers~~ themselves ^{have} agreed that the regional languages might be the medium of instruction. As a general rule we may say

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(M) 1-2

therefore that we would provide in Government schools, and insist on the provision in Board and Aided schools, only ^{by} of the medium of instruction being in the regional language. But since this is the ^{best} ~~best~~ principle on the ground of administrative difficulties and cost, we may say also that in cases of the kind falling under para 2 above, if the extra cost of the arrangements entailed is borne entirely by the managements concerned we will have no objection to the medium of instruction being the mother-tongue; ~~if~~ only, we will in such cases insist that the regional language (or one of them in bi-lingual or multi-lingual areas) should be studied as a second language. It is expected that the managements would make such arrangements only if they are financed by the special groups concerned. These arrangements may be either by way of extra Sections ^{or} ~~from~~ the ordinary ^{schools} ~~classes~~ or by way of special schools. There is really no difference in principle between the cases referred to in para 2 above and the case of Muslim pupils claiming Urdu to be their mother-tongue; but on the ground of political expediency these arrangements need not be extended to such Urdu pupils: it is necessary that they should merge in the general arrangements of their respective areas.

6. If these arrangements are adopted the difference between ^{the position then} ~~that~~ and the adoption of the "mother-tongue", will be as follows:-

(a) In elementary schools:

(i) If the ^{majority} ~~majority~~ is so small in any area that it cannot furnish a class of 20 pupils ~~taken~~, it cannot get instructions in the mother-tongue.

(ii) Pupils having as their mother-tongue ~~the~~ a language different from the regional language or ~~any~~ languages of the area will have to learn the regional language or one of them, as the case may be, in addition.

(b) In Secondary schools:

(i) Unless they are prepared to make special arrangements at their own cost, and in cases of the kind referred to in para 2 above the pupils will have to adopt the regional language, or one of them as the case may be, as medium of instruction, and not their mother-tongue.

(ii) Even if such arrangements are made, they will have to learn the regional language as a second language.

(iii) As far as Muslims claiming Urdu to be their mother-tongue are concerned they will in any case have to have the regional language as their medium of instruction - and this is the principle already accepted by the local Muslim ^{leaders} Leaguers.

7. The arrangements may perhaps have to be reviewed again in the light of the provisions in these respects that may be prescribed in the Constitution.

The matter is mainly with regard to elementary schools. We have prescribed the regional language as the medium of instruction for elementary schools. The question has been pointedly raised by Mussalmans who have Urdu as the medium of instruction. We have allowed those schools to exist for 5 years. According to the Government of India resolution, if the mother-tongue should be the medium of instruction in elementary schools, this should be made permanent. I think we may agree with that proposal.

With regard to secondary schools, the resolution itself thinks that the regional language may be the medium of instruction.

A draft note for the Cabinet may be put up on these lines.

ISA
17.12.48

17/12

Please see the minutes of J.M. (E.M.) on page 9 ante. The file may now be circulated to J.M. Pr. for orders whether the subject may be placed before the Cabinet Meeting of the Hon'ble Ministers.

17/12/48

17-12-48

O.P.R.

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S. 17/12/48

17/12/48

A draft note for the Cabinet is submitted below for approval. The file may be sent to Chief Secretary for circulation. It is for orders whether the file may now be sent to Finance also - Please see in this connection Secy's marginal note against para 6 on page 6 ante, para 2 on page 6 ante and page 8 ante.

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Finance (Exp.-A) Deptt.

The file relates to the question as to what attitude this Govt. should take on the Resolution of the Government of India regarding the medium of instruction in educational institutions and what steps should be taken to implement the decision arrived at by the Govt. of India. The Govt. of India Resolution on pp.10-12 c.f. and the notes from p.2 above may be perused. It has been ordered that the matter should be placed before the Cabinet. Please see the orders in

circulation above and the draft note for the Cabinet below.

2. The case has been sent to this Deptt. with reference to paras. 2 & 5 of the E.P.H. Secretary's note on pp.6-8 above.

Para.2 on p.6 above: ^{Elementary Schools} The present policy of this Govt. in regard to medium of instruction is that the medium of instruction should only be the regional language. But according to the resolution of the Govt. of India, small groups of children whose mother tongue is different from the regional language should be enabled to receive instruction through their mother tongue, a

suitable minimum being fixed for such groups. The D.P.I. has suggested that 15 may be fixed as the minimum ^(in the case of pupils in elite schools) E.P.H. Secretary

has proposed that it may be 20. This will constitute a change in the policy of the Govt. and will throw additional liability on the Govt. by way of payment of teaching grants to managements of schools towards the employment of teachers for imparting instruction through the medium of the mother tongue to those children ^{in cases where such pupils number 20 or more in a class.}

E.P.H. Secretary considers that the extra cost will not be considerable. It seems desirable to know the extent to which the Govt. will be financially committed by implementing this change with a view to examining whether it is desirable from the point of view of the Govt.'s present financial position to adopt it.

Finance may therefore advise that a rough estimate of cost involved may be obtained before the matter is placed before the Cabinet.

Para.5 on pp.7-8 above: ^{Secondary Schools} Finance may agree with the views of E & P.H. Secretary particularly in regard to 'A' on pp.7-8

above.

AA
29.12.48

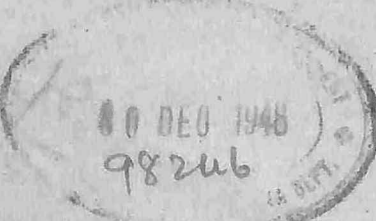
"X" above: The calculation of extra cost in this case may involve a reference to D.E.Os. and to Dy. Inspectors of Schools and it may take a long time to get complete information. The E & P.H. Deptt. may perhaps consult the D.P.I. whether the information could be furnished without a reference to district and other subordinate offices.

"Y" above: Local bodies should be distinctly made to understand that if by opening separate classes for giving instruction in mother tongue in secondary schools under their control and incurring additional expenditure, a deficit is caused in their General Account or the existing deficit in the General Account is increased, no subsidy will be given by the Government to cover the deficit or increase in deficit. (The Govt. undertake to give subsidies to local bodies to cover deficits in their General Account caused by the grant of dearness allowance to their staff originally, but did not undertake to increase the subsidies subsequently on account of additional expenditure incurred by revision of scales of pay or enhancement of rates of dearness allowance).

This apparently is the intention of E.P.H. Secretary also 2/30/48
excluding the School teachers whose pay is debitable to the E.P.H. Fund Account and not to the General Account

X above: An estimate of cost is desirable, but I don't think that a reliable estimate could be framed without referring the matter to local officers. Finance need not object to the principle being accepted subject to the condition proposed by E.P.H. Secretary viz that separate sections for a particular language group will be provided only when there is a minimum of 20 students in each class. In the City schools there will be no difficulty in working the system as I believe that it is already in force in most schools. Some extra sections may have to be found & extra teachers employed in the "border" areas separating different language regions, but the extra cost may not be very high.

For. w.o.
110101/ExA/48-1
30/12/48



2/30/48

61932 B1/18

E + PH (B1) Dept.

13

The notes of the Finance Department on pages 10-12 ante may be perused. They don't object to the principle of providing instruction to the minorities through the medium of their mother tongue, the minimum number of students for the purpose being fixed at 20 as proposed by Secretary. The presumption expressed by Finance Secretary at 2i on p. 12 ante is

Correct. The minutes of him may be put in as Annexure 1 to the Cabinet note.

2. The file may now be sent to

C.S. as previously marked on p. 10 ante.

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up

E.H.

E-SP 1400. m
61932 B1/18-4 E.H.
31/1/49



HM (AG) has been requested to take up the file.

For orders whether

the file may now be circulated to HM (AG) for approval of the Cabinet note below before it is sent or whether it may be sent to HM (AG) on return from Delhi

It would seem better to circulate this to HM (AG).

31/1/49
4-1-49

4-1-49

S. 1/25
31/1/49

The minimum average attendance of 25 may be fixed.

TSA

18-1-49



14

Please see the minutes of HM (AG) on page 13 ante. It is submitted in a sentence, namely "Sub. the Hon'ble the Minister for Education has ^{in a late minute} ~~submitted~~ ^{reported} that the minimum average attendance may be fixed at 25" may be added to at the end of para 3 of the Cabinet note below.

Ad. L.S. w
L.S. w
w/af 9/6
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Note.
1

18/1/49
19-1-49

19-1-49

S. 1/25
1/1/49

2. For orders as to issue of the note with the above addition.

The addition to the Cabinet note ~~is~~ approved at A' above has been made at the end of para 3 of the note.

2. Attention is ^{in this connection} ~~is~~ ^{is} invited to the proceedings of the Informal Meeting of H.M.S. held on 13.1.49 on page 19 of. It was approved at the meeting that in elementary schools the medium of instruction should be the mother tongue where required by the people. The resolution of the Govt. of India relates to educational institutions both elementary & secondary and it is presumed that the matter should be considered by the Cabinet - vide the orders in circulation on pages 9-10 ante.

pages 10-12 of

It is submitted for orders whether ~~the following~~ sentence, viz., ~~"The matter was considered"~~ "At the Informal Meeting of Hon'ble Ministers held on 13.1.49, ~~and~~ it was decided that in elementary schools, the medium of instruction should be the mother tongue where required by the people" may be added to at the ~~beginning~~ ^{beginning} of para 3 of the Cabinet note.

4/8
1

3. For orders as to the issue of the note with the above addition.

19/1/49
2-1-49

20-1-49

S. 1/25
21/1/49

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Res. on pp 10-12 c

Vide p 12 c

p 189 - back page

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Vol. 1. p. 9. 1. 1.

Adm. Sec'y of
Refugee & Co.
B. M. ...

✓ Seen Schools

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Page 2
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-17-

Office mem. Provincial Language by Mr. G. S. Rao to be allowed to have the language in the medium of instruction in the Government schools. This also is the view of the Secretary on the points referred.

that will have to be employed for the purpose in non-Govt schools. The D.P.D. may be asked to estimate the extra cost involved in implementing the Govt. India Resolution.

6. The views of the Secretary on the points referred

to above are contained in Annexure III to the Cabinet Note on

Pages 29-36 c.f. As the decision of the Cabinet is not clear

on above points, the file may be circulated to H.M. (Education)

for orders.

19-2-49

S

H.M. (Edn) (Hr.)

The decision of the Cabinet refers to elementary schools. The Secretary suggests that the minimum average attendance may be fixed at 20 may be accepted.

13.2.49

Please see the minutes of H.M. (Edn)

on above. The resolution of the Government of India is in respect of both elementary and secondary schools - vide also the Cabinet decision on page 37 c.f. But as pointed by Secretary, the resolution is not clear in regard to the medium of instruction in secondary schools. J.M. (Edn) has not passed orders on all the points raised on pages 15-17 above.

2. The file may be recirculated

to H.M. (Edn) for orders on the points raised in paras 2, 3, 4 & 5 and pages 15-17 above.

16/3/49

JS

H.M. (Edn)

The Government of India's resolution, though very

diffuse, appears to provide for instruction in the



6/932/81/48

-18-

mother tongue both in the primary and the secondary stages with the addition of the regional or provincial language in the secondary stage. In respect of elementary education, it has been decided that where 20 or more students can be found the institution may be recognised for teaching in the mother tongue. The question which remains is in respect of secondary schools which have the minimum attendance. If the resolution of the Government of India is accepted, the mother tongue should be the medium of instruction in secondary schools also.

17/3/49

H.M. (Edn)

63

The matter of secondary education was dealt with in the last meeting of the Central Advisory Board of Education and we may await their report. Even in the Cabinet, the suggestion was only about the elementary schools. H.Pr. may see if necessary.

13.2.49

13.2.49

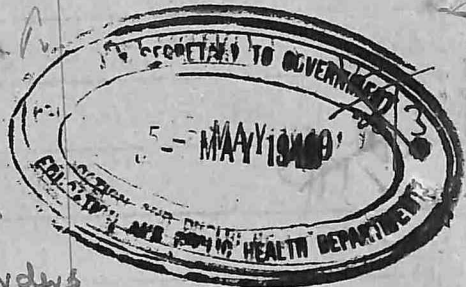


The minutes of J.M. (Edn) above may be perused. From the resolution of the Government of India on pages 10-12 c.f., it is observed that the policy enunciated therein is in respect of both elementary and secondary schools. But H.M. (Edn) has minuted that the decision of the Cabinet to accept the resolution is only in respect of elementary schools. If so, it is submitted for orders whether orders may be issued in respect of the medium of instruction in elementary schools only on the lines of the notes in paras 3 and 4 on pages 15-16 c.f., fixing the minimum strength per class at 20. - Vide minutes of H.M. (Edn) on page 17 ante.

2. Before orders are issued as in para 1 above, the file may be circulated to J.M. Pr.

P.T.O.

in reference to the minutes of Jom (Edn) on page 18
A decision is
being taken on
the point. Policy is
being evolved also but
the idea of H. (Edn.) is that the way be
found out after we receive the proposals
of the Central Board. Mr. who keeps dealing
with the British.



Please see the orders in circulation
above. As there is no difficulty, so far as the medium
of instruction in elementary schools is concerned, orders
may be issued immediately without waiting for a decision
in respect of each school.
2. The latest proceedings of the Central
Advisory Board of Education sent by the Government
of India every the fourteenth meeting of the Board held
in January 1948 and the copy is put up below. There is
no decision there. There is no decision in it.
The medium of instruction in secondary schools
does not appear to have been discussed at that meeting.
The Government of India may be consulted
in the matter separately.

fundamental whether
proceedings have
been taken
10/5/49
The last meeting
referred to in the
minutes overleaf
took place in
January 1949.
The report is
annexed.
10/5/49

3. A draft order with reference to para
1 above is submitted for approval. The file may be
sent to Finance V.O. for acceptance of the order before
circulation.

May find the decisions
of the Edu. Sub Committee,
meeting today, so that a
comprehensive direction is issued
11/5

It has been decided at to-day's Cabinet meeting
that the teaching of English may begin from I form instead
of from the II form as it is at present. A G.O. may be
issued immediately on this subject modifying the previous
orders.

It has also been decided that a Cabinet Sub
Committee consisting of H.M. (Edn.), H.M. (P.W.), H.M. (Law)
and H.M. (L.A.) should consider the following subjects at
a conference to which the D.P.I. and some other educationists
may be invited to come and give their opinions. I think
besides the D.P.I., (Sri D.S. Reddi), the Vice Chancellor, the President
of the South India Teachers' Association, Sri Suryanarayana
Rao, M.L.C., Mr. Muhammad Ismail, M.L.A., Leader of the
Opposition in the Legislative Assembly, and the
President of the
Headmasters' Association, Madras City may be requested
to come and give their opinions. The Secretary may
be the convenor of the meeting. The first meeting of
the Committee will be held in the Committee Room at 3 P.M.
tomorrow. Intimation may be sent by telephone to all
concerned. or by a special message

Subjects to be considered.

- (1) The class in which Hindi teaching should begin -
Whether it may be taught in the script of the
mother-tongue or the regional languages in
the lower classes.
- (2) Whether secondary schools may be permitted to
use English as the medium of instruction in
forms I to VI for pupils for whom there is no
provision making the mother-tongue the medium
of instruction.
- (3) Whether primary schools may be allowed to teach
in English those sections of the population
whose mother-tongue is not the regional language
of the place.
- (4) Whether recognition without grant may be given
to a school if the mother-tongue is made the
medium of instruction even though the minimum
strength of 20 is not reached.
- (5) Other related subjects, if any.

10.5.49
H.M. (Edn.)

21

The report of the Cabinet Sub-Committee on the medium of instruction in schools is kept below. Joint Secretary as Secretary to the Committee may circulate copies simultaneously to H.M.(Edn.), H.M.(P.W.) and H.M.(L.A.) for approval. *After approval, copies may be sent to the other members who attended the meeting.*

The next meeting of the Cabinet will take place on 3-6-49. As it is necessary that instructions should be issued to the managements of schools sufficiently early before the reopening of the schools in June it is for consideration whether orders may be taken on the recommendations of the Cabinet Sub-committee by circulating the file to all H.Ms.

In regard to the teaching of Hindustani it is for orders whether the D.P.I. may be asked to constitute an expert committee to go into the question and submit a report. In connection with the reorganisation of Secondary Education, sub-committees were constituted last year by the D.P.I. for the various subjects. The personnel of the committee may be settled in consultation with the Director.

13-5-49

5

H.M.(Edn)

Copies may be circulated to H.Ms. (P.W.) and (L.A.) for approval of the record of the proceedings.

H.M.(Edn) may approve of the record of the proceedings down below which may be circulated to all H.Ms. for approval of the decisions which require to be transmitted immediately to the D.P.I. if they are to be enforced in the coming school year.

H.M.(Edn) *approved.* 15/5

H.M.(Ind) *OK* 17/5

H.M.(Prohn) *for Law*

H.M.(R.D.) *AB* 29/5

H.M.(L.A.) *in 18/5*

H.M.(Law)

H.M.(Fin)

H.M.(P.W.)

H.M.(Food)

H.Pr.

I am the copy of the proceedings sent to me that I have already said that I do not agree with most of the conclusions of this Committee & that I will state my reasons at the Cabinet meeting. I am

Since added to file 16/5

defined against the conclusions of 12, 3 & 4. It would mean that the medium of instruction for Muslim boys in Andhra to the extent it will lead to various other consequences. This should not be rushed through like this. No instructions should be given to the D.P.I. on this before the matter is decided by the Cabinet on 3.6.49.

KM
25/5

With reference to the above minute of H.M.(Law) it is respectfully pointed out --

(1) that the Cabinet has already decided to accept the Government of India's resolution that the mother tongue should be the medium of instruction. The late H.M.(Edn) was in doubt whether the Cabinet decision applied to secondary education also. In this connection the orders passed by the Orissa Government at p. 39 of Linked File (Flag F) may be seen. The ~~decision~~ ^{recommendation} has been made to apply to both elementary and secondary stages of education. The recommendations of the Sub Committee do not go beyond the principle accepted by the Cabinet; in fact they are restrictive in so far as they still enforce the regional language as the rule and the mother tongue as the exception.

(2) There is no intention of giving any instructions to the D.P.I. until the decisions of the Sub Committee are approved in circulation.

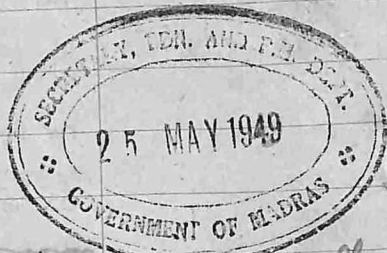
It is for orders whether circulation should be continued or a note should be prepared for the next meeting of the Cabinet.

H.M.(Edn)

H.Pr.

A note should be prepared for the next meeting of the cabinet unless a decision is taken on 3/6/49 it may be too late to introduce the desired changes in the current academic year. MS 25/5

may be placed before the cabinet on 3-6-49



24

From M. Md Ismail D.O. dated 10-5-49

From Abdul Hamid Khan D.O. dated 20-5-49

Please see the D.Os on pp 70-71 and 72-73 C.F. Attention is solicited to para 2 of the Note for the Cabinet on page 9 of I. It will be observed that in secondary schools for Muslims the regional language has been introduced as the medium of instruction from the school year 1948-9. It is urged that in secondary schools also Urdu medium should be continued for a period of 5 years as in the case of higher Elementary and training schools so that pupils to whom the regional language is taught from standard III may be able to follow instruction through the medium of regional language ^{when they study in Secondary Schools} and until then those who hitherto received instruction through the medium of Urdu may ~~continue to receive instruction through the medium of Urdu~~ ^{continue to receive instruction through the medium of Urdu} may continue to receive instruction through that medium.

As this is an important matter this may perhaps be included in the note for the Cabinet although this does not arise specifically in connection with the recommendations of the Cabinet sub-Committee.

2. Another point which the D.P. I has raised is the prescription of a minimum average attendance of 20 for the Elementary schools for Muslims as ~~xxxi~~ a whole instead of 20 per class. The cabinet sub-committee has recommended that the minimum number of pupils may be put as ten per class. Even this may not be suitable according to the D.P.I.'s point of view. It is for consideration whether this may also be raised in the note for the cabinet or whether this may be considered separately after the cabinet decision on the recommendations of the cabinet sub-committee is known.

3 Subject to orders on the two points mentioned above a note for the cabinet is submitted below for approval. It may be sent to the Chief Secretary for approval prior to circulation. The subject may be included in the agenda for the meeting of the cabinet to be held on the 3rd June.

MS 27.5.49

M
Also G. 286 Edn -
7/2/48

Under linked file

Item 1 on p 53 of

25

61532 B8/49

Draft note below is for approval

C.S.

29/5

H.N. for approval

Approved.

H.N. (Edy)

25/5

The note for the Cabinet has been signed. The file may now be sent to Public (Spl.)

30/5/49
30/5/49

Pub (B1)

The Agenda for the Cabinet Meeting on the 3rd June has already been issued. Please see the minutes of H.N. and H.N. (Edy). The subject matter of this file should be placed before the Cabinet on 3.6.49. This item may be included in a Supplemental Agenda. ~~Handwritten note~~ Circulation to H.N. does not seem necessary.

21.5.49

27/5

61532 B8/49-7 Edy
27/5/49

27 MAY 1949
GOVERNMENT OF MADRAS

28 MAY 1949
GOVERNMENT OF MADRAS

(S.S. Co. file note placed below)

61532 B8/49-8 Edy
31/5/49

28 MAY 1949

26

NOTE FOR THE CABINET.

Sub: Medium of instruction in elementary and secondary schools.

The Government of India's resolution on the medium of instruction in both elementary and secondary schools is shown in Annexure I. The two principles laid down therein are --

(1) That the mother tongue should be the medium of instruction in the Junior Basic stage (Elementary school stage) i.e. for children between the ages of 6 and 11 and that in the higher stages it will be necessary for pupils to learn the language of the province,

(ii) that no particular language should be forced on any group of children whose mother tongue is different from the language of the locality and that a minimum may be fixed for providing facilities for studying the mother tongue.

The Government of India have expressed the opinion that in the larger interests of the country it is desirable that the policy enunciated in the resolution should be followed by all Provincial Governments.

2. The question as to what attitude the Government should take on the resolution and what steps should be taken to implement the decision arrived at in that respect was placed before the Cabinet for orders at the meeting held on 12-2-49. The Cabinet decided that the resolution of the Government of India should be accepted.

3. Arising from an invitation to H.M. (Education) to an all India Conference, the implications of the Cabinet decision were examined and placed at the meeting of the Council of Ministers held on 10-5-49. It was explained that up till 1946 the medium of instruction in elementary and secondary schools was generally the mother tongue. In 1947 the Board of Secondary Education and the Provincial Advisory Board of Education recommended that the regional language should be the first language, that English should be the third language taught from Form II and that the second language may be any other Indian language. Arising from this the late Minister for Education decided that the regional language should be the medium of instruction both in primary and the secondary stages. This decision has affected linguistic minorities. In the past, schools teaching through the medium of English were available to children whose mother tongue was not at the regional language. To meet this contingency it was ordered that in multi-lingual areas all the four regional languages and in bi-lingual areas the two regional languages may be the media of instruction. In effect this provision has been a dead letter as will be seen from the fact that even in a city like Madras there are no elementary schools for teaching children in Malayalam and Canarese. Provision for teaching through the medium of Kannada exists only in the secondary stages in the Christian College High School. The children therefore of these minorities are without education through their mother tongue unless their parents can afford to send them to their home districts.

Elementary
An exception was made in respect of Muslim/schools which were allowed Urdu as the medium of instruction for 5 years from 1948-49. In respect of secondary schools the medium of

of instruction even for these schools was to be the regional language though it was not considered how students who had only learnt Urdu in the elementary stages up-to-date could immediately be taught in the secondary stage of their education in a language not learnt by them.

The Cabinet appointed a Sub-Committee to consider the following issues. The Sub-Committee consisting of H.Ms. (Education), (Public Works), and (Local Administration) met on 11-5-49 in Conference. The following persons also attended the meeting:

Dr. Sir A. Lakshmanaswami Mudaliar.
Sri D.S. Reddy, Director of Public Instruction.
Mr. Kuruvila Jacob
Sri R. Suryanarayana Rao
Abdul Hameed Khan Sahib Bahadur
Sri B. Sanjeeva Rao.

The issues considered at the meeting of the Sub-Committee were:-

- (1) The class in which Hindi teaching should begin - whether it may be taught in the script of the mother tongue or the regional languages in the lower classes..
- (2) whether secondary schools may be permitted to use English as the medium of instruction in forms I to VI for pupils for whom there is no provision making the mother tongue the medium of instruction.
- (3) Whether primary schools may be allowed to teach in English those sections of the population whose mother tongue is not the regional language of the place.
- (4) Whether recognition without grant may be given to a school if the mother tongue is made the medium of instruction though the minimum strength of 20 is not reached.

The unanimous report of the Sub-Committee is as follows:

In respect of issue (1) the following decision was reached:

That an Expert Committee may be appointed to consider the question of mother tongue, classical languages and the Federal language; and in view of the decision having been arrived at that English should be taught in the First Form, managements of schools will be given the option to teach Hindi either from the First or the Second Form, for a period of three years. The teaching of Hindi may be allowed either in the script of the regional language or in the Roman script.

Joint Secretary, E & P.H. pointed out the difficulty imposed by the condition that a Hindi teacher should know both the scripts as it restricted the number of teachers becoming available. He suggested that as far as Muslim schools were concerned it would be enough if the teacher knew the Persian script and for other schools it would be enough if he knew the Devanagari script.

It was decided that this question also might be left to be considered by the Expert Committee.

In respect of subjects (2), (3) and (4) the following decision was reached:

That in the secondary stage, the regional language should ordinarily be the medium of instruction for all pupils in any

any particular area. But if there are particular groups of minorities whose mother tongue is not the regional language and who cannot easily assimilate the regional language, facilities must be afforded in such areas for the establishment of schools where the mother tongue of those particular groups will be utilised as the medium of instruction.

With a view to give effect to this recommendation the following measures were suggested:-

(a) Financial aids given to schools or sections which use the mother tongue as the medium of instruction and not the regional language should be liberalised and the number of pupils in each class may for this purpose be put at a minimum of ten.

(b) The Government may themselves meet the cost of opening a section or two in existing schools using the mother tongue as the medium of instruction particularly in big cities and multi-lingual areas.

(c) In Anglo-Indian schools permission may be given for not more than 50 per cent of the seats to be given to non-Anglo-Indians whether refugees or otherwise. In such schools preference should be given to those who are not able to avail themselves of the medium of instruction through their mother tongue.

Whether the mother tongue is not available as the medium of instruction and the demand is made for opening a school with Hindi or Hindustani as the medium of instruction the Government may be pleased to recognise such schools.

(d) The Director of Public Instruction may under exceptional circumstances give recognition to a school which uses a language not recognised in this province as the medium of instruction, but no State grant can be given to such schools..

The concessions given to existing institutions in regard to the regional language or mother tongue or the use of any other language will not be affected.

The existing discretionary powers of the Director of Public Instruction will not be affected.

The above proceedings were approved by H.Ms. (Edn.), (P.W.) and (L.A.) who were members of the Committee. The Hon'ble Ministers for Industries & Rural Development approved the proceedings in circulation.

H.M. (Law) minuted as follows:-

"In the copy of the proceedings sent to me I have already said that I do not agree with most ~~the~~ of the conclusions of this committee and that I will state my reasons at the Cabinet meeting. I am definitely against the conclusions of 2, 3 and 4. It would mean that the medium of instruction for Muslim boys in Andhra districts to be Urdu and it will lead to various other consequences. This should not be hustled through like this. No instructions should be given to the Director of Public Instruction on this before the matter is decided by the Cabinet on 3-6-49".

Secretary noted as follows:-

With reference to the above minute of H.M. (Law) it is respectfully pointed out:-

(1) that the Cabinet has already decided to accept the Government of India's resolution that the mother tongue should be the medium of instruction. The late H.M. (Education) was in doubt whether the Cabinet decision applied to secondary education also. In this connection the orders passed by the Orissa Govt. (shown in Annexure II) may be seen. The recommendation has been made to apply to both elementary and secondary stages of education. The recommendations of the Sub-Committee do not go beyond the principles accepted by the Cabinet; in fact they are restrictive in so far as they still enforce the regional language as the rule and the mother tongue as the exception.

(2) There is no intention of giving any instructions to the Director of Public Instruction until the decisions of the Sub-committee are approved.

It is for orders whether circulation should be continued or a note should be prepared for the next meeting of the Cabinet.

H.M. (Education) minuted as follows:

"A note should be prepared for the next meeting of the Cabinet. Unless a decision is taken on 3-6-49 it may be too late to introduce the desired changes in the current academic year".

Hon'ble Premier minuted as follows:

"May be placed before the meeting of the Cabinet on 3-6-49".

It is for orders (1) whether the report of the Sub-committee should be accepted, (2) if not whether consistently with the fact that Muslim schools have been allowed the medium of Urdu up till now and for a further period of five years, the same language should not continue to be the medium of instruction for them in the secondary stage until students learning through the regional language reach the secondary stage, and (3) whether the previous decision of the late Minister for Education that the mother tongue may be allowed to be the medium of instruction in elementary schools if an enrolment of 20 per class is available may not be modified in the view of the Director of Public Instruction's letter (Annexure III) that unless the minimum of 20 is applied to the whole school, a large number of Muslim elementary schools will have to be closed.

A.B. SHETTY,
Hon'ble Minister for Education.

ANNEXURE - I

Resolution of the Government of India

Sub: MEDIUM OF INSTRUCTION IN EDUCATIONAL INSTITUTIONS.

The principle that a child should be instructed, in the early stage of his education, through the medium of mother tongue has been accepted by the Government. All educationists agree that any departure from this principle is bound to be harmful to the child and therefore ~~the~~ to the interests of society.

Unfortunately the application of this educationally sound principle in practice raises some difficulties. One question is what is to be considered as the mother tongue through which education has to be imparted. As is well known in every region, provision and state in India, a number of dialects are

are spoken. Children learn these dialects at home; are they to be all adopted as media of education? Unfortunately their number is large and most of them are without literature and therefore without necessary pabulum to nourish education. There are, however, about a dozen languages more or less developed which possess literatures and which seem to be marked out to become such media.

Here a second difficulty arises. Although in some provinces ~~xxxx~~ one of these languages is predominant, in others speakers of two, three or four of them live together, and there is hardly a province in which besides a principal language there are not considerable number of inhabitants speaking other languages.

In the Madras province four principal languages are used, viz. Tamil, Telugu, Malayalam and Kanarese and in the city of Madras there are numerous speakers of both Telugu and Tamil. Similarly in the Bombay Province there are Marathi, Gujarati and Kanarese speaking people, and in the City of Bombay a ~~xxxx~~ mixed population of Marathi, Gujarathi, Urdu and Hindi speakers. In Bihar and U.P. there are certain districts and cities where along with Hindi, Bengali is spoken by many. Calcutta again is a sort of a cosmopolitan town with a mixed population speaking a number of languages. In Orissa, Oriya is the main language but in some parts Telugu is used. The Central Provinces have large areas of Marathi and Hindi speaking inhabitants. Nagpur is a city of mixed speakers of Hindi and Marathi. East Punjab has two languages Hindi and Punjabi.

Conditions like these make it impossible for any state or province to adopt any single language as the medium of instruction. An attempt to adopt one language in a Province where groups of people speaking different languages reside, ~~xxxx~~ bitterness. It will affect inter-provincial relations and set up vicious circles of retaliation. Provincialism grow and Indian nationalism will suffer.

The History of European countries is a warning. England sought to impose English on Ireland, Germany on Poles, Eastern European countries their particular languages on pockets of inhabitants speaking foreign languages. In every case the results have been disastrous.

In the case of India there does not exist any justification for adopting a policy which Europeans followed to their discomfiture. All Provincial languages are Indian languages and there is little reason why any Province in India should seek to deprive children inhabiting that province of their fundamental right to receive education through the medium of the mother tongue.

It is obvious that if a Province has adopted any particular language as the language of administration, ~~it~~ will be ~~it~~ to ~~the~~ the interest of those whose mother tongue is different, to learn ~~in~~ in order to claim participation in the life and privileges of the people of the Province.

The principle of teaching through the mother tongue then is of general application, but practical considerations suggest two limitations.

In the first place the principle applies mainly to the first stage of education, i.e., the stage of compulsory primary education, or to the group of children at the junior basic stage from the ages of 6 to 11, for the reason that at the stage of compulsory education children should not be forced to study a language which is not their mother tongue. In the higher stages after the junior basic it will be necessary for pupils to learn the language of the Province.

and to impose it on all is bound to lead to discontent and

31 --6--
Secondly, employment of the mother tongue for the education of the children whose numbers are extremely small will create administrative and financial difficulties, hence it is desirable that a minimum number should be fixed for the use of their language. The Provincial or State Government should not only refrain from forcing any particular language on such groups, but should place the same facilities of education at their disposal as it does for the other children.

The Government of India is of opinion that in the larger interest of the country it is desirable that the policy enunciated above should be followed by all Provincial and State Governments.

ANNEXURE- II

No.3345 E.
Government of Orissa
Education Department.

RESOLUTION.

The 30th April 1949.

Read: Resolution No.D.3791/48 D.1. of August 1948 recorded by the Government of India in the Ministry of Education.

In pursuance of the general policy in regard to the medium of instruction enunciated by the Government of India in Resolution No.D.3791/48 D.I. of August 1948 the Government of Orissa have come to the following decision in the matter of medium of instruction in non-language subjects in the schools in Orissa. --

(1) In the primary or junior basic schools and the ~~primary~~ primary classes of secondary schools, the medium of instruction should as far as possible, be the mother tongue of the pupils. Since Oriya is spoken by a large majority of the people of the Province the medium of instruction should generally be Oriya but provision should be made for teaching in a primary or junior basic schools and the primary classes of secondary schools through a medium other than Oriya if the number of pupils in the school speaking a language other than Oriya is at least thirty.

(2) In secondary schools i.e. middle schools high schools except primary classes thereof and senior basic schools the medium of instruction in non-language subjects should be the regional language i.e. Oriya which is spoken by a large majority of the people inhabiting the Province but all facilities should be given to the minority linguistic groups to learn their own mother tongue as a literature subjects at every stage as far as possible and teachers will be provided for the purpose in secondary schools where there is a reasonable number of such students.

(3) In order to facilitate instruction through the medium of Oriya in non-language subjects at the secondary stage of education the regional language i.e. Oriya should be introduced as a second language for students of the minority linguistic groups in the top two classes of the primary or junior basic schools and the corresponding classes of secondary schools.

(4) The decision will take effect from the beginning of the school session, 1949-50.

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ANNEXURE-III.

Copy of the letter No.R.C.No.544-E.1/48 dated 20-5-1949 from the Director of Public Instruction addressed to the Secretary to Government, Education and Public Health Department, Madras.

Sub: Schools - Secondary and Elementary for Muslims - Urdu as medium of instruction in standards or classes I to V - Continuance.
Ref: Govt. Memorandum No.22510-B1/48-9 Edn. dated 6-5-49.

In their Memo cited, the Government have stated that in pursuance of their decision to accept the resolution of the Government of India that the medium of instruction in the elementary school stage should be in the mother tongue of the pupils, it is proposed to fix a minimum average attendance of 20 pupils per class in respect of schools exclusively intended for the linguistic minorities in order that instruction might be imparted in their own mother tongue. This would mean that a muslim elementary school with standards I to V should show actually a minimum average total attendance of 100 against the existing general requirement for all schools of a minimum average attendance of 20 for the whole school in all the standard. I may point out here that the new condition of average attendance of 20 per standard will actually affect the Muslim schools very adversely as the large majority of schools will not be able to comply with this requirement; and this hardship would be felt as a major grievance when compared with the rules for aid in respect of other common Elementary school. Please see rule 4(1) of the Rules for aid relating to Elementary schools. In these common Elementary schools an average minimum total attendance of 20 pupils is sufficient to enable the school to get a grant and it cannot be the intention of the Government to make an apparent concession in regard to Muslim schools which would virtually result in the closure of a large number of existing schools or sections where Urdu is the medium. While this criterion of 20 can be accepted for Secondary and Training schools it should not be made applicable to Elementary schools. I, therefore, request that in the matter of assessment of grant, Muslim Elementary schools may be brought into line with other common schools and allowed to exist on the basis of a minimum average total attendance of 20. If Government agree to this, I request that they may be pleased to modify suitably the proposal contemplated in the above Government Memorandum.

*

GN/28/5

Strictly Confidential.

GOVERNMENT OF MADRAS.

MEETING OF THE COUNCIL OF MINISTERS HELD AT FORT
ST. GEORGE, MADRAS, ON ~~FRIDAY~~ ^{SATURDAY} 4TH JUNE 1949.

The Hon'ble the Premier presided.

Present.

1. The Hon'ble Dr. T.S.S. Rajan
2. The Hon'ble Sri M. Bhaktavatsalam
3. The Hon'ble Sri B. Gopala Reddy
4. The Hon'ble Sri K. Madhava Menon
5. The Hon'ble Sri A.B. Shetty
6. The Hon'ble Sri K. Chandramouli
7. The Hon'ble Sri B. Parameswaran
8. The Hon'ble Sri N. Sanjeeva Reddy
9. The Hon'ble Sri C. Perumalswami Reddi, and
10. The Hon'ble Sri J.L.P. Roche Victoria.

Agenda

Medium of instruction in Elementary and Secondary Schools.

P.S. Kumaraswami Raja.
Premier.

Order

POSTPONED.

P.S. Kumaraswami Raja.
Premier.

E & P. H.

A. Madhava Menon,
Minister for Law & Education

Port St. George,
D/8th June 1949.

Govindarajulu,
My dear Suryanarayana Rao,

I have told Sri D.S. Reddi, Director of Public Instruction that I want to have a discussion with him and some Educationists like you regarding the question of teaching of languages as that of the reorganisation of studies in Secondary Schools. Sri Reddi suggested that 13th morning at about 9 O'clock will suit him and his officers. 13th being a day on which our Legislature is meeting, it will not be possible for me to meet in the office after 11. So I have suggested to Sri Reddi that we may meet in my residence (The Lodge, Government House Estate, Mount Road) at 9 a.m. I shall be very glad if you can make it convenient to come to my residence at 9 a.m. on the 13th.

Thanking you,

Yours sincerely,

Sd. K. Madhava Menon.

✓ Sri R. Suryanarayana Rao, M.L.C.,
No.20, Edward Elliotts Road,
Mylapore,
Madras.

✓ Sri S. Govindarajulu, B.A., B.L., LL.B., Bar-at-Law,
Ag. Vice-Chancellor,
University Buildings,
Triplicane, Madras.

May be sent to Secy. E. & P.H. Dept. for information.

8 - JUN 1949

The file may be sent to H.N., including my note to the sub-committee of the Cabinet, which he does not appear to have seen.

18/6

61932/18/18

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Please see the decision of the Cabinet on p 34 ante.
The file may be circulated to HM (201) for use
during the discussion on the morning of the 13th inst.

10/6/49

10-6-49

S 11/11

Do I attend?

10.7 (Sat)

Send this file to my residence.
On going through it, I shall ring up the
Secretary tomorrow if necessary.

KM

11/6



I have examined the Cabinet Sub-Committee's recommendations regarding the medium of instruction and making provision for linguistic minorities in areas where it is bilingual. I am satisfied that the existing discretionary powers vesting in the Director of Public Instruction would satisfy all the requirements of the recommendations of the Cabinet Sub-Committee, except that the present Government order say that provision for medium of instruction in anything other than the regional language may be provided for only if there are 20 students in a class asking for it. That may be changed to:--

- (1) in elementary schools not less than 10 students per class; and
- (2) in secondary schools, 40 students per school of three forms.

Any orders issued to the Director that his exercise of discretion should be limited may be withdrawn and the Director may be told to use it liberally. Issuing any further orders at this stage may be unnecessarily creating wrong hopes and confusion.

I had consultations with leading Educationists and the Departmental Officers about the above subject. The real

difficulty that has cropped up is not what the Cabinet Sub-Committee considered which related mainly to the medium of instruction for linguistic minority. A very serious difficulty concerning the whole of this Province has arisen which has to be tackled. Reorganisation of the courses of studies both relating to the language and also the method of education was introduced from 1948 onwards. One portion of it relates to language and the other portion is what is called the bifurcated course of studies. Both appear to me to be good and should be proceeded with. But the difficulty has arisen by what appears to be a mistake in relation to the orders relating to the language. The re-organisation was introduced in relation to languages in the I and IV Forms in 1948-49. In relation to I to III Forms, the student has to learn three languages, viz., first language, the regional language, third language being English, the 2nd language being any language other than the 1st and 3rd. All the three languages are compulsory, but the student or the parent has the option to take any language other than 1st and 3rd for the 2nd language. This was introduced in the I Form in 1948 June. That presents no difficulty at all. The students who have taken it up in the I Form in 1948 will be in the II Form in 1949, in the III Form in 1950, in the IV Form in 1951, in the V Form in 1952 and in the VI Form in 1953. As I said above, this presents no difficulty at all. But the introduction of this in the IV Form at an intermediate stage has created a serious difficulty which has been tried to be rectified by a number of orders issued subsequent to that, and that has made confusion worse confounded. From the IV Form, the 1st, 2nd and 3rd languages as compulsory study is to continue. But it need not be necessarily three languages. The first language is the regional language, the 3rd language is English. The 2nd language can be an intensive study of regional language or any other language than English so that the student who takes an intensive study of a regional language as his 2nd language need only study two languages, viz., regional language and English.

The course was ordered to be started in the IV Form in June 1948 and the draft syllabus was given to them then. This draft syllabus was finalised only in April 1949 which was very much different from the original draft given in June 1948. The result was that many schools had to be given exemption. Students who were in the II Form, and III Form were to follow on the date of the introduction, i.e., June 1948, 1929 Scheme and students in the IV Form had to be taught in one year what would otherwise have to be taught in the three years in the I, II and III Forms. The result is the students in IV Form in 1948 in Schools who had this re-organisation have been affected. They reached the V Form with absolutely no equipment in any of the languages. As the re-organisation scheme of the languages at the IV Form stage presupposed a knowledge of the languages concerned throughout the earlier forms, the difficulty presented itself. Many of the pupils had not studied two languages in addition to English and their attainments in the regional language itself were below the requirements of the new syllabus. When this fact was brought to the notice of the Government, Government issued an order permitting of the continuance of the 1929 Scheme in respect of such pupils (Govt. Memo No.86282-B-1/- 48-2, Education, dated 14-2-1949). Already in G.O.No.1394, Education, dated 29-5-1948, Government had already suggested that as the syllabus was not quite ready the syllabus under 1929 Scheme may be followed for the time-being.

Now what was true of the students of III and IV Forms of 1948-49 is true equally of the students of the IV Form of this year. It therefore logically follows that exemption has to be granted in such cases as well and this has been done (Govt.Memo of 14-2-1949).

The result of the introduction of the course in 1948 and the various exemptions is that we have now students under a variety of categories, some taking the old Scheme, and some coming under the new Scheme, with three or two languages, and some having tried the new Scheme find it difficult to proceed with it and wish to be allowed to change over to the old Scheme. If this position is to be allowed to continue then the S.S.L.C.

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 (B) para 9-p 2

Vide DP 2 is in 9
 9.7.48 or 18
 g(B) in hand file II

Board will have to set question papers on most languages according to five or six different standards. Apart from the confusion this leads to, the problem has still to be solved of the difficulties in which the pupils themselves have been placed because of their inadequate early equipment to take up the new courses.

It would seem therefore that it was a mistake to introduce the re-organised studies in language at the IV Form stage. Government could therefore order a cancellation of that position and allow for the progressive introduction of the language aspect at the right time in conformity with the introduction of the re-organised Scheme at the First Form stage in 1948-49, that is to say, the Scheme of languages could without difficulty be introduced in 1951-52 at the IV Form stage. 74

The result of my suggestion will be that the re-organisation in respect of languages which was started from I Form onwards will continue without break in all the schools in the Province without any difference, that with respect to students who are in III, IV and V Forms now, i.e., in 1949-50, which are comparatively few, exemption having been granted to most of the schools, they will be brought into line with the other schools and it will avoid the difficulty envisaged by me at X above.

A note on the above lines may be prepared for the Cabinet to be considered on the 22nd inst. positively.



Please see the minutes of HM (200) above. The intention appears to be that ~~the~~ the question of medium of instruction in Elementary and Secondary Schools, the question of Study of Languages from Form IV under the reorganised Scheme of Secondary education

should also be discussed in Cabinet.

A note for the Cabinet is submitted below for approval. C.S. may see prior to circulation. Public (Spec) Dept may be requested to include the subject in the agenda for the meeting of the Cabinet to be held on 22 inst.

Pub (Spec) to ask
fly

15.6.49

15.6.49

AS I / S
15/6/49

16/6

C.S. / 17/6
H.N. (E+L)
Problem

KM

17/6

X Extracts taken
The 17/6/49
6/132-10/148-9 E
10/149

The note for the Cabinet on pages 84-89 of has been issued. The file may now be sent to Public (Spec) U.O.

Public (Special)

20/6/49

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Please see the order of the Cabinet on p 92 of.

2. It is presumed that the decision in Go. no 266 En of 9.2.48 that in the case of Urdu Speaking Muslims, in Elementary Schools, the regional language should be taught as an additional language from Standard III will still hold good and it should be made applicable to pupils of language minorities whose mother tongue is different from that of the regional language although the resolution of the Govt of India contemplates it as the study of the languages of the Province only in the higher stages. If this 3. The Cabinet has apparently considered it

20/6/49
21 JUN 1949
17 JUN 1949
PUBLIC DEPARTMENT
GOVERNMENT OF INDIA

vide 2 mpye
29 mpye
p12 of

unnecessary to enodify the that the revised system of study should also be introduced at the and that it will be sufficient if D.D. is permitted to allow schools to follow the scheme in deserving cases.

A draft order is submitted below for approval. Action in regard to the constitution of an Expert Committee for the teaching of Hindustani will be taken up separately after the order is issued.

15.6.49

A copy of the draft order may be sent to the Director of Information & Publicity.

H.M. (E+L) may see the draft before issue.

A / Finance may see after issue.
27-6-49
AS I / S

H.N. may see draft order for approval. I am not sure that the order should be publicised.

H.N. (E+L)

29/6

I have made a final alteration in the revised draft, which need not be publicised.

KM

11/7

In order wherein the file should be sent to Finance with reference to A' also.

5/12/49
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SECRETARY TO GOVERNMENT
11 JUL 1949
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FINANCE DEPARTMENT

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