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Edn (1950) Department.

Ms SERIES

G. O. No. 2121 Edn

Dated 27-7-1950

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[Despatch Abstract.]

Govt. Ill. 16

Back Papers.

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

Further Papers.

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

Government of Madras.

Education (1950) Department.

G.O. No. 2121 Education

Dated 27/7/1950.

Page No. 38

Despatch Abstract.

Education - Secondary - Reorganisation - Study of languages - Revised orders - Issued.

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Back Papers

G.O. No. 1334 Edn dated 29.5.48.

1643 Edn .. 26.6.48.

2125 Edn .. 2.7.49.

.. 1375 Edn .. 28.4.50.

GOVERNMENT OF MADRAS.
ABSTRACT.

132484

SCHOOLS - Secondary - Regional languages and English - Classification as first and second languages Ordered.

Education and Public Health Department.

G.O.Ms.No.2532 Education, Dated the 25th November 19.

Read the following:-

From the Director of Public Instruction, R.C.No.1117-E/46 dated the 18th November 1947.

ORDER:-

English was hitherto regarded as the first language in secondary schools and the regional language as the second language. In order to give the languages of the Province their proper place in the scheme of studies for secondary education, it was considered that the regional language should be the first language and English the second language. The Board of Secondary Education and the Provincial Advisory Board of Education which were consulted in the matter have agreed to the proposal. The Government therefore direct that the regional language should be the first language in future and English the second language . The necessary amendments to the S.S.L.C. Scheme with reference to this change will be issued after the revised curriculum of studies is approved. In the meantime, the revised classification should be adopted in the question papers to be set for the S.S.L.C. Examination and for class examinations, in the current year.

M.V. Subramanian,
Secretary to Government.

To

The Director of Public Instruction, Madras.
The Director of Information and Publicity.

GOVERNMENT OF MADRAS.
EDUCATION DEPARTMENT.
Abstract.

EDUCATION- Secondary - Reorganisation - Study of languages- Recommendation of the Expert Committee and Provincial Advisory Board of Education - Orders passed.

ORDER MS.NO. 1375 Education, Dated the 28th April 1950.
Read the following:-

G.O.No. 1394 Education, dated the 29th May 1948.
G.O.No. 2125 Education, dated the 2nd July 1949.
From the Director of Public Instruction, R.C.No.2323-E1/49 dated 9--12--49, 28-1-50, 11-4-50 and 20-4-50.

ORDER:

In G.O.No.3163 Education dated 14-10-1949, the Government constituted an Expert Committee to go into the question of the study of Hindi and other languages under the reorganised scheme of secondary education introduced from the school year 1948-49. The recommendations of the Committee were placed before the Provincial Advisory Board of Education at its meeting held on 29-3-1950. The Government have considered their recommendations and they have decided that hence forth only three languages should be studied during the secondary school stage as follows:-

IST LANGUAGE:- Instead of the regional language being the compulsory first language, any Indian language whether it be the regional language, or mother tongue, or a classical language or any other language may be studied as the first language from Forms I to VI for six periods a week.

Second language:- Hindi should be studied as the second language for two periods a week in Forms I to VI, the language being taught conversationally in Form I and the script in Form II. The script for the teaching of the language will be Devanagari.

Third language:- English should be studied as the third language for six periods a week from Forms I to VI.

2. The medium of instruction will, however, be the regional language except in the case of linguistic minorities whose mother tongue is some other than the regional language for whom special provision has already been made in G.O.No. 2125 Education, dated 2nd July 1949.

3. The changes in the study of languages ordered in paragraph 1 will be introduced from the school year 1950-51 commencing from Form I and given effect to progressively every year up to Form VI. It will be left to the Director of Public Instruction to decide whether the students now in the intermediate stages i.e., students in Forms II to VI should be permitted to follow the existing system or the new system.

4. The Director of Public Instruction is permitted to proceed with the drafting of the notification of the syllabuses to enable schools to introduce them in June 1950. The Director is permitted to rearrange the number of periods allotted for the various subjects to be studied under the reorganised scheme of secondary education.

(By Order of His Excellency the Governor)

Rajaiah D. Paul,
Secretary to Government.

To
The Director of Public Instruction.
The Registrars of Universities.
The Director of Information and Publicity.

(True copy)

Edn Secretary

Please see Page 5 XX. Issue orders attaching the D.I.S may get Gratuities, Such Syllabus as he thinks fit.

KM 19/7

Speech of the Hon'ble Minister for Education and Law dated 18th July 1950.

***

I am grateful to you for your kindness in having me in your midst to-day. I deem it part of my duty, apart from the personal pleasure it gives me, to get into contact with teachers as often as possible. I am the Minister of Education but I am not an expert in Education. I am not apologising for it because Democracy denies to experts the right to rule, as strongly as it does to those claiming it by hereditary right. But it will be a poor Democracy where its chosen servants do not keep their ears open to three sources of guidance. First, enlightened public opinion; second experts and thirdly permanent officials whose patriotism is not inferior to that of anybody else. But ultimately the decision has to be that of the Ministers; they cannot take shelter behind the advice that is given to them. Again if the advice coming from different sources is conflicting, theirs is the responsibility to decide which they will accept. They cannot obviously accept all of them. The old fable of the old man with the son and the ass is a warning against the attempt to please everybody. Any given action may be characterised by someone as firm or vacillating, progressive or retrograde, responsive or unsympathetic. It only means that he likes or does not like the action.

At the present time every country is faced with new educational problems; we are probably at the end of an era in human civilisation and these problems are inevitable. In our country the problems are, if anything, greater than in other countries. Educational problems more than others need for adequate consideration an atmosphere free from passion, preconceptions and prejudices; in solving them we must look to the distant future as much as to the present; in fact they want the calmness of cloisters for their examination. For

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reasons into which I need not go over one or two of scores of such problems have recently escaped into the public forum. That fact creates complications for a Minister however little teachers may be affected by it. I wish to take advantage of this opportunity for consideration of one of those problems, namely, languages in our schools.

You, I have no doubt individually and jointly, have devoted considerable thought to it. But it cannot be expected that all those who express opinions have done so. It sometimes appears even that the purpose of education is forgotten. Education is for the good of our boys and girls; but our boys and girls are not sacrifices to be offered to the pattan spirit of a cult called education. Among the good things education offers to our children is knowledge of a language or languages of a higher standard than what any child picks up in human society. Why do we say that this better knowledge of a language is something good we are offering our children? It is only because it opens out to them the knowledge available in the talks and writings of our contemporaries and in the vast store of the writings of those who have gone before us. Shall we then remember that we teach languages not as an end in itself but as a means of acquisition of knowledge which is the kmx heritage of man? How this knowledge is used by an individual is a different question; to acquire wisdom from knowledge is another part of education. But there can be no wisdom without knowledge; no knowledge better than that possessed by an animal can be acquired without language-

I have spent a few minutes over what is obvious because it appears to be forgtten sometimes that language is a means to an end and not an end in itself. If that is the end let us ask ourselves which language or how many languages our children ought to be taught.

First of all a boy should improve his ability in the

p.t.o.

understanding and use of his mother tongue. I do not think it is necessary to labour the point; the proposition has merely to be stated to be accepted. The main consideration is the child himself. The toddler who has learnt to walk on his feet can run best on his feet; he may learn later to balance himself on his hands as an acrobatic act. For a boy his mother tongue is the best medium of instruction and in the language which is the medium of instruction he must acquire some proficiency. "We think largely with the use of words, which are symbols for ideas. Unless we learn to use and to organise words clearly and effectively, our thinking will lack precision and accuracy. Effective use of language is a powerful help to good scientific thinking, and especially to communication in science as well as a necessity in humanities" - Universities Commission. When I said that a boy must acquire proficiency first in his mother tongue, I was referring to normal cases. It may happen that he is in a place where no school provides instruction through his mother tongue. Then the place of his mother tongue is taken by that language which is the medium of instruction. Thus first of all the mother-tongue or the regional language up to a certain standard must be compulsory.

Secondly every boy must read English. This is a consequence of the past and is necessitated by the requirements of the present and the immediate future. I need not spend any time justifying compulsory study of English as it is not questioned by anybody excepting rhetorically.

If these two languages are compulsory what should be the standard of proficiency. The standard should be that which would enable the students at the end of the School course "to use and to organise words clearly and effectively." This should be the purpose of the compulsory study

p.t.o.

of the mother-tongue and English. The students should be able to obtain and transmit knowledge. Study of languages may have other purposes. People derive aesthetic pleasure through literature; some may write poetry and give others this pleasure. But this is not for everybody; those that have the talent or the bent of mind should be encouraged and given facilities. Others may desire to study a classical language or any other South Indian language besides the two compulsory languages. There must be room for choice for these also.

Students may therefore choose according to their desires and talents. They can take up specialised study or a more advanced study of their mother-tongue or regional language and this can be called Part II of the mother-tongue or the regional language; or on the other hand they may be content with the compulsory Part I and offer a classical language or any other South Indian language. There are students who are keen on acquiring some knowledge of a classical language like Sanskrit, Arabic or Persian; there are others whose compulsory language in the school available to them may not be their mother tongue and they may desire to have some instruction in their mother tongue. All these can take advantage of this choice.

We have not yet finished with the languages the demand for which we have to reckon with. An increasing number of pupils desire instruction in Hindi. We must therefore give them an opportunity to learn this language also. There is provision for Hindi in all our schools but one disadvantage at present is that people have to choose between Hindi and a classical language. If they take one, they cannot have the other. You would have noticed that I said that students must have a chance to study Hindi; those that do not choose Hindi can take up an additional craft or occupy themselves during the Hindi periods in some other approved activity.

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To summarise the provision for languages in the schools may be as follows:-

I. The mother tongue or regional language, Part I, should be compulsory.

II. English should be compulsory.

III. Choice may be allowed between Part II of the mother-tongue or the regional language and any classical ~~xxxxx~~ or South Indian language.

IV. Choice may also be allowed between Hindi and an additional craft or approved activity.

Thus it will be seen that a pupil can be content with only two languages, his mother tongue and English. This will satisfy the view that teaching too many languages to young children is educationally unsound. It also avoids retarding the progress of those who may lack the talent to pick up several languages but whose intellectual ability may be quite good. But those that have the particular talent can take one or even two more languages. They can take up a classical language without losing the chance of studying their mother-tongue or Hindi. I have received numerous representations from the teaching profession suggesting changes on these lines. I have most seriously considered these and all other suggestions that have been offered. I have consulted experts with long experience of schools education. Government are therefore, issuing orders for making provision for languages on the lines indicated above in the First Form from this academic year. It will be progressively extended to the Second Form next year and the third form in the year after.

This is merely carrying a step further the achievement of the object with which the diversified courses have been started. Years ago the old Matriculation required every student to take the same 6 subjects. The Schools Final course first provided for an optional subjects chosen by the candidate. Our diversified courses have enormously widened the choice to suit varying abilities and needs. The

change now proposed for languages has the same end in view. Let a boy take two or three or four languages according to his choice.

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(iii) THIRD LANGUAGE:- Hindi - Optional - Those

EDUCATION - Secondary - Reorganisation - Study of languages - Revised orders - Issued.

Read: G.O.Ms.No.1375 Edn. dated the 28th April 1950.
Government Memo No.14289-B/50-2 Edn. dt. 13-6-50.

ORDER MS.NO. 2121 EDUCATION, dated 27/7/ 1950.

In G.O.No. 1375 Education, dated the 28th April 1950, the Government decided that three languages should be studied during the secondary school stage, namely, (i) the regional language or mother tongue or a classical language or any other language as the first language, (ii) Hindi as the second language and (iii) English as the third language and that these changes should be given effect to progressively commencing from Form I in the school year, 1950-51. Subsequently, it was ordered that the changes should be held in abeyance during the current school year and that there would be no change in the curricula for the study of languages until further orders.

2. The Government have ~~Since reviewed the~~ Considered the question further and have decided that henceforth provision should be made for the study of languages in secondary schools as shown below:-

(i) FIRST LANGUAGE:- The mother tongue or the regional language consisting of two parts (Parts I & II) of which the study of Part I will be compulsory. Students will be allowed to choose either Part II of the mother tongue/regional Language or a classical or any other Indian language instead

(ii) SECOND LANGUAGE:- English - Compulsory.

(iii) THIRD LANGUAGE:- Hindi - Optional - Those who do not choose Hindi will be allowed to learn an additional ~~language~~ craft or occupy themselves during the period allotted for the study of that language in ~~some~~ any other approved activity.

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3. The above changes in the study of languages will be introduced from the school year 1950-51, commencing from Form I and given effect to progressively every year upto Form VI.

4. The Director of Public Instruction will prescribe the syllabuses for the various languages to to be studied under the revised system approved in this order and also the periods of study for each language. He is requested to submit to Government a copy of the instructions issued by him to the managements of secondary schools in this regard.

19.7.50.

19/7/50.

19.7.50.

To

The D.P.I.

~~The P.W. (I & E).~~

The Regr., University of Madras, Chepauk, Madras.

The Regr., Andhra University, Waltair.

The Regr., Annamalai University, Annamalainagar.

The Director of Information & Publicity.

Two S.Cs.

GOVERNMENT OF MADRAS.
EDUCATION DEPARTMENT.
*****

(12)

Abstract.

EDUCATION - Secondary - Reorganisation - Study of languages - [illegible] orders - Issued.

G.O. Ms. No.2121, Education, dated the 27th July 1950.

Read the following:-

G.O.Ms.No.1375, Education, dated the 28th April 1950.
Govt. Memorandum No.14289-B/50-2, Education, dated 13-6-1950.

ORDER:

In G.O. No.1375, Education, dated the 28th April 1950, the Government decided that three languages should be studies during the secondary school stage, namely, (i) the regional language or mother tongue or a classical language or any other language as the first language, (ii) Hindi as the second language and (iii) English as the third language and that these changes should be given effect to progressively commencing from Form I in the school year, 1950-51. Subsequently, it was ordered that the changes should be held in abeyance during the current school year and that there would be no change in the curricula for the study of languages until further orders.

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(ii) SECOND LANGUAGE:- English - Compulsory.

(iii) THIRD LANGUAGE:- Hindi - Optional - Those who do not choose Hindi will be allowed to learn an additional craft or occupy themselves during the period allotted for the study of that language in any other approved activity.

3. The above changes in the study of languages will be introduced from the school year, 1950-51, commencing from Form I and given effect to progressively every year up to Form VI.

4. The Director of Public Instruction will prescribe the syllabuses for the various languages to be studied under the revised system approved in this order and also the periods of study for each language. He is requested to submit to Government a copy of the instructions issued by him to the managements of secondary schools in this regard.

(By Order of His Excellency the Governor.)

S.A. Iyengar,
Secretary to Government.

To

The Director of Public Instruction.
The Registrars of Universities.
The Director of Information & Publicity.

/True copy/

TEL: 249.

HAWARDEN
COIMBATORE.

4th July 1950.

SECRETARY
29 AUG 1950
EDUCATION DEPARTMENT

ASSISTANT SECRETARY
25732
29 AUG 1950
EDUCATION DEPARTMENT

My dear Kumaraswami Raja,

I am herewith enclosing for your information an English and a Tamil copy of the statement which has been issued to the Press over the signatures of a few friends. The list of signatories also is enclosed herewith.

With kind regards,

Yours sincerely,

R.K. Shanmukham Chetty

(R.K. Shanmukham Chetty).

Enc: 3.

The Hon'ble Sri P.S.Kumaraswami Raja,
Chief Minister,
Government of Madras,
Fort St. George,
MADRAS - 9.

Edn (B) Department.

May be filed with the original of
Go. no. 2121 Edn. dt 27/7/50.

LIST OF SIGNATORIES TO THE STATEMENT
ON THE LANGUAGE POLICY OF THE
MADRAS GOVERNMENT

(14)

1. Sri R.K. Shanmukham Chettiar.
2. " T.S. Avanasilingam Chettiar, M.L.A.
3. " M.A. Muthiah Chettiar, M.L.A.,
   (Rajah of Chettinad).
4. " T.S. Tirumurthi.
5. " M.P. Sivagnana Gramani.
6. " M.R. Guruswamy Mudaliar.
7. " C.S. Ratnasabapathi Mudaliar.
8. " C. Subramaniam, M.P.
9. " P.S.G. Venkataswamy Naidu.
10. " T.A. Ramalingam Chettiar, M.P.
11. " M.G. Natesan Chettiar, M.L.A.
12. " P. Ratnaswami Pillai.
13. " V.I.Munuswamy Pillai, M.L.A.
14. " O.P. Ramaswamy Reddiar, M.L.C.
15. " V.S. Thyagaraja Mudaliar.
16. " N.R. Samiappa Mudaliar.
17. " K.A.P. Viswanatham.
18. " Somasundara Bharathi.
19. " W.P.A. Soundara Pandyan.
20. " Karumuthu Thyagaraja Chettiar.
21. " M.C. Veerabahoo, M.P.
22. " P. Avoodiappa Pillai.
23. " V.V. Ramaswamy.
24. " S. Ramaswamy Naidu.

சென்னை அரசாங்கத்தார் பள்ளிக்கூடங்களில் ஏற்படுத்தியிருக்கும் மொழிப் படிப்புத் திட்டத்தைப் பற்றிய அறிக்கை.

பள்ளிக்கூடங்களில் மொழிப் படிப்புத் திட்டம் இதுவரையில் சரியாக முடிவாகாமலிருப்பது விசனிக்கத்தக்கது. இது விஷயமாக சமீபத்தில் சென்னை அரசாங்கத்தார் வெளியிட்ட ஒரு அறிக்கை தமிழ் மக்களின் மனதில் குழப்பத்தையும் கவலையையும் உண்டாக்கி விட்டது. அந்த அறிக்கைப்படி பள்ளிக்கூட மாணவர்கள் மூன்று மொழிகளைக் கட்டாயப் பாடமாகப் படிக்க வேண்டும். இந்தி, சமஸ்கிருதம் — இந்த இரண்டு மொழிகளையும் ஒவ்வொரு பிள்ளையும் கட்டாயம் படித்துத் தான் ஆகவேண்டும். ஆனால், பிள்ளையின் தாய் மொழியைப் பொருத்தமட்டில் அவ்விதமான கட்டாயம் இல்லை. தாய்மொழிக்குப் பதிலாக, வட்டார மொழியையோ அல்லது இந்தியாவிலுள்ள மொழிகளில் வேறு எந்த மொழியையோ, அல்லது சமஸ்கிருதம் போன்ற பண்டை மொழி ஒன்றையோ இவற்றுள் ஏதாவது ஒன்றை மாணவன் எடுத்துக்கொள்ளலாம். இந்த அறிக்கையின்படி, தாய் மொழி கட்டாய படிப்பில் சேர்க்கப்படவில்லை.

2. கோயமுத்தூரில் சென்ற மே மாதத்தில் நடைபெற்ற தமிழ் மகாநாடுகளில் அரசாங்கத்தாரின் இந்த அறிக்கை ஆலோசிக்கப்பட்டது. கல்வித் திட்டத்தில் தாய் மொழி கட்டாய பாடமாக இருக்கவேண்டியது மிகவும் அவசியம் என்றும், அரசாங்கத்தாரின் இந்த அறிக்கை அமுலுக்கு வந்தால் தாய் மொழியின் முக்கியத்வம் குன்றிவிடும் என்றும் தீர்மானங்கள் நிறைவேற்றப்பட்டன. இவ்விஷயமாக சில நண்பர்கள் சென்னை பிரதம மந்திரியையும், கல்வி இலாகா மந்திரியையும் பேட்டி கண்டு பேசினார்கள். சில நாட்களுக்குப் பின், அரசாங்கத்தார் வெளியிட்ட அறிக்கை இவ்வருஷம் அமுலுக்கு வராதென்று ஒரு உத்திரவு பிறந்தது. எந்தக்காரணத்தால் இந்த உத்திரவு பிறந்தபோதிலும், அரசாங்கத்தார் இந்த விஷயத்தை நன்முகப் புனராலோசனை செய்வார்கள் என்று நாங்கள் எதிர் பார்க்கிறோம். இப்படியிருக்க, 7—6—1950ல் "இந்து" பத்திரிகை தனது தலையங்கத்தில் அரசாங்கத்தின் கடைசித் தீர்மானத்தைத் தாக்கியிருக்கின்றது. கோயமுத்தூர் மகாநாடுகளில் எற்பட்ட எதிர்ப்புக்கு அரசாங்கம் இடம் கொடுத்து விட்டதென்றும் குற்றச்சாட்டு "இந்து" பத்திரிகை செய்திருக்கின்றது.

3. அண்மையில் கொடைக்கானலில் கல்வி இலாகா டைரக்டர் இதே விஷயத்தைப் பற்றி ஒரு பிரசங்கம் செய்திருக்கின்றார். முந்திய அறிக்கை நிர்வாக இடையூறுகளினால்தான் தள்ளிவைக்கப்பட்டதென்றும், அந்த அறிக்கையின் பொருளைச் சரியாகத் தெரிந்து கொள்ளாததால் ஒரு சிறு கூட்டத்தார்தான் அதை எதிர்க்கின்றார்கள் என்றும் அவர் பேசியிருக்கின்றார். எங்களைப் பொருத்தமட்டில், நாங்கள், அந்த அறிக்கையின் பொருளைத் தெளிவாக உணர்ந்திருக்கின்றோம். அந்த அறிக்கை அமுலுக்கு வந்தால் தாய்மொழியின் நிலைமை என்னவாகும் என்று நாங்கள் நன்முய் அறிந்தபடியால்தான் அதை நாங்கள் எதிர்க்கின்றோம். இந்த எதிர்ப்பு ஒரு சிறு கூட்டத்தாருக்குள்தான் அடங்கியிருக்கின்றதென்று டைரெக்டர் அபிப்பிராயப்படுவது சுத்தத் தவறு. தமிழ் நாட்டைப் பொருத்த மட்டில், எங்கள அபிப்பிராயம் மிகப் பெரும்பான்மையான தமிழ் மக்களுடைய அபிப்பிராயம் என்று நாங்கள் துணிவுடனும் முழு நம்பிக்கையுடனும் சொல்கின்றோம்.

4. எங்களுக்குத் தெரிந்தவரையில், சுதந்திர நாடுகள் எல்லாவற்றிலும் கல்வித் திட்டத்தில் தாய்மொழி கட்டாயப் படிப்பாகத்தான் இருந்து வருகின்றது. இந்தியாவில் மற்ற மாகாணங்களிலும் இப்படித்தான் இருக்கின்றது. எந்தக் கல்வித் திட்டத்திலும் தாய் மொழி முதல் இடம் பெற்று, கட்டாயப்படிப்பாகவும் இருக்கவேண்டும் என்ற தத்துவத்தை எவரும் மறுக்க முடியாது. தமிழ்நாட்டைப் பொருத்தமட்டில் அரசாங்கத்தார் உத்தேசித்திருக்கும் கல்வித்திட்டம் அமுலுக்கு வந்தால், நம்தாய் மொழி அழிந்துபோகும் நிலைமைக்கு வந்துவிடும் என்று அஞ்சுகின்றோம். பிரிட்டிஷ் ஆட்சியின்போது நம் நாட்டில் இருந்த கல்வி முறையின் காரணமாகத்தான் தமிழ்மொழியின் ஒளி மங்கி விட்டது. நம் தாய்மொழியைக் காப்பாற்றுவதற்கு, தமிழ் நாட்டில் தமிழ் மக்களிடையில் "தமிழ் வளர்ச்சிக் கழகம்" போன்ற பல நிலையங்களை ஏற்படுத்தும் அவசியம் உண்டாயிற்று. கொஞ்ச காலமாக தமிழ் மறுமலர்ச்சி அடைந்து, தமிழ் இலக்கியச் செல்வத்தின் அருமை பெருமைகளைத் தமிழ்

மக்கள் உணர்ந்து வருகின்ருர்கள். தமிழ் கட்டாய பாடமாக இல்லை என்று ஏற்பட்டால் இந்தப் புதிய ஊக்கமும் உணர்ச்சியும் குறைந்து விடும். இந்தியையும், ஆங்கிலத்தையும் கட்டாயபாடமாக ஒவ்வொரு பிள்ளையும் படிக்க வேண்டுமாம். ஆனல், தமிழுக்குப் பதிலாக சமஸ்கிருதம் அல்லது வேறு ஒரு இந்திய மொழியை எடுத்துக்கொள்ள மாணவனுக்கு உரிமை உண்டாம். இந்தி உத்தியோக மொழியாகும் பொழுது, சமஸ்கிருதம் படித்தால் இந்தியில் நிபுணைகலாம் என்ற தூண்டுதலால், பெரும்பான்மையான மாணவர்களுக்கு தமிழுக்குப்பதிலாக சமஸ்கிருதம்படிக்கலாம் என்ற மனப்பான்மை உண்டாகும். இந்த மனப்பான்மை தமிழ் மக்களிடையில் பரவினல், தமிழ் மொழியின் கதி என்னவாகும் என்று சொல்ல வேண்டியதில்லை. நாங்கள் அஞ்சும் நிலைமை வெறும் கற்பனை அல்ல; நிச்சயமாக நேரிடப்போகும் விபத்துத்தான் என்பது எங்கள் நம்பிக்கை.

5. இந்தி மொழியையும், சமஸ்கிருத மொழியையும் கற்பிக்க வேண்டிய ஏற்பாடுகள் செய்வதில் எங்களுக்கு யாதொரு ஆட்சேபணையுமில்லை. ஆனல், தாய்மொழிக்குப் பதிலாக இவைகளை வேண்டுமானல் படிக்கலாம் என்னும் ஏற்பாட்டிற்கு நாங்கள் ஒரு பொழுதும் சம்மதிக்க முடியாது. வீட்டில் பேசுவதிலும், பத்திரிகைகளைப் படிப்பதிலும் மட்டில் தாய்மொழி வளர்ச்சி அடையும் என்று "இந்து" பத்திரிகை அபிப்பிராயப்படுவது எங்களுக்கு வியப்பை உண்டாக்குகின்றது. மொழிவளர்ச்சிக்கு பண்டைய இலக்கியங்களைப் படிக்க வேண்டியது இன்றியமையாதது. தமிழ்மொழியில் இருக்கும் கலைச் செல்வமும், இலக்கியச் செல்வமும் உலகில் வழங்கும் எந்த மொழியுடனும் ஒப்பிடக்கூடிய பெருமை வாய்ந்தது. இந்த அரும்பெருஞ் செல்வம் அழிந்து விடுவதற்கு தமிழ் மக்கள் எக்காலத்திலும் சம்மதிக்கமாட்டார்கள். உலகில் தோன்றிய பண்டைய மொழிகளில் தமிழ் ஒன்றுதான் இன்றும் 'கன்னி' மொழியாய், உயிருடனும் ஆக்கத்துடனும் நிலை பெற்றிருக்கின்றது. இந்த நிலையைப் பாதுகாத்து, தமிழ் மொழியை மேலும் வளர்ச்சி அடையும்படி செய்ய வேண்டும் என்றல், தமிழ்நாட்டின் கல்வித்திட்டத்தில் தமிழ்மொழி கட்டாய பாடமாக இருக்க வேண்டியது மிகவும் அவசியம்.

6. குழந்தைகளின் கல்வித் திட்டத்தைப் பொருத்த மட்டில் சச்சரவுகளை விளைவிக்கும் அபிப்பிராய பேதங்களுக்கு இடம் கொடுக்கக்கூடாது என்று கல்வி இலாகா டைரக்டர் பேசியிருக்கின்ருர். நாங்கள் இந்தப் பேச்சை ஆமோதிக்கின்றேம். ஆனல், நாங்கள் இந்த விஷயத்தில் கொண்டிருக்கும் அபிப்பிராயம் சண்டைக்கும் சச்சரவுக்கும் இடம் கொடுக்கும் அபிப்பிராயமல்ல. தமிழ் நாட்டில் தமிழ் குழந்தைகள் தங்கள் தாய் மொழியாகிய தமிழைக் கட்டாய பாடமாகப் பள்ளிக்கூடங்களில் படிக்க வேண்டும் என்று நாங்கள் அபிப்பிராயப்படுவது உலக வழக்கத்தையும், பிற நாடுகளிலுள்ள கல்வித் திட்டத்தையும் ஒத்திருக்கின்றது. இதற்கு மாறுபாடாகத் திட்டங்களை நியமிக்க முயற்சி செய்கின்றவர்கள்தான் சண்டையை நுழைக்கின்றவர்கள் என்று கருத வேண்டும். சென்னை அரசாங்கத்தார் முடிவான திட்டத்தை நியமிக்கும்போது, இவற்றை யெல்லாம் தீவிரமாக ஆலோசிப்பார்களென்று நம்புகின்றேம். நாங்கள் இந்த அறிக்கையில் வெளியிட்டிருக்கும் அபிப்பிராயம் ஏதோ ஒரு சிறு கூட்டத்தாரின் அபிப்பிராயம் அல்லவென்றும், இது தமிழ்மக்களில் மிக மிகப் பெரும்பான்மையோருடைய அபிப்பிராயமென்றும் துணிவுடன் தெரிவிக்கின்றேம்.

(b)

STATEMENT ON THE POLICY OF THE MADRAS GOVERNMENT REGARDING THE STUDY OF LANGUAGES IN SECONDARY SCHOOLS.

The uncertainty relating to the study of languages in Secondary Schools has been causing considerable anxiety to the public. A recent order of the Government relating to this subject has added serious apprehensions to the anxiety already prevailing. According to that order, a pupil has to study compulsorily three languages in the High School. While Hindi and English were to be taught compulsorily as second and third languages, it was laid down in that order that any Indian language, whether it be a regional language or a mother tongue or a classical language or any other language, may be studied as a first language. The plain meaning of this order is that the mother tongue, though described as the first language, need not be studied by the pupil as a language.

2. This order of the Government was discussed at the Tamil Conference that was held at Coimbatore in May 1950. The Conference unanimously passed a resolution to the effect that the mother tongue must be a compulsory subject of study in any scheme of secondary education and that the order of the Government was bound ultimately to relegate the mother tongue to a very unimportant position. After this Conference, personal representations were made on this subject to the Chief Minister and to the Minister for Education. A few days thereafter another order of the Government was passed suspending the operation of the previous order. Whether this latter order was passed purely for administrative reasons or as a result of the representations made to the Ministers, we earnestly hoped that the intervening period would give an opportunity to the Government to consider the full implications of the whole question in the light of the representations made and the misapprehensions expressed. The order of suspension of the previous notification has evoked strong criticism from THE HINDU which in its editorial of the 7th June 1950, has admonished the Government for keeping the order in abeyance and for bowing to the opposition.

3. The Director of Public Instruction in a speech recently delivered at Kodaikanal has dealt with this subject in detail. The Director's statement would imply that the original order has been postponed purely for administrative reasons and that "the criticism that has been levelled against the Government, fortunately only from a few quarters, has arisen out of a lack of understanding of the full implications of the policy of the Government. We wish to make it clear that it is because we are fully alive to the implications of the order of the Government that we stoutly oppose it. So far as we are concerned, there is no misunderstanding of these implications. Apart from this, we challenge the statement of the D.P.I. that the criticism is confined only in a few quarters. We have reasons to believe that so far as the Tamil Districts at least are concerned, there would be an overwhelming mass of public opinion in support of the position that we have taken up.

4. To the best of our knowledge there is no country in the world in whose educational system the mother tongue is not given a compulsory place. Even in India no other State except Madras has made the mother tongue optional in the educational curriculum of the High Schools. That the mother tongue should occupy the first place and should be taught compulsorily is almost a truism which does not require any argument to support it. We are convinced that under the scheme of the Government the mother tongue would suffer very grievously in the long run. We can speak with confidence so far at least as Tamilnad is concerned. As a result of the educational policy pursued during the British rule

in this country, the study of the Tamil language and literature has suffered seriously with the result that special efforts have to be made to promote the study of the Tamil language and literature amongst the Tamil people. There has been a great revival of interest during the last few years in the study of the Tamil language and the rich literature embodied in it. All this revival and enthusiasm will suffer a serious set-back if the scheme of the Government is to be enforced. Hindi and English will have to be studied by the pupil compulsorily and exercising the option in relation to the mother tongue most pupils will be tempted to take the study of Sanskrit as it will be a further aid to the study of Hindi which, as a national language, will practically become the language of livelihood. This apprehension, to our mind, is a real one and not imaginary.

5. While we have not the slightest objection to making adequate provision in all High Schools for the study of Hindi and Sanskrit, we must emphatically object to any method which is aimed at achieving this object at the sacrifice of the study of the mother tongue as a distinct language. It is indeed very strange that THE HINDU should take up the view that the position of the mother tongue is safeguarded merely by making it the medium of instruction and by the opportunities of speaking the language at home and of reading newspapers in that language. Such a state of affairs may simply keep alive the language but can never promote its growth and development. The Tamil language has a heritage of culture and literature which compares favourably with the greatest languages of the world. The Tamil people will never permit a state of affairs in which that rich heritage might be stifled and buried. Among the ancient languages of the world Tamil occupies the unique position of being still a living and virile force. That life and virility can only be preserved and fostered if Tamil as a language occupies ~~xxx~~ the first and predominent place in any scheme of education for the children of the Tamil people.

6. We endorse the observation of the D.P.I. that "there can be no room for controversy in a matter which affects so vitally the education of our children." When we demand on behalf of the Tamil people that the mother tongue should occupy the first place in the educational curriculum in the Tamil country and should be taught compulsorily to Tamil children we are not making any fantastic demand nor are we laying down any educational theory opposed to the recognised educational practice of all civilized countries. In fact any position to the contrary will be opposed to all recognized educational methods. We earnestly hope that in promulgating their final order, the Government of Madras will give due consideration to what we have stated. We have no hesitation in asserting that the opinion that we have expressed in this statement commands the support of the vast bulk of the Tamil people.

Education Department.

From The Director of Public Instruction,
Madras.

To The Secretary to Government,
Education Department, Madras.

Rc.No.2323 E1/49 dated 24-8-1950.

ASSISTANT SECRETARY
25673
29 AUG 1950
EDUCATION DEPARTMENT

Sir,

Sub: Education - Secondary - Reorganisation - Study of languages.

Ref: G.O.Ms.No.2121 Edn., dated 27-7-1950.

I submit herewith a copy of the letter No.1168/50/Karyalay/1513 dated 1-8-1950 from the General Secretary, Dakshina Bharat Hindi Prachar Sabha, Madras. The General Secretary of the Sabha has requested clarification on the following points.

(i) Whether Part II of the First language includes Hindi;

(ii) Whether a student can take Hindi under Part II as any other Indian language when his mother-tongue is a language other than Hindi;

(iii) Whether it is possible for a student to take Hindi as a third language and also under Part II;

(iv) Whether the third language Hindi is an examination subject in the S.S.L.C. Public Examination.

Points (i) and (ii).

As the orders stand, there is nothing to prevent pupils wanting to take Hindi under First language Part II and also under Third language and demanding a suitable syllabus for one of them in continuation of the other. But, if this demand is conceded there will have to be 6 Hindi syllabuses in all. viz.

1) First language. Part I Hindi 4 periods for those whose mother tongue is Hindi.
2) do. Part II do. 3 periods do.
3) do. do. 3 periods for those who take a regional language or a mother-tongue other than Hindi under Part I.
4) Third language. Hindi 2 periods.
5) First language. Part (ii) Hindi 3 periods (advanced) for those who take III language Hindi.
6) Third language. Hindi 2 periods (advanced) for those who take First language. Part II Hindi.

Of the above, three (i.e. 1, 2 and 4) will be inevitable and the rest avoidable.

In order to obviate the above practical difficulties, the Committee of experts whom I consulted in respect of implementing the G.O. recommended that only such pupils who studied Hindi under Part I should be permitted to study it under Part II and

Hindi" after "instead" at the end of para 2 (1) of the G.O.No. 2121 Edn., dated 27-7-1950 as this addition would make the position clear. I request that the G.O. may be slightly modified as indicated above.

Point (iii). A student who takes Hindi as a third language cannot take it under I language Part II.

Point (iv). This question has not been decided but the present position is that there is an examination in Hindi but the marks obtained in it will not be taken into account for purposes of eligibility to college course. — G.O. 2365 Edn. dt. 24.8.50

I submit herewith for the information of Government a copy of my Circular Rc.No.2323 E1/49 dated 24-8-1950.

Yours faithfully,

for Director of Public Instruction.

KHR.25.8.

Copy of letter Ref.No.1168/50/Karyalay/1513 dated 1-8-1950 from the General Secretary, Dakshina Bharat Hindustani Prachar Sabha, Madras.

From the Press note appearing in the local papers dated 29th July 1950, I understand that in the revised scheme of Secondary Education, Hindi is given a third place in the order of languages, and it has also been made optional to be chosen only in case a student does not like to learn an additional craft or engage himself in any other approved activity.

While I consider the position given to Hindi is very inferior and is not likely to serve the object with which Hindi is to be studied as a State Language, I wish to ask for a small clarification in this matter. It is this:-

In the first language, according to the scheme, the mother tongue or the regional language consists of two parts, Pt.I and Pt.II, of which the study of Pt.I will be compulsory. The students will be allowed to choose either Pt.II of the mother tongue or Regional language or a classical language or any other Indian language instead. Does this Pt.II languages include Hindi? If so, can a student take Hindi under Pt.II subject as any other Indian language when his mother tongue is a language other than Hindi? Is it possible for a student to take Hindi as a third language and also under Pt.II? In which case, he will be studying the mother tongue or the regional language and also Hindi under two groups, viz. Pt.II and also third language. Please also let me know whether the third language is an Examination subject for the School Final.

I shall be highly obliged for an early reply.

(True Copy)

for Director of Public Instruction.

Cm 25673 B/50

Education Department (B)

Telephonic Message.

From

The Assistant Secretary to Government, Education Department.

To

The Deputy Director of Public Instruction.

Sub:- Education - Secondary - Reorganisation - Study of languages.

Ref:- Letter from the Director of Public Instruction, Rc.no. 2323-E1/49 dated 24.8.1950.

Please arrange to furnish me with a copy of the DPI's Circular, Rc.no. 2323-E1/49 dated the 24th August 1950,

P.T.O.

position is that there is an examination in Hindi

18 (a)

as it does not appear to have been received along with the letter cited above.

31/8/50

31/8/50

P.C. to go. 5/9

Education Department
(B).

(20) 19

Telephonic Message.

From

The Asst. Secy. to Government,
Education Department.

To

The Dy. D.P.I.

Sub:- Education - Secondary - Reorganisation - Study of languages.
Ref:- My T.M. dated 2.9.1950.

Please say when your reply to the T.M. cited may be expected.

Issued
G.B
16.9.50

12/9/50.

12.9.50

P.C. to go.

13/9/50.

Pp 3-4 g

of regional language or

position is that there is

GOVERNMENT OF MADRAS. (21)
Education Department.
Post copy of Telephonic message dated 2nd September 1950.
-:-

From

The Assistant Secretary to Government,
Education Department.

To

The Deputy Director of Public Instruction.

DIRECTOR OF PUBLIC INSTRUCTION
8-SEP 1950
MADRAS

R.C.No. 2323 E1/49

Sub:- Education - Secondary - Reorganisation - study of languages.
Ref:- Letter from the Director of Public Instruction Rc.No.2323-E1/49 dated 24-8-50.

Please ~~fur~~ arrange to furnish me with a copy of the Director of Public Instruction's Circular, R.C.No.2323-E1/49 dated the 24th August 1950, as it does not appear to have been received along with the letter cited.

(By order)

K.S. Krishnaswami
Superintendent.

RCB/

Proceedings of the Director of Public Instruction, Madras.
RC.No. 2323 E1/49 dated 24-8-1950

SUBJECT: Secondary Education--Reorganisation--study of language.

READ: Again Proceedings RC.No. 2323 E1/49 dated 31-7-1950

With reference to para 2 of the Proceedings the following instructions are issued.

2. The periods allotted for the language study according to the scheme in Form I to III will be as follows:

In a school week, of 35 periods of 45 minutes each

Part I of the First Language	4 periods a week
Part II of the First language	3 periods
Second language English	6 periods
Third Language Hindi or its alternative craft	2 "
Total	15 periods a week

3 Pending the publication of syllabuses according to the new scheme in the several languages the suggestions given below may be followed in Form I in 1950-51.

(a) First Language Part I. As the time allotted for this is 4 periods a week the pupils may be allowed to continue the books already followed from the beginning of the year but they may do only half of the portion originally allotted for study during 1950-51.

(b) (1) First language Part II. In this part candidates are allowed to study the same language as they have taken under Part I or a classical language or any other Indian languages. No candidate who has not taken Hindi under Part I take Hindi under Part II. For instance a student taking Tamil or Telugu under Part I cannot study Hindi under Part II; he could however take Hindi as a third language if he chooses.

(ii) Those who take under Part II the same language as in Part I will study the whole of the book now followed in Form I as they would have studied under Part I about half of the book prescribed. Those who take classical languageunder this part (3 periods a week) may follow the syllabuses already published in those languages according to the 1948 scheme when these languages are taken as second language according to that scheme. When Tamil Telugu, Malayalam and Kannada are taken under this part as a language quite different from that taken under Part I the study of these language for 1950-51 in Form I will be governed by the instructions issued in Director's Proceedings RC.No. 1166 E1/49 dated 19-7-1949. For example if a candidate takes Tamil under Part I and Malayalam under Part II the syllabus for the study of Malayalam under Part II is governed by the instructions issued in Pros. RC.No. 1166 E1/49 dated 19-7-1949.

(4) English (Second language) There is no change.
(5) Third language optional Hindi.

The syllabus published in the Gazette on 8-8-1950 may be followed This syllabus was been framed for the teaching of the subject only for two periods a week.

Furnished.

D. D. Pantulu Chetty 12/9
Dy: Director of Public Instn.

12/9/50. To The Asst: Secy: to Govt. Edn. Depth.

for two periods a week.

P. V. Parthasarathi 20/8

For Director of Public Instruction

To

All the District Educational Officers and
Inspectresses of Girls schools.
The Principal, Teachers College, Saidapet. (2)
The Principal, Lady Willingdon Training College, Triplicane (2)
" Government Training College, Rajahmundry (2)
Copy to the Divisional Inspectors of schools
Copy to the Secretary, Board of Secondary Education, Madras
Copy to E section 15 copies.
Copy forwarded to the Registrar, University of Madras
Copy forwarded to the Registrar of Andhra University
--do-- Annamalai University
Copy to the Presidents of District Boards and Commissioners of Municipalities.
Copy to all sections in the Director of Public Instruction office.

ptv 25/8

220 C/pm

23 24

EDUCATION DEPARTMENT (B)

EDUCATION - Secondary - Reorganisation - Study of languages.

From the Director of Public Instruction, R.C.No.2323-E1 of 1949 dated the 24th August 1950.

MEMO NO. 25673-B/50-1 Edn dt 3/10/50.

The Director of Public Instruction is informed that ~~it is~~ Govt do not Consider it not necessary to issue any amendment to G.O. Ms.No.2121 Education, dated the 27th July 1950 as suggested in his letter cited and that he may categorically answer the points raised by the General Secretary of the Dakshina Bharat Hindustani Prachar Sabha, as follows:-

(i) No
(ii) No
(iii) No
(iv) Yes; but the marks obtained in the subject will not be taken into account for eligiblity to college course.

P.T.O.

pp 1-2 cf

HM's minutes on p.2 my & 'x' on p.3 my

II 25

-2-

2. The Director is also informed that (in future) he may himself clear any doubts in the matter as and when they are raised.

G.R.S
27.9.50

28.9.50

29.9.50.

To

The D.P.I.

(last sentence in the Hon'ble Minister's minutes on p. 2 my)

23/10.

Endt.

B

ASI

26

SECRETARY
19 DEC 1950
EDUCATION DEPARTMENT

MINISTER FOR EDUCATION
11 DEC
GOVT. OF MADRAS

24

Cheyyar, North Arcot,
Dated 12th.Dec.1950.
16.12.50

From

The ~~Secretary~~, President,
The South Indian Sanskrit Pandits' Association,
(Kodanagar Branch) C H E Y Y A R, North Arcot.

To

The Hon'ble The Minister for Education,
Government of Madras,
Fort St.George M A D R A S.

Sir,

We the following, wish to place before you certain practical difficulties with regard to the introduction of Sanskrit study ~~in~~ in schools according to the latest G.O. on language study and to suggest measures for their removal.

I request you to appoint a date and time at your earliest when it will be conveinent to you to grant us an interview for the purpose.

Yours Faithfully,
~~Secretary~~.
PRESIDENT.

Dr. S. E. Duraiswami Iyengar
Ayurvedic Physician. (Regd)
KODANAGAR, TIRUVETIPURAM, N.A.

INTERVIEWERS.

1. Sri. M.S.Sambamorthy B.A.B.L.,
Advocate Arcot.
2. " A.V.Gangadara Sastri B.A;B.L.,
Advocate Vellore.
3. " K.R.Kalyanarama Iyer,
Ranipet.
4. " S.Srinivasan, B.H.S. Cheyyar.
5. " A.V.Varatha Ramanujachariar,
B.H.S. Cheyyar.
6. " Varadaraja Sharma, Sankrit Professor,
Voorhees College, Vellore.
7. " Dr.S.E.Doraisami Iyengar,
President, S.I.S.Pandits' Association,
(Kodanagar Branch) CHEYYAR.

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EDUCATION DEPARTMENT (B)

28

EDUCATION - Secondary -Reorganisation - Study of Sanskrit.

From the President, The South Indian Sanskrit Pandits' Association, Kodanagar Branch, Cheyyar, North Arcot, dated the 16th December 1950.

MEMO NO. 42012-B/50-1 Edn dt 5/1/51

The President, The South Indian Sanskrit Pandits' Association (Kodanagar Branch), Cheyyar, is informed that the Government desire that the Association should make its representation to the Director of Public Instruction. No interview with the Hon. the Minister is considered necessary.

To

The President,
The South Indian Sanskrit Pandits' Association,
Kodanagar Branch,
Cheyyar, North Arcot.

Copy to the D.P.I. (with copy of p. 1 c.f.)

B 3/ (26) 3.0

EDUCATION DEPARTMENT.

From

The Director of Public Instruction,
Madras.

To

The Secretary to Government,
Education Department, Madras,

R.C.No. 72 E1/51 dated 31-1-1951.

(F)/7897

ASSISTANT SECRETARY 4389 3 FEB 1951 EDUCATION DEPARTMENT

Sir,

SUB: Education--Secondary--Reorganisation --study of Sanskrit.

REF: G.O. Ms. No. 2121 Edn. dated 27-7-1950

In the G.O. cited above it was ordered that provision should be made for the study of languages in Secondary schools as shown below:-

1. First language The Mother tongue ~~on~~ or the regional language consisting of two parts (Parts I and II) of which the study of Part I will be compulsory. Students will be allowed to choose either Part II of the mother tongue or regional language or a classical or any other Indian language instead.

(ii) Second language --English --Compulsory

(iii) Third language--Hindi optional. The above changes in the study of language were introduced from the school year 1950-51 commencing from Form I to be given effect to progressively every yea upto Form VI.

2. The South Indian Sanskrit Pandits Association (Kodanagar Branch) Cheyyar, North Arcot, has represented that the 1950 Language scheme may be extended to all the lower forms (I --III from the school year 1951-52 so that pupils who may so desire take to the study of Sanskrit under Part II of the mother tongue or regional language from 1951-52. Please see in this connection Government Memo No. 42012--B/50-1 Edn. dated 5-1-1951. The Board of Secondary Education at its meeting held on 2-1-1951 resolved that the II and III form pupils be permitted to opt for th 1950 scheme. A copy of the minute of the meeting of the Board of Secondary Education is submitted herewith.

Sop. file. not. part-up.

3. In view of the representation and the resolution of the Board of Secondary Education I recommend that such of the pupils reading in the Third Form during 1951-52 who desire to opt the 1950 language scheme may be permitted to do so . The 1950 language scheme will automatically come into force in Form II during 1951-52. It is too late at this part of the present school year 1950-51 to attempt to introduce it in Form II.

Yours faithfully,

For Director of Public Instruction.

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5/1/51

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Extract of the Minutes of the meeting of the Board of Secondary Education held at 11-30-A.M. on 2nd January 1951 at the Office of the Commissioner for Government Examinations, Nungambakkam, M a d r a s.

c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-c-

4. It was pointed out by a member of the Board that there at present three language scheme were in force, viz.,

a) The 1929 Scheme in Forms IV to VI for those pupils who opted it upto the Public Examination of 1953-

b) The 1948 Scheme in Forms II and III and for those pupils who opted it in forms IV to VI and

c) The 1950 Scheme in Form I for all pupils.

He suggested that the number of schemes may be reduced by extending the option in favour of the 1929 scheme in language to the present forms II and III also. The matter was discussed at length by the Board and it was unanimously resolved that the reduction of the number of Schemes be effected rather by allowing the second and third form pupils to opt for the ~~1950 for the~~ 1950 Scheme.

/True extract/

Tsn 1/2

(Sd.) 2/2

for Director of Public Instruction.

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Education Department
(Bd) 34

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Education - Secondary - Reorganisation - Study of languages.

Read: Go. No. 2121 Education, dt 27.7.50.
From the DPI., Rc. No. 72 E1/51 dt 31.1.1951.

Memo. No. 4384-B/51-1 Edn dt 15/2/51

The Government approve the proposal of the D. that such of the pupils as ~~are~~ will be reading in Form III of the secondary schools during 1951-52 who desire to opt ~~for the revised scheme~~ under the revised scheme for the study of languages sanctioned in the G.O. cited, may be permitted to do so.

To
THE DPI.
THE Registrar, University of Madras, Chepauk, Madras.
The Regr., Andhra University, Waltair.
The Regr., Annamalai University, Annamalai-nagar.
The D. I. & A.

(29)

261 ~~120~~ ~~128~~

D.O.No.1384-B/51-3, Edn., Dated 27th February 1951.

Dear

Sub: EDUCATIONAL POLICY OF THE GOVERNMENT OF MADRAS.

Ref: Your letter No.PB.7-4054 dated 21st December 1950.

I have examined the Memorandum from the Andhra Rashtra Hindi Prachar Sangh, Vijayawada, enclosed with your letter, regarding the educational policy of the Government of Madras and especially the comments concerning the study of Hindi and English in the schools in this State.

2. The criticisms mainly are:-

(i) The latest announcement of the Minister for Education makes the learning of Hindi in Schools "purely optional" and its equivalents are handicrafts or games like "football, tennis or cricket or any other indigenous game";

(ii) The above step is not only opposed to the best interests of South India and is retrograde but is illegal as being directly in conflict with the provisions of the Constitution;

(iii) The making of English compulsory for every student and allotting six periods for its study per week is detrimental to the growth of the child's mind and its self-respect. Apart from its being an unwelcome burden on the student, causing unnecessary expenditure, it is in contravention of the previsions of the Constitution under which no duty is cast for the teaching of the language;

P.T.O.

129 123-262

3. The following suggestions are also made:-

(i) The mother tongue should be the medium of instruction throughout the educational course;

(ii) The Ministry has to be guided not only by the agitation in Tamil Nad but by the popular opinion in all the linguistic areas, Tamil, Telugu, Kannada, and Kerala;

(iii) The Education Ministry may obtain an authoritative interpretation of the relevant provisions of the Constitution and frame their educational policy.

4. I may state at the outset that the educational policy of the Government which is the target of attack by the Sangh can apply only to the study of languages in Secondary Schools, since the study of languages in colleges are governed by the Regulations of the Universities; and the Government do not interfere with the policies or the principles adopted by the Universities. Our reorganised secondary education makes provision for the study by a student in a secondary school of Mathematics, General Science, Social Studies, Citizenship Course, Arts and Crafts, and one or other of certain diversified courses such as Secretarial practice, Engineering, Agriculture, Music & Dancing, besides the languages. For all these subjects 35 periods will be available for the student in a week and of these only 15 periods can be utilised for the study of languages. Keeping this fact in view, and in consultation with the unofficial bodies like the Headmasters' Association and the South Indian Teachers' Union, the Government have evolved a scheme providing for the study of languages the features of which are:-

(1) FIRST LANGUAGE:-

Part I - Mother tongue or the regional language	4 periods.

P.T.O.

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Part II - Same language as under Part I or a classical or any other Indian language, e.g. Sanskrit.	3 periods.

(2) SECOND LANGUAGE: 6 periods.

(3) THIRD LANGUAGE. Hindi or a craft or other approved activity for students who do not take Hindi.	2 periods.

You will observe that the Scheme is so devised that the mother tongue, or the regional language is assigned the first place under Group (1), that under Part II of Group (1) either the mother tongue or regional language or Sanskrit or any other Indian language can be offered for study, that English should be studied and that provision is made for Hindi under group (3). Thus a student can take four languages for study if he is inclined to do so.

4. Coming to the question of the study of English, I may state that the S.S.L.C. examination being the entrance examination for the University studies, the students have necessarily to be given adequate instruction in English which will be their medium of instruction ~~in English~~ after they enter the Colleges. And it will be impossible for the Universities to adopt the Regional language as the medium, or to give up English until text books in the regional languages are ready and the problem of a common scientific terminology is solved. It is in appreciation of these circumstances that the University Education Commission has recommended that English should be studied in high schools and in the Universities in order that "we may keep in touch with the living stream of ever growing knowledge". Further, the Commission has pointedly drawn attention to the fact that "in a number of sciences e.g., Chemistry, Botany and Zoology terminology is largely international and that the terms used in English,

P.T.O.

because of the international position of English, ~~it~~ for all practical purposes be considered international". Again, at a meeting of the Ministers for Education of the Madras, Mysore, Hyderabad and Travancore-Cochin and the Vice-Chancellors of the Universities in those States held at Madras in October last, it was resolved that "English as the medium of instruction for College courses should not be prohibited or discouraged till facilities are available for the federal or any of the regional languages to be medium of instruction and that if different States chose different languages as media in the place of English, cultural contacts at higher levels would be more difficult". This decision goes to strengthen the case for adequate provision for the study of English in schools. Such considerations cannot be ignored. English no doubt is the language of our past rulers; but on this account we cannot close our eyes to the realities. Nor is it correct to say that the English language has no importance in the world. May I inform you that it is stated to be the first language of world diplomacy and is taught as the second language in practically all the European countries, including U.S.S.R.

5. With regard to Hindi, I would like to remove certain misconceptions. Its study is not prescribed as an alternative to games like Football or hocky as suggested by the Sangh. This suggestion looks more like an attempt to bring the Government into ridicule. On the other hand, the Government's intention is, that as the scheme of compulsory introduction of Hindi has been given up, students who do not wish to offer Hindi should not waste their time, but should put in additional craft work; or citizenship study etc., which form integral parts of our secondary education scheme. These Government orders are not intended as a concession to the agitation of the Dravida Kazhagam. The Government have given much anxious thought to the question of resorting to compulsion in the matter of study of Hindi and have come to the conclusion that such a step is unnecessary, but that adequate provision should exist for its study in every school. That the Government's policy in this

P.T.O.

matter is not only not retrograde, but has yielded favourable results will be seen from the fact that 730 out of 1000 and odd Secondary Schools in the State had provision for Hindi in January 1950. The position has now improved further. According to a recent report only 15 schools in the State have no Hindi Pandits, and these also will be getting their Hindi Pandits soon.

6. As regards the objections raised to the Government's orders with reference to the provisions of the Constitution, these will not sustain a moment's examination. The provisions which the Sangh refers to are those in articles 343 to 351. These provisions relate to the official language of the Union and the States, the language of the Courts etc. They do not prohibit the study of English in schools and Colleges; nor do they enjoin a compulsory study of Hindi in educational institutions. The suggestion that our policy is in contravention of the Constitution is wholly untenable.

7. I must also correct certain statements in the memorandum on the following points:-

Para 4 of the Memorandum:

(1) Hindi, as I have stated already, is not an alternative to games. Games are common to all the pupils whether or not they offer Hindi. It is only intra-curricular activities like craft work, citizenship study etc., which will be an alternative to Hindi;

Para 10 of the Memorandum:

It is stated that English has no place in the Basic Education Scheme and that the introduction of English as a compulsory subject in Secondary Schools would create a feeling of superiority and inferiority among pupils of the same age according to the type of school they are studying in. The Basic Education Board has adopted two resolutions, one to permit the teaching of English in Senior Basic Schools, and the other to make it obligatory

P.T.O.

for Secondary Schools to admit in Form IV pupils who have completed the Senior Basic Course. If these resolutions are accepted, the pupils of the Basic schools will enjoy a vastly superior status to that of the pupils from non-basic schools.

Para 14 of the Memorandum:

The statement that English pandits are paid more than pandits of the mother tongue is not correct as both enjoy equal status. Pandits in the languages including Hindi, with the prescribed qualifications are allowed the scale of pay of an Assistant with qualification of B.T., L.T. or B.Ed.

8. In conclusion, I may say that each State has its duty to perform in the matter of the spread and development of Hindi. I maintain that this State has been doing that duty well, through its educational policy, with the cooperation of the Director of Public Instruction and the Dakshina Bharat Hindi Prachar Sabha. A glance at the facts and figures given above regarding the study of Hindi in schools will support my statement.

9. The Memorandum of the Sangh is returned, as required.

Yours sincerely,

To

Sri P. Chakravarti,
Secretary,
Parliamentary Board,
All India Congress Committee,
7, Jantar Mantar Road,
New Delhi (with enclosure in original).

SUBJECT: (32)

EDUCATION - Secondary - Re-organisation - Study of languages.

Station: Madras. R.C.No.608-B/50. Dated: 9-4-1951.

ASSISTANT SECRETARY
10 APL 1951
13472
EDUCATION DEPARTMENT

From (Name) Sri D.S.Reddi, M.A. (Oxon).,
(Designation) Commissioner for Government Examinations, Madras.

To

The Secretary to Government,
Education Department,
Fort St. George, Madras.

Sir,

REF: Government Memorandum No.4384-B/51-1, Education, dated 15-2-1951.

I have the honour to state that there is much difficulty in allowing pupils of Form III in 1951-52 to adopt the 1948 or 1950 scheme of languages study. If this option is given, the Schools will have the following scheme of language studies in 1951-52:-

(i) ~~Items~~ Items I and II - Language study according to 1950 scheme;

(ii) ~~Item~~ Items III - 1948 or 1950 scheme;

(iii) ~~Item~~ Items IV - 1948 scheme;

(iv) ~~Item~~ Items V and VI - 1929 scheme or 1948 scheme.

When the present batch of pupils of Form III come up for the S.S.L.C. Examination, they will have to be examined under both the schemes. If two schemes are simultaneously operating in a class, it is also difficult to arrange the time-table. Government have already accepted finally the position of language study in Secondary Schools as ordered in G.O.No.2121, Education, dated 27-7-1950. In order to avoid further confusion, I recommend the scheme referred to in the G.O. may be brought into force compulsorily in ~~Items~~ Items III to IV in 1951-52, so that the S.S.L.C. Examination in 1954 will be held only under one scheme. Most of the Headmasters desire this and the President, the Headmasters Association and the President of the South Indian Teachers' Union have agreed to the adoption of the 1950 scheme. I request for very early orders so that I may explain the position to the Schools sufficiently early before the next School year begins.

(F)784

for COMMISSIONER.

Copy to:
The Director of Public Instruction, Madras, with reference to Proceedings R.C.No.72 E1/51, dated 23-2-1951.

J.N./9-4.

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III

Education Department
(B)

38

39

Education - Secondary - Reorganisation -
Study of Languages - Grades passed.

13/26/4 (F)/7-8 cf
& bcf

Read: Go. No. 2121 Edn dt 27.7.1950.
From the C. G. E., RC. No. 608 B/50 dated
the 9th April 1951.

Memo. No. 13472-B/51-1 Edn dt 25/4/51.

The Government accept the recommendation of the Commissioner for Government Examinations that the revised scheme for the Study of languages in Secondary Schools approved in Go. No. 2121 Edn dt 27.7.1950 may be brought into force compulsorily in Forms I to IV in 1951-52, so that the S.S.L.C. Public Examination to be

(F)/7-8 cf

P.T.O.

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held in 1954 may be conducted under ~~are~~ the scheme of languages. ~~sanctioned in the G.O. referred to above.~~

18/4/51 19/4

20.4.51.

To the C.G.E.
The D.P.I.
The Registrar, University of Madras, Chepauk, Madras.
The Regr., Andhra University, Waltair.
The Regr., Annamalai University, Annamalainagar.

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GOVERNMENT OF MADRAS

EDUCATION DEPARTMENT.

***

Letter Ref.No. 19644-B/51-8, Edn.

39

From

Sri K.M.Unnithan, I.C.S.,
Secretary to Government.

To

The Secretary to the Government of India,
Ministry of Education,
New Delhi.

Fort St. George, Madras, dated 28th July 1951.

Sir,

Sub:- Propagation of Hindi in Non-Hindi speaking areas.

I am directed to invite a reference to your letter No. F. 28-9/51-B.1 dated 24-5-51, on the above subject and to state that this Government have ordered that the management of every secondary school should provide for the teaching of Hindi, though, the Madras State being a non-Hindi speaking area, the pupils are allowed option to study Hindi or a craft. Under the reorganized scheme of secondary education, Hindi is taught as the Third Language and two periods per week are allotted for the study in Forms I to VI. The question of introducing Hindi in higher elementary schools is under consideration.

2. This Government have sanctioned the payment of 100 stipends of Rs.18/- per mensem for 9 months during 1951-52 to private candidates taking up Pracharak (Teachers) Training in Hindi. Further, the expenditure incurred by local bodies and private managements on the employment of Hindi teachers in the schools and on the deputation of teachers employed in the Schools under private managements, for undergoing Pracharak training, which is an essential qualification for a full-fledged Hindi Pandit, is taken into account as an approved item of expenditure for the ~~x~~ assessment of teaching grants in Secondary Schools.

3. The scales of pay of the Hindi Pandits have been placed on a par with those of the Pandits in other languages, that is, Hindi Pandits have been made eligible for the scale of pay of Rs. 75-5-145 or Rs. 85--175 according as they are employed in the Local Body schools or the Government schools.

4. The Hindi Visharad and Pracharak Vidyalayas conducted by the Dakshina Baratha Hindi Prachar Sabha and other private agencies are recognised and aided by the Education Department of this State. The number and nature of the Vidyalayas and the grant paid to them during 1951-52 are as follows:-

Managements.	Vidyalayas.		Grants.
Dakshina Baratha Hindi Prachar Sabha, Thyagarayanagar.	7 Visharad. 4 Pracharak.	Rs.	16,187/-
Other private agencies.	3 Visharad.	"	2,015/-

P.T.O.

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D.O. No. 5169-E6/68-1.

C. N. ANNADURAI
CHIEF MINISTER

FORT ST. GEORGE
MADRAS-9
January 27, 1968.

Dear Prime Minister,

The serious situation created as a result of the Official Languages (Amendment) Act, 1967, and the connected Resolution passed by the Parliament of India was considered by the Madras State Legislative Assembly at its Session held on the 23rd January 1968. I enclose herewith an English version of the Resolution passed in the State Assembly for consideration and necessary action by the Central Government.

2. I also enclose herewith copies of the various amendments moved by the different parties in the Assembly. All these amendments were either withdrawn or not pressed. The Official Resolution, however, embodied some of the suggestions made in the several amendments moved by the various parties. The Resolution was passed on a voice vote. Dravida Munnetra Kazhagam, Swatantra, Muslim League, Tamil Arasu Kazhagam and Republican Parties voted in favour of the Resolution and the Congress and Praja Socialist Parties abstained from voting. The Communists (Marxists), Communists (Right) and Samyuktha Socialist Party were neutral.

3. I shall be very grateful if the action taken by the Central Government on the above Resolution is intimated to us as early as possible.

Yours sincerely,
(Signed) C. N. ANNADURAI.

To
Thirumathi Indira Gandhi,
Prime Minister of India,
New Delhi.

37

RESOLUTION ON THE LANGUAGE PROBLEM PASSED BY THE MADRAS LEGISLATIVE ASSEMBLY ON 23RD JANUARY 1968

THAT the serious situation created in the State as the result of the passing of the Official Languages (Amendment) Act, 1967, and the connected Resolution by the Parliament of India, be taken into consideration.

AND on such consideration, THIS HOUSE Resolves :

WHEREAS the adoption of one of the regional languages alone as the Official Language of India in a land of different languages, culture and civilisation, will, it is felt, disrupt the unity and integrity of India and result in the domination by a region of one language over the regions of other languages :

Tamil and other National Languages should be adopted as the official languages of the Union and the Constitution should be amended accordingly. Till such time as this is achieved, English alone should continue as the Official Language. This House urges that the relevant Chapter of the Constitution on Official Language shall be suitably amended.

WHEREAS this House is of opinion that the Official Languages (Amendment) Act, 1967, passed by the Parliament does not serve to achieve the above object, but will lead to the division of India and cause among those connected with the Administration of Government two divisions with mutual hatred, confusion and frustration, THIS HOUSE RESOLVES to strive continuously to realise the above objective of the right of every National Language.

IN AS MUCH AS the Resolution on the language policy passed along with the Official Language (Amendment) Act, 1967, causes injustice, disadvantage and additional burden to the people in the non-Hindi Regions and, in accordance with the unanimous opinion expressed by several political parties that the said Resolution should not be enforced, THIS HOUSE URGES that the Union Government shall forthwith suspend the operation of the said Resolution and devise ways and means to see that the people in the non-Hindi regions are not subject to any disadvantage or additional burden.

THIS HOUSE RESOLVES to request the Union Government to convene a high level conference of leaders of all political parties to re-examine the language problem and devise a method to remove the hardship caused by the Language Resolution passed along with the Official Languages (Amendment) Act, 1967.

THIS HOUSE is of opinion that the said Resolution by insisting on the enforcement of the Three-Language Formula, aims to impose Hindi on the people of non-Hindi regions with the ultimate object of making Hindi alone as the sole Official Language.

THIS HOUSE refuses to accept the scheme of the Union Government for the imposition of Hindi.

In accordance with the intention of this Government not to implement the Language Resolution of the Union Government and in deference to the views expressed by the people and students of Tamil Nadu, THIS HOUSE RESOLVES :

That the Three-Language Formula shall be scrapped and that Tamil and English alone shall be taught and Hindi shall be eliminated altogether from the curriculum in all the schools in Tamil Nadu :

That in the National Cadet Corps and similar Corps, the ' Hindi ' words of command shall not be used, and if the Union Government refuses to accept this, such National Cadet Corps and others shall be disbanded.

THIS HOUSE resolves that expeditious steps be taken to introduce Tamil as medium of instruction in all the Colleges and as the language of administration in all the various departments of the State Government within a period of five years.

THIS HOUSE urges that the special status given to Hindi in the Constitution shall be removed and all the Articles in the Constitution wherein an inferior status has been given to the other languages shall be so amended as to accord equal status to all the National Languages of India and that,

The Union Government shall accord equal financial assistance for the development of all the languages specified in the Eighth Schedule of the Constitution.

(36)

THE GOVERNMENT MOTION AND THE AMENDMENTS MOVED IN THE MADRAS LEGISLATIVE ASSEMBLY ON THE LANGUAGE PROBLEM ON THE 23RD JANUARY 1968.

HON. THIRU V. R. NEDUNCHEZHIYAN (*Minister for Education and Industries*)—

Mr. Speaker, I move,

" That the serious situation created in the State as a result of the passing of the Official Languages (Amendment) Act, 1967, and the connected Resolution by the Parliament of India, be taken into consideration."

AMENDMENTS.

THIRU P. G. KARUTHIRUMAN (*Congress*)—

Sir, I move,

Add the following at the end :

" and on such consideration the Assembly views with grave concern the outbreak of language agitation in the various parts of the country undermining the very unity and integrity of the country and setting at naught the democratic processes to which we as a nation are committed in the solution of our national problems and therefore the Assembly calls upon the Government of India to constitute a high level committee including representatives of all political parties, to consider the problems relating to the Union Official Language, and particularly to formulate proposals to set at rest the apprehensions in the minds of the non-Hindi people with regard to the imposition of Hindi and the disadvantages which the non-Hindi people are likely to suffer by the implementation of the language resolution passed recently by the Parliament in regard to recruitment to Union Services."

2. THIRU A. BALASUBRAMANIAM (*Communist-Marxist*)—

Sir, I move that the following may be added—

" and after such consideration, this House is of the view that a solution could be found to the language problem only if the problem is approached with the objective that language should be a vehicle for the growth of democracy and the political, economic, social and cultural development of the country. This House firmly believes that it is essential that *equal status* should be accorded at all levels to all the languages of the country to foster the unity which was achieved during the independence struggle against the Imperialism, bearing in mind the multi-lingual character of the country where there is a multitude of culture and customs.

With that end in view, this House urges that the following steps should be taken by the State and Central Governments :—

1. The special status given to Hindi in the Constitution shall be removed and all the Articles in the Constitution wherein an inferior status has been given to the other languages shall be so amended as to accord equal status to all the National Languages of India.

2. All the languages listed in the Eighth Schedule should be recognised as Official Languages of the Union.

3. Facilities shall be provided for the conduct of the proceedings of the Parliament in the languages listed in the Eighth Schedule of the Constitution and for simultaneous translations.

4. All the Bills, Acts and Orders of the Central Government shall be published in all the languages listed in the Eighth Schedule of the Constitution.

5. All the Central Government Offices located in different States should have dealings with the public only in the language of the region.

6. The State Governments shall have the right to send communications to the Union Government and to receive replies therefrom only in their regional languages.

7. Every citizen of the country shall be entitled to correspond with the Centre and receive replies in his own mother-tongue.

8. The Union Government shall accord equal financial assistance for the development of all the languages specified in the Eighth Schedule of the Constitution.

9. The regional language shall be the medium of instruction at all levels of education, in every State.

10. In like manner, the regional language shall be made the language of administration and of law courts including High Courts.

Expeditious steps shall be taken to enforce all these in full within a period of next five years.

11. Facilities shall be ensured for the linguistic minorities to receive education in their mother-tongue up to the Higher Secondary level.

12. Experience has made it clear that the three-language formula is ineffective and impracticable. So, there is no use in urging that it should be continued.

13. At the same time, facilities shall be provided in High Schools and in Colleges to enable the students to learn voluntarily, besides their mother-tongue, other Indian languages and English or other modern languages.

This House is of the opinion that after these arrangements have been made, a conducive atmosphere will be created when the people will be able to prefer an Indian language as the link language based on practicability and utility without rancour or hatred, or bitterness.

Even though the Official Language Act passed recently by the Parliament provides that English will also continue to be the Official Language as long as the non-Hindi States desire so, yet sub-section (4) of section 3 of the Act empowers the Central Government to make Hindi the sole Official Language by executive orders in any Ministry or Department of the Union Government. This power shall be immediately rescinded.

Moreover, the provision in the Resolution passed along with this Act requires a well-versed knowledge in Hindi or English for entry into Central Services and this casts an additional burden on the non-Hindi people. This House rejects this inequality.

Therefore, the Union Government shall accept that it would be enough for entry into Central Services, if one is well-versed in any one of the languages specified in the Eighth Schedule of the Constitution or English.

This House is of opinion that if, without finding a solution to the language problem on these lines, endeavours are made to prolong the special status accorded to Hindi and to continue the status given to English during the British regime in the fields of education, finance and administration, they will only disrupt the unity of the country." '

3. DR. H. V. HANDE (*Swatantra*) :

Sir, I move,

' *Add* the following at the end—

" and on such consideration this House considers that Part XVII of the Constitution of India be deleted indefinitely failing which a suspension of the operation of the XVII Chapter must be made by suitable enactment of the Parliament and English alone must be the link language of India, as only then can we expect proper protection for Tamil language and the people of Tamilnad. This House is clearly for a two-language formula." '

4. THIRU A. R. MARIMUTHU (*Praja Socialist Party*)—

Sir, I move,

' That the following may be added at the end :

" Although the Official Languages (Amendment) Act has been enacted to fulfil the assurances given to the non-Hindi people the connected resolution which was brought forward to remove the misgivings in the minds of the

non-Hindi people, to promote mutual good-will and to preserve the unity of the country, has on the contrary been so worded as to increase the misgivings and fear in the minds of the non-Hindi people that Hindi will be imposed on them more vigorously.

This House having deliberated on the serious situation that has arisen in this State as a result of the passing of the Official Languages (Amendment) Act and the connected Resolution by the Lok Sabha recommends to the Central Government that the Resolution shall be rescinded and the Official Languages Act shall be re-examined." '

5. Dr. HABIBULLAH BAIG (*Muslim League*)—

Sir, I move the following amendment to the motion moved by the Hon'ble Minister for Education :

' *Add* the following at the end—

" and on such consideration the House earnestly urges upon the Government of India to take speedy steps to have the present Official Languages (Amendment) Act, 1967, and also the resolution adopted along with the said Act repealed by the Parliament of India at the earliest possible date and to bring before the Parliament the Bill No. 158 of 1967 in its original form." '

6. Thiru G. BHUVARAHAN (*Congress*)—

Sir, I move,

' *Add* the following at the end—

" and after such consideration the Assembly resolves to constitute an all-Party Committee to formulate concrete proposals to solve the problem relating to the Union Official Language, particularly to remove the unequal burden which has been cast upon the non-Hindi people by the said resolution with regard to recruitment to Union Services." '

7. Thiru M. P. SIVAGNANAM (*Tamil Arasu Kazhagam*)—

Sir, I propose the following as my amendment to the Resolution—

' The following may be added at the end—

" This House apprehends that the action of the Union Government in according special status to Hindi, which is one of the regional languages, to become the Official Language of the Union in the place of English and the Central Government underwriting the expenditure to be incurred therefor is actually according special status to one of the many regional languages and it will afford opportunity to Hindi to dominate the other languages in course of time.

Therefore, this House recommends the following two Schemes to the Central Government :—

(1) This House urges the State and Central Governments that within the next five years Tamil and other regional languages shall be made the language of administration, the media of instruction in Colleges and the language of the Courts in their respective regions and till such time as this is achieved English shall continue as the Union Official Language.

(2) Excessive concentration of powers in the Centre has led to domination of English in the past. In similar circumstances, if Hindi is made the Official Language, it would result, this House apprehends, in Hindi domination. As this proves a stumbling block to the solution of the language problem, this House resolves to request the Central Government to transfer to the State Governments all the powers excepting defence, communications and foreign affairs and to recognise thereafter all the 14 languages including Tamil approved by the Constitution, as the Official Languages of the Union. This House also resolves to request the State Government to do the needful in this regard." '

Hon. Thiru C. N. ANNADURAI (*Chief Minister*)—

Hon'ble Speaker, Sir, I propose the following amendment :—

' *Add* at the end of the following—

" and on such consideration this House resolves :

Whereas the adoption of one of the regional languages alone as the Official Language of India in a land of different languages, culture and civilization, will, it is felt, disrupt the unity and integrity of India and result in the domination by one region of one language over the regions of other languages :

Tamil and other National Languages should be adopted as the official languages of the Union and the Constitution should be amended accordingly. Till such time as this is achieved, English alone should continue as the official language. This House urges that the relevant Chapter of the Constitution on Official Language shall be suitably amended.

Whereas This House is of opinion that the Official Languages (Amendment) Act, 1967, passed by the Parliament does not serve to achieve the above object, but will lead to the division of India and cause among those connected with the Administration of Government two divisions with mutual hatred, confusion and frustration, THIS HOUSE RESOLVES to strive continuously to realise the above objective of the right of every National Language.

In as much as the Resolution on the language policy passed along with the Official Languages (Amendment) Act, 1967, causes injustice, disadvantage and additional burden to the people in the non-Hindi regions and, in

accordance with the unanimous opinion expressed by several political parties that the said Resolution should not be enforced, THIS HOUSE URGES that the Union Government shall forthwith suspend the operation of the said Resolution and devise ways and means to see that the people in the non-Hindi Regions are not subject to any disadvantage or additional burden.

THIS HOUSE is of opinion that the said Resolution by insisting on the enforcement of the Three-Language Formula, aims to impose Hindi on the people of non-Hindi regions with the ultimate object of making Hindi alone as the sole Official Language.

THIS HOUSE refuses to accept the scheme of the Union Government for the imposition of Hindi.

In accordance with the intention of this Government not to implement the Language Resolution of the Union Government and in deference to the views expressed by the people and students of Tamil Nadu, THIS HOUSE RESOLVES :

That the Three-Language Formula shall be scrapped and Tamil and English alone shall be taught and Hindi shall be eliminated altogether from the curriculum in all the schools in Tamil Nadu.

That in the National Cadet Corps, the "Hindi" words of command shall not be used, and if the Union Government refuses to accept this, such National Cadet Corps shall be disbanded." '

THIRU K. R. NALLASIVAM (*Samyuktha Socialist Party*)—

Sir, I bring forward my amendment to the Resolution :—

' The following may be added at the end—

" As the Official Languages (Amendment) Act and the Resolution passed by the Parliament run counter to the interests of the people of Tamil Nadu and is dangerous to the unity of the country, THIS HOUSE is of opinion that the operation of the Official Languages (Amendment) Act and the Resolution should be postponed in the interests of the unity of the country and the development of the people speaking different languages.

So far as Tamil Nadu is concerned, Tamil also should be recognised as an Official Language of the Union.

Till then, this House resolves to request that the enforcement of the Official Languages (Amendment) Act and the Resolution should be suspended." '

(41)

THIRU A. K. SUBBIAH (*Communist*)—

Sir, I propose the following amendment to the Resolution :—

' The following should be added at the end—

" and on such consideration this House resolves to request the Union Government to postpone the implementation of the Official Languages (Amendment) Act and the connected Resolution.

Further, this House resolves to request the Prime Minister to take steps to convene an all-party meeting to consider the language problem and find a solution therefor suited to preserve the unity of the country." '

THIRU K. B. S. MANI (*Republican Party*)—

Sir, I move the following amendment to the Resolution :—

'The following may be added at the end—

" (1) As the Official Languages (Amendment) Act and the connected Resolution passed by the Central Government have shocked the non-Hindi people and created panic among them, this House urges the Union Government to withdraw them.

(2) This House requests that equal importance should be given to all the regional languages.

(3) This House also requests the Central Government to call a meeting of the leaders of all parties, constitute a joint committee and reconsider the language problem." '

DR. H. V. HANDE (*Swatantra*) (On behalf of THIRU P. K. MOOKIAH THEVAR) (*Swatantra*)—

Sir, the amendment is—

' *Add* the following at the end—

" and on such consideration this House cautions the Government of India that immediate announcement of the total suspension of the recent Language Act and the appended resolution only can solve the disturbed conditions all over the country threatening a total deadlock and resolves that the Government of Tamil Nadu would launch on a programme of resistance, if the Central Government does not so announce immediately." '

HON. THIRU C. N. ANNADURAI (*Chief Minister*)—

Sir, I propose the following further amendments :—

" THIS HOUSE RESOLVES to request the Union Government to convene a high level conference of leaders of all political parties to re-examine the language problem and devise a method to remove the hardship caused by the Language Resolution passed along with the Official Languages (Amendment) Act, 1967.

THIS HOUSE RESOLVES that expeditious steps be taken to introduce Tamil as medium of instruction in all the Colleges and as the language of administration in all the various departments of the State Government within a period of five years.

THIS HOUSE URGES that the special status given to Hindi in the Constitution shall be removed and all the Articles in the Constitution wherein an inferior status has been given to the other languages shall be so amended as to accord equal status to all the National Languages of India and that

The Union Government shall accord equal financial assistance for the development of all the languages specified in the Eighth Schedule of the Constitution."

The Congress Party abstained from voting.

2. The Communists (Marxists), Communists (Right) and the Samyuktha Socialist Party were neutral.

3. The Praja Socialist Party abstained from voting.

4. The Swatantra, the Muslim League, the Tamil Arasu Kazhagam and the Republican Parties supported the Government Resolution.

The other amendments, with the consent of the House, were withdrawn.

The main Government Resolution with the amendments moved by the Hon'ble Chief Minister was then carried.

The names of Parties and the number of members present are given below :—

(1) Dravida Munnetra Kazhagam	132
(2) Congress	39
(3) Swatantra	20
(4) Tamil Arasu Kazhagam	1
(5) Muslim League	3
(6) Praja Socialist Party	4
(7) Communist (Marxists)	10
(8) Communist (Right)	2
(9) Samyuktha Socialist Party	2
(10) Republican Party	1
(11) Forward Bloc	1
(12) Independents	2

42

GOVERNMENT OF MADRAS.
Abstract

EDUCATION - Schools - Study of languages - Three-language formula - Discontinued - Two-languages - Introduced - Orders issued.

-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-

Education Department.

G.O.Ms.No.105 Education. Dated: 24th January, 1968
Read:

G.O.Ms.No.1183 Education dt. 11.7.67.

ORDER:

The study of languages in the schools in this State is at present organised on the basis of the three-language formula as follows:

Part I: Regional language or mother-tongue when it is different from the regional language.

Part II: Advanced Tamil or Hindi or any other Indian language not taken under Part I.

Part III: English or any other non-Indian language.

2. The Government have since examined the question of the language scheme in schools. In accordance with the Resolution passed by the State Legislative Assembly at its special meeting held on 23-1-1968, the Government have decided to abolish the three-language formula in schools and instead to organise the study of languages on the basis of a two-language formula. Accordingly, the Government direct that, with immediate effect the language scheme in schools in the State shall be on the basis of the following formula:

Part A: Regional language or mother-tongue, when it is different from the regional language;

Part B: English or any other non-Indian language.

Part A language shall be taught from Standard I and Part B language from Standard III. Examinations in the two languages will continue to be compulsory.

3. The Government desire to make it clear in this connection that every effort will be made to absorb the existing Hindi teachers in suitable posts for which they are found qualified. Orders in this matter will be issued separately.

4. The Director of School Education is requested to implement the above orders immediately by suitable modification of the time-table for the Standards IX, X & XI.

(By order of the Governor)

S.KRISHNASWAMI,
Secretary to Government.

To
The Director of School Education, Madras.6.
The Commissioner for Government Examinations, Madras.6.
The Registrars of Universities.
The Secretary to the Government of India, Ministry of Education
New Delhi.

p.t.o.

Copy to the Director of Collegiate Education, Madras.6.
to the Public (Information & Publicity) Department.
to the Director of Technical Education, Madras.25.

Forwarded/By order.

Superintendent.

NKS.24.1.68

(43)

Abstract

EDUCATION - Schools - Study of languages - Introduction of two language formula - Allocation of time-table - Proposal of Director of School Education - Approved.

-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-

Education Department.

G.O.Ms.No 111 Education. Dated: 25th January,68.
Read:

1. G.O.Ms.No.105 Education dated 24.1.68.
2. From the Director of School Education,Lr.No.204921 L1/67 dated 25.1.68.

ORDER:

In the G.O. cited the Government have ordered the abolition of the three language formula in schools and directed the study of languages on the basis of a two language formula. Consequent on this the Director of School Education has proposed a revised distribution of periods in Standards I to XI as indicated in the Annexure to this order. The Government approve of this redistribution and direct that it be given effect to forthwith.

(By order of the Governor)

S.Krishnaswami,
Secretary to Government.

To
The Director of School Education, Madras.6.
The Commissioner of Government Examinations, Madras.6.
The Registrars of Universities.
Copy to the Director of Collegiate Education, Madras.6.
Copy to the Director of Technical Education,Madras.25.
Copy to all Sections in Education Department,Madras.9.

Forwarded/By order.

Superintendent.

Annexure.

Distribution of periods.

	Std. I	Std. II	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII
Total No.of working days in a year.								
Elementary Schools.220. Secondary Schools. 200.								
1.Tamil or Mother tongue.	10	10	10	8	8	8	8	8
2.Elementary Maths.	6	6	6	6	6	6	6	6
3.Ele.Science.*	4	4	4	4	4	4	4	4
4.History.	2	2	2	2	2	2	2	2
4B.Geography.	2	2	2	2	2	2	2	2
5.Physical Trainging and citizenship	3	3	3	3	2	2	2	2

6.Arts & Crafts.	7	7	7	4	4	4	4	4
7.Moral Instructions.	1	1	1	1	1	1	1	1
8.English.	--	--	xxx	5	6	6	6	6

* Nature study and Gardening in the lower classes I to IV.

xxx English taught every day for 20 minutes during the period allotted for arts and crafts.

Standard X and XI.

	Distribution of periods per week.
Language Part I (Tamil or Mother tongue)	6
Part II (English or any other non Indian Language)	7
Mathematics.	5
Science.	6
History.	2
Geography.	2
Physical Education.	1
Moral Instruction.	1
Elective.	5
	35

Standard IX.

Language Part I. (Tamil or mother tongue)	6
Part II (English) or any other Non-Indian Language.	7
Elementary Maths.	6
General Science.	7
History.	2
Geography.	2
Physical Education.	1
Moral Instruction.	1
Arts and Crafts.	3
	35

~~Superintendent.~~

EDUCATION DEPARTMENT (B)

(44)

EDUCATION - Secondary - Reorganisation - Study of languages.

Please see the speech of H.M. (E & L) dated the 18th July 1950 in regard to the study of languages in secondary schools and his minutes thereon. (pp1-6 C.) According to his present proposal the study of two languages alone will be compulsory, namely, (i) the regional language or the mother tongue and (ii) English. The former is already treated as the first language. The latter instead of being the third language may, hereafter, be the second language. Hindi instead of being the second language may be treated as the third language, and its study will hereafter be optional, choice being allowed between Hindi and an additional craft or approved activity. It is presumed that the scheme of 1948 will continue to be in force for all students in the intermediate stages, Forms II to VI.

2. H.M. has not specified the number of periods to be allotted for the study of the various languages according to the proposed scheme. It is presumed that there will be no change ~~so far as~~ in the number of periods now allotted for the study of English and Hindi ~~is concerned;~~ 6+2 respectively but in respect of the regional language or mother tongue, the number will have to be fixed for Parts I and II in Forms I to III and IV to VI. This may perhaps be left to the D.P.I.

3. The orders issued in G.O.No. 1375 Edn. dated the 28th April 1950 are based upon the decision of the Cabinet arrived at its meeting held on 21st April 1950. As it is now proposed that the changes in the study of languages should be given effect to in Form I in the current year, it may not be possible to place the matter before the Cabinet before orders are issued. It is presumed that orders may be issued after circulating the file to H.C.M. as only slight changes are proposed in the study of the languages and must learning of crafts or approved activity — D.P.I.

Vide 'x' on page 5C

× G.O. no 1394 Edn 29/5/48

(C)/1-para 4(3)

Item (IV) on 'x' on p. 5C

p47C in (B)

(B)/47-48C

(B)/45C

Hm has directed No issue of orders till 19.7.50.

No. 20312/50-B

in lieu of Hindi by those who do not want to study that language. The object in introducing these changes is explained in Hon'ble Speech.

4. A draft order is submitted below for approval.

The file may be circulated to H.M. (E & L) and H.C.M. for approval of the draft order.

19/7/50

19.7.50

Draft for approval

19.7.50

HM(E&L) May see H.C.M's minute above -

27.7.50.

HM. (E&L)

After having seen explanation to H.C.M's minute above I agree with the draft order. So draft may be issued.

27.7.50.

The draft order may issue at once & then the file submitted to Secy for perusal

27.7.50.

[Issued as Govt. MS. no. 2121 Edn dt 27/7/50]

Subsequent to the orders at 'M' above.

Education Department

Education - Secondary - Reorganisation - Study of languages - Clarification in regard to Hindi -

Read

G.O. No 2121 Education dated 27.7.50.

From the D.P.I. Rc. No 2323. E.1/49 dt 24.8.50.

Order / MS no Education

In G.O. No 2121 Education dated 27.7.50, the Govt issued revised orders in regard to the study of the various languages under the reorganised scheme of secondary education. As doubts have been raised as to which students can study Hindi under First language & under Third Language and whether a student who takes Hindi as the Third language can study it under First language Part II also, the Govt wish to make the position clear. They accept the recommendation of the D.P.I., that only such students as study Hindi under First Language Part I should be permitted to study it under Part II also and that a student who takes Hindi as the Third language should not be permitted to take it under First language Part II as otherwise there will be practical difficulties in framing a suitable syllabus for the study of the language. The Govt accept the Director's recommendation. The Director is requested to communicate the orders to the managements of all secondary schools.

2. The Govt do not consider it necessary to add the words "except Hindi" at the end of para 2(i) of G.O. No 2121 Education dt 27.7.50 in view of the orders passed in para 1 above.

3. The Director may send a suitable reply to the Dakshina Bharat Hindi Prachar Sabha in the points raised by that body.

The D.P.I.
Registrars of the Universities

23.9.50

23.9.50.

4 / 2 — 25673 B/50 — 23/X

Note.

The draft order overleaf follows the Director's recommendations. In view of the clarification now proposed to be issued in regard to the study of 'Hindi', it seems unnecessary to amend para 2(i) of Govt 2121/Edn/3 22-7-50 as proposed by the Director. (F) As the Amendment proposed will not make the position clear — May be circulated to H.M (Edn & Law) for approval. The Director will reply to the Secy. S.B.H.P. Sabha after the order is issued.

W.B.
23.9.50.

W.B.
23.9.50 ✓ 25/9

Hm (E & L)

My recollection is that I found that in the printed Statement supplied to members of the Assembly during the Language Discussion the words "except Hindi" was printed at the end of Para 2(i) of the Govt. Please verify. Tell me. A

I do not want any further Govt now which will make Confusion worse Confounded. Hr. The D.P.I may simply send a reply to S.B.H.S answering his queries Categorically

(i) no
(ii) no
B (iii) yes, if his Mother tongue or Regd language is Hindi ie if his Part I or II language is Hindi.
C IV yes. But rule not be taken into age for eligibility. He can verify whether the above is correct. He can reply later when doubts are cleared.

27/9

SECRETARY 27 SEP 1950 EDUCATION DEPARTMENT

3/9

A/ in

(F) & (T) 7

Vide 'i' on p. 2 c/f X

I agree with the suggestion

(y)

-3- 5 — 25673 B/50

(4b)

Please see the minutes of H.M. (E & L) on page 2 ante.

'A' on page 2 ante:- It is submitted that the words 'except Hindi' ~~were not printed in the copies~~ are in the printed statement supplied to the members of the Legislative Assembly - Vide page 5 of the statement put up at 'T'. G.O.No.2121 Education dated 27-7-50, copy of which was also supplied to the members, was only roneoed and it was not printed.

'B' on page 2 ante:- The intention is that the students who take Hindi as the Third Language should not be allowed to study it under First Language, Part II. The reply to point (iii) on page 1 c.f. should, it is respectfully submitted, be in the negative.

'C' on page 2 ante:- Submitted that the reply suggested by H.M. is correct.- Vide G.O.No.2365 Edn. dated 24--8--1950.

2. A draft memo to the D.P.I. is submitted below for approval. The file may now be circulated to H.M. (E & L) with reference to his minutes on page 2 ante and for approval of the draft memo.

27/9/50.
W.B.
28.9.50

W.B.
29.9.50 ✓

25/9

Issue

Hm (E & L)

M/ Ai How was it printed in A above.

W.B.
9/10

4/10-11 c/f

SECRETARY 30 SEP 1950 EDUCATION DEPARTMENT

Issued

Answer

W.B.
9/10

[Issued as Memo. no. 25673-B/50-1 Edn dt 3/10/50]

With reference to the minutes of H.M. (E & L) above it is submitted that the statement at

6 4 25673 B/50

was got prepared by the D.P.I's office and then it was printed under the orders of H.M. Apparently the D.P.I added the words except Hindi to make the position clear & has applied subsequently for amending the G.O. 2. The file may now be circulated to H.M. (E&L).

5.10.50

Hm Edn.

Hm (E&L)

The papers may be filed with the original of G.O. No 2121 Edn. dated 27.7.1950.

10.10.50

SECRETARY 9.OCT 1950 EDUCATION DEPARTMENT

3/10/50. 4.10.50

EDUCATION DEPARTMENT (B)

EDUCATION - Secondary - Reorganisation - Study of Sanskrit.

From the President, The South Indian Sanskrit Pandits' Association, Kodanagar Branch, Cheyyar, North Arcot, dated the 16th December 1950.

The President of the South Indian Sanskrit Pandits' Association, Kodanagar Branch, Cheyyar, North Arcot, proposes to place before H.M. (E & L) certain difficulties in the introduction of the study of Sanskrit in secondary schools and to suggest measures for remedying them. According to the orders in G.O.No.2121 Edn. dated the 27th July 1950, Sanskrit can be studied as a language under Part II of the First Language. It is not known ~~as to~~ what ~~are~~ the difficulties anticipated by the President have. He may be asked to submit a memorandum explaining the difficulties and the measures ~~that~~ which the association would suggest for remedying them. It does not seem necessary to grant an interview at this stage, as requested by the President.

2. The file may be circulated to H.M. (E & L) for orders.

regard to

T/289/para 2(i)

This written

28/12/50

28/12/50

21/12/50. 21/12

28/12/50

29.12

Hm(E&L)

They may represent

SECRETARY EDUCATION DEPARTMENT

4384-B/51

-2-

Please see the minutes of H.M. (E & L) on page 1 ante. A draft memo is submitted below for approval.

31/1/51

SECRETARY
10 FEB 1951
EDUCATION DEPARTMENT

[Memo. no. 42012-B/50-1 Edn. dated 5.1.51]

From the D.P.I., RC. NO. 72-E1/51 dt 31.1.1951.

With reference to the memo on p. 2 cf, the South Indian Sanskrit Pandits' Association, Cheyyar, North Arcot, has represented to the D.P.I. that the scheme for the study of languages in secondary schools approved in Go. no. 2121 Edn dt 27.7.50 may be extended to Forms I to III from the school year 1951-52 to enable those students who wish to learn Sanskrit may take to its study under Part II of the First Language. The scheme has been introduced in Form I in the current school year and will be extended to Form II in the next school year. The Board of Secondary Education has also resolved that the pupils in Forms II + III may be allowed to opt for the scheme so as to reduce the number of language schemes that are now in force. As it is now too late at this part of the present school year to introduce the study of the language in Form II, the Director recommends that such of the pupils ~~reading~~ will be reading in Form III ~~as~~ who desire to opt for the 1950 scheme during 1951-52 may be permitted to do so. It is for orders whether the Director's recommendation may be accepted.

2. The file

(F)17-8cf

para 2 ante p. 3cf

page 4cf

para 3 ante p. 3cf

p2cf

p3cf

(F)17-8cf

(F)17-8cf

p5cf

p6cf

(F)17-8cf

3

(48)

134/72/57

Please see the orders in circulation on p. 2 ante. A draft memo is submitted below for approval. After issue, the papers may be filed with the original of Go. no 2121 Edn dt 27.7.50.

14.2.57

12/2/51

[Memo. NO. 4384-B/51-1 Edn. dt 15.2.1951]

From the CGE., RE. no. 608-B/50 dt 9.4.51.

Please see the letter from the Commissioner for Government Examinations on page 6 cf. In the circumstances stated therein, it is for orders whether this recommendation that the scheme for the study of languages in secondary schools approved in Go. no. 2121 Edn. dt 27.7.50 may be brought into force compulsorily in Forms I to IV in 1951-52 so that the S.S.L.C. Public Examination in 1954 may be held under one scheme.

2. The file may be circulated to HM(E&L) for orders. [It is not clear whether the remarks of the DD I dt. be Maintained on the C.G.E letter. Under the present proposal the orders in the memo on p 5 cf viewed on the recommendation of the DD I or recently as it follows have to be cancelled]

11/4/51

No need

12/4/51

11/4

SECRETARY
17 APL 1951
EDUCATION DEPARTMENT

The proposal may be approved

I will observe

4

Please see the minutes of HM (E&L) on page 3 ante. The C.B.E. has reported that most of the headmasters of secondary schools and the President of the South Indian Teachers' Union are in favour of introducing the 1950 Language Scheme Compulsorily in forms I to IV in 1951-52. In view of this, there may not be any agitation if the Commissioner's recommendation is approved. It does not seem necy. to consult the DPI in the matter. The draft memo below is for approval.

19/4/51 dk/19/4

Pupils who had opted for Hindi or Sanskrit as second language under the Scheme of 1948 will be enabled to continue their Hindi or Sanskrit studies - the former as 3rd language & the latter under Part II the first language, under the 1950 Scheme of languages. Hon may see with reference to his minute on the previous page -

hm 20/4/51

SECRETARY 25 APL 1951 EDUCATION DEPARTMENT

SECRETARY 25 APL 1951 EDUCATION DEPARTMENT

15/4

Tamil

293 E6(68)

(49)

EDUCATION (EG) DEPARTMENT

NOTE FOR SUPPLEMENTARIES

Under the 1948 Scheme, the languages comprised the following:

First Language Part I- Regional language or mother tongue.
Part II- Intensive study of the first language or a classical or any other language.

Second language: English.

Third language: Hindi or a classical language or additional craft (optional)

Part I of the First language was compulsory, while Part II was optional. This was in vogue for some years.

2. Since July 1966, the scheme of languages in Standards IX to XI under the three language formula has been the following:

Languages:
Part I- Tamil or mother tongue.
Part II- Hindi or any other Indian language not taken under Part I.
Part III-English or any other (Non-) Indian language.

Under the existing (above) formula, Part II language is taught in Standards IX to XI, while Part III language is taught from Standard III. Under Part I language was also the medium of instruction in schools, those wherein English was the medium, provision made for seven languages viz: i) Tamil, ii) Telugu iii) Malayalam iv) Kannada v) Urdu, vi) Hindi and vii) Gujarathi. Under Part II language, the languages offered are were Hindi, Sanskrit, Tamil, Telugu, Malayalam, Urdu, Arabic, Persian and Gujarathi. it was reported that a large number of students Hindi. While the study of three languages was and they were also examination subjects, mark

language did not count for promotion but in the S.S.L.C examinations they counted for moderation.

3. As even under the 1948 scheme, there was provision for the study of Tamil both under Part I and Part II (intensive study) "Advanced Tamil" was included in July 1967 as a language of study under Part II of the language scheme. Accordingly, Part II was changed as Part II Advanced Tamil or Hindi or any other Indian language not taken under Part I". Advanced Tamil under Part II was introduced in Standard IX during 1967-68. The D.S.E. was requested to take necessary action for preparing the syllabus, text books etc. It was also considered that on introduction of advanced tamil the appointment of more Grade I Tamil pandits might become necessary. The existing Hindi Pandits were also ordered to be continued. But almost all Hindi Teachers Association sent resolution to Govt. concerning their security in service.

4. The Government examined the question of anguage scheme in schools recently. In accordance olution passed by the State Legislative ge whi its special meeting held on 23.1.1968 exc rnment have ordered the abolition of the n wa anguage formula in schools and instead have oduced the two language formula as indicated below:

A. - Regional Language.or mother tongue when it is different from the Regional language.

B. - English or any other non-Indian language.

A language will be taught from Standard I while B language will be taught from Standard III.

Examinations in the two languages will becomexcomp ge to be compulsory. The Government have made

it clear that every effort will be made to absrob the Hindi teachers in suitable posts for which they are found qualified. Instructions have been issued to the D.S.E. that the implementation of this assurance should be done quickly and perfectly, and that one of the officers of his department should be placed in charge of this work. The D.S.E. has also been instructed to send proposals giving full details of the number of teachers who are likely to be affected by this order and on the steps taken to give them alternate employment. The D.S.E. has sent a report in the matter which is under examination.