

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

1912.

Enclosures

Spare copies

405.

G.O. No. 404, 10th May 1912.

DESPATCHED

Muhammadian education.

Passing orders on various questions relating to the education of Muhammadans.

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Govt. of Madras.

Education Dept.

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G.O. No. 404 [Education]

Dt. 10-5-1912

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கீழ்க் உள்ள பக்கங்கள்:

பொருள்.

முன் கோப்புகள்,

முடிவு.	எண்.	திறை. வரிசை.	தேதி.	முடிவு.	எண்.	திறை. வரிசை.	தேதி.

பின் கோப்புகள்.

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Enclosures

Regu.

1912.

Spare copies

G.O. No. 464, 10th May 1912.

Muhammadian education.

Passing orders on various questions relating to the education of Muhammadans.

GOVERNMENT OF MADRAS.
EDUCATIONAL DEPARTMENT.

Read—the following papers:—

I

G.O. Mis. No. 397, Educational, dated 27th June 1911.

Read—the following paper:—

Letter—from the Hon'ble Mr. AFTAB AHMED KHAN, B.A. (Cant.), Bar-at-Law, Honorary Joint Secretary, Central Standing Committee of the All India Muhammadan Anglo-Oriental Educational Conference.

To—the Secretary to the Government of Madras, Educational Department.

Dated—the Aligarh, 11th/23rd May 1911.

No.—823/1/23.

I have the honour to submit herewith copies of Resolutions Nos. 21, 25, 38 and 55 passed by the All India Muhammadan Anglo-Oriental Educational Conference at the annual session held at Nagpur (Central Provinces) during the last Christmas week.

From the interest the Government has always been pleased to take in promoting education amongst the Muhammadans, it is earnestly hoped that it will consider these resolutions favourably.

ENCLOSURES.

Resolution No. 21.

"This conference requests the Government of all the Provinces to insist upon all the district and municipal boards that, keeping in view the educational interests of the Muhammadan population of the areas in their jurisdiction, especially of the places which have large Muhammadan population; they should allot in their educational budget a suitable sum, sufficient to meet the required grants-in-aid to the Musalman schools and mukhtabs, and to cover the necessary amounts of scholarships awarded to the Musalman students in other public schools. The sum, thus allotted, should be expended in consultation with the Musalman inspecting officers."

The Government of India, in their Resolution, dated 15th July 1885, reviewing Muhammadan education and declaring policy of Government, laid it down that "for the attraction of Muhammadans to higher education a liberal provision of scholarships is essential, and their wants must not be overlooked in the framing of any general scheme of scholarships for any Province," and that "special Muhammadan inspecting officers, to inspect and inquire into Muhammadan education generally may be appointed in places where the Muhammadans are very backward." The Director-General in his fifth quinquennial review (section 379) points out that "in respect of the proportion receiving higher education they (Muhammadans) are very far below the average. Their backwardness is attributable partly to poverty, partly to indifference and partly to their educational wants not being the same as those of the remainder of the population amongst whom they live." From the above quotation it is evident that the Muhammadans stand in need of special encouragements with regard to their education and that the Government is willing to provide for their special requirements. Among the special encouragements provided for Muhammadans, in various Provinces, are included reserved scholarships, exemption from fees, the appointment of Muhammadan teachers and Inspecting officers, grants-in-aids to Muhammadan schools and mukhtabs. Obviously these special encouragements, even though intended, cannot be efficiently brought into existence unless suitable provisions are made in the educational budgets of the different administrative bodies to which is entrusted the education of the masses. Instance of the failure of the object in view without a separate budget allotment is furnished by the Central Provinces and Berar. The Director of Public Instruction of that Province whose remarks are quoted by the Director-General of Education (page 912) says that the Hindustani schools "suffer badly from lack of funds, being sometimes left out in the cold in matters of finance. Apparently in Berar the Hindustani schools got no benefit whatsoever from the special grant made by the Government of India for the improvement of primary education. It would, therefore, be a great advantage if a separate budget provision were made for Hindustani schools." Nothing further need be added to the remarks of an experienced head of the Educational Department.

Resolution No. 25 (General).

"Keeping in view the difficulties experienced by Musalman students in their admission into the boarding-houses attached to the Government schools, the conference requests that, in consideration of their special educational needs, the Government and the Educational Departments will be pleased to reserve a suitable number of seats for Musalman students in every boarding-house."

Resolution No. 38.

"As the number of students in schools, as well as in colleges, has been limited according to the new University regulations and as the Mussalmans are admittedly backward in education and have the further disadvantage in respect of admission into schools and colleges on account of non-Muslim staff, this conference requests the Government of all provinces to kindly fix a suitable number of Muhammadan students in all the classes of schools and colleges."

The Government of India as well as all Local Governments admit the deplorable backwardness of Muhammadans in respect of education and further acknowledge the necessity of providing special encouragements to promote education in this community. Experience has proved and the annual educational reports of the various provinces bear testimony to the fact that the extended employment of Muhammadan teachers and Muhammadan inspecting officers was in every case followed by increase in the number of Muhammadan schools and scholars. One of the Inspectors of Education in Bengal has plainly pointed out to the apathy of Hindu officers to the cause of educational advance of the Muhammadan community (Bengal Report for 1908, page 12). The sympathy of headmasters with students of their own community is only natural, and the strained relations due to extended sectarian differences of views, unfortunately existing in these days the two great communities of the country, has made the competition very difficult for the community which is inferior as regards number, education, influence, wealth, in fact in every respect. The request contained in the above resolution is not considered to be prejudicial to the interests of any other community. What is prayed for is a fixed proportion for the local Muhammadan children based upon their average proportion during the past years keeping also in mind their present requirements. When Muhammadan boys are refused admission for want of room, the parents cannot afford to bring to the notice of the authorities that occasionally this is found to be mere plea of not admitting Muhammadan children. The comparative statistics of the number of Muhammadan and Hindu boys in a school where a Hindu headmaster is succeeded by a Muhammadan headmaster can bear out the statement. Even if the complaint of the Muhammadans be unfounded, there is nothing unreasonable in the request, as the Muhammadan population of every locality naturally expects protection of all their interests by the Government, and forming part of the population the Muhammadan expect room in educational institution for their children.

Resolution No. 55.

"Considering the rules and regulations in force in Government High schools restricting the admission of students, the conference urges the great need of establishing in each district at least one Muhammadan High school and, as under the present circumstances, unaided efforts of the Muhammadan community are not sufficient to achieve the object, this conference respectfully requests the Government to be pleased to instruct the district authorities to use their influence in inducing the Muhammadan public in their districts to raise sufficient funds for the establishment of the Muhammadan High Schools."

No pecuniary aid is prayed for in the above resolution. What is required is the moral support and patronage of local educational movements on the part of district officers. Local educational associations, anjuman and societies are gradually springing up everywhere in many places the Muhammadans can afford to largely contribute to the education fund of the association. But experience shows that the Muhammadans do not yet realize the benefit of education and they are specially ignorant of the consequences which lack of education brings. Mr. H. Mules, M.V.O., the Collector in Sindh, very appropriately remarked in his speech at the Karachi session of the conference that a Sindhi Muhammadan who could not afford to send his son to get a really good education would willingly pay Rs. 300 for a gun or a acre. Keeping these circumstances in view, if district officers only undertake to let local Muhammadan public understand by occasionally attending their educational gatherings or otherwise, that they sympathized with their efforts to promote education in their community, contributions will be forthcoming from Muhammadans themselves sufficient in many cases to maintain a High school or a Middle school. The agents of this conference travel from district to district in all provinces to collect subscriptions and wherever the district officers have agreed to kindly preside over the meetings, good sums have been collected on the spot. The advantage in some cases is mutual. As an instance I quote below a paragraph from the letter of a district officer recently received in my office:—

"Muhammad Shah's (Agent of the Educational Conference) lecture has been a valuable aid to me in the administration of the district. Accordingly I am grateful to the conference for their service to the district in sending Shaikh Muhammad Shah to us. Had he given me more notice than four days he could have had a wonderful meeting I am sure, but there were

local reasons for his wanting the meeting to be held at once and I agreed with him. I am so much impressed with the possibilities of his use to Muhammadan education in this district at this critical moment, that I venture to ask if you could lend him to use for one or two months."

Order—Mis. No. 397, Educational, dated 27th June 1911.

The papers will be communicated to the Director of Public Instruction.

(True Extract.)

L. DAVIDSON,
Ag. Secretary to Government.

To the Joint Secretary, All-India Muhammadan Anglo-Oriental Educational Conference, Aligarh.
" Director of Public Instruction.
" Local and Municipal Department.

II

Letter—from the Secretaries, Muhammadan Educational Conference Committee, Madras.

To—the Secretary to Government, Educational Department.

Dated—the 20th October 1909.

On behalf of the Committee of the Muhammadan Educational Conference of Southern India, we have the honour to submit, for the consideration of Government, some of the resolutions in connection with the education of the Muhammadans adopted at the second sessions of the conference held in April 1908.

2. The conference, we may mention, was organized and held its first sittings at Vellore, in July 1906, when it was attended by about 5,000 Musalmans, representing the various parts of Southern India. It was opened by the Hon'ble Mr. Castle Stuart, I.C.S., and presided over by the late Shamsul Ulama Hajee Shah Ruknuddin Syed Muhammad Sahib, High Priest of Vellore, and Khan Bahadur Muhammad Sufdar Hussain Sahib, P.C.S. The second session was held in Madras in April 1908 and was opened by the Hon'ble Dr. A. G. Bourne, the Director of Public Instruction, and its various sittings were presided over by Moulvi Syed Shah Abdul Latheef Sahib, the Sahebzada of Vellore, Shamsul Ulama Moulvi Abdul Wahab Sahib, the learned founder and Principal of the Arabic College of Bakiatussalehat at Vellore, the Hon'ble Nawab Syed Muhammad Sahib, the late Mr. Justice H. T. Boddam, and Mr. Mir Humza Hussain Sahib, B.A., B.L., of Mysore. His Excellency the Governor was pleased to grace the conference with his presence one afternoon and to assist the community in doing honour to the late Mr. Justice Boddam for his services in the cause of Muhammadan education. The conference was availed of to take advantage of the awakening of the community by deliberating on the pressing needs of its educational situation and suggesting such measures as were likely to ameliorate the condition of the community in this respect. A programme of work was laid down and a few resolutions were also passed calling the attention of the Government to those matters in which Government aid was in the light of previous experience, considered inevitable as supplementing the efforts of the community. It was felt, however, that before petitioning the Government for assistance, we should make ourselves sure that all that might be done by the community itself has been undertaken and that Government was approached only on subjects in which its assistance was indispensable. Accordingly a few members of the committee undertook to make tours in the mufassal in order to study local conditions, and rouse the people to activity. Enquiries were instituted into the educational wants of the community in the various Musalman centres and into the causes which retarded the progress of Muhammadan education with a view to test the extent of the application so to speak, of the hypothetical reasons which in the opinion of the conference accounted for the Muslim backwardness in education. The various resolutions in which Government aid was invoked were also examined and verified in the light of information, official and non-official, that was available and in the spirit advocated by Dr. Bourne in opening the conference. The result has been to satisfy the committee as to the general soundness of their conclusions and to encourage them to approach the Government with the following representations.

3. The committee note with pleasure that during the last two years the progress of the community in elementary education has been much more satisfactory than what would ordinarily have been expected in the existing circumstances. The number of Muhammadan scholars in the public primary schools was 69,281 in the year 1901-1902 and 69,234 in the year 1905-1906. But it rose to 73,503 in the year 1906-1907 and to 77,512 in the year 1907-1908. This should be gratifying to the Government whose endeavours on behalf of the education of Muhammadans have been mainly concentrated on elementary education. Of the amount spent from public funds on Muhammadan schools as much as 90 per cent. was spent on elementary schools chiefly intended for Muhammadans. The total expenditure on all elementary schools for boys in the year 1907-1908 was Rs. 28,46,549. Of this about 20 per cent., i.e., Rs. 5,79,024 represents subscriptions by the people and income from private endowments. Muhammadans contributed one-fifth of this latter amount, i.e., Rupees 1,14,286 although they are only one-sixteenth of the total population of this Presidency. The expenditure on elementary schools for boys from the public funds rose from Rs. 8,76,404 in 1901-1902 to Rs. 16,32,391 in 1907-08, i.e., 86 per cent. though contributions by the general public as fees and subscriptions rose from Rs. 10,78,242 in 1901-1902 only to Rs. 12,14,158 in 1907-1908, i.e., 12.6 per cent. On the other hand the expenditure from public funds on the schools chiefly intended for Muhammadans rose from Rs. 1,39,355 in 1901-1902 to Rs. 1,99,406 in 1907-08, i.e., only 43 per cent. although contributions by Muhammadans in the shape of fees and subscriptions increased from Rs. 1,27,776 in 1901-1902 to Rs. 1,63,490 in 1907-1908, i.e., 28 per cent. These figures amply show that the endeavours of Government on behalf of the Muslim elementary education have been fully appreciated by the Muhammadans who have not only put forward a larger number of scholars but have also shared the cost of their education to a larger extent than others.

4. The number of private unaided institutions and of the scholars attending them has also been on the increase, but considering the small educational value of the training obtained in these institutions, the committee cannot regard the mere increase in number with satisfaction. In ten years the number of such institutions increased from 914 in 1897-98 to 1911 in 1906-1907 and the number of scholars from 27,830 to 39,425. There was, however, a reduction of 21 in the number of these schools, but an increase of 757 in the number of scholars in the year 1907-1908. The committee's enquiries into this phenomena show that notwithstanding what one of the Muhammadan educational officers has chosen to say, it is due in no small measure to the desire of the community to begin the education of their children with a religious training. All intelligent Muhammadans recognise the value of public schools, but the necessity for religious instruction induces them in many cases to send their children to institutions which are certainly inferior in point of efficiency and equipment, but which provide for some form of religious training. This necessity for instruction in the fundamental principle of Muhammadan religion was at one time recognized by the Government and the teachers in the Muhammadan institutions under public management were encouraged to teach their pupils Koran, as is taught in private institutions and also in public institutions under private management. This had the effect of increasing the popularity of public institutions. Early in the year 1905, however, orders seem to have been issued prohibiting the teaching of Koran in schools under public management and consequently teachers employed therein discontinued their old benevolent practice. And although the committee understand that in September of the same year the order of prohibition was withdrawn, yet owing, it is believed, to this fact not being fully published, the impression still obtains in some quarters that the teaching of Koran is prohibited. It being felt that attempts should be made to modernize the private Maktabas and Madrasas as well as to restore in public institutions the teaching of the Koran, this committee have during the last two years succeeded in inducing many private institutions to conform to the standard of efficiency laid down by the Madras Educational Department and the Managers of several public institutions under private management to introduce the teaching of the Koran in their schools. They now humbly request the Government to supplement their effort by making it clear to the teachers in Muhammadan schools under public management that the teaching of the Koran in the school premises is not prohibited.

by the department. This request is based on the following resolution of the Vellore Conference :—

"That Government be asked to permit teachers in Government, Board and Municipal schools for Muhammadans to teach Koran as was hitherto done."

5. The committee submit that this will not involve the Government in any difficulty as the institutions for which this concession is requested are intended purely for Muhammadans and all Muhammadan parents of whatever sect attach equal importance to the teaching of the Koran. Nor will it entail any additional expenditure on the part of Government or local board as the Muhammadan teachers of schools under public management will gladly undertake the additional work in order to make their institutions popular in the community.

6. The increase in the number of private schools is also due to an increase in the cost of starting and maintaining public institutions in conformity with the requirements of the new Educational rules and the Grant-in-Aid Code. The paucity of Muhammadan teachers qualified according to the regulations is well known and though in recent years the number of Muhammadans under training has been steadily increasing, still it will be some time before the supply of Muhammadan teachers will be equal to the demand. Managers of schools have, therefore, to pay a much higher rate of salary to trained Muhammadan teachers than to men of the old type such as are employed in Maktabas and Madrasas. And this is not possible with the meagre grants that are provided for in the Code, unless the management is prepared to spend large sums of money itself which is not always possible in a community possessed of such meagre resources as the Muhammadans. Unless, therefore, the Government be pleased to extend a helping hand to the community in this connection, the committee cannot expect so many Muhammadan schools to be maintained now as formerly when the grants earned by schools were quite sufficient to keep them up in conformity to the required standard. The following resolution was, therefore, passed at the Madras Conference :—

"That this conference requests the Government to increase by 50 per cent. the rate of the teaching grants and capitation allowances payable in the case of Muhammadan schools."

7. Difficulty has also been experienced in organising and keeping up public schools for want of that expert knowledge and advice that is increasingly becoming necessary as the standard of efficiency required of these institutions by the department is being gradually raised. There are many districts which have no Muhammadan Supervisors and the Muhammadan Sub-Assistant Inspectors are so few and have to travel over such large areas that they are barely sufficient for the routine work. But at the present stage of development of education among Muhammadans, the community is in need of official experts not only to examine the work that is being done but also to assist the community by their advice in pursuing the right method of organising educational institutions. The importance of this, the committee submit, was recognized so long ago as 1884 when the Education Commission recommended that "Muhammadan inspecting officers be employed more largely than hitherto for the inspection of primary schools for Muhammadans." But it is impossible for four officers to undertake the carrying out of such constructive work in 21 districts. The committee beg to note with satisfaction that the increase in the special inspecting agency for the Moplah schools has resulted in accelerating the progress of Moplah education. It was therefore resolved by the conference "that in the interests of Muhammadan education, the number of Sub-Assistant Inspectors of Muhammadan schools be increased; that a separate Inspector be appointed to look after and control the Muhammadan schools in this Presidency and that all Muhammadan inspecting officers be placed directly under him."

(a) It is felt that at present the progress of Muhammadan education is retarded a great deal by the multiplicity of the superior authorities set to supervise the work of the subordinate Muhammadan agency. Each Muhammadan Sub-Assistant has to comply with the orders of five or six Assistant Inspectors and two or three Inspectors with different ideas of their own. As it is, Muhammadan education forms such a small part of the work of the district and circle officers, that it is but natural that it should occupy a minor part of their attention and form to them but a

minor subject of interest. Apart from the difficulty and delays which this system must be causing in the transaction of official business, we submit that the experience of one officer not being generally available to his brother officers, a great many experiments are being unnecessarily repeated and no healthy uniformity of standard methods or principles prevails in the different circles and no healthy rivalry to excel each other among the subordinate inspecting agency. We suggest that instead of the present system, Muhammadan education be centralised under one Inspecting officer of the Indian Educational Service and that all Muhammadan Sub-Assistants be made to work under him directly. This will not only facilitate the speedy transaction of business, but will create an expert in Muhammadan education, whose services would be of special value to Government in diverse important ways. The committee of the conference prays that this system may at least be tried for some time as an experiment.

(b) The committee venture to submit that the above recommendation for creation of the appointment of a Principal Inspecting officer will not only help forward the progress of Muhammadan education, but also tend to concentrate efforts for meeting the special difficulties in its way and ensure the application of a harmonious method of work, besides creating a mass of specialised knowledge which would be of the greatest use both to Government and the Muhammadan community.

8. One of the most momentous questions in connection with Muhammadan education is to ascertain the reasons why such a small number of Muslim children proceed from the primary to the secondary stage of instruction. There are no tables in the education report for the year 1907-1908 to show the number of scholars belonging to the various communities in the different stages of instruction, but in the year 1906-1907 for every 100 Muhammadan, Native Christian, Brahman and the Non-Brahman Hindu boys in the primary schools there were 2.2, 8.1, 27.5, 2.9 boys, respectively in the lower secondary stage and, .8, 3.6, 21.7, 1.2, in the upper secondary stage. That is to say only 2 out of every 100 Muhammadan boys in the primary department got admitted into the lower secondary department whereas the corresponding number for the Brahmans was so large as 27. The committee after giving the matter their best consideration are of opinion that this unsatisfactory state of things is due in no small measure to the special difficulties and disadvantages with which Mussalman children are confronted in the secondary schools. There are in the whole Presidency, only five secondary schools chiefly intended for Mussalman boys, two of which are located in one part of the town of Madras. These, it is submitted, are not sufficient to answer the needs of so large a community. In many cases therefore Musalman children have to go without secondary education, if they cannot avail themselves of the secondary schools existing for the use of the general population. Being educated in Muhammadan schools in the elementary classes, they are not as a rule conversant with the vernaculars of the district and cannot follow the course of instruction that is imparted through their medium in the generality of secondary schools. This, the committee are of opinion, is a serious disability under which Musalman children resorting to ordinary secondary schools are placed. The Education Commission had recommended that "Hindustani be the principal medium for imparting instruction to Muhammadans in primary and middle schools excepting in localities where the Muhammadan community desire that some other language be adopted." The significance of this recommendation, the committee are persuaded to believe, has not been kept in view. It is therefore suggested that in order to facilitate the progress of secondary education among Muhammadans, arrangements should be made in every secondary school resorted to by Muhammadans not only to teach them Urdu as an optional subject, but that where possible, school authorities should be induced to form Musalman sections in the lower classes in which instruction is imparted through the medium of Urdu. This arrangement should continue at least until the boys reached the III Form, and as it is well known that no expenditure will be undertaken by school management, unless it is ordered by Government, the committee respectfully submit to the Government the following resolution for their favourable consideration :—

"That in the opinion of this conference, it is necessary that in large municipal towns in the mufassal thickly populated by Musalmans, there should be on the staff of every large secondary school resorted to by Musalman students a competent munshi for teaching Urdu

"and two Urdu knowing teachers in charge of the Musalman section of the last two forms and
"that Government be requested to impress this necessity on the local boards and other agencies
"of school management."

9. One powerful aid which helped the advance of Muhammadan education in the past was the concession of half fees which was made to Muhammadan pupils in all public institutions. But the Committee of the Educational Association regret to note that in most of the public institutions under private management the concession is not allowed and Musalman pupils are required to pay more than half fees. There were in 1907-1908, 276 Muhammadan scholars in Government, 475 in municipal and 823 in local boards secondary schools, that is, 1,574 scholars in all against 2,395 scholars in the mission and 904 in non-Muhammadan private schools. So that less than half of the Musalman scholars in the secondary schools enjoyed the concession of half fees. The fees in the secondary schools are now much higher than they were in the previous years, and Musalman parents who send their children to secondary classes in towns and cities can, in many cases, hardly afford to pay the full rates. The committee would therefore respectfully request the Government to enforce the half fee system on behalf of Musalmans in all the institutions receiving State aid; and if this is found inconsistent with Government policy, it is requested that the Government should generously take upon itself to make up by means of an increase in the grant made to the institutions concerned for the loss which the management may sustain by granting Musalman pupils the concession in question. It is submitted that having regard to the smallness of the amount which is at present spent out of the public funds on their secondary education (only Rs. 19,220 a year, of which Rs. 15,500 was spent on the Madrasa-i-Azam, Rs. 2,500 was granted to the Harris High school and Rs. 1,220 was distributed among the three Muhammadan incomplete secondary schools at Vaniyambady, Trichinopoly and Tinnevely), this request of the Muhammadan community is not unreasonable. The resolution adopted by the conference is as follows:—

"That this conference draws the attention of Government to the fact that the concession of half fees for Muhammadan students is not being allowed in many institutions maintained by private agency, and request the Government to enforce the half fee system for Musalmans in all schools and colleges, the State taking upon itself to make up by means of an increase in grant for the loss which the management may thereby sustain."

10. Another resolution of the conference was as follows:—

"That (a) in the opinion of the conference a better set of Hindustani text-books than those now in use (those prescribed by the Punjab Government and University by preference) should be introduced into the schools and colleges of this Presidency and (b) that the Government be requested to forward this resolution to the Board of Studies and the Text-books Committee for their consideration."

11. This resolution was adopted in view of the dissatisfaction which has been existing in the community in regard to the text-books in Urdu and Persian used in schools and colleges of the Presidency. So long ago as 1901 their views on the question were expressed at the All India Muhammadan Educational Conference held at Madras in a resolution passed at the conference. This committee is glad to note with satisfaction and gratitude that the Government have been since pleased to give the representation a favourable consideration and to remove from the list of approved text-books such of the Urdu books as were considered objectionable. No adequate step has yet been taken, however, with respect to the Persian books and the committee would respectfully beg the Government to remove such of them as are unsuitable.

12. The committee further venture to suggest that with a view to assist the present Text-book Committee and the Board of Studies in the work of selecting text-books both in Hindustani and Persian a few more qualified Musalman gentlemen be added to these boards.

13. In this connection we beg to point out that in the constitution of the University there is not a single Muhammadan graduate of this University to represent our community. Under the old regulations two such Muhammadans were nominated Fellows but under the new system the honour has not fallen to the lot of any Muhammadan graduate. This is felt as a grievance by the body of Muhammadan

graduates, many of whom hold respectable positions in life and are also otherwise fitted to be on the Senate. It is requested that His Excellency the Governor in his capacity of the Chancellor of the University may be pleased to appoint such suitable Muhammadan graduates on the Senate as he may think fit. A kindred grievance of the community is that though it is vitally interested in the working of the educational system its representatives are not called in for consultation whenever the Government undertakes the revision of the Grant-in-Aid Code and Educational rules. It is felt that Musalman interests are not represented nor considered in these matters with the result that rules are formulated and passed which adversely affect Muhammadan education. Hence the request embodied in the following resolution of the conference:—

"That this conference considers it necessary that the Government should be requested to nominate Musalman graduates of sufficiently long standing and a few more other learned Musalmans to represent the interests of the Musalman community on the University Senate as well as on the Text-book Committee, and representatives of the Managers of Musalman schools on the committee which from time to time revises the Educational rules and the Grant-in-Aid Code."

14. Another important question which the conference considered was the necessity of providing for the teaching of Arabic in the Presidency College. It is regrettable to note that notwithstanding the importance of the study of this language, the Government have not been pleased to make any arrangement whatever for teaching it in the colleges under their management. No doubt the Muhammadan moulvi or master has been employed in the Government College at Rajahmundry and in the Presidency College at Madras, but only as a Hindustani and Persian master. We are aware that a late incumbent of this office at the Presidency College voluntarily took upon himself the difficult task of teaching Arabic students as well as students in Persian and Hindustani, but this was never considered a part of his duty. Nor has the likelihood of the necessity of teaching Arabic been always taken into consideration in selecting candidates for appointment as Muhammadan masters in Rajahmundry and Madras. The Government have apparently been led to the belief that no provision need be made to teach Arabic until students willing to take up Arabic are forthcoming in sufficiently large numbers. But as no provision exists in any school in the Presidency for teaching Arabic excepting at the Government Madrasa-i-Azam, and even there, not in a satisfactory way, it is no wonder that Mussalman students do not generally take up Arabic as a second language during the school course and that consequently a sufficiently large number of Arabic students are not now found in the University classes. This, we submit, is an additional reason why provision should be made in Government institutions for the study of Arabic. That Arabic study is valued by the Musalmans at large is abundantly clear from the large number of students who flock to the purely Arabic Madrasas, in spite of the absence of any material inducements for such study. The community attaches great importance to the study of Arabic not only because it is the language which is the repository of all the sacred lore of Islam, but because it is a classical language eminently suited to give the students a proper mental training and exercise a steady influence on their character. This, we believe, was the consideration which the Government had in view in providing for Arabic tuition in the Madrasa-i-Azam, and we hope that it will suffice to induce the Government to extend it to the Presidency College. The fact that even under the existing circumstances, Arabic students come up to the different colleges, every now and then, and that some of these have managed to graduate in the University quite successfully should be considered an additional reason for providing for Arabic teaching in Government Colleges at least as an experiment for some time. Satisfactory arrangements exist at the Presidency College for the teaching of Canarese, Latin and Sanskrit, though the students who take up these languages are very few, in spite of the fact that these languages are taught systematically in a great majority of the High schools in the Presidency. The committee further feel that an Arabic Professor is needed at the Presidency College not only to teach Arabic, but also to supervise the teaching of Urdu and Persian and to exercise a wholesome influence on the character of Mussalman students, just in the same way as the Professor of Sanskrit is doing in respect of the study of the Dravidian languages and the Hindu students. If this proposal be

adopted and the appointment of a competent Professor in Arabic comes to be widely known the committee feel certain that a sufficiently large number of students will be forthcoming to study Arabic and their number will increase from day to day.

15. Another resolution passed at the conference (annexed in the margin,

Resolution No. 19.—That this conference requests the Government of Madras to include Hindustani in the list of vernaculars of the Presidency so as to remove the great disability under which Musalman candidates for employment in the higher branches of the service now labour as compared with the candidates belonging to the other communities

but without success. The subject was also very warmly discussed at the sitting of the All India Educational Conference held in Madras in December 1901 and formed one of the resolutions submitted to Government but it elicited no sympathetic response. This apparent disinclination on the part of Government, has seriously affected the admission of Muhammadans to the higher branches of the service. According to the rules now in force, candidates for the appointment of Deputy Collector or even for posts carrying a salary of Rs. 50 or upwards in the Revenue Department are required to have passed in two vernacular languages of the Presidency. This rule does not operate with any hardship on the members of the Hindu community as in their case one of the recognized vernaculars always happens to be their mother tongue so that they have virtually to learn one additional vernacular. Whereas in the case of Muhammadans Hindustani not being an officially recognized vernacular, they have to pass in two foreign languages to qualify themselves for Revenue appointments. This additional disability has a very prejudicial effect on the question of their advancement in the public service which is already beset with other difficulties.

16. In concluding the committee respectfully trust that the Government will be pleased to deal with the questions submitted to their consideration in the same spirit of justice and sympathy which they have always evinced in the disposal of matters affecting the interests of the people of the country generally.

III

Endorsement No. 1991-1, Educational, dated 3rd November 1909.

Referred to the Director of Public Instruction for *early* remarks.

L. M. WYNCH,
Ag. Secretary to Government.

IV

Memorandum No. 67-2, Educational, dated 21st January 1911.

With reference to the suggestions made at the meeting of the Legislative Council held on the 5th April 1910, by the Hon'ble Khan Bahadur Muhammad Habibullah Sahib and the Hon'ble Moulvi Saiyid Murtuza Sahib Bahadur, for the improvement of Muhammadan education in this Presidency, the Director of Public Instruction is requested to report whether there is at present any need to increase the number of Muhammadan Sub-Assistant Inspectors in the Presidency and also whether it is desirable that a post of Assistant Inspector for Muhammadan schools should be created.

C. A. INNES,
Deputy Secretary to Government.

To the Director of Public Instruction.

V

Memorandum No. 176-3, Educational, dated 1st March 1911.

The Director of Public Instruction is furnished with a copy of question No. 47 asked at the meeting of the Legislative Council held on the 21st February 1911, by the Hon'ble Moulvi Saiyid Murtuza Sahib Bahadur and the answer given to it; and he is requested, when replying to Memo. No. 67-2, dated 21st January 1911, to examine the expediency of altering the existing arrangements under which the inspection and administration of Muhammadan schools where Hindustani is not the medium of instruction devolve upon Sub-Assistant Inspectors who are not Muhammadans.

G. F. PADDISON,
Deputy Secretary to Government.

To the Director of Public Instruction,
with a copy of question No. 47 and answer.

ENCLOSURE.

Question asked at the meeting of the Legislative Council held on the 21st February 1911.

The Hon'ble Moulvi SAIIYID MURTAZA SAHIB Bahadur :—

(a) Are the Government aware of the fact that in the inspection and administration of the large number of Tamil and Telugu taught Muhammadan schools in the Presidency the Sub-Assistant Inspectors of Muhammadan schools have no share whatever and that this system deprives those schools of the benefit of Muhammadan officers' guidance and the possibility of the introduction into them of the study of Hindustani?

(b) Is it a fact that this arrangement has been necessitated by the inadequacy of the staff of Muhammadan Sub-Assistant Inspectors?

(c) Will the Government be pleased to remedy the defect by increasing the number of those officers?

Answer.—The Government have recently called upon the Director of Public Instruction to report whether there is any need to increase the number of Muhammadan sub-assistant inspectors and he will now be requested, when replying to that reference, to examine the expediency of altering the existing arrangements under which the inspection and administration of Muhammadan schools where Hindustani is not the medium of instruction devolve upon sub-assistant inspectors who are not Muhammadans.

VI

Letter—from the Hon'ble Mr. J. H. STONE, M.A., F.R.H.S., Acting Director of Public Instruction.

To—the Secretary to Government, Educational Department.

Dated—the 4th November 1911.

No.—Ref. on C. 1440

With reference to the marginally-noted communications from Government

1. Government Endorsement No. 1991-1, Educational, dated 3rd November 1909. relating to Muhammadan education, I have the honour to submit the following remarks :—

2. Government Memorandum No. 67-2, Educational, dated 21st January 1911.

3. Government Memorandum No. 176-3, Educational, dated 1st March 1911.

4. G.O. No. 397, Mis., dated 27th June 1911.

2. The proportion of Muhammadans in school compares very unfavourably with that of Europeans and Brahmans and somewhat unfavourably with that of Native Christians. It is much larger than that of Non-Brahman Hindus. Their backwardness in education is chiefly shown by the very small proportion that go on to the high school and college classes and by the large proportion attending Koran schools in which little or no secular instruction is given.

The causes assigned for this state of things are—

- (i) the postponement of secular to religious education,
- (ii) poverty,
- (iii) language difficulties, and
- (iv) apathy, which seems largely the result in this Presidency of congenital intellectual indolence.

The means taken by Government for combating them are—

- (1) the provision of a special inspecting staff for Muhammadan schools,
- (2) provision of Muhammadan Government schools and grants-in-aid of schools under private management,
- (3) fee concessions,
- (4) award of scholarships.

3. The adequacy of the provision under each of these heads has been of late called in question by such bodies as the Central Standing Committee of the All-India Muhammadan Anglo-Oriental Conference, and the Muhammadan Educational Conference of Southern India and has been made the subject of interpellations in the Legislative Council. I propose now to attempt to deal with all the criticisms and suggestions that have been referred to me for remarks.

4. *I. The Inspecting staff.*—This has been criticised on the grounds—

- (i) of its inadequacy and
- (ii) of the arrangement under which Muhammadan schools in which Hindustani is not the first language, are inspected by Hindu officers.

Since (i) depends somewhat on (ii) I propose to take (ii) first. Ever since the first employment of Muhammadan Sub-Assistant Inspectors of Schools, their work has been confined to Muhammadan schools in which Hindustani is the mother tongue of the pupils, partly I suppose to avoid their having too many schools and partly because a Muhammadan Sub-Assistant Inspector would not necessarily be familiar with any Dravidian language. As will appear, later, the first reason only applies to a few districts. As regards the second, I find that all the Muhammadan Sub-Assistant Inspectors and all the Supervisors but two know a Dravidian language.

5. The idea underlying the arrangement seems to be that the main reason for employing Muhammadan Sub-Assistant Inspectors is the difference of language. I say the main reason, because it has been laid down that in certain points the Sub-Assistant Inspectors of Schools who inspect non-Hindustani Muhammadan schools should consult the Muhammadan Sub-Assistant Inspectors. These points are, making recommendations for appointments in board and municipal schools of a permanent nature and for acting arrangements of more than six months' standing, the submission of indents for school books and such other matters as require the Muhammadan Sub-Assistant Inspector's expert opinion.

6. The arrangement has been criticised by the marginally-noted bodies or persons,

- (1) Secretaries, Muhammadan Educational Conference Committee, Madras (*vide* Government Endorsement No. 1991-1, dated 3rd November 1909).
- (2) Letter from the Secretary, Anjumani-Azam, Tanjore, to the Director of Public Instruction, No. 76, dated 7th November 1909.
- (3) The Hon'ble Khan Bahadur Muhammad Habibullah Sahib and the Hon'ble Moulvi Saiyid Murtuza Sahib Bahadur (*vide* Government Memoranda No. 67-2, dated 21st January 1911 and No. 176-3, dated 1st March 1911).

because it removed Muhammadan schools from the administrative control of Muhammadan Sub-Assistant Inspectors, a defect remedied in 1907, and on the more general ground that the Hindu Sub-Assistant Inspectors are necessarily somewhat out of sympathy with Muhammadan ideas and aspirations, and particularly with their desire to extend the use of Hindustani among Muhammadans, that they are inaccessible to Muhammadans and cannot move freely with them nor influence them nor meet them in their assemblies which are often held in mosques, and that these circumstances hinder the improvement of existing schools and the opening of new ones. It is implied, though perhaps not stated, that the injunction to Sub-Assistant Inspectors of Hindu Schools to consult the Muhammadan Sub-Assistant Inspectors of Schools in all matters which require the Muhammadan Sub-Assistant Inspectors' expert opinion is disregarded or rather perhaps that no matters concerning Muhammadan schools can be so well decided by Hindus as by Muhammadans, and there now seems to be a considerable body of non-official Muhammadan opinion that the administration and

inspection of Muhammadan elementary schools ought to be in Muhammadan hands. In 1907 the opinions of inspecting officers as to the working of Proceedings No 8005, dated 27th November 1906, were recorded and I find that even then this view was forcibly, though irrelevantly, put forward by Abdur Rahim Sahib, B.A., Sub-Assistant Inspector of Muhammadan Schools, Trichinopoly, and by Mr. Yates. It is also held by the Muhammadan inspecting officers with whom I have lately conversed on the subject. I confess to a good deal of sympathy with it. It seems to me that the power of an inspecting officer to do constructive work must depend immensely on the degree to which he is in touch with the pupils and parents with whom he has to deal. That the Hindu Sub-Assistant Inspectors can be but little in touch with the Muhammadan community seems to me evident and it is impossible that they should enter into its hopes and ideas with any fulness. In saying this I hope I shall not be thought to be charging them with any conscious indifference to, still less bias against, the community, but however good their intentions they must remain outsiders and as such have to contend against a good deal of indifference and it may be suspicion.

7. There are several specific ways in which the present system is considered to tend to neglect of Muhammadan interests. The most definite of these relates to the study of Hindustani. There seems to be at present a growing movement in favour of the universal adoption of this language as that of culture and refinement by Tamil Muhammadans particularly by the Lubbays. There are Lubbay settlements in Salem and North Arcot which a dozen years ago spoke Tamil but now speak Hindustani. The demand for Hindustani teaching in Lubbay and Marakaya schools is said to be much on the increase. It is alleged that the Sub-Assistant Inspectors are not sufficiently active in meeting this demand by the supply of Hindustani-knowing teachers.

8. The importance of employing Muhammadan teachers in Muhammadan schools is obvious quite apart from any question of language and it is stated by Mr. Grieve, lately Inspector of Schools, VII Circle, that in Madura and Tinnevely Muhammadan board and municipal schools are in most cases manned by Hindu teachers and that the Muhammadan inspecting officers complain that when they propose a Muhammadan willing to qualify after admission to service, the proposal is not infrequently disregarded because a better qualified non-Muhammadan is available.

9. Petitions have been sent to me by the Secretary, Anjumani-Azam, Tanjore, from two Tanjore villages which seem to voice a really-felt grievance in the inaccessibility of the Hindu Sub-Assistant. One petition says "The Hindu Sub-Assistant Inspector of Schools comes here and returns immediately after inspection to some other village where there is agharam. We have no opportunity of representing our grievances freely and he has no opportunity of making remedy of our grievances." The chief grievance is the non-provision of Hindustani teaching. The other petition says "If the Muhammadan officers visit the school there will be good opportunity for us to meet them to represent our grievances and to make arrangements to teach Hindustani subjects."

10. Mr. Grive as Inspector of Schools in Madura and Tinnevely interested himself specially in the education of the Lubbay and Marakayas and he points out that the figures for Muhammadan education in the south of the Presidency represent it as being more advanced than it really is since a large proportion of the children under instruction are in Koran schools where little or no secular instruction is given. He considers that it is desirable to make these schools a basis for the development of elementary education by inducing the teachers to add secular to the religious instruction given in them and I agree with him. I think it is clear that this is much more likely to be done successfully by Muhammadan than by Hindu officers.

11. Excluding the Mappilla sub-assistant inspectors' ranges, there are only two in which there are Muhammadan schools in which Hindustani is not the medium of instruction, the Madras and Trichinopoly Muhammadan ranges. There are only three such schools in the former and 125 in the latter. In order to bring all such schools under the inspection of Muhammadan officers one more Sub-Assistant Inspector would therefore be required and the Trichinopoly range would have to be divided into two ranges in each of which there would be about 150 schools. I propose therefore the addition of another Sub-Assistant Inspector of Muhammadan

schools to the cadre and the reconstitution of the Trichinopoly Muhammadan range as two. The Salem Muhammadan range with head-quarters at Salem consisting of Salem, Coimbatore, Nilgiris, Tanjore and Trichinopoly with about 167 schools and the Madura Muhammadan range with head-quarters at Madura consisting of Madura and Tinnevely with about 132 schools. The Salem Sub-Assistant Inspector would be under the Inspector of Schools, V Circle, and the Madura Sub-Assistant Inspector under the Inspector of Schools, VII Circle.

12. The Supervisors' charges would be unchanged. Each range would have two—in the Salem range at Salem and Tanjore, and in the Madura range at Madura and Tinnevely.

13. Since the new Salem range would be rather large I would transfer the schools in the Civil and Military Station, Bangalore, to the Madras Sub-Assistant Inspector of Muhammadan Schools.

14. The two new ranges differ in size but the new Madura range contains 75 out of the 125 Muhammadan schools in which Hindustani is not the medium of instruction. There are moreover in Madura and Tinnevely 8,605 Muhammadan pupils in private institutions as against 6,320 in Tanjore, Trichinopoly and Salem. It seems likely therefore that there is more scope for the development of Muhammadan education in the first two than in the other three districts and that an energetic Sub-Assistant Inspector would probably soon largely increase the number of schools under his inspection.

15. In the Rajahmundry Muhammadan range there are two Supervisors—one at Bezvada for the Kistna district, and one at Vizagapatam for Ganjam, Vizagapatam and Gōdāvari. The territorial jurisdiction of the latter seems to me far too large although the number of schools he has is small. I think it would be better if he did not go to Ganjam at all, but that the very few Muhammadan schools in that district should be entirely supervised by the Sub-Assistant Inspector of Muhammadan Schools. The Supervisor will even then have a large area to travel over, and since the schools are few and scattered he must travel a good deal by rail. I think that he might very properly be allowed the concession as to travelling allowance given to supervisors in Malabar, South Canara and North Coimbatore, i.e., Rs. 18-12-0 in place of Rs. 15.

16. It further appears to me that the Muhammadan Sub-Assistant Inspectors ought to receive preferential treatment as regards travelling allowance. Instead of travelling over a few taluks as the other Sub-Assistant Inspectors do they have each several districts and a good deal of travelling by rail to do. It has been constantly represented to me that they are out of pocket by their travelling. I therefore recommend that their fixed travelling allowance be raised to Rs. 35 a month. This would put the Muhammadan Sub-Assistants in this matter on an equality with the Sub-Assistant Inspectresses of Girls' Schools. I feel sure, however, that their allowance cannot much longer remain at this rate.

17. Connected with the demand for an increase in the number of Sub-Assistant Inspectors is that for the appointment of an Inspector or Assistant Inspector for Muhammadan education. I should dismiss the second of these proposals as illusory. I do not believe that we could find a Muhammadan Assistant Inspector who would be so superior to racial and sectarian differences as to work impartially for the Muhammadan education of the Presidency. I do, however, think that something might be expected from the appointment of an Inspector of Muhammadan Education in the Indian Educational Service and that the analogy of the Inspector of European and Training Schools is to the point: but it is more than doubtful whether in view of the facts that the number of Muhammadan schools of the secondary grade is very small and that many Muhammadans are being educated in institutions not distinctively Muhammadan so large an expenditure as would be involved by the appointment of a permanent Inspector would be justified. I would, however, submit for consideration whether a temporary deputation to organize and develop Muhammadan education might not be made.

18. The question of the relations of the Muhammadan Sub-Assistant Inspectors with their superior officers connects itself with this topic. The Madras Committee advocates the Sub-Assistant Inspectors being placed immediately under a special officer partly because at present Muhammadan Sub-Assistant Inspectors are usually under the orders of more than one Inspector and two or three Assistant Inspectors. The remedy would be to have a Muhammadan Sub-Assistant Inspector for each circle and allow him to correspond direct with the Inspector, but this would double the number of Sub-Assistant Inspectors—a step which in view of the small number of schools some of them would have to deal with does not seem justifiable. In any future re-arrangement of circles and ranges this matter will be kept in view.

19. An obvious objection to the above proposals and suggestions is that they tend to further encourage the separatist tendency of Muhammadans. Everything that we have done so far for their education has had that tendency and it seems hopeless now to attempt to go back.

20. Another demand is for the appointment of Muhammadan Sub-Assistant Inspectresses and Lady Supervisors. This comes from the Secretary to the Muhammadan Girls' School, Mylapore. It is quite obvious that there are disadvantages in the present system by which Sub-Assistant Inspectors of Muhammadan Schools examine schools for Muhammadan girls. No doubt the occasional presence of men in a Muhammadan girls' school is something of a scandal to the stricter Muhammadans and may possibly deter parents from sending their girls. I may remark that what is possible is done by means of purdas to meet social prejudices. Since, however, the recognized Muhammadan girls' schools including two training institutions number only 122 and are scattered all over the Presidency, the creation of a special Sub-Assistant Inspectress seems hardly justifiable, particularly as my personal observation leads me to believe that the Secretary, Muhammadan Girls' School, Mylapore, exaggerates the feeling against the occasional presence of men in Muhammadan girls' schools.

21. Another proposal for obviating the difficulty comes from Miss Lynch who would have Muhammadan girls' schools handed over entirely to the girls' school inspecting agency. The general ignorance of Hindustani of these ladies prevents this suggestion receiving the support of the Muhammadan community.

22. II. *Provision of Muhammadan Government schools and grants-in-aid of schools under private management.*—The Central Standing Committee of the All India Muhammadan Anglo-Oriental Educational Conference desire the establishment in each district of at least one Muhammadan high school and request Government to instruct the district authorities to use their influence in inducing the Muhammadan public in their district to raise sufficient funds for the establishment of Muhammadan high schools. The reason given for this demand is "the rules and regulations in force in Government high schools restricting the admission of students". This certainly does not apply to Madras since there are no rules as to admission to Government or aided schools that prejudicially affect Muhammadans. I doubt also whether any instructions to district officers to encourage the community in opening high schools are necessary. Of the two secondary schools started by the community in the mufassal that at Vāniyambādi has had the warmest support from Mr. Buckley, the Collector of Salem, and other officers and I am sure any similar movement elsewhere would be similarly encouraged.

23. The Conference remarked on the "meagre grants allowed under the Code" and it appears to me that the rules for the calculation of teaching grants for secondary schools do place Muhammadan schools at a disadvantage. We reckon fees at half standard rates, so that if x = the total necessary expenditure on a school and y = the fees at standard rates we get as the "Code grant" for a Muhammadan school—

$$\frac{x - \frac{y}{2}}{2} \quad \text{or} \quad \frac{x}{2} - \frac{y}{4}$$

and for a Hindu school $\frac{x - y}{2}$, i.e., $\frac{x}{2} - \frac{y}{2}$, so that the Hindu school seems to be at a disadvantage, but if we add the fees received in the case of a Muhammadan school

these will be approximately $\frac{y}{2}$ and in the case of a Hindu school y , so that the receipts not provided by the managers of the two schools will be—

$$\begin{aligned}\text{Muhammadan school} & \dots \frac{x}{2} - \frac{y}{4} + \frac{y}{2} = \frac{x}{2} + \frac{y}{4} \\ \text{Hindu school} & \dots \frac{x}{2} - \frac{y}{2} + y = \frac{x}{2} + \frac{y}{2}\end{aligned}$$

so that the Hindu school gains. Testing by a concrete instance let expenditure be Rs. 1,000 and fees Rs. 800—

Grant is equal to—

$$\begin{aligned}\text{Muhammadan school} & \frac{1,000 - \frac{800}{2}}{2} = \text{Rs. } 300 \\ \text{Hindu school} & \frac{1,000 - 800}{2} = \text{Rs. } 100\end{aligned}$$

but adding the fee income we get—

$$\begin{aligned}\text{Muhammadan school} & \dots \dots \text{Rs. } 300 + 400 = 700 \\ \text{Hindu school} & \dots \dots \text{Rs. } 100 + 800 = 900\end{aligned}$$

i.e., the Muhammadan managers have to find Rs. 300 and the Hindu Rs. 100.

24. It would therefore appear that what we seek to give with one hand as a fee concession we take away with the other by our system of aid, since the managers of a Muhammadan school would have to find a good deal more money than those of a school of the same size for Hindus.

25. The suggestion, however, raises the question of the education of Muhammadan boys above the elementary standard. Poverty and apathy no doubt account largely for the small proportion of boys that seek secondary education, but Muhammadans have also the language difficulty to contend with. Whether their mother tongue is Hindustani or a Dravidian language they must in a secondary school learn English. If they do not know Hindustani they want to learn it, and if they do not know the court language of the district they want, particularly in the Telugu districts, to learn it also. Their secondary education must, therefore, be tri-lingual instead of bi-lingual as is usually the case with Hindus. This difficulty would be partly met by making Muhammadan elementary schools as far as possible bi-lingual, teaching either Hindustani or a vernacular in addition to the mother tongue of the pupils. The first of these alternatives is greatly desired and has already been touched upon. Another help is the employment of munshis in high schools frequented by Muhammadans. This is of course done to some extent. It would perhaps be well to instruct inspecting officers to bear these facts in mind in dealing with Muhammadan schools and schools in places where any considerable attendance of Muhammadan boys might be reasonably expected. There are probably schools where the employment of a munshi might properly be made a condition of recognition, and this is a request of the Muhammadan Educational Conference Committee, Madras.

26. These recommendations do not meet another language difficulty. We insist that in the lower forms of secondary schools the medium of instruction shall be the vernacular. It is clear that this puts a serious difficulty in the way of Muhammadan boys whose vernacular is Hindustani and to mitigate it the Madras Committee propose that in schools resorted to by Muhammadans there shall be in the three lower forms in addition to the Hindu teachers others knowing Urdu. This plan would of course meet the case. I cannot say to what extent the adoption of it would attract Muhammadans into the secondary forms, but I should expect that it would not do so enough to cover the additional expense of the extra teachers. I think it is worth considering whether the code should not provide special grants on a sufficient scale to enable schools to incur the extra expenditure.

27. Another suggestion as regards staffing of schools that every headmaster or first assistant in a training school should be a Muhammadan is both unnecessary and impracticable in this Presidency.

28. The Madras Conference requests Government to increase by 50 per cent. the rate of teaching grants and capitation allowances payable in the case of Muhammadan schools. The reason they give is the difficulty of obtaining Muhammadan trained teachers and the consequent large cost of maintaining schools in conformity with the rules. It does not appear to me necessary to have a special scale of capitation allowances for Muhammadans in board schools. In such schools intended for Muhammadans the boards can if necessary and do in some cases give higher rates of pay to Muhammadan teachers. In other board schools staffed by non-Muhammadan teachers there seems no need to give a special rate for Muhammadan pupils. The increase of grant asked for is for elementary schools and the amount of grant for such schools is fixed by Grant-in-Aid Code, chapter III, 16, which provides that the grant may be increased in special cases where it is obvious that sufficient funds from other sources are not forthcoming. This provision can be applied in cases where grants for Muhammadan schools calculated according to the rules are inadequate, and it is applied when Inspectors recommend it.

29. *III. Fee concessions.*—The Madras Conference Committee consider that the rule in the fee notification “Fees in all institutions may be levied from Muhammadans and Uriyas and from girls and backward classes and castes at half the standard rates” does not meet the needs of the community and they seem to think that at some time in the past Muhammadans were invariably admitted to all the schools at half the standard rates. I cannot find this was ever the case. They also point out that the concession only applies to pupils in schools under public management and that in other schools, more than half the total number, pay full fees. This is not so: the half-fee concession is very commonly allowed in schools under private management and this is encouraged by the department, which in calculating teaching grants reckons fees for Muhammadans at half the standard rates. In order to ensure that no Muhammadan shall pay more than half fees the Conference proposes that special grants shall be given to schools to indemnify them for admitting Muhammadans at half fees.

30. The number of Muhammadan boys reading in secondary schools under private management not specially intended for them was last year 3,157 and assuming them to have been equally distributed among the secondary forms the adoption of this

			Number of Muhammadan boys in secondary schools.
1901-1902	..	..	2,324
1902-1903	..	..	2,795
1903-1904	..	..	2,570
1904-1905	..	..	2,666
1905-1906	..	..	2,565
1906-1907	..	..	2,774
1907-1908	..	..	5,535
1908-1909	..	..	5,309
1909-1910	..	..	5,792
1910-1911	..	..	5,548

Note.—From 1907-1908 boys in lower classes of secondary schools are included.

plan might involve an additional expenditure under teaching grants of as much as Rs. 25,256 which would be liable to increase in succeeding years. It is also to be borne in mind that the proposed additional grant would be unnecessary in the case of many schools which already give the concession and that in the case of self-supporting schools it would probably never be earned at all. It is, however, a fact that the number of Muhammadans in secondary schools increases slowly and not steadily as the figures in the margin show, schools are also becoming disabused of the idea that they are obliged to admit Muhammadans at half fees and some like the National High School, Trichinopoly, I understand, refuse to admit them altogether. In these circumstances I think that the code might contain a provision to take account in assessing teaching grants for secondary schools their attitude towards the education of Muhammadans, Uriyas and other backward classes.

31. In addition to the criticisms of the measures actually taken by Government for the furtherance of Muhammadan education, there are certain other suggestions of a miscellaneous kind, such as that more Muhammadan members should be appointed to the Senate of the University and that the Muhammadan representation on the Text-Book Committee should be improved. I do not think there is any real ground for complaint under either of these heads; both in the Senate and on the Text-Book Committee Muhammadans are as fully represented as the circumstances of the case admit.

32. As regards religious instruction in Muhammadan schools under public management, I beg to refer Government to paragraph 2 of my letter, Ref. on Cur. No. 5051, dated 30th August 1911.

ENCLOSURE.

Proceedings of the Director of Public Instruction, Dis. No. 8005, dated 27th November 1906.

[Inspection and Examination of Muhammadan Schools.]

READ—the following paper :—

Proceedings of the Director of Public Instruction, Dis. No. 3574, dated 23rd May 1906.

The Sub-Assistant Inspectors of Muhammadan Schools have large areas to travel over and it appears desirable to reduce their office work and leave them as free as possible to promote the spread of Muhammadan education.

In supersession of any previous orders on the subject and except in the case of the Government Muhammadan Primary schools in Madras which will continue under the same control as now, the Director rules that the Sub-Assistant Inspectors of Muhammadan Schools should hereafter confine their work to the inspection and examination of Muhammadan Primary schools in which Hindustani is the medium of instruction.

2. The other Muhammadan Primary schools where a South Indian vernacular alone is taught as first language will be under the local sub-assistant inspectors who will also be responsible for the administration of the Hindustani-Muhammadan schools in the same way as for other institutions under them whether in relation to the department or to the local boards, i.e., in—

- (1) the preparation and submission of the monthly returns and pay-bills of Board and Municipal schools,
- (2) the preparation and submission of annual returns and budgets,
- (3) leave and appointments subject to the modification detailed below, and
- (4) generally such other matters of administrative detail as they are competent to go into.

3. The local sub-assistant inspectors will, however, consult the Muhammadan Sub-Assistant Inspectors concerned and be guided by their opinion in—

- (1) making recommendations for appointments in Board and Municipal schools of a permanent nature and for acting arrangements of more than six months' standing,
- (2) the submission of indents for school books, and
- (3) such other matters as require the Muhammadan sub-assistant inspectors' expert opinion.

4. In districts where there are separate supervisors appointed for Muhammadan schools, these officers will continue to submit their own diaries and monthly returns to the Sub-Assistant Inspectors of Muhammadan Schools and correspond with them on purely educational subjects connected with the schools under them; but in matters connected with their administration they will correspond with the local sub-assistants.

5. The Inspectors are requested to communicate to the local sub-assistant inspectors copies of their reviews of reports on schools examined by the Muhammadan sub-assistant inspectors.

A. G. BOURNE,
Director of Public Instruction.

To the Inspectors of Schools.
" Assistant Inspectors of Schools,
" Sub-Assistant Inspectors of Muhammadan Schools,
" Account Branch.

Proceedings Dis. No. 8005 of 1906.

Communicated to Collectors of districts, Presidents of District Boards with spare copies for Presidents of Taluk Boards, and Chairmen of Municipal Councils.

A. G. BOURNE,
Director of Public Instruction.

Order—No. 404, Educational, dated 10th May 1912.

The correspondence read above deals with various questions relating to the education of Muhammadans which have from time to time been brought to the notice of Government by Honourable Members of the Legislative Council and by the Muhammadan Educational Conference of Southern India. Having consulted the Director of Public Instruction on the subject and given their careful consideration to his recommendations the Government now proceed to pass orders on the matters in issue.

2. *Religious instruction.*—The request preferred is that permission should be granted to the staff of Muhammadan schools under public management to teach the Quran and give religious instruction on the school premises. The permission sought will be given subject to the following conditions, viz.,

- (i) that the instruction shall be given out of school hours and shall not interfere in any way with the school curriculum, and
- (ii) that no pupils shall be admitted to the religious instruction classes without the written consent of their parents or guardians.

3. *Grants and capitation allowances.*—It is urged that the sanctioned scale of teaching grants and capitation allowances should be increased by 50 per cent. in the case of Muhammadan schools owing to the difficulty of procuring trained Muhammadan teachers without enhancing their present emoluments. So far as teaching grants are concerned, special provision is already contained in article 16 of the Grant-in-Aid Code, under which the amount of such grants may be increased in the case of elementary schools where assistance calculated on the ordinary scale would be inadequate. Nor are the Government satisfied as to the need for the differential treatment of Muhammadan schools with regard to capitation allowances. As the Director points out, local boards can, where necessary, and in many cases actually do, pay special rates of salary to Muhammadan teachers employed in schools intended for Muhammadans. This procedure should suffice to meet the requirements of the case together with the modification in the method of calculating teaching grants which is sanctioned in paragraph 6 *infra*.

4. *Inspecting agencies.*—Under this heading the following representations have been made :—

- (i) that a special inspector or assistant inspector should be appointed for the supervision of Muhammadan education,
- (ii) that the inspection and supervision of Muhammadan girls' schools should be entrusted to Muhammadan women,
- (iii) that the number of sub-assistant inspectors of Muhammadan schools should be increased, and
- (iv) that the Muhammadan schools where Hindustani is not the medium of instruction should be inspected by Muhammadan officers instead of by Hindus as at present.

The Government are unable to entertain the first two of these proposals. The multiplication of inspecting officers necessarily involves waste of touring energy and contravenes the sound principle that each circle inspector should throughout his circle exercise general control over educational progress in all directions. If these objections could be disregarded, there would remain almost insuperable difficulties of personnel. Muhammadan women with requisite qualifications for inspection work would certainly not be forthcoming in sufficient numbers.

The other two proposals are interconnected, the chief reason put forward for an increase in the number of Muhammadan sub-assistant inspectors being the desire to provide an inspecting agency of this class for Muhammadan schools where Hindustani is not the medium of instruction. The Government recognize the advantage of this course and accordingly sanction the additional appointment of one sub-assistant inspector for the purpose together with the requisite establishment. The Director of Public Instruction will be requested to submit the necessary proposition statement and authorized to carry out the reconstitution of the existing inspection ranges required to give effect to the change in system now approved.

In this connection the Director also proposes to raise the fixed travelling allowance of Muhammadan sub-assistant inspectors from Rs. 25 to Rs. 35 *per mensem* and that of the supervisors of Muhammadan schools in the Vizagapatam and Gōdāvari districts from Rs. 15 to Rs. 18-12-0. His recommendation will be accepted in the former case and the sanction of the Government of India will be sought for the enhancement recommended, but the Government are not prepared to consider the expedience of raising the allowance drawn by supervisors, having regard to the circumstance that the monthly rate drawn by these officers was increased from Rs. 12-8-0 to Rs. 15 only in March 1911.

5. *Hindustani munshis and teachers.*—It is suggested that local bodies and other agencies maintaining secondary schools in municipal towns with a large Muhammadan population should be required to make special arrangements for the teaching of Hindustani and for the formation of Muhammadan sections in the lower classes with a view to the use of Hindustani as the medium of instruction. The Government see no objection to these suggestions and will request the Director of Public Instruction to instruct inspectors to press for their adoption in all high schools which are attended by any considerable number of Muhammadan pupils. Special grants on account of any extra expenditure which this may involve are already admissible under the Grant-in-Aid Code.

6. *Fee concessions.*—It is requested that Muhammadans attending private schools and colleges should be allowed the concession of paying fees at half the ordinary rates and that the State should indemnify such institutions for the resultant loss in fee income. From the Director's report it appears that schools under private management already commonly allow this concession and that the arrangement is encouraged by the departmental practice of reckoning the fees due by Muhammadans at half the standard rates when teaching grants are calculated. In order to strengthen the inducement to adopt this course the Government now resolve to direct that half the amount of fee income foregone in accordance with rule 102 of the Madras Educational Rules shall be added to the grant ordinarily admissible. The Director will be requested to examine what amendment, if any, of the Grant-in-Aid Code is required in order to give effect to this direction.

7. *Muhammadan representation.*—It is urged that the Muhammadan community requires fuller representation on the Senate of the Madras University, the Text Book Committee and committees appointed from time to time for the revision of the Educational Rules and the Grant-in-Aid Code. The Government are not satisfied that any valid ground for complaint exists so far as the first two bodies mentioned are concerned, but they will request the Director to bear in mind the need for the adequate representation of Muhammadan interests in connection with the appointment of special committees to consider changes in educational rules and codes.

8. *Persian and Arabic.*—It is represented—

(i) that the Persian text-books now in use in schools and colleges are not well chosen, and

(ii) that provision should be made for the teaching of Arabic in the Presidency College.

The Director will be requested to examine and if necessary to revise the list of Persian text-books and to submit a separate report to Government on the subject of Arabic instruction in the Presidency College.

9. The request that Hindustani should be recognized as the district vernacular in this Presidency will be considered in the Public Department.

(True Extract.)

T. E. MOIR,
Ag. Secretary to Government.

To the Secretary, Muhammadan Educational Conference Committee of Southern India, (order only).
" Director of Public Instruction.
" Financial Department.
" Public Department with notes.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

No. 405.

From

T. E. MOIR, Esq., I.C.S.,

Acting Secretary to the Government of Madras,

Educational Department,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,

DEPARTMENT OF EDUCATION.

Dated Ootacamund, the 10th May 1912

SIR,

I am directed to address the Government of India on the subject of the need for some enhancement in the rate of the permanent monthly travelling allowance drawn by sub-assistant inspectors of Muhammadan schools in this Presidency.

2. The existing scale which applies to sub-assistant inspectors of all classes is Rs. 25 *per mensem*, but the ordinary sub-assistant inspector holds a charge which is confined to a portion only of a single revenue district, whereas the sub-assistant inspectors of Muhammadan schools control extensive ranges covering from four to eight revenue districts. They have thus constantly to undertake journeys by rail and incur much heavier travelling expenses. The complaint is frequently made that the sanctioned scale of allowance is insufficient to meet these charges and this Government are satisfied that these officers are actually out of pocket by their travelling. In these circumstances, I am to solicit the sanction of the Government of India for the enhancement of the permanent monthly travelling allowance from Rs. 25 to Rs. 35 in their case.

I have the honour to be,

Sir,

Your most obedient servant,

T. E. MOIR,
Ag. Secretary to Government.

NOTES CONNECTED WITH G.O. Nos. 404-405, EDUCATIONAL,
DATED 10TH MAY 1912.

[SUBJECT.—*Muhammadan Education.*]

<i>Previous papers :</i>				
G.O. No.	403, Educational,	dated	29th June	1899.
" "	30	" "	18th January	1901.
" "	72	" "	11th February	1903.
" "	358	" "	25th May	1905.
" "	741	" "	15th November	1906.
" "	791	" "	21th "	1907.
" "	550	" "	20th July	1908.
" "	583	" "	8th August	"
" "	681	" "	30th September	"
" "	996, Public	" "	16th December	"
" "	230, Educational	" "	22nd April	1909.
" "	302	" "	19th May	"
" "	224	" "	28th April	1910.
" "	369	" "	27th June	"
" "	486	" "	15th August	"
" "	155	" "	17th March	1911.
" "	691	" "	29th September	"
" "	852	" "	2nd December	"
Letter "	853	" "	2nd "	"

I

*From the Honorary Joint Secretary, All-India Muhammadan Anglo-Oriental
Educational Conference, dated 23rd May 1911, No. 823/1/23.*

The resolutions submitted by the All-India Muhammadan Educational Conference are dealt with below.

2. *Grants-in-aid to Muhammadan schools.*—In the first resolution the Conference requests the Governments of all the provinces to insist upon all district boards and municipal councils allotting in their educational budgets a suitable sum sufficient to meet the required grants-in-aid to the Muhammadan schools and maktabas and to cover the necessary amounts of scholarships awarded to Muhammadan students in other public schools. The request made is one for disposal in the Local and Municipal Department to which a copy may be forwarded.

3. *Special facilities for Muhammadan students in hostels and in schools and colleges.*—The requests made in the second and third resolutions are that the Government and the Educational Department should reserve a suitable number of seats for Muhammadan students in the boarding houses attached to Government schools and that the Government should fix a suitable number of Muhammadan students to be admitted into all the classes of schools and colleges. In this Presidency, there are very few Government institutions to which hostels or boarding houses are attached. The Victoria hostel, Madras, which is attached to the Presidency and other colleges, is not a Government hostel, but provision is made therein for the admission of Muhammadan students. The case of the

Vide preamble to the hostel rules on page 5 of G.O. No. 302, dated 19th May 1909.

Victoria Jubilee hostel which is attached to the Kumbakonam college is similar; but few Muhammadan students seem to attend this college. The Metcalfe hostel attached to the Rajahmundry college is under Government management and is open to all the students of the college. There is a hostel attached to the Government Madrasa-i-Azam and it is intended exclusively for Muhammadans. In this Presidency where the Muhammadan population is proportionately smaller than in other provinces, the number of Muhammadan students in institutions which are not specially intended for Muhammadans is so small that the cost of providing for the admission of Muhammadan students into hostels attached to any such institution would be prohibitive.

Paragraph 4 of the college report on page 3 of G.O. No. 319, Educational, dated 4th June 1910.

Vide section IV of the hostel rules on page 58 of the Rajahmundry college calendar for 1910-11.

G.O. No. 72, Educational, dated 11th February 1903.

As regards the admission of Muhammadan students into schools and colleges, there has hitherto been no cases in this Presidency of admission being refused in any educational institutions to Muhammadans. There is therefore no necessity to fix the number of Muhammadan students for each class as suggested. The limitation of admissions into schools is regulated by rule 29 of the Educational Rules. In the case of colleges, the restriction which was imposed by Regulation 347 has recently been cancelled—*vide* G.O. No. 687, Educational, dated 30th November 1910.

4. *Collection of funds for the establishment of Muhammadan high schools.*—In the fourth resolution it is requested that the Government should instruct the district authorities to use their influence in inducing the Muhammadan public in their districts to raise sufficient funds towards the cost of establishing in each district at least one Muhammadan high school. This request is clearly inadmissible. The Government cannot permit their officers to assist the Muhammadans or any other community in raising subscriptions for any object, public or private.

5. In the case of the resolutions of this Conference submitted for consideration last year, the Director of Public Instruction, Dr. Bourne, suggested that it was not necessary to do more than record with general sympathetic remarks the resolutions coming from outside the Presidency, as there was ample opportunity for resolutions specially adapted to this Presidency being brought forward in the local Legislative Council. The resolutions were accordingly simply recorded and communicated to the Director of Public Instruction. A similar course may be adopted this year also. The draft is for approval.

T.K.—14-6-11.

K. RANGASWAMI AIYANGAR—15-6-11.

M. S. MASCARENHAS—20-6-11.

L. DAVIDSON—23-6-11.

Yes. We need not do more.

M. H[AMMICK]—26-6-11.

Issue.

K. RANGASWAMI AIYANGAR—27-6-11.

[G.O. No. 397, dated 27th June 1911.]

II

From the Muhammadan Educational Conference Committee, dated 20th October 1909.

The Secretaries to the Muhammadan Educational Conference Committee, Madras, submit, for the consideration of Government, some of the resolutions relating to Muhammadan education which were passed at the second session of the Muhammadan Educational Conference of Southern India held in April 1908.

2. The communication may, in the first instance, be referred to the Director of Public Instruction for remarks.

3. The draft is for approval.

T.K.—30-10-09.

This is apparently the communication referred to in paragraph 3 of the address proposed to be presented to His Excellency the Viceroy by the Muhammadan Educational Association of Southern India—*vide* paragraph 3 of the address and paragraph 3 of the office-note thereon on pages 3 and 5 of the printed paper put up.

K. RANGASWAMI AIYANGAR—1-11-09.

The remarks of the Director of Public Instruction may be got.

C. A. SOUTER—1-11-09.

Issue.

L. M. WYNCH—2-11-09.

[Memorandum No. 1991-1, Educational, dated 3rd November 1909.]

III

In the course of his speech in the budget meeting of April 1910, the Hon'ble Khan Bahadur Muhammad Habibullah Sahib remarked that the dual responsibility existing between the Muhammadan sub assistant and the Hindu assistant inspector of schools was not quite happy and urged that the appointment of a Muhammadan officer higher in rank than the Muhammadan sub-assistant inspector of schools to supervise Muhammadan education in the Presidency would result in the better development of Muhammadan education. The Hon'ble Moulvi Saiyid Murtuza Sahib supported this suggestion; but differed from the Hon'ble Khan Bahadur Muhammad Habibullah Sahib in his reasons for the necessity for the creation of a separate Muhammadan inspectorate. He stated that the necessity arose from the fact that inspectors of Muhammadan schools might at times have to attend congregations which would be held in mosques. He further remarked that the number of Muhammadan sub-assistant inspectors then existing was hardly sufficient for the work of supervising Muhammadan education throughout the Presidency, and that, for want of sufficient Muhammadan sub-assistant inspectors all the Tamil-taught Muhammadan schools were under non-Muhammadan sub-assistant inspectors who could not be expected to devise means for the introduction in those schools of the teaching of Hindustani which the Muhammadan community would wish that their children should learn.

Page 294 of Financial Statement for 1910-1911.

Page 308 *ibid*.

There are seven Muhammadan sub-assistant inspectors—*vide* Public Instruction Report for 1909-10, Vol. II, page 8.

2. The question of increasing the number of Muhammadan sub-assistant inspectors was considered in the year 1906; and in the beginning of last year in response to a representation made by the All-India Muhammadan Anglo-Oriental Educational Conference the question of the improvement of the Muhammadan inspecting agency in this Presidency was again considered and on both these occasions it was decided that no action was necessary and the papers were recorded. The question of the appointment of special inspecting officers for Muhammadan and Mappilla schools in the South Canara district was considered in the year 1908, and the papers were recorded, no action being considered necessary—*vide* G.O. No. 550, Educational, dated 20th July 1908.

Vide G.O. No. 741, dated 15th November 1906.

Vide G.O. No. 224, dated 28th April 1910.

3. The Director of Public Instruction may, it is submitted, be requested u.o. to state what action should now be taken on the suggestions made by the Honourable Legislative Council Members.

S.K.—12-1-11.

K. RANGASWAMI AIYANGAR—12-1-11.

The last time the question of increasing the number of sub-assistant inspectors of Muhammadan schools was seriously considered was in G.O. No. 791, dated 27th November 1907, in paragraph 3 of which Government said that they were not satisfied that there was any special need for additional Muhammadan sub-assistant inspectors, though Dr. Bourne thought that work could be found for one or two more. In 1907-1908 there were 1,036 public Muhammadan schools of all grades with 54,039 pupils. In 1909-1910 there were 1,026 schools with 58,365 pupils. There is no *prima facie* reason therefore why we should go back upon the 1907 decision.

2. The other suggestion apparently is that an assistant inspector of schools should be created for the supervision of Muhammadan schools throughout the Presidency. The suggestion appears to be new, and we should have the Director of Public Instruction's opinion on it.

3. The file may go to the Hon'ble Mr. Stone for remarks on both points. Will he kindly treat it as *very urgent*?

C. A. INNES—14-1-11.

To the Director of Public Instruction.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

As regards increasing the number of Muhammadan Sub-Assistants it is true that the figures point rather to a diminution than an increase in their work. But it might be argued that had the inspecting staff been stronger the fall in the number of Muhammadan schools would not have occurred.

I should by no means dismiss as visionary the notion that the progress of Muhammadan education would be accelerated by the appointment of an officer superior to the sub-assistant inspectors to be in charge of it. The Honourable Member of the Legislative Council mentioned the case of the Inspector of European and Training schools. The Code of regulations for European schools has, of course, been mainly responsible for the improvement in them, but without a special officer to work it very much less would have been accomplished. In discussing the Muhammadan inspecting agency it seems to have been usually assumed that it is necessary for linguistic reasons only. Perhaps this is too narrow a view.

I am inclined to think that of the two suggestions the second is the more valuable and that an intelligent energetic Muhammadan assistant inspector of schools might do much for Muhammadan elementary education. The difficulty would be to get such a man. Without fuller investigation, however, than the urgency of this reference admits of I cannot commit myself to any definite opinion.

J. H. STONE—15-1-11.

Orders are solicited as to what further action should be taken in this matter.

K. RANGASWAMI AIYANGAR—17-1-11.

This is one of the files that has arisen out of the examination of the speeches in the last budget debate.

2. The present Director evidently thinks that both of the suggestions referred to in my note of 14th January, but especially the second one, deserve consideration, and if the Honourable Member agrees he may be asked formally to report upon them.

Financial Department is preparing a statement of the action taken on the various suggestions.

C. A. INNES.

3. We can then let Financial Department know that a report has been called for from the Director of Public Instruction in regard to these suggestions.

C. A. INNES—17-1-11.

I think it is quite possible that an assistant inspector of Muhammadan schools would do good deal towards the co-ordinating and arranging the work of the sub-assistant inspectors. I doubt whether there is a necessity for more sub-assistant inspectors of Muhammadan schools, but the opinion of the Director of Public Instruction may be called for on both these suggestions. We can then tell the Financial Department that a report has been called for and no reply has been received.

M. H[AMMICK]—18-1-11.

Please draft.

C. A. INNES—19-1-11.

The draft memorandum is submitted for approval.

S.K.—21-1-11.

K. RANGASWAMI AIYANGAR—21-1-11.

Issue.

Then send to Financial Department for information.

C. A. INNES—21-1-11.

[Memorandum No. 67-2, Educational, dated 21st January 1911.]

To the Financial Department.

FINANCIAL DEPARTMENT.

A revised draft paragraph relating to the summary of the further action taken on the suggestions made at the budget debates has been prepared in respect of the present item and is for approval. After it is approved, the file may, it is submitted, be returned to Educational.

A.S.—25-1-11.

C. REILLY—25-1-11.

To the Educational Department.

IV

EDUCATIONAL DEPARTMENT.

Question to be put by the Hon'ble Moulvi Saiyid Murtuza Sahib Bahadur at the meeting of the Legislative Council on the 21st February 1911.

Question 47. (a) Are the Government aware of the fact that in the inspection and administration of the large number of Tamil and Telugu taught Muhammadan schools in the Presidency the sub-assistant inspectors of Muhammadan schools have no share whatever and that this system deprives those schools of the benefit of Muhammadan officers' guidance and the possibility of the introduction into them of the study of Hindustani?

(b) Is it a fact that this arrangement has been necessitated by the inadequacy of the staff of Muhammadan sub-assistant inspectors?

(c) Will the Government be pleased to remedy the defect by increasing the number of those officers?

There is no information in this office in regard to clauses (a) and (b) of the question. As regards clause (c), it is submitted that the question of increasing the number of sub-assistant inspectors of Muhammadan schools is separately under consideration and a reference has been made on the subject to the Director of Public Instruction—*vide* Memorandum No. 67-2, Educational dated 21st January 1911.

2. The question may be sent u.o. to the Director of Public Instruction for furnishing draft answers to clauses (a) and (b).

K. RANGASWAMI AIYANGAR—30-1-11.

M. S. MASCARENHAS—30-1-11.

To the Director of Public Instruction.

(OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.)

If it is intended to inform the Honourable Member that Government are considering the question of increasing the number of sub-assistant inspectors of Muhammadan schools, I would suggest the following answers:—

To clause (a).—It is the case that the inspection and administration of Muhammadan schools in which Hindustani is not the medium of instruction devolves on other than Muhammadan sub-assistant inspectors.

The alleged disadvantages of the arrangement will be considered in connection with the question of increasing the staff of Muhammadan sub-assistant inspectors.

To clause (b).—The arrangement was made to reduce the office work of the sub-assistant inspectors of Muhammadan schools and leave them as free as possible to promote the spread of Muhammadan education. It is also convenient because most or all of the work of these schools is done in other languages than Hindustani.

J. H. STONE—2-2-11.

The three clauses of the question may be answered together. A draft answer is submitted for approval.

K. RANGASWAMI AIYANGAR—3-2-11.

Submitted to the Secretary. I do not know the reasons for which Muhammadan sub-assistant inspectors were appointed, but presumably it was because the ordinary inspecting staff are not acquainted with Hindustani. If this be the sole reason, I do not see any disadvantage in the present arrangement and I should be inclined to omit the last paragraph of the draft answer.

G. F. PADDISON—3-2-11.

I now see from the file with reference to the budget debate that the Director of Public Instruction considers it perhaps too narrow a view that the sub-assistant inspectors are merely appointed for linguistic reasons. I observe, however, that Honourable Member doubts whether there is any necessity of increasing the number of sub-assistant inspectors. It is therefore questionable whether it is wise to raise false hopes.

G. F. PADDISON—3-2-11.

In view of Memorandum No. 67-2, dated 21st January 1911, to the Director of Public Instruction, I would answer the question thus:—

The Government have recently called upon the Director of Public Instruction to report whether there is any need to increase the number of Muhammadan sub-assistant inspectors and he will now be requested when replying to that reference to examine the expediency of altering the existing arrangements under which the inspection and administration of Muhammadan schools where Hindustani is not the medium of instruction devolve upon sub-assistant inspectors who are not Muhammadans.

L. DAVIDSON—3-2-11.

Mr. Stone with whom I have discussed this answer accepts it as adequate.

L. DAVIDSON.

Approved.

M. H[AMMICK]—4-2-11.

To the Legislative Department.

EDUCATIONAL DEPARTMENT.

2. The draft memorandum is submitted for approval.

P.R.—1-3-11.

K. RANGASWAMI AIYANGAR—1-3-11.

G. F. PADDISON—1-3-11.

[Memorandum No. 176-3, dated 1st March 1911.]

From the Director of Public Instruction, dated 4th November 1911, No. 1440.

Demi-official—from the Hon'ble Mr. L. DAVIDSON, I.C.S., Acting Secretary to Government, Educational Department.

To—the Hon'ble Dr. A. G. BOURNE, C.I.E., F.R.S., Director of Public Instruction.

Dated—the 30th November 1911.

No.—2745-1.

Please see Stone's official letter No. 1440, dated 4th instant, on the subject of the improvement of Muhammadan education. Would you like to add to, or subtract from, his proposals?

Demi-official—from the Hon'ble Mr. A. G. BOURNE, C.I.E., F.R.S., Director of Public Instruction.

To—the Secretary to Government, Educational Department.

Dated—the 3rd January 1912.

No.—1.

In reply to your demi-official No. 2745-1, dated 30th November 1911, I am in general agreement with Stone's proposals regarding Muhammadan education except in regard to certain matters detailed below.

2. The reasons in favour of having Muhammadan inspecting officers for Muhammadan schools must carry great weight and an additional Muhammadan sub-assistant inspector may well be appointed. It seems, however, very important to leave each circle inspector in charge of the general education in his circle and I am thinking of proposing in another connection that the inspectresses should work with or even to some extent under the inspectors. In some such direction only can we avoid an unnecessary multiplication of the number of inspecting officers and great waste of touring energy. I am not in favour of even the temporary deputation of an inspector in connection with Muhammadan education. The proposal to appoint a sub-assistant inspectress of Muhammadan schools seems quite impracticable and, I think, unnecessary.

3. In the abstract there is much force in what is pointed out in Stone's letter about the grants to secondary schools for Muhammadans—there are, however, only three such schools in receipt of aid. I think to give effect to the intention of the Code half the amount of fee income foregone in accordance with Madras Educational rule 102 should be added to the grant: this is simply a method of calculation and I propose to adopt it in future.

4. Inspectors may be instructed to urge the employment of Urdu munshis and of teachers for the lower forms in high schools attended by any considerable number of Muhammadans. Expenditure in this connection is admissible under the code and would be admitted.

5. I cannot agree on principle to making provision in the code for taking into account in assessing grant the attitude of any school towards the education of Muhammadans, Uriyas, or other backward classes. Further I do not believe that any action is necessary at present. The only cases that have come to my notice have been rich fathers claiming a concession simply because they were Muhammadans. At Trichinopoly, the instance quoted in Stone's letter, there are other schools to which Muhammadans can go.

The Acting Director of Public Instruction (the Hon'ble Mr. Stone) submits his reply to—

- (1) Memorandum No. 1991-1, Educational, dated 3rd November 1909,
 - (2) „ No. 67-2 „ „ 21st January 1911, and
 - (3) „ No. 176-3 „ „ 1st March 1911,
- dealing with the subject of Muhammadan education.

In (1) (Memorandum No. 1991-1, Educational, dated 3rd November 1909), the Government referred to the Director of Public Instruction for remarks certain resolutions of the Muhammadan Educational Conference of Southern India connected with the education of Muhammadans.

In (2) (Memorandum No. 67-2, Educational, dated 21st January 1911), the Director of Public Instruction was requested to report, in pursuance of a suggestion made by the Hon'ble Khan Bahadur Muhammad Habibulla Sahib and the Hon'ble Moulvi Saiyid Murtuza Sahib Bahadur, whether there was any need to increase the number of Muhammadan sub-assistant inspectors in the Presidency and whether it was desirable to create a post of assistant inspector for Muhammadan schools.

In (3) (Memorandum No. 176-3, Educational, dated 1st March 1911), the Director was requested to examine, when submitting his reply to Memorandum No. 67-2, Educational, dated 21st January 1911, the expediency of altering the existing arrangements under which the inspection and administration of Muhammadan schools where Hindustani is not the medium of instruction devolve upon sub-assistant inspectors who are not Muhammadans.

Dr. Bourne who was asked, after his return from leave, whether he would like to add to or subtract from Mr. Stone's proposals states that he is in general agreement with Mr. Stone except in certain particulars which are duly referred to in the notes below.

2. In the resolutions of the Muhammadan Educational Conference of Southern India the following requests are made :—

- (1) that the teachers in Government, Board and Municipal schools for Muhammadans may be permitted to teach Quran in the school premises;
- (2) that the rate of teaching grants and capitation allowance payable to Muhammadan schools may be increased by 50 per cent.;
- (3) that the number of sub-assistant inspectors of Muhammadan schools may be increased; that a separate inspector may be appointed to look after and control the Muhammadan schools in this Presidency and that all Muhammadan inspecting officers may be placed directly under him;
- (4) that in large towns thickly populated by Muhammadans, local boards and other agencies maintaining secondary schools may be required to make arrangements in every secondary school resorted to by Muhammadans to teach Urdu and to form Musalman sections in the lower classes where instruction should be imparted through the medium of Urdu;
- (5) that the concession of half fees to Muhammadans may be extended to schools and colleges under private management, the State undertaking to indemnify these institutions for the consequent loss of fee income by increased grants-in-aid;
- (6) that steps may be taken to introduce a better set of Hindustani text-books;
- (7) that a few more qualified Muhammadan gentlemen may be appointed to the Text-book Committee and the University Board of Studies to assist them in the work of selecting text-books in Hindustani and Persian;
- (8) that suitable Muhammadan graduates may be appointed fellows of the Madras University;
- (9) that provision may be made for the teaching of Arabic in the Presidency College; and
- (10) that Hindustani may be recognised as a vernacular of the Presidency.

3. In his reply, the Hon'ble Mr. Stone deals with all the requests except (6), (9) and (10).

4. As regards (1) *Teaching of Quran or giving religious instruction*, the Director refers to his letter R. No. 5051, dated 30th August 1911, printed on page 3 of G.O. No. 691, Educational, dated 29th September 1911. In paragraph 2 of that letter Mr. Stone stated that religious instruction had already been provided in the Government Madrasa-i-Azam and in aided schools not under Mission management and that no further action seemed necessary. The Director does not state whether any provision exists for the teaching of Quran or giving religious instruction in Board and Municipal schools and in Government schools other than the Madrasa-i-Azam and whether teachers in these schools are permitted to teach Quran to their pupils. It is, however, observed that in both the Government Muhammadan boys' school, Mailapur, and the Government Muhammadan girls' school, Mailapur, Government

G.O. No. 583, Educational, dated 8th August 1908, and notes with it.

G.O. No. 681, Educational, dated 30th September 1908.

have permitted a private committee to provide religious instruction out of school hours. What is done in other schools is not known. The question of religious instruction in schools is shortly to be

considered by a committee: but pending the consideration of the question, there does not seem to be any objection now to allow the teachers of Muhammadan schools under public management to give religious instruction "in the school premises" as requested by the association, subject to the same conditions as those mentioned in G.O. No. 358, Educational, dated 25th May 1905.

5. (2) *Increasing by 50 per cent. the rate of teaching grants and capitation allowance*.—Teaching grants are paid to aided schools and capitation allowance to teachers in schools under public management, that is, in Government, Board or Municipal schools. As regards teaching grants, the Hon'ble Mr. Stone states that article 16 of the Grant-in-Aid Code provides that the amount of grants to elementary schools may be increased in special cases where it is obvious that sufficient funds from other sources are not forthcoming; that this provision can be applied in cases where grants for Muhammadan schools calculated according to the rules are inadequate and that it is applied when inspectors recommend it. He is therefore not for increasing the rate of teaching grants specially for Muhammadan schools. With regard to capitation allowance, the Hon'ble Mr. Stone does not consider it necessary to have a special scale for Muhammadans in Board schools. He states that, in schools intended for Muhammadans, the Boards can, if necessary, and do, in some cases, give higher rates of pay to Muhammadan teachers and that in other Board schools staffed by non-Muhammadan teachers there is no need to give a special rate for Muhammadan pupils. Mr. Stone's proposals may be approved.

6. (3) *Inspecting officers of Muhammadan schools*.—Appointment of additional sub-assistants and an inspector for Muhammadan schools.—The Hon'ble Mr. Stone is of opinion that there is a case for an increase in the number of sub-assistant inspectors. He considers that the elementary education of Muhammadans is much more likely to be developed successfully by Muhammadan than by Hindu officers. He states that excluding the Mappilla ranges there are only two ranges in which there are Muhammadan schools in which Hindustani is not the medium of instruction, namely, the Madras and the Trichinopoly Muhammadan ranges. There are only three schools in the former but 125 in the latter. In order to bring all such schools under the inspection of Muhammadan officers he proposes the appointment of an additional sub-assistant and the reconstitution of the Trichinopoly Muhammadan range into two—Salem Muhammadan range with head-quarters at Salem, consisting of the districts of Salem, Coimbatore, the Nilgiris, Tanjore and Trichinopoly, with about 167 schools and Madura Muhammadan range with head-quarters at Madura, consisting of the districts of Madura and Tinnevely, with about 132 schools. As the new Salem range would be rather large, he would transfer the schools in the Civil and Military station, Bangalore, to the Madras sub-assistant inspector of Muhammadan schools. Dr. Bourne considers that the reasons in favour of having Muhammadan inspecting officers for Muhammadan schools must carry great weight and that an

additional Muhammadan sub-assistant inspector may well be appointed. On this point a reference is solicited to paragraph 5 of the Director of Public Instruction's letter No. 5027, dated 25th August 1911, in which he has suggested in connection with the five years' programme for the expansion of elementary education that the present nine assistant inspectors borne on the cadre of sub-assistants should be added to the number of sub-assistants, one of these nine being for Muhammadan schools. If the Government of India approve the programme as sketched out by this Government, there will be an addition to the number of Muhammadan sub-assistants. But instead of waiting for the orders of the Government of India on the general scheme, it is desirable that an additional sub-assistant for Muhammadan schools is immediately appointed. The Director of Public Instruction's proposal may be accepted and he may be asked to apply formally through the Accountant-General for sanction specifying the establishment required. All Muhammadan schools will then be under Muhammadan sub-assistants.

In this connection Mr. Stone recommends that the fixed travelling allowance of Muhammadan sub-assistants be raised from Rs. 25 to Rs. 35 a month, as in the case of the sub-assistant inspectresses of girls' schools and that the fixed travelling allowance of the supervisor of Muhammadan schools, Vizagapatam and Gōdāvari districts, be raised from Rs. 15 to Rs. 18-12-0, as in the case of the supervisors in Malabar, South Canara and North Coimbatore. The sanction of the Government of India is necessary for raising these allowances. The fixed travelling allowance of sub-assistants of girls' schools which was Rs. 25 per mensem was recently raised to Rs. 35 per mensem in view mainly of the large area they have to travel over: for the same reason the sub-assistants of Muhammadan schools seem also to deserve similar treatment in the matter of travelling allowance.

In regard to the travelling allowance of the Muhammadan supervisor, Vizagapatam and Gōdāvari districts, which Mr. Stone recommends should be raised from Rs. 15 to Rs. 18-12-0, it will be observed that it was only in March 1911 that the travelling allowance of the Muhammadan supervisors which was previously Rs. 12-8-0 was raised to Rs. 15, and it is doubtful whether the Government of India will so soon agree to its being further raised in the case of one of the supervisors. The Director of Public Instruction may himself order the redistribution suggested in paragraph 15 of his letter.

7. Referring to the suggestion to appoint an inspector or assistant inspector for Muhammadan education, the Hon'ble Mr. Stone dismisses the latter as illusory. He does not believe that a Muhammadan assistant inspector could be found who would be so superior to racial and sectarian differences as to work impartially for the Muhammadan education of the Presidency. He, however, thinks that the appointment of an inspector of Muhammadan schools in the Indian Educational Service would be more useful but doubts whether such an appointment would be justifiable, in view of the small number of Muhammadan secondary schools. He suggests for consideration whether an inspector might not be temporarily deputed to organize and develop Muhammadan education. Dr. Bourne, however, is not in favour of even this temporary deputation. He states that it is very important to leave each circle inspector in charge of the general education in his circle and that he is thinking of proposing in another connection that the inspectresses also should work with, or even to some extent under, the inspectors. In some such direction only he thinks that an unnecessary multiplication of the number of inspecting officers and great waste of touring energy could be avoided. Dr. Bourne's view may be accepted.

8. (4) *Provision for teaching Urdu in secondary schools.*—The Hon'ble Mr. Stone states that Hindustani munshis are employed in high schools to some extent but that it would be well to instruct inspecting officers to bear the fact in mind in dealing with Muhammadan schools and schools in places where any considerable

attendance of Muhammadan boys might reasonably be expected. He considers that there are probably schools where the employment of a munshi might properly be made a condition of recognition. The Director of Public Instruction may himself take action in these matters. As regards the suggestion to form separate Musalman sections in the lower forms of secondary schools, Mr. Stone is in favour of its adoption but considers that it would not attract Muhammadans to such an extent as to cover the additional expense of the extra teachers. He thinks that the Grant-in-Aid Code might provide special grants on a sufficient scale to enable schools to incur the extra expenditure.

Dr. Bourne states that inspectors may be instructed to urge the employment of Urdu munshis and of teachers for the lower forms in high schools attended by any considerable number of Muhammadans. He notes that expenditure in this connection is admissible under the code and would be admitted. Dr. Bourne's proposal may be accepted and it may be left to him to take the necessary action.

9. (5) *Extension of the fee concession to aided schools.*—The Muhammadan Educational Association request that the concession of half fees to Muhammadans be extended to schools and colleges under private management, the State indemnifying these institutions for the consequent loss of fee income. The Hon'ble Mr. Stone states that the half-fee concession to Muhammadans is very commonly allowed in schools under private management and that this is encouraged by the Department which in calculating teaching grants reckons fees for Muhammadans at half the standard rates. But as there are instances of schools' refusing to admit Muhammadans at half fees he thinks that the code might contain a provision to take account in assessing teaching grants for secondary schools their attitude towards the education of Muhammadan, Uriya and other backward classes. Dr. Bourne, however, does not agree on principle to make any such provision in the code and he does not believe that any action is necessary at present. He notes that the only cases that have come to his notice have been rich fathers claiming a concession simply because they were Muhammadans. This may be accepted.

10. (6) *Introduction of a better set of Persian text-books.*—The resolution in paragraph 10 on page 5 of the current file speaks of Hindustani books, but the concluding portion of the next paragraph contains a request for better Persian books. Mr. Stone makes no reference to this request. The Director of Public Instruction may be asked to look into the matter and revise, if necessary, the list of approved text-books in Persian.

11. (7) and (8) *Representation of Muhammadans on the Senate of the University and on the Text-book Committee.*—The Hon'ble Mr. Stone does not consider that there

* The Hon'ble Mr. Justice Abdur Rahim.
Nawab Muhammad Raza Khan, Khan Bahadur.

Pages (iii) and (iv) of the University Calendar.
Muhammad Aziz-ud-din Husain Sahib Bahadur, Khan Bahadur.

Shaik Mirala Vapuchi Maraikayar Usman Sahib Bahadur, Khan Bahadur, B.A., B.L.

Page 4 of G.O. No. 369, Educational, dated 27th June 1910.
† Khaja Khan Sahib. T. Saiyid Muhammad Sahib.

is any real ground for complaint in this matter and that both in the Senate and on the Text-book Committee Muhammadans are as fully represented as the circumstances of the case admit. There are at present four *Muhammadans in the Senate and two † on the Text-book Committee. There is also a request that representatives of managers of Musalman schools may be put on committees which from time to time revise the Educational rules and the Grants-in-Aid Code. The Director of Public Instruction may be asked to bear this in mind when such committees are formed. One or two more may also be added to the Text-book Committee.

12. (9) *Provision for the teaching of Arabic in the Presidency College.*—The Hon'ble Mr. Stone has not reported on this point; the Director of Public Instruction may now be specially requested to do so.

13. (10) *Recognition of Hindustani as a vernacular of the Presidency.*—Mr. Stone does not refer to this point and it does not concern the Educational Department. The question was fully considered some years ago and the Government came to the

conclusion that there was no case for recognising Hindustani as a vernacular for official purposes—*vide* G.O. No. 996, Public, dated 16th December 1908. This is a question for the Public Department to which it may be remitted for consideration.

14. The Hon'ble Mr. Stone further refers to the suggestion of the All-India Muhammadan Anglo-Oriental Educational Conference regarding the establishment in each district of at least one Muhammadan high school and to its request that Government should instruct the district authorities to use their influence in inducing the Muhammadan public in their district to raise sufficient funds for the establishment of Muhammadan high schools. He does not consider that the establishment of a Muhammadan high school in each district is needed in this Presidency nor that Government should instruct district officers as requested. This question was considered in the notes to G.O. No. 397, Educational, dated 27th June 1911, page 2 *supra*, and the papers were recorded as requiring no action.

T.K.—10-1-12.

15. Mr. Stone also considers that the teaching grant allowed under the code to secondary schools for Muhammadans is inadequate but does not make any specific recommendations for raising the rate of aid. Dr. Bourne remarks that in the abstract there is much force in what is pointed out in Mr. Stone's letter about the grants to secondary schools for Muhammadans but there are only three such schools in receipt of aid. He thinks that, in order to give effect to the intention of the code, half the amount of fee income foregone in accordance with the Madras Educational rules 102 should be added to the grant and this being simply a method of calculation he proposes to adopt it in future. This will no doubt keep both the Hindu and the Muhammadan manager in the same position. For instance, taking Mr Stone's figures, if the expenditure is Rs. 1,000 and income from fees Rs. 800, the Hindu manager gets a grant of Rs. $100 \left(\frac{1,000 - 800}{2} \right)$ and he has to provide Rs. 100: while the Muhammadan manager though he gets Rs. $300 \left(\frac{1,000 - 400}{2} \right)$ has to provide Rs. 300 (1,000 — 400 — 300). If, as suggested by Dr. Bourne, the Muhammadan manager is given in addition half the fees foregone, he will get Rs. 300 + 200 or Rs. 500 and will have to provide only Rs. 100 like the Hindu manager. It is submitted, however, that this is not simply a method of calculation as Dr. Bourne states. It contravenes the provisions of rule 33 of the Grant-in-Aid Code under which the Government grant should be equal in amount to the income guaranteed by the management. But the proposal may be approved as a special case in the case of Muhammadan schools.

16. Incidentally, Mr. Stone refers to another proposal which, he says, emanates from the Secretary, Muhammadan girls' school, Mailapur. It is the appointment of Muhammadan sub-assistant inspectresses and lady supervisors. Mr. Stone recognizes the disadvantages of the present system under which male Muhammadan sub-assistants inspect schools for Muhammadan girls: but considering the small number of such schools scattered all over the Presidency, he does not consider it necessary to have a special sub-assistant inspectress for Muhammadan girls' schools. Nor does he accept Miss Lynch's proposal that the control of Muhammadan girls' schools be transferred to the female inspecting agency, the general ignorance of Hindustani of the latter being a serious objection. Dr. Bourne also considers the appointment of a sub-assistant inspectress of Muhammadan schools impracticable and unnecessary.

R. SUNDARAM AIYAR—11-1-12.

Please print these notes and I will then examine the case and add my own note.

L. DAVIDSON—13-1-12.

The notes have been printed and are resubmitted.

R. SUNDARAM AIYAR—25-1-12.

Paragraph 4 of office-note.—Permission to teach the Koran and give religious instruction in Muhammadan schools under public management may be accorded on the conditions already laid down in the case of the Madrasa-i-Azam. This instruction will, however, be given by the school teachers themselves, not as at the Madrasa by an outside association.

2. *Paragraph 5 of the office-note.*—The special increase in teaching grants permitted by article 16 of the Grant-in-Aid Code requires the concurrence of the Director of Public Instruction. As stated in paragraph 15 of the office-note (page 12 *supra*) Dr. Bourne proposes generally to add a supplemental grant equal to half the fees foregone. This should suffice. It may necessitate some amendment of article 33 of the Grant-in-Aid Code. Dr. Bourne is now engaged in scrutinizing the wording of that article and his attention may in that connection be invited to this point.

3. *Paragraph 6 of the office-note.*—An additional sub-assistant of Muhammadan schools may at once be appointed.

As to conveyance allowances, I observe that in the case of sub-assistant inspectresses a special ground put forward in addition to the area of their charges was the higher cost of travelling for a woman. This reason does not apply to Muhammadan sub-inspectors and in addressing India we must either drop the analogy suggested or recommend only Rs. 30 (as against Rs. 35 for sub-assistant inspectresses), in which case the increase on present rates (+ Rs. 5) is hardly worth recommending. I support the former course and would recommend Rs. 35 on the sole ground of larger area without referring at all to sub-assistant inspectresses.

As to the supervisors in Vizagapatam and Gōdāvari, I agree with the office-note that it is premature to propose a further increase so soon after the sanction given only last March to the enhancement from Rs. 12-8-0 to Rs. 15.

The Director of Public Instruction can himself re-distribute the supervisors' charges as suggested in paragraph 15 and the sub-assistants' charges may be as proposed in paragraphs 11 and 13.

4. *Paragraph 7 of office-note.*—Government may accept Dr. Bourne's view that no special officer of the grade of inspector or assistant inspector is required either permanently or temporarily.

5. *Paragraph 8 of office note.*—Government may agree with Dr. Bourne as to the action requisite.

6. *Paragraph 9 of office-note.*—Here also Government may agree with the permanent Director of Public Instruction.

7. *Paragraph 10 of office-note.*—The Director of Public Instruction may be requested to look into the selection of Persian text-books.

8. *Paragraph 11 of office-note.*—It will suffice to ask the Director of Public Instruction to bear in mind the need for Muhammadan representation on future committees for the revision of the codes and Educational rules.

9. *Paragraph 12 of office-note.*—As to Arabic at the Presidency College, we must ask the Director of Public Instruction for a report.

10. *Paragraph 13 of office-note.*—This recognition of Hindustani as a district vernacular in the case of deputy collectors, etc., *i.e.*, at departmental tests, is apparently matter for Public to consider and will be remitted to that department.

To the Financial Department u.o. with reference to paragraph 2 of Secretary's note *supra*.

L. DAVIDSON—28-1-12.

FINANCIAL DEPARTMENT.

Financial is concerned with the following proposals:—

- (i) Increased teaching grants to aided secondary schools for Muhammadans.
- (ii) Permanent addition of a Muhammadan Sub-Assistant Inspector of Schools.
- (iii) Raising the fixed travelling allowance for Muhammadan sub-assistant inspectors of schools from Rs. 25 to Rs. 35 per mensem.

2. Item (i).—The arrangement under which only half the standard rates of fees

Paragraph 23 of the Director of Public Instruction's letter and paragraph 3 of the Hon'ble Dr. Bourne's demi official on page 7 of notes ante.

it is, therefore, proposed to supplement the grant at present admissible by an additional grant of one half of the fees foregone. This proposal will, it is submitted, place Muhammadan schools in a more advantageous position than Hindu schools so

Suppose X be gross expenditure and Y receipts from fees at standard rates.

(1) Muhammadan schools will receive as grants—

$$\frac{x-y}{2} + \frac{y}{4} = \frac{x}{2}$$

(2) Hindu schools will receive—

$$\frac{x-y}{2} = \frac{x}{2} - \frac{y}{2}$$

are levied from Muhammadans, in Muhammadan schools, is stated by the Director of Public Instruction to place the schools financially at a disadvantage when compared with Hindu schools, and far as Government grants are concerned, for in one case the grants will amount to half the amount of * gross expenditure, while in the other † case they will amount to only half the amount of (expenditure—total receipts from fees). The financial position of the schools will, however, be on the same level. If X be the total expenditure on a school, and Y the fees at standard rates, the financial position of the schools will be as shown below:—

	Receipts. (1)	Expenditure (2)	Col. 1— col. 2.
Muhammadan schools	{ Fees Y/2 Grants X/2 }	X	Y/2 - X/2.
Hindu schools	{ Fees Y Grants X/2 - Y/2 }	X	Y/2 - X/2.

Paragraph 3 of the Hon'ble Dr. Bourne's demi-official on page 7 ante.

As the Director of Public Instruction states that there are only three Muhammadan schools in receipt of aid at present, the proposal may, perhaps, be accepted. The extra cost likely to be involved will approximately amount to Rs. 1,970 per annum as shown below:—

Figures for 1910-11 adopted. Column 10 (d) on pages 12, 17 and 21 of subsidiary tables, Part II, Report of Public Instruction for 1910-11, Vol. II.	(1)	Total receipts from fees. (2)	Proposed additional grant. ½ of column 2. (3)
		RS.	RS.
Trichinopoly Islamiah school		88	44
Royapet Harris' school		2,982	1,491
Vaniyambadi Islamiah school		871	435½
	Total ..		1,970½
			per annum.

3. Item (ii).—In order to bring all the Muhammadan schools under the inspection of Muhammadan officers, the Director of Public Instruction proposes the division of the Trichinopoly Muhammadan range into two, and consequently proposes There are five grades of sub-assistant inspector of schools—

	RS.	
First grade ..	175	Page 134,
Second grade ..	150	Civil Budget
Third grade ..	125	Estimate for
Fourth grade ..	100	1912-13
Fifth probationer ..	75	

an addition of one sub-assistant inspector to the cadre of sub-assistant inspector of schools. The proposed addition may, in the circumstances, be accepted. It is presumed that the addition will be made only to the last grade (Rs. 75).

The extra cost will then amount to Rs. 75 per mensem which will be further increased on account of ‡ establishment. The Director of Public Instruction has not put forward any specific proposal on

‡ One clerk and one servant generally allowed to sub-assistant inspectors.

this point, and the exact financial effect will be known on receipt of proposition statement. Roughly the extra cost will amount in all to Rs. 100 per mensem under this item.

Item (iii).—The Director of Public Instruction proposes to raise the fixed travelling allowance of Muhammadan sub-assistant inspectors of schools from Rupees 25 to Rs. 35 per mensem in view of the fact that instead of travelling over a few taluks at the other sub-assistant inspectors, they have several districts to travel and a good deal of travelling to do. The proposal requires the sanction of the Government of India and may be accepted in this Department, in view of the larger area the Muhammadan sub-assistant inspectors have to travel, and in view of the comparatively few number of Muhammadan sub-assistant inspectors.

	RS.	
Additional grants	1,970	The charge for next year will amount to Rs. 4,000 nearly, and it is too late to enter this small provision in the budget. The necessary reappropriation of funds will have to be made by the Director of Public Instruction before any expenditure is incurred.
Additional establishment ..	1,200	
Travelling allowance ..	900	
Total ..	4,070	
	per annum.	

4. Provision of funds.—It does not appear that any charge will be incurred in the current year. The charge for next year will amount to Rs. 4,000 nearly, and it is too late to enter this small provision in the budget. The necessary reappropriation of funds will have to be made by the Director of Public Instruction before any expenditure is incurred.

5. The file may, it is submitted, be returned to Educational with the above remarks.

T.C.N.—8-2-12.

S.D.S.—10-2-12.

C. REILLY—20-2-12.

H. A. STUART—22-2-12.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

The file may be submitted to Honourable Member for orders.

T.K.—26-2-12.

R. SUNDARAM AIYAR—26-2-12:

Print up before submission to Honourable Member.

L. DAVIDSON—27-2-12.

The notes have been printed and are submitted.

R. SUNDARAM AIYAR—10-3-12.

L. DAVIDSON—11-3-12.

As long as Muhammadans insist on Hindustani as the means of instruction and refuse to fall in with other people in making the Dravidian languages their common vernacular they will never be able to overcome the difficulties which meet them. As a matter of fact as regards secondary education and collegiate education Muhammadans are now coming more freely into Mission schools.

I quite agree with Dr. Bourne that we cannot encourage the further division of the inspecting staff by the appointment of a separate inspector for Muhammadan schools.

The proposals, in the note seem as far as we can go now, and may be sanctioned and India addressed.

M. H[AMMICK]—12-3-12.

A draft order and a letter to India are submitted for approval. If approved, the draft order may be sent to the Public department for acceptance with reference to paragraph 9 of the draft order.

T.K.—1-4-12.

C. RAMANUJACHARI—6-4-12.

Drafts dictated.

L. DAVIDSON—12-4-12.

Public u.o. for acceptance of paragraph 9.

PUBLIC DEPARTMENT.

Please see paragraphs 2 (10), 13 and 10 on pages 8, 11 and 13 of notes file. Para. 9 of the draft order refers to the recognition of Hindustani as one of the vernacular languages of the Presidency. The question was dealt with at length in the notes to G.O. No. 996, Public, dated 16th December 1908, and also in the notes to G.O. No. 403, Educational, dated 29th June 1899, and to G.O. No. 30, Educational, dated 18th January 1901; and in all three cases, it was resolved that Hindustani should not be recognised as a vernacular language of the Presidency. For orders whether the question need be considered again as proposed in the draft order. If so the draft order may be accepted.

K.N.—22-4-12.

D. VENKATARAMANA AIYAR—24-4-12.

The question whether Hindustani should be recognised as the district vernacular was very fully discussed in 1899, 1901 and 1908 and was decided in the negative. There is no case for reconsidering this decision. Paragraph 9 of the draft Educational Government Order may be modified accordingly.

M. S. MASCARENHAS—25-4-12.

For orders whether the question should be examined again. Personally I think that there is much to be said in support of the view taken in 1908. As regards the general question of Messrs. Horne and Elwin and as regards the particular case of Indian Civil Servants by Mr. Noyce; * a good knowledge of Hindustani I found myself would have been invaluable in Kurnool and as Mr. Noyce pointed out Mr. Molony's success at Banganapalle was in great measure due to his proficiency in that language.

C. W. E. COTTON—5-5-12.

Paragraph 9 of the Educational draft is accepted, and when we have received of the Government Order (and copy of the notes from Educational) the question can be examined again.

A. G. CARDEW—7-5-12.

To the Educational Department.

EDUCATIONAL DEPARTMENT.

The draft order and letter may now issue.

C. RAMANUJACHARI—9-5-12.

Issue.

T. E. MOIR—10-5-12.

[G.O. Nos. 404-405, Educational, dated 10th May 1912.]

G.O., No. 397 Educational, dated 27th June 1911.

C.No. 1891, from the Secretaries, dated 20-10-1909.
Muhammadan Educational Conference,

C.No. 2745, from the D.P.I., No. 1440, dated 4th November 1911.

ORDER :- No. 404 & 10-5-12
P.S.

The correspondence read above deals with various questions relating to the education of Muhammadans which have from time to time been brought to the notice of Government by Hon'ble Members of the Legislative Council and by the Muhammadan Educational Conference of Southern India. Having consulted the Director of Public Instruction on the subject and given their careful consideration to his recommendations the Government now proceed to pass orders on the matters in issue.

2. Religious instruction. The request preferred is that permission should be granted to the staff of Muhammadan schools under public management to teach the Koran and give religious instruction on the school premises. The permission sought will be given subject to the following conditions, viz.,

- (i) that the instruction shall be given out of school hours and ^{shall} ~~does~~ not interfere in any way with the school curriculum, and
- (ii) that no pupils shall be admitted to the religious instruction classes without the written consent of their parents or guardians.

3. Grants and capitation allowances.

It ~~has been~~ ^{is} urged that the sanctioned scale of teaching grants and capitation allowances

188 23 248
should be increased by 50 per cent in the case of Muhammadan schools owing to the difficulty of procuring trained Muhammadan teachers without enhancing their ^{present} emoluments. So far as teaching grants are concerned, special provision is already contained in article 16 of the Grant-in-Aid Code, under which the amount of such grants may be increased in the case of elementary schools -- where assistance calculated on the ordinary scale would be inadequate. Nor are the Government satisfied as to the need for the differential treatment of Muhammadan schools with regard to capitation allowances. As the -- Director points out, local boards can, where necessary, and in many cases -- actually do, pay special rates of -- salary to Muhammadan teachers employed in schools intended for Muhammadans. This procedure should suffice to meet the requirements of the case together with ^{the} ~~the~~ modification in the method of calculating teaching grants which is sanctioned in paragraph 6 infra.

4. Inspecting agencies. Under this heading the following representations have been made:-

(i) that a special inspector or assistant inspector should be appointed for the supervision of Muhammadan -- education,

(ii) that the inspection and ~~superv~~ supervision of Muhammadan girls' schools should be entrusted to Muhammadan women.

19 24 25P

(iii) that the number of sub-assistant inspectors of Muhammadan schools should be increased, and

(iv) that the Muhammadan schools where Hindustani is not the medium of instruction should be inspected by Muhammadan officers instead of by Hindus as at present.

The Government are unable to entertain the first two of these proposals. The multiplication of inspecting officers necessarily involves waste of touring energy and contravenes the sound principle that each circle inspector should throughout his circle exercise general control over educational progress in all directions. If these objections could be disregarded, there would remain almost insuperable difficulties of personnel. Muhammadan women with requisite qualifications for inspection work would certainly not be forthcoming in sufficient numbers.

The other two proposals are interconnected, the chief reason put forward for an increase in the number of Muhammadan sub assistant inspectors being the desire to provide an inspecting agency of this class for Muhammadan schools where Hindustani is not the medium of instruction. The Government recognize the advantage of this course and ^{accordingly} sanction the additional appointment of one sub-assistant inspector

20 25 268

inspector for the purpose together with the requisite establishment. The Director of Public Instruction will be requested to submit the necessary proposition statement and authorized to carry out the re-constitution of the existing inspection ranges ^{required} ~~which is necessary in order~~ to give effect to the change in system now approved.

In this connection the Director also proposes to raise the fixed travelling allowance of Muhammadan sub-assistant inspectors from Rs.25 to Rs.35 per mensem and that ^{of} supervisors of Muhammadan schools in the Vizagapatam and Godavari districts from Rs.15 to Rs.18-12-0. His recommendation will be accepted in the former case and the sanction of the Government of India will be sought for the enhancement recommended, but the Government are not prepared to consider the expedience of raising the -- allowance drawn by supervisors, having regard to the circumstance that the monthly rate drawn by these officers was increased from Rs.12-8-0 to Rs.15 only in March 1911.

5. Hindustani munshis and teachers.
It ~~has been~~ suggested that local bodies and other agencies maintaining secondary schools in municipal towns with a large Muhammadan population should be required to make special arrangements for the teaching of Hindustani and ^{for} the formation of Muhammadan sections in the lower classes with a view to the use of Hindustani as the medium of instruction. The Government see no -- objection to these suggestions and will request

request the Director of Public Instruction to instruct inspectors to press for their adoption in all high schools which are attended by any considerable number of Muhammadan pupils. Special grants on account of any extra expenditure which this may involve are already admissible under the grant-in-aid Code.

6. Fee concession. It is ^{reported} ~~unusual~~ that Muhammadans attending private schools and colleges should be allowed the concession of paying fees at half the ordinary rates and that the State should indemnify such institutions for the resultant loss in fee income. From the Director's report it appears that schools under private management already ~~do~~ commonly allow this concession and that the arrangement is encouraged by the departmental practice of reckoning the fees due by Muhammadans at half the standard rates when teaching grants are calculated. In order to strengthen the inducement to adopt this course the Government now resolve to direct that half the amount of fee income foregone in accordance with rule 102 of the Madras Educational Rules shall be added to the grant ordinarily admissible. The Director will be requested to examine what amendment, if any, of the Grant-in-Aid Code is required in order to give effect to this direction.

7. Muhammadan representation. It ^{is} ~~has~~ been ~~used~~ that the Muhammadan community requires fuller representation on the Senate of the Madras University, the Text-

Book Committee and committees appointed from time to time for the revision of the educational rules and the Grant-in-Aid Code. The Government are not satisfied that any valid ground for complaint exists so far as the first two bodies mentioned are concerned, but they will request the Director to bear in mind the need for adequate representation of Muhammadan interests in connection with the appointment of special committees to consider changes in educational rules and codes.

8. Persian and Arabic. It ~~has been~~
represented

(1) that the Persian text-books now in use in schools and colleges are not well chosen, and

(ii) that provision should be made for the teaching of Arabic in the Presidency College.

The Director will be requested to --
examine and if necessary, st revise the list of
Persian text-books and to submit a separate
report to Government on the subject of
Arabic instruction in the Presidency College

9. The request that Hindustani should be recognized as the district vernacular in this Presidency will be considered in the Public Department.

To the Secretary, Muhammadan
E.L. Conference Committee, of
Southern India. (Order only)

page 18/6/12 {,, the D.P.I. 16
,, the Financial Department. 13
,, the Public Department. 12

temp - 7/8/12

L e t t e r.

28

Letter. No-4057/10-5-12

298

To

The Secretary to the Govt. of India, 1/32
Department of Education.

Sir,

I am directed to address the Government of India on the subject of the need for the some enhancement in the rate of permanent monthly travelling allowance drawn by sub-assistant inspectors of Muhammadan schools in this Presidency.

2. The existing scale which applies to sub-assistant inspectors of all classes is Rs.25 per mensem, but the ordinary sub-assistant inspector holds a charge which is confined to ^a ~~one~~ portion only of a single revenue district, whereas the sub-assistant inspectors of Muhammadan schools control extensive ranges covering from four to eight revenue districts. They have thus constantly to undertake journeys by rail and incur much heavier travelling expenses. The complaint is ^{repeatedly} ~~constantly~~ made that the sanctioned scale of allowance is insufficient to meet these charges and this Government are satisfied that these officers are actually out of ^{poCKET} ~~profit~~ by their travelling. In these circumstances I am to solicit the sanction of the Government of India for the enhancement of the permanent monthly

travelling

27/10/15

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travelling allowance from Rs.25 to
Rs.35 in their case.

I have etc.

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ORDINARY.

PREFERENCE.

LOCAL AND MUNICIPAL DEPARTMENT.

Current No., dated.....190 ..

G.O., No. 487, dated 10.5.1912.

Number of MS. pages sent { Correspondence including order or orders
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Notes.....

Docket: *Muhammadan education*
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for the improvement of
the

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in the Press).

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Correspondence
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11/5/12
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