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[Despatch Abstract.]

CONFERENCE.

Recording Resolutions of the North American Education Conference held in Valparaíso in February 1918.

PAPERS PUT UP WITH CURRENT No.

From

The SECRETARIES.

The North Arcot District.

Muslim Educational Conference.

VELLORE.

To

The SECRETARY To GOVERNMENT.

Home (Education) Department.

OOTACAMUND.

Sir,

On behalf of the Committee of the North Arcot Muslim Educational Conference, we beg to submit for the consideration of Government, some of the resolutions in connection with Muhammadan Education passed unanimously at the sittings of the Conference held in the Latchmanaswamy Town Hall, Vellore, on the 16th and 17th of February 1918, under the presidency of the Hon'ble Khan Bahadur Md. Azizuddeen Hussain Sahib Bahadur C.I.E., I.S.O., and the Hon'ble Khan Bahadur A. K. G. Ahmed Thambi Maricar Sahib Bahadur respectively.

2. We submit that the Conference maturely deliberated on the pressing needs of the community in the matter of education and adopted various resolutions which it thinks, if successfully carried out, would calculate to ameliorate the educational condition of the community and thereby advance its material progress. It may be mentioned at the outset that the Conference is fully alive to the inexpediency of an entire reliance on state patronage and spoon-fed treatment in the matter of education. It has, therefore, spared no pains first to rouse the community into activity with a sense of self reliance and self support. The Muhammadians of this district, more than their co-religionists in other parts of the Presidency, have already given proofs of their realisation of the value of self-support and of their aversion to any extraneous aid which could not certainly achieve the same degree of success as the self-sacrificing co-operation of its members could do. The efforts put forth by the Mussalmans of Vaniyambady to make their Madrasai Islamiyah a Complete Secondary school and to raise it to the grade of a Second Grade College, the sincere and energetic endeavours of the Muhammadan merchants of Ambur to start an Incomplete Secondary school there, and a host of other attempts made for educational progress and activity clearly show

that the community has realized that no other royal road to learning exists except in self help, self-reliance and self-sacrifice. But there are matters in which the community is altogether helpless and in which the remedy indispensably lies with the Government. It is absolutely necessary that reasonable facilities should be provided by Government for the education of Muhammadans for the development of the country in political as well as in other directions. The *Press Communique* dated the 3rd of August 1916, issued by the Government of Bengal, lays special emphasis on this point in these words "the Governor in Council is convinced that it is in the interests both of the Government and of the people as a whole that the Muhammadans who, in spite of recent efforts, have still much lost ground to make up, should receive *special facilities* as may be necessary to enable them to benefit as fully as the Hindus from the educational institutions which are maintained, wholly or partially, out of public funds." The memorable *Communique* dated 7th January 1918, issued by the Government of H. E. Lord Pentland who, as champion of Muhammadan education, has already won the undying gratitude of this loyal community breathes in the same strain. The Conference has therefore decided to approach the Government with those problems where state aid is deemed absolutely necessary for their solution. Being fully aware that the Government would sympathetically consider the needs of the community where state patronage is indispensable and redress grievances where proper representations are made to them by responsible bodies this Conference begs to make the following recommendations:

Primary Education.

3. It does not need a strong argument to prove that the Muhammadans this presidency are still backward from an educational point of view. Out of a Muslim population of 18,62,616 in this Presidency, while 2,26,494 are *literate*, no more than 12,510 of these have a *knowledge of English*. This shows a shameful state of affairs. Multifarious causes have operated to bring about this educational poverty. For a long time the attitude of the community towards English education was one of indifference, prejudice and distrust; but it is a happy sign of the times that the community no longer holds itself back from the facilities offered by the state; on the other hand it now bestirs itself to educational activity with a remarkable expansion of education. It cannot be denied that there are still in the community some conservative members who look askance at any education other than that which is imparted in religious *makhthabs* and *mosque schools*; but the more enlightened who want their children to take advantage of the ordinary course of instruction in Primary schools desire that secular instruction should be imparted side by side with religious instruction; for, to a Muhammadan, religious education which is conducive to the development of good manners, character and communal respect appeals most. Unfortunately the problem of giving religious instruction side by side with secular has not yet been grappled with in Government schools, whereas in *makhthabs* the course of religious instruction is not what it ought to be. It is therefore essential that Primary schools should not only be started on an extensive scale throughout the presidency; but that a religious element should be introduced into the course

followed in ordinary schools in order to popularize them among Muhammadans. It may not be without advantage if encouragements are given to *makhthabs* to add secular subjects to their course of study.

Turning our attention from the presidency to our district, the condition of Muhammadan education presents no refreshing picture. Out of the total male population of 56,535 while only 14,148 are *literate* a very small proportion thereof *viz.* 654 know English. In Board and Municipal Elementary schools there are only 2,294 boys under instruction and in other schools their strength is 5,892. This backward state of Elementary education is due to the insufficiency of schools specially set apart for Muhammadans. It is surprising to observe that for a Muhammadan population of *over a lakh in the district*, there are only 15 schools catering to the needs of the community and this small number is certainly not sufficient to meet the demands of the community whose growing tendency to take advantage of western education is systematically on the increase. The Conference, therefore, recommends to Government the establishment of Board schools at least in villages where the Muslim population is not less than 500. The following resolution was passed:—

"This Conference notes with regret the paucity of Board Muslim schools which are only fifteen in number at present in the District where the Muslim population exceeds a lakh, and recommends the establishment of Board schools at least in villages where the Muslim population is not less than five hundred."

4. We gratefully acknowledge that in the interest of Muhammadan Elementary education the Government have always adopted a policy of encouragement and support. They have repeatedly urged on the Local Boards and Municipalities the claims of the community for opening fresh schools in localities where none exist and for improving the existing schools by various measures calculated to remove hardships and difficulties. But the Conference is constrained to bring to the notice of the Government the unsympathetic, nay destructive methods adopted by the Taluk Board, Vellore, in the treatment of Muhammadan schools within its jurisdiction. Instead of increasing their number the Taluk Board, Vellore, has mercilessly reduced it without any regard for the well being of the community. It is understood that no less than four Muhammadan schools have either been entirely abolished or amalgamated with the Hindu schools. The School at Virinjipuram was abolished on the ground that the local Mosque school already on the verge of ruin for want of support would meet the demand. The flourishing school at Pallikonda for which the Educational Department had recommended an extension of the existing building to cope with the increasing demand has ceased to exist. The result of the repeated petitions from the residents of the locality to revive the school only led to the appointment of a Muhammadan teacher to teach the boys of his co-religionists in a Hindu school—a step viewed with suspicion and disapproval by the residents of the place. The schools at Kunmathoor and Kaniyambadi were similarly amalgamated with Hindu schools. To what extent this retrograde step has caused revulsion of feelings in the minds of the Muhammadans of the locality could be gauged by the number of Mahazars presented by them to the authorities concerned. It is presumed

that this innovation in the system of Muhammadan education adopted by the Taluk Board had not received the sanction and support from the Educational Department. The Conference, therefore, passed the following resolution:—

"This Conference notes with dis-satisfaction the retrograde policy of the Taluk Board, Vellore in amalgamating some of the Muslim Elementary schools with those of the Hindus, much against the wishes of the Muslims of the locality, and fervently prays the Government to order the said Taluk Board to desist therefrom in future."

5. Throughout India the cry at the present moment is for free and compulsory education which is calculated to make a citizen a useful member of the community and thereby of the empire. It is necessary for the proper and efficient use of the manual powers that the citizen must be grounded at least in the three R's, which alone could awaken in him sense of responsibilities for all civic and social duties. Such education is also a requisite qualification for learning a trade or occupation by means of which he may earn a living. Tested by these standards, the condition of our Elementary education has to be remodelled and widened—a result which could be achieved by making Primary education free and compulsory. As Islam has made education compulsory on every Muslim man and woman, the community will hail the advent of any scheme which has for its purpose the free spread of education. The Conference, therefore, begs to place the following resolution before Government for consideration:—

"This Conference requests the Government to introduce as early as possible Free Compulsory Elementary education."

6. Another resolution which the Conference believes would have a healthy influence on the expansion of Primary education runs as follows:—

"As the salaries allowed at present to teachers of Elementary schools are too low to attract men of requisite qualifications and too inadequate to make both ends meet this Conference recommends that a reasonable increase be sanctioned in their pay in the interest of Elementary education and other facilities provided to improve their prospects."

One of the most momentous factors in connection with the backwardness of Elementary education is the want of capable and trained teachers. The paucity of Muhammadan teachers qualified to teach according to the regulations of the Educational Department is well known, and though in recent years the number of Muhammadans under training in the various training-schools has been steadily increasing, still there is a great lee-way between the supply and the demand. The salaries, even as raised, prescribed by the Government for these teachers are so low that suitable men cannot at all be attracted to the profession. In fact men of respectable families are not drawn to the profession as the emoluments at present offered could hardly be said to be a living wage. Therefore the Conference has thought it necessary to include the above resolution in the programme.

7. It is, we submit, the paucity of Muhammadan teachers that has retarded the progress of Elementary education in the Presidency as a whole. This has been noticeably observed in the North Arcot District. Out of 202 teachers in boys' schools in North Arcot District only 47 are trained. To rectify the drawback, the District Board, North Arcot, under the guidance of Mr. F. J. Richards, I. C. S., an ardent well-wisher and benefactor of the community,

established a Sessional School at Vellore as a temporary measure, for training teachers required for the Elementary schools of the district. That the experiment has proved a success could be proved from the number of teachers which the school has produced within a brief period of its existence. After leaving the portals of this institution the pupils are either employed in the existing schools in the district or start new private schools of their own and thus give an impetus to Elementary education generally. The Conference thinks that the establishment of the Board Sessional school is a move in the right direction and therefore recommends the following resolution:—

"This Conference recommends that the Board Muhammadan Sessional School started as a temporary measure at Vellore be made a permanent institution to provide the needs of the community for qualified Elementary teachers in the district."

8. Another patent factor, in the opinion of the Conference, which acts prejudicially to the interests of Elementary education is the inadequacy of the financial support by state. The Managers of private schools are confronted with the facts (1) that the maintenance of schools costs them a great deal, (2) that grants given to them by the Government only cover the cost of maintenance partially, and (3) that charges of a Muhammadan school are perforce greater than those of a non-Muhammadan school. The fee-income from pupils who are generally poor and can ill-afford even to pay half fees is nominal. The salary of a qualified Muhammadan teacher is higher than that of his Hindu brother in profession, inasmuch as the supply in the latter case is more plentiful. The majority of Hindu schools could afford to be self-supporting with the aid of various public endowments and charities; but Muhammadan schools could not lay claim to such patronage. Therefore the Managers of Muhammadan schools have greatly to rely upon the grant-in-aid. But the system of grant-in-aid recently introduced in the Educational Department is injurious to the healthy existence of Muhammadan schools. According to the present system which allows annually a teaching grant of Rs. 36—60 per teacher and a capitation allowance of $\frac{1}{2}$ a rupee per pupil, the schools which had formerly secured substantial grants now draw only a fraction of the former amount quite insufficient for the financial requirements of the schools. Although a special provision is made in Art. 16 of the Grant-in-aid Code, under which the amount of teaching grants may be increased in the case of Elementary schools where assistance calculated on the ordinary scale would be inadequate, the Inspecting officers are not generally liberal in interpreting this wholesome provision and are slow in giving effect to it practically. It is highly necessary in the interests of Muhammadan education that the attention of the Inspecting agency must be drawn to the provisions of Art 16 of the Grant-in-aid Code and its liberal application insisted on. As for the capitation allowance the rate is so absurdly low that no useful purpose is served by such an allowance. The Government have drawn up a separate Code for European schools according to which European and Anglo Indian schools are entitled to different kinds of grants on a much larger scale. It would not be considered too much if the community should claim that a similar provision may be made in the matter of these allowances to Muhammadan schools also. The Conference therefore passed the following resolution for

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the favourable consideration of Government:—

"As the present scale of teaching grants and capitation allowances given to aided schools is not sufficient to meet a reasonable portion of expenditure in the matter of the upkeep of such schools, this Conference requests the Government to raise these allowances suitably."

9. The Government are aware of the fact that in spite of the endeavours made by the community to improve its educational conditions, the Muhammadans have not been able to keep pace with other communities in the field. The inequality of the progress in education made by the Hindus and the Muhammadan communities is very patent, and it may be set down as one of the causes of the present administrative difficulties. It is in the interest both of the Government and of the people as a whole that Muhammadans should improve in education. The development of the country, in political as well as in other directions, is dependant on the uniform progress of the two main constituents of the population, and therefore the Government should afford all reasonable facilities for the improvement of education. The request for providing one of such facilities is couched in the following resolution of the Conference:—

"This Conference is of opinion that in the interests of Muhammadan education a sufficient amount be earmarked every year in the budget of the Taluk and the District Boards and of Municipalities for utilization on Muslim education only."

Secondary Education.

10. The Government are aware that a proportionately small number of Muslim children proceed from the primary to the secondary stage of instruction, because they are confronted with special difficulties and disadvantages in their secondary course. They have no Secondary schools of their own in important Muslim centres, except a few Government Secondary schools in isolated towns which are not sufficient to answer the needs of so large a community. Added to it, the Muhammadan children have even to deprive themselves of the fruits of Secondary education available in institutions managed by Missions and other agencies where the medium of instruction is unfortunately in the vernacular of the district with which they are generally unacquainted. There can obviously be no benefit in an instruction when the teacher does not understand the vernacular of the boy, nor does the boy know the teacher's. The few who venture to join even facing this disability end their careers abruptly as the statistics of each institution will show. The Government knowing full well the disability, under which the Muslim boys labour have kindly ordered that instruction should be imparted to them in Hindustani in the different forms by their own teachers; but this concession is honored more in its breach than in its observance in private schools receiving Government aid. The Conference, therefore requests Government that orders might be issued to heads of private institutions to open separate sections for Muhammadans in charge of Muhammadan teachers where the strength would justify this course. The resolution runs as follows:—

"While noting with satisfaction the arrangements which have been made in the Board and Municipal schools for imparting instruction to Muslim students whose mother tongue is Hindustani, in separate sections of their own, in the different forms, by their own Muslim teachers, through the medium of their own mother-tongue, this Conference observes with regret that this necessary concession is not followed in private incomplete Secondary schools, and recommends to the Government the desirability of passing order for the extension of the system to private schools also."

This is only a partial remedy for rectifying the evil; but the main remedy lies in the multiplication of Secondary schools throughout the presidency Government. As far as the North Arcot District is concerned the statistics show that only 2 out of every 100 Muslim boys in Primary schools go to fiddle Secondary schools and the rest discontinue studies for want of Secondary schools. If such schools are provided for, the community will not be slow to take advantage of them. The success of the Incomplete Secondary school started at Vellore encourages the Conference to request Government to start new schools in other and important Muslim centres of the district, such as Visharam, Ambur, Perampet, Gudiyattam and Tirupattur. The resolution on the subject runs as follows:—

"As it is imperative that the medium of instruction upto the III Form should be in a vernacular and as Muslim lads cannot be profited by joining institutions in which the medium of instruction is other than Urdu, this Conference strongly urges the establishment at an early date of Muhammadan Incomplete Secondary schools in the important Muslim centres of this district, such as Visharam, Ambur, Perampet, Gudiyattam Tirupattur etc."

It is a sign of hopeful augury that the rich Muhammadan merchants of Ambur have, it appears, applied to the Director of Public Instruction for permission to start an Incomplete Secondary school there and that they have very generously undertaken to bear all costs of its maintenance. The Conference hopes that every encouragement will be shown to these philanthropic persons in their laudable enterprise.

11. The community is very grateful to Government for the establishment of an Incomplete Secondary school at Vellore which is one of the important centres of Muhammadan population in the presidency. This school, it is submitted, has satisfied a long felt want. It was started in the middle of 1916 with about 11 students on its roll, and the Conference now notes with pleasure that within a short space of time the strength has risen to about 120—a clear proof of its need, success and popularity. The Conference therefore respectfully submits to the Government that the school may be made a permanent institution and that steps may be taken in the near future to develop it to a Complete Secondary school. The resolutions stands thus:—

"As the newly started Government Muhammadan Secondary school at Vellore, has supplied a great want of the community, this Conference requests that it be made permanent and that steps be taken to develop it in course of time to a Complete Secondary school."

12. The memorable *Press Communiqué* on the education of Muhammadans dated 7th January 1918, issued by the Government of H. E. Lord Pentland, already referred to above sanctioned the appointment of Munshis in three schools. It is presumed that these Munshis will be appointed in the recently started Secondary schools, and whether it is so or not the Conference begs to recommend that one Munshi may be assigned to the Government Muhammadan Secondary School at Vellore, where there is urgent need for such a person to teach Urdu and Persian. Vellore is a centre of Muslim education where the two famous Arabic Colleges make the oriental educational atmosphere higher than that found elsewhere. The need for a competent Munshi in the school which is located under the very nose of

these Arabic Colleges is therefore all the more great as the boys resorting to possess a standard of efficiency in Urdu and Persian generally higher than that possessed by boys in other places. It is submitted that the English known Assistants could not be expected to do equal justice to the teaching of Persian and Urdu as an expert Munshi who has made a special study of those languages would do. The Conference begs to recommend the following resolution for the favourable consideration of Government:—

"This Conference, while heartily thanking the Government for recognizing Urdu as one of the vernacular languages of the presidency for the purpose of public service rules, begs to suggest that with the object of giving impetus to such instruction in institutions intended for Muhammadans, a separate Urdu Munshi be appointed and that one such may be sanctioned immediately in the Government Muhammadan Secondary School, Vellore."

13. Another resolution concerning Secondary education of the Muhammadans is as follows:—

"This Conference is of opinion that the introduction of the teaching of non-language subjects in vernaculars at this time or in the future in higher forms will prove a set back to the steady progress of Muslim Secondary education, however efficacious it may be in the matter of the improvement of education in general."

The most important subject now under general discussion throughout India is the teaching of non-language subjects in vernacular up to the Matriculation or S. S. L. C. standard. However laudable it may be from an educational point of view (provided of course suitable text books can be obtained), but what the Muhammadan community has to consider is the effect which such a step, if adopted, will produce upon Muslim education. If subjects like Science, Mathematics etc. were to be taught in the vernacular up to the VI Form, the vernacular will not be Urdu so far as this presidency is concerned, and when they are taught in any other vernacular, all Muslim boys in High school classes, cannot understand or take notes of what the teacher says. The sure result would be the decrease of Muslim boys in High school classes, unless special capable assistants having a very good knowledge of Urdu are appointed in each High school for the instruction of these boys; but such a hope can be relegated only to a dream of the future; neither is it possible to secure one Muslim High school in each district.

Collegiate Education

14. The next resolution ventilates a very pressing grievance. It is admitted on all hands that Collegiate education of the Muhammadans is at a very low ebb and that their backwardness in this field is not due to a want of capacity on the part of Muhammadan boys to hold their own; but to various other causes, the chief among them being the difficulty which most of the Muhammadan boys experience in obtaining admission into Colleges after the S. S. L. C. course is over. The Muhammadans have no separate College of their own; and the proposed "Usmania College" to be started in Madras has not become an accomplished fact as yet. The raising of the Madrasai Azam the grade of a College still continues a dream of the future. The Muhammadan students are, therefore, thrown upon the tender mercies of the Principals

of other Colleges for obtaining admission into their institutions. Some of the sectarian Colleges like the Pachaiappa's have closed their portals against Muhammadans, while the Missionary institutions where no special regard is paid to the interests of the Muhammadan community are mostly inaccessible to their youths on account of high college fees charged there. The absence of any provision for imparting instruction in Persian, Hindustani and Arabic, the languages usually selected by Muhammadans, in a majority of Colleges compels them to seek admissions into the remaining few Colleges where these languages are taught, but to their misfortune, the Principals of these Colleges ruthlessly refuse admission on some ground or other. The Conference is emphatically of opinion that unless some kind and sympathetic but justifiable measures are adopted by Government such as reserving of a certain percentage of seats for Muhammadan students in Government Colleges and other institutions which receive public aid in some shape or other, as is done in Bengal, the progress of higher education will not be accomplished. In fact, these difficulties and obstacles will nullify the efforts of the leaders of the community and of Government for the spread of higher education among Muhammadans. The fact that the grievance is a deep rooted one could be gauged by the number of representations which have been made repeatedly by their various representatives and responsible public bodies. A memorial on the subject was presented to the Government by the Muhammadan Educational Association of Southern India in September 1916, and the Muhammadan Educational Conference held in Vaniyambadi in 1916 laid stress upon the same and communicated its resolution to Government on or about 25th October 1916. The Hon'ble Yacoub Hasan Sahib Bahadur interpellated on the subject in the Legislative Council Meeting of the 21st November 1916, when the Government were pleased to reply that "the requests were under consideration." The Hon'ble Mir Asad Ali Khan Bahadur has moved the same question in the Imperial Legislative Council. Under these circumstances, it is desirable that the Government will be pleased to reserve a certain number of seats for Muhammadans in Government Colleges and other institutions receiving public aid.

15. The second part of the same resolution urges the desirability of increasing the number and scale of Government scholarships to Muhammadans on the ground that the present number and scale are absolutely inadequate for the purpose of advancing higher education among the community. There is no denying the fact that the present scale of these scholarships is quite out of proportion to the steady increase in expenditure incidental to the life of a student. His College fees, his comparatively higher cost of living, hostel rents, cost of books, examination fees, recreation fees and other numerous sundry expenses naturally demand a dependence on other sources of income without which he could not be expected to apply himself without embarrassment to his studies and with that peace of mind and calmness of composure so very necessary for the success of a student during his course in College and at public examinations. We have from experience found that most of the scholarship holders study in Colleges far away from their homes and that the income of these students from private means is very limited, if not none at all. The Conference can quote instances

in which scholarship holders have gone a-begging for their bare necessities of life, and after dragging on a precarious existence for some time had no other alternative left but to terminate their collegiate career on account of financial strain. The Muhammadan Educational Association of S. India fully realizing the difficulties which these scholarship holders labour under, grants scholarships on a scale sufficient to meet their expenses. The existence of Government scholarships acts as a tempting bait to draw a large number of young men to Colleges, but when they are confronted with the hard realities of College life with all its multifarious expenses and financial drain which they are not able to cope with out of their too slender allowances, they loose heart and cut their career abruptly. As for the number of scholarships awarded, it may be asserted that the amount spent by Government on them is quite out of proportion to the whole amount spent on scholarships in Art Colleges for other communities which are neither backward in education nor lacking in resources. The Government are aware of the fact that expenditure from public funds on Panchamas and other backward classes has been rising by leaps and bounds from year to year. While we do not grudge it, what we wish to impress on the Government is that any increase in the number of scholarships to Muhammadans will be justified on account of their universal poverty, backwardness in education, their political importance and numerical strength—factors which could not be ignored in the dispensing of state patronage. The Bengal Government have sympathetically considered the preferential claims of Muhammadans to increased number of scholarships, and the Conference hopes that the Madras Government will follow the example so nobly set by the Government of the sister Presidency.

16. The third part of the resolution deals with the question of technical and professional scholarships for Muhammadans. We are constrained to observe that Government have not until now, extended their helping hand in this direction, as indeed the absence of such scholarships in professional colleges would bear eloquent testimony to the fact. Compared with other communities we have not yet had a sufficient number of trained men for the learned professions. Up to date we produced only 16 B. L's, of whom 3 died, 4 are outside the presidency, 5 are in the public service and only 4 are engaged in the legal profession. The 6 L. T's, our entire output, are barely sufficient for our enormous and ever increasing demands for trained teachers. The Medical College produced only 7 medical graduates. It is a matter for regret that the Engineering College produced no graduate to boast of. The Agricultural, the Veterinary and technical and scientific colleges have a doleful tale to tell. As the proportion of these professional men to the population of our community is infinitesimally small, our community cannot play an honorable role in the present day conditions of life. The number of our professional graduates is also extremely inadequate for the various special and technical services of Government. If it is the desire of Government to raise the community to a higher level where it could play its legitimate part in the political, professional and industrial life of the presidency in common with the Hindus, it is absolutely necessary that avenues to independent professional careers should be opened by a free and liberal grant of scholarships in professional colleges.

17. The fourth part of the resolution recommends to Government the establishment of hostels in schools and colleges where a sufficient number of Muhammadan students attend. It is needless to dilate upon the wholesome aspects of hostel life for a student. The attempts made in the past and which will continue to be made by all the communities for the rapid multiplication of hostels are too patent to need mention. It will suffice to point out that it is the want of this healthy atmosphere that makes up the difference between the education of the Muhammadans and that of the other communities who have all the benefits of their hostel life and its inspiring tone to develop their educational capacities. Even in Madras the Umdah Bagh Hostel attached to Madrasai Azam and the Boddam Hostel in George Town are not sufficient to meet the demand of the community; and their entire absence in the mofussil is very keenly felt. Here the students are put to the painful necessity of occupying quarters in very unwholesome parts of the locality at exorbitant rents, as Muslims could not secure houses in Hindu quarters near which schools are invariably located. The establishment of hostels in the Mufussil is as much a necessity as the multiplication of schools for the improvement of education. This Conference therefore recommends, for the favourable consideration of the Government, the desirability of:—

(a) reserving a certain number of seats in Government and other aided colleges for Muslim students specially as is done in Bengal, in view of the fact that the difficulties experienced by Muslim students in obtaining admission into these institutions at present, act as a deterrent to the progress of collegiate education;

(b) increasing the number and scale of Government scholarships awarded to Muslim students in colleges, as the present number is found to be inadequate for the purpose for which these scholarships have been instituted;

(c) affording special facilities to Muslim students studying in law, medical, engineering, agricultural and technical colleges by instituting special scholarships on a liberal scale; and

(d) establishing hostels in schools and colleges where a sufficient number of Muslim students attend.

18. We beg to submit that under section 6, clause (1) (b) of the Indian Universities Act VIII of 1904, provision is made for the election by registered graduates of ten Ordinary Fellows to the University Senate, and that, for obvious reasons, no Muslim Graduate has yet succeeded in securing the election. Of course there are some nominated Fellows in the Senate, but they cannot represent the community with so much independence as an elected Fellow would do. As the Government has already acknowledged the principle of elected communal representation in other public bodies, it is but proper that the franchise may advantageously be extended to the University also. The Conference therefore adopted the following resolution:—

"This Conference is of opinion that in the interests of Muslim higher education, the Indian Universities Act VIII of 1904, be so amended as to create a separate electorate of registered Muslim graduates for the election to the University Senate of a reasonable proportion of the elected members."

Inspecting Agency.

19. The next resolution runs as follows:—

In view of the inadequacy of the present inspecting agency for efficient supervising the work of Muslim schools, this Conference strongly advocates the re-introduction into the department of an adequate number of Supervisors of schools and the appointment of special Muslim Inspectors and Assistant Inspectors as in the case of Bengal, Bombay and the United Provinces.

(a) This Conference considers it desirable, in the interests of Muslim education, that a Muslim Personal Assistant be appointed in the Office of the Director of Public Instruction to help and advise the Director of Public Instruction in all matters affecting Muslim education.

It goes without saying that the present inspecting agency for Muhammadan schools is decidedly inadequate for the purpose. There are only 11 Sub-Assistant Inspectors for the whole Presidency. The jurisdiction of a Sub-Assistant which extends over two or more districts is so large, the number of schools located therein is so great and they are so scattered that it is a physical impossibility for him to travel over this extensive area and to inspect schools with any degree of thoroughness and efficiency. His multifarious office routine precludes him from devoting to any school such personal attention and supervision as is necessary for the steady progress and healthy development of the institution. His short stay in any place could not afford him facilities for understanding the exact requirements of the place, grappling with its educational situation and giving expert aid to the people with whom he could hardly become acquainted, much less gain their confidence and hearty co-operation. The starting of new schools is now regarded as outside the sphere of his influence and activity. Without expert knowledge in organising and maintaining schools, the community finds it impossible to utilize its energies in the direction of founding new schools; because the rules of the Department and the standard of efficiency to be maintained in schools are ever fluctuating and known to the expert only. This is the reason why such a large number of indigenous "Mukhtabs" and "Mosque Schools" still drag on their existence to the detriment of Elementary education. The orthodox "Mullahs," under sympathetic expert advice, could convert their Mukhtabs into regular Elementary schools governed by the rules of the Department. If the progress of education among the community is to be accelerated, there must be a decided increase in the number of Sub-Assistant Inspectors who should not only examine the work that is being done in schools, but also help the community by their expert advice in organising new institutions. The existing higher inspecting agency is, if it is submitted, not congenial to the best interests of Muhammadan education. The Inspectors and Assistant Inspectors, being non-Muhammadans and also ignorant of Urdu, cannot be expected to benefit schools by their inspections and to show that sympathy and interest in the educational aspirations of the community as their co-religionists could do. The education of Muhammadans, forming as it does a minor part of the work of the superior officers, naturally occupies a small part of their attention and constitutes a minor subject of their interest. With this limited knowledge of the requirements of the community the recommendations of the subordinate agency fall on their unwilling ears and yield no fruit.

The present system is fraught with other difficulties also. The delay in official routine of business and correspondence, the want of uniformity in methods and principles, the absence of healthy co-operation, and the decentralisation of responsibilities, are points against the present system. The Conference begs to suggest that the system may be centralized under one Muhammadan Inspector.

20. In the second part of the above resolution, the Conference respectfully requests Government to appoint a Personal Assistant in the Office of the Director of Public Instruction to help and advise that officer in all matters affecting Muslim education. This will not only facilitate the progress of education among Muhammadans, but will create an expert whose services will be of special value to the Director of Public Instruction in all intricate and important questions affecting the community. The specialized knowledge which this officer will possess will ensure the harmonious working of the whole system. That other sister Presidencies who have employed Muslim Personal Assistants to their Directors have progressed far ahead of us in Muslim Education is a strong ground in favour of the appointment.

Female Education.

21. The problem of Muslim Female Education has, the Conference begs to submit, not received that attention at the hands of Government which its importance demands. In order to place female education on a sound and more rational basis, many important changes seem called for in the present system. The basic principle underlying the system should be that the education imparted to females should necessarily be advantageous to them in their special activities of life. It must be a training for the successful performance of those duties which naturally devolve on their sex. Such being the case the system of education for girls should be quite separate from that of boys, nor can the system of education adopted for girls of different communities in India be uniform though there may be similarity in certain respects. The Conference is of opinion that the system of female education among the Muslim should be such as is adaptable to the needs of the community. The system which tolerates the existence of mixed schools for girls and boys is pernicious. In the North Arcot District there are no less than 770 girls under instruction in Boys' schools—a fact which the followers of Islam cannot view with equanimity. This deplorable state of affairs is in the opinion of the Conference chiefly due to the paucity of girls' schools in the District. The multiplication of girls' school is therefore a necessity. Another factor which robs even the few existing girls' schools of popularity is the employment of unsuitable teachers from non-muslim communities. These teachers being ignorant of the mother-tongue (Hindustani) of the pupils and of their manners, customs and ways of thinking, could not be expected to impart that healthy tone to teaching which is the vehicle for the formation and development of character as their co-religionist teachers would do. In fact, the presence of a non-muslim teacher is always viewed with suspicion if not with disgust. The same may be said of the inspecting agency also. The ignorance of Urdu handicaps the Inspectresses in their work of inspecting Muhammadan girls' schools, and affects the efficiency of such schools. The recent

orders of Government prohibiting the expenditure of public money on the maintenance of conveyances for bringing girls from their homes to school and *vice versa* has acted as a great deterrent to the progress of female education among Muhammadans. Any innovation which in any way affects the Gosha system is always regarded as an attempt to touch the religious susceptibilities of the community which has considered the Gosha as an institution possessing the sanctity both of religion and usage. Another important step towards the development and progress of female education is, in the opinion of the Conference, the institution of home education. Any system which may be organized for giving an impetus to home education will be hailed by the community with delight and confidence. The Conference is further of opinion that the curricula of studies adopted for use in Muhammadan Girls' schools is unsuitable, as it certainly does not meet the requirements of Muhammadan girls according to their national and other local needs. In the interest of Muhammadan Female education a more liberal policy giving power to the Managers of Muslim Girls' schools to modify or vary the curricula of studies may advantageously be introduced. In the light of these considerations, the following resolution of the Conference is based:—

(1) "As the problem of Muslim Female Education presents diverse difficulties which retard all progress, this Conference is of opinion that Elementary Girls' schools be freely established in all Muslim centres of the District, that suitable female teachers be employed therein as far as possible, that due observance of gosha be maintained in such schools, that the inspecting agency which should necessarily consist of females, should possess a fair knowledge of Hindustani, and that facilities be afforded for promoting home education,

(2) This Conference recommends that the curricula of Muslim Girls' schools be permitted to modify or vary the curricula of studies according to national and other local needs."

Industrial Schools.

22. The impoverished condition of the Mussalmans of the North Arcot District imperatively demands the opening of Technical and Industrial schools for their immediate benefit. At present, their poverty has prevented them from giving their children even Elementary education, and consequently a large number of boys are let loose on society without any means of livelihood. The Conference begs to approach Government with the following resolution:—

"Having regard to the fact that a large number of Muslims of the District are so poor as not to be in a position to give their children general education, this Conference requests the Government to open industrial schools in important Muslim centres of the District."

General.

23. Other important resolutions passed at the Conference run as follows:—

"This Conference, while expressing its entire sympathy with and whole-hearted approval of the resolution moved by the Hon'ble Khan Bahadur Nawab Mir Assad Ali Khan Subh Bahadur in the Imperial Legislative Council in reference to the Unani and Ayurvedic system of medical treatment, begs to emphasise the necessity of giving early effect to his recommendation."

"This Conference observes with regret the appropriation of the Religious Endowments instituted by the former Nawabs of the Carnatic for purposes other than those originally intended by them, and requests the Government to take steps to utilize the Arz, Lungar-kana and similar funds towards helping Muslim education."

"This Conference earnestly appeals to the community that, in order to promote religious education among boys attending English schools, a system of religious examination be instituted and prizes, scholarships and similar encouragements be given to them with the concurrence and approval of Government."

"As students who have undergone a complete course of instruction in and obtained diplomas from well-known Arabic and Persian colleges in the District and elsewhere are eminently fitted to discharge the duties of Professors, Munshies, or Teachers in public schools, this Conference recommends to the Government that such students be freely appointed to such posts."

In conclusion the Committee respectfully trusts that the Government will be graciously pleased to deal with the recommendations of this Conference submitted to them for consideration with that spirit of justice and sympathy which has always characterized the disposal of matters affecting the interests of this backward and loyal community.

We beg to remain,

Sir,

Your most obedient servants,

ho. Abomghani B.A., M.B.A.S.

Honorary Secretary,

for Honorary Secretaries.

OFFICE OF THE MUSLIM
EDUCATIONAL CONFERENCE OF
NORTH ARCOT,
23, COMMISSARY BAZAAR, VELLORE.
30th April 1913.

30/4/13

Letter No. 1141 A-1

C. 6-18

To
The Secretary

The Secretary

The North Arcot District

Muslim Edl. Conference,

Vellore.

Sir,

I am directed to acknowledge the receipt of your letter, dated the 30th April 1918, bringing to the notice of Government the resolutions passed at a meeting of the North Arcot district Muslim Educational Conference held at Vellore on the 16th and 17th of February 1918 and to state that they will receive due consideration.

I have etc.

A.S.
14-5-18.

MMS
21/5/18

CA
25.5.18

MMS
31/7/18

NOTES.

Page

Home (Education) Dept.

Subject:- Muhammadan education.

(C.No.1147-A) From the Secretaries, North Arcot district Muslim Education Conference, dated 30-4-18.

The resolutions passed by the Conference are dealt with below seriatim:-

1. Resolutions contained in paras 3 & 4 on pages 3-4 C.F. The conference recommends the establishment of more Board schools for Muhammadans in the North Arcot district and requests that the Vellore Taluk Board may be ordered to desist in future from amalgamating any of the muslim elementary schools with those of the hindus. These recommendations are for consideration in the L & M Dept. In G.O. No.1585, dated the 15th December 1917, Government sanctioned ~~the~~ the opening of 47 Muhammadan elementary schools of which 8 are in North Arcot district. [As regards encouragement to Maktabas to develop a secular side and the imparting of religious instruction in public elementary schools, attention is solicited to para 3 of letter to India No.88, dated 20-1-14, and to the printed note, dated 25-3-18.]

2. Resolution in para 5 on page 4 C.F. The question of the introduction of free and compulsory elementary education is separately under consideration.

3. Resolution in para 6 on p.4 C.F. The conference desires that the pay and prospects of Muhammadan teachers in elementary schools should be improved. In G.O. No.57 Home (Edn.), dated the

11-1-17, the Government sanctioned a temporary increase of 20-25 per cent of the pay of the teachers in Government Muhammadan elementary schools for boys in the city of Madras. Again, the minimum pay of trained teachers in all elementary schools for boys under public management was quite recently raised to Rs.11 p.m. and of women teachers in similar schools for girls, to Rs.12 p.m. Vice G.O. No.170, dated the 12-2-18. The question of a further increase in their pay is now being considered by the U.P.I. in connection with the distribution of the Imperial grant of 5 lakhs. No such increase in the minimum pay of untrained teachers is considered necessary at present. Vice G.O. No.534, dated the 25-4-18, and No.571, dated the 30-4-18. In these circumstances no action seems necessary on the present request.

(E)

(H)
(I)

Resolution in
4. Para 7 on page 5 C.F. The question of the permanent retention of the Board sessional school at Vellore is one for L & M to decide.

5. Resolution in para 8 on p.6 c.f. The conference recommends that the scale of teaching grants and capitation allowances granted to aided schools should be suitably raised. The scale of teaching grants has recently been raised from Rs.42 to Rs.48 per year for each trained teacher of the lower elementary grade and from Rs.45 to Rs.60 per year for each trained teacher of the higher elementary grade and to Rs.120 per year for each trained teacher of the secondary grade - Vice G.O. 33, dated the 11-1-18.

(J)

As regards the capitation allowances in elementary schools under public management the S.P.S. has supported the recommendations of the Educational Conference which met in March 1916 that the capitation allowance should be abolished and

that the pay of the teachers should be increased as compensation therefor. The D.P.I. has also recommended the introduction of a graduated scale of capitation grants in aided elementary schools. The file on the subject is now in circulation. No action seems necessary especially as the question ~~of increased grants for Muhammadan schools~~ was fully considered in 1912 and orders passed in para 3 of G.O. No. 404 Ld., dated the 10-5-12.

⑦ C. Resolution in para 9 on p. 6 c.f. The request of the conference that a sufficient amount be earmarked every year in the budgets of the local boards and municipalities for utilization on muslim education only, is for consideration in L & M. It may however be remarked that local bodies are not required to spend a specific portion of their revenues on education.

7. Resolutions in para 10 on pages 6-7- c.f. While expressing satisfaction at the arrangements made in Board and municipal schools for imparting instruction in separate sections to muslim students through the medium of their vernacular, viz., hindustani, the conference prays that the system be extended to private aided schools also. Attention is solicited to para (4) on p. 2 of the Press Communique issued on the 7th January 1918 in which it was already announced that the system would be tried this year in two selected aided schools and that financial provision would be made therefor. The amount of Rs. 5,250 recurring, and Rs. 20,000 non-recurring, required for the purpose will be met from the lump provision of Rs. 75,000 allotted for Muhammadan education in the C.B.E. for 1918-19 -
⑧ Vide pages 42 & 46 of the Budget notes put up. Detailed proposals for the opening of the class are awaited from the D.P.I. The question is mainly one of finance and more will be done in this direction.

when additional funds are available. In this connection, attention is solicited to ^{the instructions regarding} para 5 of G.C. No.

Besides, the D.P.I. has submitted proposals for the opening of 49 new lower secondary schools and for raising the grade of complete secondary schools, 19 of the existing incomplete secondary schools under local bodies. In the North Arcot district, the incomplete secondary school at Arni is to be raised to the grade of a high school and two new incomplete secondary schools are to be opened at Gudiyattam and Wandiwash. This scheme will also benefit the Munarradans as well. ~~Under the 1212 scheme~~ In these circumstances, no action seems necessary on this recommendation.

(2)

secondary school. In G.O. No. 1412, dated 14-12-15, the Govt. sanctioned the opening of the school experimentally for a period of 7 years from the 1st January 1916. This period will expire on the 31st December 1918 and the D.P.I. will himself move the Govt. before that date for the retention whether permanently or otherwise of the school. No action is therefore necessary now.

9. Resolution in para 12 on p. 8 c.f. The conference suggests the appointment of a separate Urdu Munshi for the Govt. Muhammadan Secondary school at Vellore. There is an Arabic and Persian munshi in the Govt. Muhammadan secondary school, George Town, but no separate Urdu Munshi. It may be observed that the headmaster and all the assistants employed in the Vellore school (excluding the Tamil Pandit and the drawing master) will presumably be all muhammadans knowing Urdu well or at any rate one of them would apparently know the language sufficiently well to discharge the functions of a ^{Munshi} ~~munshi~~ Munshi for an incomplete secondary school. If this were not the case, the D.P.I. would himself have recommended the creation of a Munshi's post. ^{Munshi} ~~no~~ action therefore seems to be necessary. ~~the D.P.I. has recommended the creation of a Munshi's post~~
There is however no objection to the D.P.I. being cancelled.

10. Resolution in para 13 on page 8 c.f.

The conference observes that the introduction of teaching of non-language subjects in vernacular in the higher forms will prove a set back to the steady progress of Muslim secondary education, however efficacious it may be in the matter of the improvement of education in general. The honorable Mr. Stone is of opinion that vernaculars may be adopted as the media of instruction up to the third form only as is the case at present. *Vide page 21.*

* Copy put up.

NOTES.

Page 16

of the Report of the Conference held at Simla in August 1917. If the principle is accepted as ^{present} ~~and extended to the higher forms also~~ the interests of the bulk of the pupils cannot be sacrificed merely because of its adverse effects on a few muhammadan pupils. It may also be noted that with the establishment of more muhammadan schools and with the extension of the system of duplication of lower classes in other secondary schools so as to provide for separate sections in which Urdu will be the medium of instruction, the disadvantage under which muhammadan pupils would labour if vernaculars were adopted as the media of instruction, would be greatly minimized. ~~which is the resolution~~ The question is to be referred by the Government of India for the consideration of local Government after the war and it appears therefore unnecessary to discuss it at present.

11. Resolution contained in para 17 - page 11 of C.F.

(a) The conference prays that a certain number of seats in Govt. and other aided colleges may be reserved for ~~the~~ ^{Muslim} students. The question was fully gone into last year and it was then considered that it would be inconvenient and unnecessary to reserve any fixed number of seats for ^{Muhammadan} ~~students~~ but the D.P.I. was authorised to instruct the principals of Govt. Colleges that the claims of Muhammadans to admission in these Colleges should receive very special consideration in view of the fact that only in that way the concession of half fees could be secured to those in need of it. Vide C.O. No. 329, dated 10-3-17.

(b) It is suggested that the number and scale of Govt. collegiate scholarships should be increased. Attention is solicited to the scholarship notification at slip (C). Besides the 46 (38+6) collegiate scholarships open to pupils of all communi-

* Out up in book.

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Separate file
in office)

communities including Muhammadans there are four special Collegiate scholarships for Muhammadans tenable in the Intermediate and B.A. (Pass) courses and an additional scholarship tenable in the honours classes. The D.P.I. in submitting proposals for the development of Muhammadan education recommended the institution of additional scholarships tenable only in Secondary schools and expressly stated that there was no need for more collegiate scholarships though he hoped that in connection with the proposed Cosmania College greater need would arise. paras 12 & 13 of D.P.I.'s letter No. Camp.13, dated 17-9-17. In the circumstances the resolution does not call for immediate action.

(c) Affording special facilities to muslim students studying in law, Medical, Engineering, Agricultural and technical colleges by instituting special scholarships on a liberal scale. A fair proportion of the Government scholarships available in the law and Engineering Colleges have already been reserved for Muhammadans. Vide para 26 on p.39 of the Law College Calendar and Rules 50 & 55 of the Engineering College Calendar. In regard to Medical and Agricultural Colleges relevant extracts may perhaps be sent to L & M (Medical) & Revenue Departments for any action they may consider necessary.

(d) Establishing hostels in schools and colleges where a sufficient number of muslim students attend. There is already provision in Chapter VIII of the Grant-in-aid Code for liberal grants towards the construction of buildings for hostel purposes. The Govt. have further sanctioned recently the proposal of the D.P.I. to pay a grant not exceeding one-half of the net expenditure incurred by hostel authorities in renting buildings.

Co. No 1197
17.9.17

for hostels. The Government are thus always willing to encourage private enterprise ~~for~~ opening hostels.

12. Resolution contained in para 18 on p.11 c.f.

Out of the 93 ordinary fellows in the Senate of the Macras University, six are Muhammadans (Vide Nos.27,32,46,57,58 and 60 on pages 23-24 of the University Calendar, 1918). The Muhammadans form only 6.6 per cent of the total population of this Presidency. The community is thus fairly well represented in the Senate. Even if there is a paucity of members of the community on the Senate, ~~n.a.~~ the Governor will be willing to nominate sufficient number of Muhammadans by exercising the powers of nomination vested in him under section 10 of the Indian Universities Act, 1904. There is therefore no necessity for a separate electorate for Muhammadans registered graduates. The Calcutta University Commission would probably have made some recommendation on the subject of the reconstitution of Senates and the question is now apparently engaging the attention of the Government of India.

13. Resolutions contained in para 19 on p.12

C.F. The conference advocates the reintroduction into the department of an adequate number of Muhammadan Supervisors of Schools and the appointment of special Muslim Inspectors and Assistant Inspectors. In G.O. No.37, dated 8-1-17, the Govt. sanctioned the employment, as a temporary measure, for a period of one year, of 5 additional Muhammadan Sub-assistant inspectors in the place of the 14 (the total number of the then existing) Muhammadan Supervisors whose posts were directed to be left vacant. The D.P.M. does not consider that the charge is for the worse. On the contrary, he recommended the permanent retention of these 5 Sub-

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ORDINARY ROUTINE SERIES.

NOT CIRCULATED.

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† G.O. No.

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Tabling Abstract.

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SS REFERENCES.

SPECIAL INDEX.

DO NOT SPECIAL INDEX.

assistants and the Govt. of India have accordingly been addressed on the subject. Vide para 2 of the Director's letter on p.3 of G.O. No.1365, dated 31-10-17.

As regards the suggestion to appoint special Muslim inspectors and assistant inspectors, attention is solicited to para 7 on p.10 of the notes to G.O. No.404-05, dated 10-5-12, where the views of the Hon'ble Mr. Stone and his predecessor, Dr. Bourne, are clearly set forth. For the reasons explained there, there seems to be no need for the appointment of Muhammadan Inspectors and assistant inspectors for the present.

The conference further urges that a Muslim Personal Assistant be appointed in the office of D.P.I. to help and advise the Director in all matters affecting muslim education. The necessity for a Muslim Personal assistant seems to be much less obvious than that of an Inspector and the Director will always be able to consult his Muhammadan sub-assistants as well as the various Muhammadan Educational Associations in important matters concerning Muhammadan education.

14. Resolutions contained in para 21 on p. C.E. The requests contained in the first part of the resolution appear to be reasonable but progress is possible till a sufficient number of qualified Muhammadan Mistresses is available. The question of the improvement of female education generally is now under the consideration of the Govt. of India. As regards the second part, viz. the grant of permission to managers of Muslim schools to modify or vary the curricula of study, it is submitted that no curriculum is prescribed for elementary schools and that it is open to managers to settle the course of studies in each

and the financial situation improves

Letter No 200
17.2.17

consultation with inspecting officers. No doubt the D.P.I. will give due consideration to any alterations that may be suggested in the scheme of studies for girls' schools issued by the department.

15. Resolution contained in para 22 on p. 14C. Establishment of industrial schools in important Muslim centres of the North Arcot district. There are already three industrial schools in the district at Katpadi, Vellore and Ranipet in receipt of aid from Government. If ~~more~~ ^{more} schools are wanted, they should be provided by private enterprise. There appear to be no special circumstances warranting the opening of Government industrial schools in the district.

16. Resolutions contained in para 23 on pages 14-15 C.F.

(1) The ~~encouragement~~ ^{encouragement} of Unani and Ayurvedic system of medical treatment is for consideration in L & M (Medical) Department.

(2) The conference desires that steps may be taken to utilize the Arcot Langarkhana and similar funds towards helping Muslim education. The question may be remitted to Public (Political) for consideration.

(3) The last request is that persons in possession of diplomas from well known Arabic and Persian Colleges in the district should be freely appointed as Professors, Munshis or teachers in public schools. If such persons apply to the D.P.I. their applications will be duly considered by him. No general orders seem necessary.

17. The file may perhaps be sent to the D.P.I. U.C. for favour of remarks, if any. On its return the file may be sent to the L & M Dept., L & M (Medical) Revenue, and Public (Political) Departments. With reference

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31778

(10)

pages 1, 2, 3, 7, + 10 & 11

Issued
May 8/5/18

A.S.
14-5-18.

CR
28-5-18

N.Y.
21/5/18

It is a standing rule not to note on these resolutions of conferences, if the conference is of any standing, submit to H.M. for perusal.

It is only when a member of Government orders nothing that trouble need be taken.

First to H.E. for perusal
May 31/5/18



H.E.

17 JUN 1918

Lom
Reo
Pol

to the dept order
May 4/6/18



C. No. 160 No.
6.6.18

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(Thurs. Medl.)

C. No. 1237 No. 11
6.6.18

paras 15 & 16 on 11
9-10 report
of the conference

para 23, 1/4 of
report

No note was
asked for
Rt.

28
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23
Lfr Dept.

This Dept is concerned with the resolutions in paras 3, 4, 7 & 9 of the Current. The file may be submitted to H.M. for orders as to whether any action is necessary in respect of them.

M
6/6 M
6/6/5

Medl

The Resolutions of the Conference on (1) Govt. scholarships to Muhammadan students for the study of medicine and (2) Govt. encouragement of Unani and Ayurvedic systems of medicine relate to this Dept.

2. In regard to Govt. scholarships it is noted, that of the six 8 in the medl. College, most reserved for Muhammad in the medl. schools the Rs. 10000 given to the civil is open to Muhammadan students. No action appears to be warranted.

3. No regard to



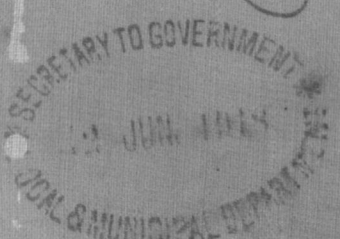
Cp. Lethbridge
No 476 West
19-11-17

Agricultural systems, the policy of Govt.
has been not to encourage those systems
The case may be subd to A. H. (Hess) for
perusal.

VTK
8/6
H.L.
10/6/18
7-6-18 8/6/18
SEC

H.M. L.M.
H.M. Med-

Circulated in Box No. I
10-6-18



I mounted the forms
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L.M. in 10/6/18



M. 618

Let Mrs 1237-11/18

13-6-18

Rev. A.O. 1080

The file may now be passed on to Rev. A.O.

VTK
12/6

Rev. has taken
given...

MUHAMMADAN EDUCATION.

Home (Edl.) Dept.

xx

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xx

17. The file may perhaps be sent to the D.I.P. U.O. for favour of remarks, of any. On its return the file may be sent to the L. & M. Dept, L. & M. (Medl.) Revenue, and Public (Political) Depts. with reference to paras 1, 4, 6, 11(c), 16(1) and 16(2) of the foregoing notes x x x

* of facilities in Law
Eng, Medl, & Agri & others
x re: resolutions submitted
in para 23 at pp 16-15-CP

A.S.
14-5-18
N.K.
21-5-18.

C. R.
29-5-18.

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H.E. for perusal.

R.R.R.
31-5-18.

P. 1-6-18.

L. & M.
Rev. U.O.
Pol.

L. & M. (Medical)

H.M. (L. & M.)
H.M. (Medl.)

R. A. G. 10-6-18.

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P.R.
11-6-18.

A.G.O.
11-6-18.

Rev. U.O.

V.T.K. 12-6-18.

Revenue Department.

To Registrar.

The resolutions concerning this Dept. are separately. The file may be passed on Political U.O.

V. P.
4-7-18.

NOTES.

27 31 Subdept
C6-63

In the Register

The matter ~~relating~~ concerning
this deptⁿ ^{being} is noted on separately. The
file may be returned to Home (Ed.).
~~It is understood that~~ A Legislative
Council ~~Resolution~~ ^{Resolution} on the subjects dealt
with at the Conference has been received
in that deptⁿ & they want the file

back.

12/18

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12.7.18

Home (Ed.) us.

28m
12.7.18

Home (Ed.) Deptⁿ

Submitted that these paper
may be ^{12-1007 2.8.18.}
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A
16.7.18
M.H.W.

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READ AGAIN G.O. No.
191

DATED

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT

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LETTER OF GOVERNMENT

STATEMENT WITH DETTO.

PAPERS NOT FILED UP, BEING MEANT FOR DISPATCH
IN ORIGINAL.

N.B.—

A — Copy in full.

B — Not to be copied.

P — Copy abstract only.

Q — Copy heading only.