

*Home* (1918) Department.  
*Education*

*Ordinary* SERIES.

G.O. No. 1494

DATED 25-11-18

[Despatch Abstract.]

*Subordinate Education*

*Receiving endorsement of the Government of India for-  
warding of the order of the Government of India for-*



# BACK PAPERS.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
|------|-----|-------------|-------|------|-----|-------------|-------|
|      |     |             |       |      |     |             |       |

# FURTHER PAPERS.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
|------|-----|-------------|-------|------|-----|-------------|-------|
|      |     |             |       |      |     |             |       |



No. 866  
Government of India,  
Department of Education.

Regd. Educ. 25424  
12.10.18

(Education)  
Simla, the 9th October 1918.

A copy of the undermentioned papers is forwarded to the  
Government of Madras  
for information, in continuation of this Department en-  
dorsement no.957, dated the 20th October 1916

By order,

*Harjett Khan*

Offg. Asstt. Secretary to the Govt. of India.

1. The Government of Bombay's resolution no.1143, dated the 30th April 1917, with accompanying documents.
2. The Government of Bombay's resolution no.1762, dated the 12th July 1918, with accompanying documents.
3. The Government of Bombay's resolution no.1791, dated the 16th July 1918.



Sir,

With reference to your letter no. 2547 A-1, dated the 29th October 1918, I am directed to forward herewith a copy of each of the Resolutions\* of the Government of Bombay noted in the margin regarding Muhammadan education, together with the accompaniments - thereto. I am also to enclose a copy of Government Order no. 2261, dated the 17th September 1917, referred to in paragraph 2 of ---- Government Resolution no. 1762, dated the 12th July - - - - - 1918

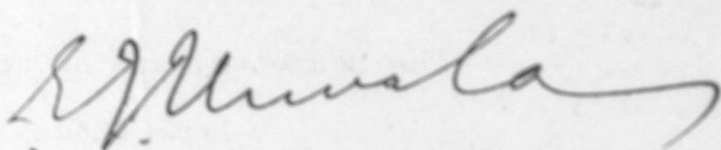


1918.

I have the honour to be,

Sir,

Your most obedient servant,



For Secretary to the Government of Bombay.

*R*

*Education of Muhammadans.—*

Orders of Government on certain urgent recommendations made by the special Committee appointed to consider generally the question of Muhammadan education in Sind.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Order no. 2261.

Bombay Castle, 17th September 1917.

ORDER OF GOVERNMENT.

The report submitted by the special Committee appointed to consider generally the question of Muhammadan education in Sind, together with the remarks thereon by the Commissioner in Sind and the Director of Public Instruction, has been received and is under the consideration of Government. The recommendations made by the Committee cover practically the whole ground of education, and it will take considerable time before they can all be examined in detail. In view of their urgency, however, the Governor in Council has considered the following recommendations first and is now pleased to pass the orders mentioned in paragraphs 2 to 8 below :—

(i) *Section B-I-(3) of the Committee's report.*—That the provision recently made for scholarships in secondary schools be gradually increased to at least Rs. 1,00,000 per annum.

(ii) *Section B-II-(13) of the Committee's report.*—That 30 additional scholarships for arts colleges and 10 for professional colleges be provided, similar to the Sir Amir Ali Murad and King Edward Memorial scholarships for which Muhammadans are indebted to the generosity of His Highness the late Mir Sir Faiz Muhammad Khan and His Highness Mir Sir Imambux Khan, Talpur.

(iii) *Section A-I-(2) of the Committee's report.*—That the standard of education in the Mulla schools be gradually raised and that *pari passu* the grants paid to these schools be enhanced.

2. With regard to recommendations (i) and (ii) generally, the Commissioner in Sind is very strongly in favour of a definite co-ordinated scheme for granting scholarships to selected Muhammadan boys throughout the whole of their scholastic career, subsequent to its primary stages, from the lowest standard of the 'middle' school course to the completion of the fourth year at college. As regards 'secondary' schools in particular, while suggesting the ultimate creation of a total number of 490 scholarships, he recommends that 140 scholarships, distributed over the 7 Anglo-vernacular standards at the rate of 20 scholarships per standard, should be instituted as a beginning. After careful consideration Government are pleased to sanction the scheme of scholarships explained in the appended memorandum in respect of 'secondary' schools. This scheme involves the abolition of the existing 'middle' and 'high' school scholarships reserved for Muhammadans as also the special 'secondary' scholarships for Muhammadans created under the scheme sanctioned in Government Order, Financial Department, no. 3762, dated the 16th October 1915, and the institution in their place of an entirely new system of special scholarships for Muhammadans tenable for the whole period of the 'secondary' school course. When the scheme is in full force in the seventh year of its existence, there will be 49 Muhammadan scholarship-holders in each of the 7 Anglo-Vernacular standards, distributed over the several Government, aided and unaided but recognized 'secondary' schools in Sind or in other words, a total of 343 scholarship-holders in all. The *net* maximum charge on provincial revenues on account of these scholarships will amount to



Rs. 43,260 per annum as compared with the present sanctioned allotment of Rs. 21,680, which is made up as follows :—

|                                                                                                                                                                                                                               | Rs.                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| (i) Cost of 28 'high' school scholarships of the value of Rs. 5 per mensem each reserved for Muhammadans ...                                                                                                                  | 1,680              |
| (ii) Allotment for special 'secondary' scholarships for Muhammadans ( <i>vide</i> Government Order no. 2213, dated the 18th July 1914, and Government Order, Financial Department, no. 3762, dated the 16th October 1915) ... | 20,000             |
|                                                                                                                                                                                                                               | <hr/> 21,680 <hr/> |

The annual increase in the charge on provincial revenues on this account will, therefore, be Rs. (43,260 — 21,680 =) 21,580.

3. The abolition of the existing 'middle' and 'high' school scholarships reserved for Muhammadans will involve certain modifications in the rules regulating these scholarships published in Government Notifications nos. 2883 and 2884, dated the 1st October 1915. The Director of Public Instruction should accordingly be requested to submit in due course the necessary amendments to these rules for publication in the *Bombay Government Gazette*. The Director should also submit *at an early date* a draft notification containing rules regulating the grant of the scholarships to be given under the new scheme.

4. At present District Local Boards in Sind incur an annual expenditure of Rs. 3,780 on account of the existing 'middle' school scholarships reserved for Muhammadans. This expenditure is debited direct to the District Local Boards concerned. As it is not intended to relieve the Boards of this liability and as under the new scheme the scholarships will be paid direct by Government, the amount in question should, as indicated in paragraph 7 of the scheme, be credited in future to the receipt side of the provincial budget as a contribution from the District Local Boards towards the cost of the scheme, the *gross* expenditure on account of the scheme being provided on the expenditure side of the budget.

5. As regards colleges, the Commissioner in Sind, while suggesting an ultimate goal of 225 scholarships at Rs. 30 per mensem, recommends that for the present there should be (in addition to the 22 existing scholarships) 12 of these scholarships in each of the four years of the arts course, it being understood that a scholarship given to a student in the first year will be continued to him for the full period of four years of the course, subject only to good conduct and satisfactory progress. There will thus be  $12 \times 4$  or 48 additional scholarships in all, costing Rs.  $(30 \times 48 \times 12 =)$  17,280 per annum in the fourth year and thereafter. The Governor in Council readily accepts the Commissioner's recommendation and is pleased to sanction the additional charge on this account. The Director of Public Instruction should be requested to submit *at an early date* a draft notification containing rules for the grant of the scholarships in question. The Committee's recommendation regarding scholarships in professional colleges, which is less urgent, will be considered hereafter.

6. With reference to the first part of recommendation (iii), it will be seen from paragraphs 10 and 14 of Mr. Wright's "Note on the policy of aiding the indigenous Mosque schools in Sind" that it has been the policy of Government for several years past to raise the standard of instruction in Mulla schools with a view to their gradual elevation to the status of ordinary aided primary schools. In this connection it must also be observed that under the revised Mulla Code (1915), which came into force from 1st April 1916, Mullas have been permitted, subject to certain conditions, to teach an additional, *viz.*, a 'fifth' vernacular standard in their schools with the special sanction of the Deputy Educational Inspector, a grant of Rs. 6 per boy being allowed for such instruction.

As regards the latter part of the recommendation, the Committee have proposed that the grants-in-aid to Mulla schools, which are admissible only in

respect of pupils receiving secular education, should be enhanced by a round sum of Rs. 20,000 per annum equivalent to an increase of 75 per cent. The Commissioner in Sind, however, recommends that the grants to these schools should be immediately doubled at a cost of Rs. 28,394 per annum approximately. The present rates of grant, which are laid down in the Mulla Code, are as follows :—

|              | Rs.        |
|--------------|------------|
| Standard I   | 2 per boy. |
| Standard II  | 3 "        |
| Standard III | 4 "        |
| Standard IV  | 5 "        |
| Standard V*  | 6 "        |

\*(To be allowed to be opened in special cases only).

The total grant calculated at the above rates is, however, subject to the maximum limit of Rs. 138 per annum per school laid down in rule 29, Chapter III (indigenous schools), of the Grant-in-aid Code. After full deliberation Government are pleased to approve the Commissioner's recommendation on the understanding that the Mullas will make every effort to improve further the standard of secular instruction imparted in their schools and that grants at the revised rates will not be passed by the inspecting officer concerned unless the progress made is satisfactory. The necessary amendments in the Mulla Code should be carried out by the Educational Inspector in Sind. As regards the maximum limit laid down in the Grant-in-aid Code, Government are of opinion that the simplest and most direct method of carrying out the object in view is to remove this limit and to substitute in its place such other safeguards as may be considered necessary. The Director of Public Instruction should accordingly be requested to consider this question and to submit the requisite draft amendment to rule 29 of the Grant-in-aid Code.

7. The total maximum cost per annum of the proposals sanctioned in paragraphs 2, 5 and 6 above amounts to Rs.  $(21,580 + 17,280 + 28,394 =)$  67,254. This charge should be debited against the recurring grant of Rs. 1,00,000 for Muhammadan education in Sind sanctioned with effect from the current year. The balance of Rs. 32,746 from the grant in question should be utilized for such of the other purposes recommended by the Committee as are approved hereafter by Government, the distribution of the amount being at the discretion of the Director of Public Instruction. A list of the objects on which it is proposed to spend the amount should, however, be submitted to Government for information.

8. From paragraph 6 of the appended scheme it will be seen that the maximum expenditure on its account will not be incurred till the seventh year of its introduction, and there will therefore be considerable savings in the intervening years in the allotment of Rs. 43,260 sanctioned for this purpose. Government desire that these savings should be utilized partly in giving special scholarships in 'secondary' schools to poorly circumstanced boys not benefiting by the scheme itself and partly in making non-recurring grants towards such items of the Committee's recommendations as are approved hereafter by Government and cannot be otherwise provided for at present. This disposal of the savings should be made by the Director of Public Instruction at his discretion, but the actual allotment of the special scholarships should be in the hands of the Educational Inspector in Sind. The savings accruing in the first three years in the allotment of Rs. 17,280 for college scholarships should be similarly utilized.

9. The school and college scholarships sanctioned in paragraphs 2 and 5 above will be granted with effect from the next academic year 1918-19. There will, therefore, be no expenditure on their account in the current year. The current year's provision of Rs. 1,00,000 for Muhammadan education in Sind should accordingly be utilized as follows :—

(i) In doubling the grants-in-aid for Mulla schools (*vide* paragraph 6 above);

(ii) In increasing the value of the existing 'middle' and 'high' school scholarships reserved for Muhammadans from Rs. 5 to Rs. 10 and Rs. 12-8-0 per mensem, respectively, with effect from the 1st October 1917;



(iii) In making non-recurring grants towards such items of the Committee's recommendations as are approved hereafter by Government.

G. A. THOMAS,  
Secretary to Government.

G. O. no. 2261, E. D., dated the 17th September 1917.

To  
The Commissioner in Sind,  
The Director of Public Instruction,  
All Collectors in Sind, including the  
Deputy Commissioner, Upper Sind  
Frontier,

The Accountant General,  
The Financial Department.

No. of 1917.

Copy forwarded for information and guidance to

Accompaniment to Government Order, Educational Department, no. 2261,  
dated the 17th September 1917.

*Scheme of scholarships for Muhammadan boys in secondary schools in Sind.*

It is intended to abolish all the existing 'middle' and 'high' school scholarships reserved for Muhammadans as also the special 'secondary' scholarships for Muhammadans sanctioned in Government Order, Financial Department, no. 3762, dated the 16th October 1915, as soon as their present holders cease to hold them. In their place it is intended to substitute a single series of scholarships, tenable for 7 years (subject to satisfactory conduct and progress) beginning with the first and ending with the seventh Anglo-Vernacular standards. The number of these scholarships which may ultimately be sanctioned will depend upon the funds available, but it is intended, in the first instance, to create 49 new scholarships a year for a period of 7 years, which will give 343 scholarships when the scheme is in full force in the seventh year. Their value will be Rs. 10 per mensem in the first three standards and Rs. 12-8-0 per mensem in the last four standards. The scheme will begin to come into operation at the beginning of the first school term in the year 1918-19.

2. The existing 'middle' and 'high' school scholarships of the value of Rs. 5 per mensem reserved for Muhammadans will be raised to Rs. 10 per mensem in the first three standards and to Rs. 12-8-0 per mensem in the last four standards from the 1st October 1917.

3. As regards the present Rs. 5 'middle' school scholarships there will be 42 of these in existence at the beginning of 1918-19, namely, 21 in the second standard and 21 in the third standard. It is intended to continue these throughout the year (enhancing their value to Rs. 10 per mensem). In the following year there will be 21 of these scholarships in the third standard (i.e., the second standard scholars of 1918-19 will become the third standard scholars of 1919-20). Thereafter these scholarships will entirely disappear.

4. Similarly, as regards the Rs. 5 'high' school scholarships, which will be enhanced in value to Rs. 12-8-0 per mensem, there will be 7 of these in 1918-19, in each of the fifth, sixth, and seventh standards. In the following year there will be 7, in both the sixth and seventh standards. In 1920-21 there will be 7 in the seventh standard only. Thereafter they will disappear.

5. The exact number of the existing 102 "secondary" scholarships of Rs. 12-8-0 per mensem in each standard is not known, so that it is impossible on present data to predict how many will cease to exist each year until they also are finally eliminated. But assuming, for the sake of rough calculation, that they are evenly distributed over the 7 standards, about 15 would disappear each year.

6. The main object of the scheme is to continue the new scholarships throughout the scholastic career of the scholars, and for this reason it is intended ultimately to provide an equal number of scholarships in each standard. Until the scheme is brought into full

operation, however, there will be more scholarships in the lower standards than in the higher, as the total number is being increased and they are all commencing in the first standard. It is not intended to bring the number of scholarships in the higher standards up to that in those in which the scholarships under the scheme have been introduced whilst the scheme is in progress of completion. It is, however, desirable to make provision every year for as many scholarships in each standard as there were in the standard immediately below it in the previous year. At present there are 21 annual Rs. 5 'middle' school scholarships as against only 7 annual Rs. 5 'high' school scholarships, so that, assuming the 102 "secondary" scholarships to be evenly distributed over all the standards, there is a reduction in the number of scholarships available after completion of the third standard. In order to rectify this defect and to ensure a seven years' tenure of scholarship to each deserving boy, it is intended to increase the number of scholarships in the upper standards, until the new scheme embraces them, in the manner indicated above. The following figures explain what is meant. They give the assumed number of scholarships existing at present in each standard (assigning 15 of the "secondary" scholarships to each of the first six standards and 12 to the highest standard):—

| 1st St. | 2nd St. | 3rd St. | 4th St. | 5th St. | 6th St. | 7th St. | Total. |
|---------|---------|---------|---------|---------|---------|---------|--------|
| 36      | 36      | 36      | 22      | 22      | 22      | 19      | = 193  |

It will be seen from these figures that more than a third of the third standard scholars must cease to hold scholarships when they pass into the fourth standard. It is intended therefore during the first few years of the scheme to increase the number of scholarships in the upper standards, so as to prevent deserving boys from losing their scholarships. The figures in 1918-19 would accordingly be as follows:—

| 1st St. | 2nd St. | 3rd St. | 4th St. | 5th St. | 6th St. | 7th St. | Total. |
|---------|---------|---------|---------|---------|---------|---------|--------|
| 49      | 36      | 36      | 36      | 22      | 22      | 19      | = 220  |

That is to say, besides the grant of an increased number of new scholarships in the first standard, 14 additional scholarships will be allotted to the fourth standard so as to provide scholarships (if necessary) for all the scholars coming up from the third standard. Similarly the figures for the following years will be as under:—

|         | 1st St. | 2nd St. | 3rd St. | 4th St. | 5th St. | 6th St. | 7th St. | Total. |
|---------|---------|---------|---------|---------|---------|---------|---------|--------|
| 1919-20 | 49      | 49      | 36      | 36      | 36      | 22      | 19      | = 247  |
| 1920-21 | 49      | 49      | 49      | 36      | 36      | 36      | 22      | = 277  |
| 1921-22 | 49      | 49      | 49      | 49      | 36      | 36      | 36      | = 304  |
| 1922-23 | 49      | 49      | 49      | 49      | 49      | 36      | 36      | = 317  |
| 1923-24 | 49      | 49      | 49      | 49      | 49      | 49      | 36      | = 336  |
| 1924-25 | 49      | 49      | 49      | 49      | 49      | 49      | 49      | = 343  |

The cost each year on this basis would be as follows:—

|                                      | Rs.    |
|--------------------------------------|--------|
| Current year (i) (existing rates)    | 16,680 |
| (ii) (enhanced rates for six months) | 19,830 |
| 1918-19                              | 25,590 |
| 1919-20                              | 29,250 |
| 1920-21                              | 33,360 |
| 1921-22                              | 37,410 |
| 1922-23                              | 39,360 |
| 1923-24                              | 41,310 |
| 1924-25                              | 43,260 |

7. It should be explained that the above figures are the cost to Government after deducting a sum of Rs. 3,780 per annum, which is the expenditure incurred from local funds on account of the existing 'middle' school scholarships reserved for Muhammadans and which will in future be paid in the form of a contribution to provincial revenues towards the cost of the above scheme. The figures are not exact, as it is not known how many of the 'secondary' scholarships are held in each standard nor how many of these will cease each year, but the figures are near enough to give an approximate idea of the cost of the scheme from year to year. It will be seen that the ultimate annual cost will exceed the present sanctioned allotment by Rs. 21,580.

8. As regards the distribution of the scholarships, it is thought that if a rigid equality of distribution by districts is insisted upon, instances would occur of a poor district getting less assistance than it required and a backward district getting more scholarships than it could dispose of. It is therefore intended that while the general basis of distribution should be that of an equal number of scholarships for each district, the Educational Inspector in Sind should have full discretion to vary it according to circumstances.



Confidential.

*Education of Muhammadans.*

Orders of Government on the report of the committee appointed to submit recommendations for the promotion of education among the Muhammadan community in the presidency proper.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution no. 1143.

Bombay Castle, 30th April 1917.

Letter from the Director of Public Instruction no. 7488,\* dated the 31st August 1914.

INTRODUCTORY.

RESOLUTION.—In their letter no. 585-595, dated the 3rd April 1913, the Government of India drew the attention of the local Governments to the subject of Muhammadan education and observed that, although the increase in the number of Muhammadans at school had been remarkable during recent years, more especially in the sphere of primary education, in which the community now held its own, yet in the matter of higher education, their numbers were still far below their proportion to the population. The Government of India further intimated that they were anxious that all reasonable facilities should be provided for the education of this backward community. They took the opportunity to indicate the directions in which inquiry and special action would, in their opinion, be useful, and in commending to the careful consideration of local Governments the whole question of Muhammadan education suggested that local committees should be appointed to consider and submit recommendations.

2. The Bombay Government, who were in complete agreement with the Government of India in this proposal, appointed the following Committee to consider and report what special measures should be taken for the promotion among the Muhammadan community of the presidency proper of the different branches and grades of education referred to by the Government of India, viz., primary education, secondary and collegiate education and the education of girls:—

*Chairman.*

The Director of Public Instruction.

*Members.*

Mr. F. B. P. Lory, Educational Inspector, S. D.

Khan Saheb Ibrahimkhan Ismailkhan Pathan, Special Muhammadan Deputy Educational Inspector for the Southern Division.

The Hon'ble Moulvie Rafiuddin Ahmad.

The Hon'ble Sardar Saiyid Ali El Edroos.

The Hon'ble Sir Fazalbhooy Currimbhoy Ebrahim, Kt.

The Hon'ble Mr. Fazalbhooy M. Chinoy.

Khan Bahadur Saiyid Shams-ud-din Saiyid Mian Kadri, I.S.O., Oriental Translator to Government.

Mr. Ibrahim Muhammad Sayani, retired Head Master, Surat High School.

It was decided that the case of Sind should be considered separately.

3. During the course of the deliberations of the Committee two of its members, viz., Khan Saheb Ibrahimkhan Ismailkhan Pathan and Mr. Ibrahim Muham-

\* Copy with copy of accompaniments appended to this Resolution.



mad Sayani, died. Another member, Mr. Lory, proceeded on leave out of India. The report of the Committee, which was received by Government in the beginning of September 1914, is accordingly signed by the remaining six members, four non-official and two official, the latter, viz., Khan Bahadur Saiyid Shams-ud-din Kadri and the late Mr. W. H. Sharp, signing subject to their minutes of dissent. A minute of Mr. Lory, dated the 17th April 1914, dissenting from certain recommendations contained in the draft report is also attached to the final report. The Director of Public Instruction has, for the reason given in his covering letter, forwarded separately a rough estimate of the cost of the proposals made by the Committee. The Presidency Moslem League, the Provincial Muhammadan Educational Conference Committee and the Anjuman-i-Islam of Bombay were invited by the Committee to communicate their views or suggestions.

4. The report has been under the consideration of Government since its receipt. After prolonged deliberation His Excellency the Governor in Council has formulated his conclusions on the important questions of policy which the report raises in connection with the subject of Muhammadan education in this presidency. He is pleased to issue the following orders on the several specific recommendations contained in the report.

#### PRIMARY EDUCATION.

The language question : Urdu *versus* the local vernacular (paragraphs 6 and 7 of the report).

6. *The Committee is in favour of the experiment already initiated by Government of having all teaching in Urdu schools given through the medium of Urdu, the vernacular of the district being also taught to those who wish to study it. The Committee thinks that this should apply to the whole presidency, the different Urdu standards being started simultaneously.*

7. *The Committee is advised that adequate text-books in Urdu exist, and that all the subjects can be taught through this medium at once, except the geography of the province, for which special translations may be required.*

5. These paragraphs raise the most important question of policy connected with the education of the Muhammadan community in this presidency. In their letter of the 3rd April 1913 the Government of India observe that one of the chief obstacles in the way of Muhammadan education in the primary grade is the language difficulty; that Urdu is regarded as a *lingua franca* among the community, and some knowledge of Arabic and Persian is often required; and that when one or more of these languages has to be studied in addition to a Prakritie vernacular, the Muhammadan pupil is handicapped. They remark that it has to be recognized at the same time that there are considerable tracts in which the Muhammadans have entirely dropped the use of Urdu. They are, therefore, of opinion that it is impossible to lay down a single line of policy for every province or even part of a province, and recommend for the consideration of local Governments the suggestion that *facilities for the teaching of Urdu should be provided where that language is still a vernacular for practical purposes.*

6. The policy followed in this presidency until a few years ago in the matter of the language question has been explained in the pamphlet published by Government in February 1914, entitled "The Problem of Urdu Teaching in the Bombay Presidency." It may be observed that in 1885 and for a long time since the Bombay Government as well as the leaders of the Muhammadan community in this presidency were of opinion that, having regard to the fact that with the majority education would be popular in proportion to its utility, its progress among the Muhammadan community could be best secured only by imparting to Muhammadan children a thorough knowledge of the vernacular language of the mass of the people among whom they lived and with whom they had to compete, not only in the necessary qualifications for Government service, but also in trade and other walks of life. Accordingly it was agreed that in the case of the large majority of Muhammadans, more especially in rural areas, Urdu was more an ornamental than a useful language, and that the attempt to introduce it as the ordinary language for Muhammadans in primary schools would defeat the object which Government, no less than the leaders of the community, had in view. On the other hand, it was recognized that in places like the City of Bombay, where

the Muhammadans formed a large community and there was a considerable number of children who were in the habit of speaking Hindustani at home, the different circumstances required special treatment. At the same time stress was laid on the points that, where primary education had been given in Urdu, the boy encountered great difficulties in the higher vernacular institutions, inasmuch as the more the time spent on Urdu, the less would be given to the local vernacular, and that these difficulties were aggravated at the secondary stage of education. Having regard to these considerations, the standards which were prescribed for Urdu primary schools until recently provided for the teaching of Urdu *as a second language only*, the medium of instruction in those schools for other subjects being the local vernacular, as in ordinary primary schools.

7. About the year 1908, however, some of the leaders of the Muhammadan community set on foot an agitation for the encouragement of Urdu by making that language the medium of instruction in Urdu schools, the local vernacular being relegated to the position of a second language, and by the establishment of an Urdu training college. The Government of Sir George Clarke (now Lord Sydenham) were not at first inclined to accept these proposals, as they considered that they would do more harm than good to the members of the Muhammadan community, who already found it hard to hold their own with the Hindus in the struggle for existence, and who, if they made themselves unfit for the competition by abandoning the local vernaculars, would only fall still further behind. Ultimately, in consequence of continued agitation on the question and a resolution in the Legislative Council recommending the establishment of an Urdu training college moved by the Hon'ble Moulvie Rafiuddin Ahmad, the following steps were promised to be taken as an experimental measure for a period of two years, namely:—

(1) That a set of papers entirely in Urdu would be issued at the Vernacular Final Examination to those candidates who wished to take them; and

(2) that a special class for training Urdu teachers would be opened in the Ahmedabad Training College for Men.

The above measures predicated the acceptance of Urdu as the medium of instruction in the primary schools for Muhammadans. Accordingly instructions were issued for the preparation of revised standards for these schools in which Urdu would be the medium of instruction, the local vernacular being treated as an optional second language. These standards were ultimately approved by Government in their Resolution no. 3832, dated the 23rd December 1913, and were published in Government Notification no. 3833 of the same date. It was also decided that the Vernacular Final Examination in Urdu should be held from the year 1913 and that the Urdu training class at Ahmedabad should be opened in January 1914.

8. As indicated in the pamphlet referred to in paragraph 6 above, the two experimental measures mentioned in the preceding paragraph were adopted with a view to testing the genuineness and extent of the Muhammadan demand for education through the medium of Urdu, and the attitude of Government was defined as being one of suspended judgment until the results of those measures could be ascertained. The experimental period of two years expired over a year ago, but pending the definite settlement of the future educational policy of Government as regards the language question, both the experimental measures have been continued. Government have now considered the results obtained from these measures and have come to the conclusion that they are far from encouraging. Not only does there appear to be no indication of the genuine and spontaneous demand for Urdu education among the Muhammadan community of which Government were assured by those who claimed to represent Muhammadan opinion in the matter, but, on the other hand, from the reports of officers who have personally sounded local Muhammadan opinion as well as from the representations made to Government it appears that the community is by no means unanimously in favour of the Urdu standards, and that there are many parts of the presidency where there is actually a strong feeling against their adoption. The Anjuman-i-Islam, Kolaba, for example, in their address to His Excellency the Governor on the occasion of his visit to Alibag in November 1915 made the following remarks:—

"We feel that the present curriculum of studies in our Urdu schools is not fully in accord with our requirements. Our mother tongue is Marathi,



though our medium of religious instruction is Urdu. Our social functions are performed mostly in Urdu, but all our other transactions—official and private—are carried out in Marathi. We would therefore lay stress on the fact that the principal educational need of the Muhammadans in the Konkan lies in a strong Marathi education supported by a sufficient acquaintance with Urdu literature.

"We are aware that the scheme for Muhammadan Secondary Education on the lines of public schools in England is under consideration. In view, however, of the needs of the Konkan, we request Your Excellency to desire the responsible Committee to provide facilities in the shape of Marathi instruction to Muhammadan students whose mother tongue is Marathi."

The Governor in Council concurs in the opinion of the Government of India that facilities should be provided for the teaching of Urdu *where Urdu is still a vernacular for practical purposes*, but as indicated in the dissenting minutes of the late Mr. W. H. Sharp and Mr. Lory, appended to the Committee's report, there are not, except perhaps in Bombay City, sufficiently reliable data for holding that for practical purposes Urdu is the mother tongue of the majority of the Muhammadan community in any division of the presidency. It must also be remembered that the difficulties which would be created by having Urdu as the sole medium in the primary schools for Muhammadans would be most acutely felt by the very people for whom these schools are largely intended, viz., the masses of the Muhammadan community living in the agricultural districts, and others of the same community who are likely to seek in after life positions in the subordinate service under Government or to engage in mercantile and other avocations in the districts: in the case of these persons the vernacular of the district would necessarily be neglected, if Urdu were made the only medium of instruction in all subjects, with the inevitable and universally admitted consequence that the members of that community living in the mofussil would be placed at far greater disadvantages than now, not only so far as their own prospects in life were concerned, but also with regard to their usefulness as citizens. For these reasons His Excellency the Governor in Council has come to the conclusion that the local vernacular should be restored to its old position as the medium of instruction in the primary schools for Muhammadans, except in those cases where there is unimpeachable evidence to show that the children attending the school habitually speak Urdu at home and cannot understand the local vernacular sufficiently well to be taught in and through that medium. At the same time Government are anxious that even in the majority of the primary schools for Muhammadans provision should, so far as may be practicable, be made for imparting an elementary knowledge of the Urdu language to those boys whose parents desire them to have a knowledge of that language for their religious, as distinguished from secular, needs. Urdu should, therefore, be included as an *optional* second language in the curriculum of studies for the primary schools for Muhammadans, and local bodies will be expected to make the necessary arrangements for teaching that language in these schools whenever there is a sufficient number of boys whose parents desire them to learn it.

9. The decision of Government regarding the language question contained in the preceding paragraph involves the preparation of a new set of standards which will be required for use in the vast majority of primary schools for Muhammadan children. The Director of Public Instruction should accordingly be requested to submit, for the approval of Government, draft standards for these schools as early as possible. The Urdu standards for boys and girls published in Government Notification no. 3833, dated the 23rd December 1913, should in future be restricted to those few schools where Urdu is unavoidably made the medium of instruction as indicated above, and in the case of every such school the previous sanction of the Director of Public Instruction should be obtained before these standards are continued. Similar sanction will be necessary in the case of a new school to be opened hereafter adopting these Urdu standards. The rules for the Vernacular Final Examination and for the Middle School Scholarships will also require slight alterations as a result of the above orders. The necessary draft amendments to these rules should accordingly be submitted by the Director of Public Instruction for the approval of Government.

#### OTHER RECOMMENDATIONS IN CONNECTION WITH PRIMARY EDUCATION.

Paragraph 8 of the report.—The Committee recommends that when a candidate at the Vernacular Final Examination offers the local vernacular as an optional subject and passes in it, his certificate should show this. The Committee is further of opinion that during the transitional period (i.e., until the new Urdu course has established itself) Muhammadan candidates should be allowed to offer Urdu as an optional at the examination, as in the past.

10. In view of the decision of Government on the language question, the recommendation made in the first portion of the paragraph will apply only to the pupils of those few schools in which Urdu is unavoidably made the medium of instruction. The Director of Public Instruction should accordingly be requested to report whether any, and if so what, action would be necessary to give effect to the recommendation in the case of these pupils. The latter portion of the paragraph does not now call for any orders from Government.

Paragraphs 13, 14, 18 and 19 of the report.—13. The Committee is of opinion that a training college should be established for Urdu teachers, and located preferably in the Central Division. At the same time qualified Muhammadans should not be excluded from holding posts in the existing vernacular training colleges. The Committee is of opinion that any Urdu training college, or any special Urdu training class such as the one recently opened experimentally at Ahmedabad, should be open to candidates from any part of the presidency.

14. The Committee considers it desirable that the Corporation of Bombay should maintain a normal class for the training of Urdu teachers according to the special requirements of that city.

18. With respect to the inspecting agency, the Committee is of opinion that it might be advantageous to have a special inspector of Urdu schools for the presidency, with a special deputy for each division and also one for Bombay City; and that this inspector might for the present preferably be a European. This provision, however, should not be regarded as interfering in any way with the selection of suitable Muhammadans for appointment in the ordinary course as deputies or assistant deputies of districts.

19. Even without the inspector the Committee is of opinion that there might be a special Muhammadan deputy for the Northern Division, as there is already for the Central and Southern Divisions, respectively, on the understanding that the special officer will advise the Educational Inspector of the Division as to the education of Muhammadans in general, and not only as to Urdu schools. The Committee is further of opinion that the Urdu Assistant Deputy in Bombay should be raised to the status of a deputy, because he originally was a deputy, and because his department is now as large as the Gujarati one which has a deputy.

11. The Director of Public Instruction should be asked to report how far he thinks it necessary to give effect to the proposals made in these paragraphs, after considering the orders of Government contained in this Resolution.

Paragraph 5 of the report.—The Committee is of opinion that more liberal encouragement should be given to makhtabs to adopt a secular course, and that the co-operation of local Muhammadan committees or associations should be invited. The example of the Mulla Code of Sind (a copy of which is attached for ready reference) may be followed.

12. The recommendation is approved on the understanding that it will be brought into force when the financial situation improves.

Paragraph 9 of the report.—The Committee is advised that for semi-secular makhtabs the Himayat-i-Islam text-book series of Lahore is better suited than the Punjab series.

13. The recommendation is accepted.

Paragraph 10 of the report.—The Committee recommends that the Muhammadan members of the vernacular text-book committees, and the Muhammadan deputy educational inspectors, in consultation with the Hon'ble Moulvie Rafiuddin Ahmad, should scrutinize the vernacular readers with a view to suggesting any lessons of particular



interest to Muhammadans which might be included in them; an equal amount of matter being pointed out at the same time to be omitted from them, as the length of each book cannot be increased.

14. In view of the decision of Government on the language question, the vernaculars will be restored to the important position which they occupied in the curriculum of the primary schools for Muhammadans. Government have therefore no objection to the Director of Public Instruction considering any suggestions for the revision of the Vernacular Readers that may be made by the Muhammadan members of the Vernacular Text Book Committees and the Muhammadan Deputy Educational Inspectors. They however think it necessary that such revision should be carried out judiciously and with restraint.

Paragraph 11 of the report.—The Committee has considered the two proposals referred to it by Government Resolution no. 1974 (Educational Department), dated the 9th July 1913. The first proposal was that, owing to the dearth of qualified Muhammadan teachers in the Urdu schools of the Kolaba and Ratnagiri Districts, the profession should be made more attractive by giving a special allowance of Rs. 5 to all qualified Muhammadan teachers, whether trained or untrained, coming from other districts, and also to local teachers (if qualified) in receipt of less than Rs. 20. The Committee begs to endorse this proposal, and recommends that it be extended to all districts where there is any difficulty in obtaining an adequate supply of Muhammadan teachers.

15. This recommendation is accepted on the understanding that effect will be given to it when funds are available.

Paragraph 12 of the report.—The second proposal was that the local supply of qualified Muhammadan teachers in Kolaba and Ratnagiri should be increased by opening a central school in each district, with stipends attached to it, for the purpose of specially preparing promising students for the Vernacular Final Examination. The Committee begs to endorse this proposal also, and recommends that similar arrangements should be made in other parts of the presidency also, as has already been done in the Broach District.

16. The decision of Government on the main question makes it unlikely that central schools will be required in each district, but Government are prepared to make adequate arrangements, when funds are available, for satisfying the demand for locally qualified Muhammadan teachers, wherever they are needed.

Paragraph 15 of the report.—The Committee recommends that liberal stipends should be allowed to Muhammadans as an encouragement to come forward to be trained.

17. This recommendation is based on a misunderstanding of the object of giving stipends to students in the training colleges. Such stipends are given not to attract students, but in order to enable them to be independent during their period of training. Their amount should therefore be regulated by the sole consideration of the cost of living. There can be no question, therefore, of increasing the stipends of Muhammadan students only, unless the cost of living in their case is materially higher than in the case of students of other denominations. This, however, is not established. In the circumstances stipends at special rates cannot be allowed to Muhammadans. There is, however, evidence to show that stipends in training colleges are, generally speaking, hardly adequate, but Government regret that the question of raising their value cannot be considered until the financial situation has improved.

Paragraphs 16 and 17 of the report.—16. The Committee is of opinion that in making admissions to the training colleges Muhammadans should be allowed a representation proportionate to their percentage of the total population of the area served by the particular colleges, and that all Muhammadans who pass the Vernacular Final Examination should be eligible for admission without undergoing any further test.

17. It is understood that already there are always Muhammadan representatives on the examining boards of the various training colleges. The Committee is of opinion that one-fourth of the examiners should always be Muhammadans; and that members of the college staff other than the Principal should be excluded from the examining board, whether for admission or for certificates.

18. As observed by the Director of Public Instruction in his dissenting minute, every reasonable concession is made to Muhammadan candidates as a

backward class to facilitate their admission to the training colleges, and only those are rejected who are obviously incapable of keeping up with the work. The proposals made in paragraph 16 of the Committee's report would tend to lower the present standards of the training colleges and are therefore objectionable. Government are also unable to accept the proposal in paragraph 17 of the report for the reasons given by Mr. Sharp in his dissenting minute thereon.

Paragraph 20 of the report.—The Committee recommends that Muhammadan orphans attending primary or secondary schools should be aided with special grants (say, of Rs. 6 per mensem), just as orphans of the domiciled community are.

19. The Governor in Council is unable to accept this recommendation.

Paragraph 21 of the report.—It has been suggested that the number of Muhammadan boys proceeding from primary to secondary schools might be greatly increased if provision were made for attaching a qualified teacher of English to the 5th, 6th and 7th standards of full Urdu schools.

20. The question whether English can be taught in selected higher vernacular schools including Urdu schools is separately under the consideration of Government.

#### SECONDARY AND COLLEGIATE EDUCATION.

Paragraphs 22 and 23 of the report.—22. Those who have received their primary education through the medium of Urdu will naturally be at a disadvantage on joining a secondary school in which the lower classes and the subsidiary subjects are taught through the medium of the local vernacular. The Committee therefore recommends that facilities should be given for the creation of at least one Anglo-Urdu middle school in each district and at least one Anglo-Urdu full secondary school (with a hostel) in each division.

23. The Committee is of opinion that as a beginning the Poona Camp Government school should be raised to the status of an Anglo-Urdu high school, the Gujarati side being also continued if necessary, but the two sides being kept distinct, as the Marathi and Gujarati sides are in the Elphinstone high and middle schools.

21. In view of the decision of Government on the language question, the reason for establishing a number of separate Anglo-Urdu secondary (middle as well as high) schools for Muhammadan pupils disappears, and as at present advised His Excellency in Council considers that, generally speaking, it would probably suffice for the near future if Urdu teachers are appointed in all Government high and middle schools where the number of Muhammadan boys requiring assistance through the medium of that language or instruction in it justifies the demand. On the other hand, it is likely that there will be a certain number of Muhammadan pupils who may desire to undergo a course of secondary education, but who have studied in and through Urdu only and may therefore be unable to follow the instruction in the lower Anglo-Vernacular standards, where the vernacular is, or ought to be, freely called to assistance for explanation. In these circumstances the Governor in Council would be glad to receive a report from the Director of Public Instruction whether any action is necessary at present with regard to the recommendations quoted above.

Paragraph 24 of the report.—As complaints are sometimes received that Muhammadans find it difficult to gain admission to Government secondary schools, the Committee recommends that the experiment be tried of reserving places for Muhammadans at the beginning of each term in accordance with their proportion of the total population of the district, the date of commencement being duly notified in the local press, and all vacancies remaining being filled up after the lapse of a fortnight.

22. Government concur in the opinions expressed by Messrs. Sharp and Lory that this proposal is impracticable.

Paragraph 25 of the report.—In Government secondary schools free-studentships may be awarded up to a limit of ten per cent. of the sanctioned maximum strength of the school, one-half being awarded to advanced communities and one-half being reserved for Muhammadans and other backward communities. The Committee would like to see the percentage reserved for Muhammadans alone raised to five.

23. In pursuance of a resolution carried at a meeting of the Legislative Council held in March 1916, the percentage of free-studentships awarded in Government secondary schools has been raised from 10 to 15. It has also been decided



that these free-studentships should continue to be divided equally between poor students belonging to the advanced classes and those belonging to the backward classes. The percentage of exemptions reserved for the latter classes will therefore be increased from 5 to 7½, and the Muhammadans, as a backward class, will participate in the benefits derived from this increase. In the circumstances Government consider that no further action is necessary with regard to this recommendation.

*Paragraph 26 of the report.—In view of the expected extension of secondary education among Muhammadans, the Committee recommends—*

*that the number of middle school scholarships reserved for Muhammadans be doubled, and the number of high school scholarships quadrupled ;*

*that two scholarships of Rs. 20 per mensem, tenable at an Arts college for four years, be awarded for each division on the results of the matriculation to poor and deserving Muhammadan candidates ; and*

*that at least three scholarships (one for each division) be reserved for Muhammadans each year at each of the professional colleges except for law (engineering, commerce, agricultural, and medical).*

24. At present in each district of the presidency proper six scholarships of the value of Rs. 3 per mensem each are awarded in middle schools, the cost being met from District Local Funds. Of these the first two are open to general competition, the remaining four being reserved for candidates who belong to classes which are backward in English education. These latter scholarships are equally divided between Muhammadans and the non-Muhammadan backward classes. Thus in each district there are at present two middle school scholarships entirely reserved for Muhammadans. Similarly, in the case of high and special schools Government have sanctioned from provincial revenues three scholarships of the value of Rs. 5 per mensem for each district of the presidency proper, of which one is entirely reserved for Muhammadans. The recommendation of the Committee is that the number of middle school scholarships reserved for Muhammadans in each district should be raised from two to four and that the number of high school scholarships similarly reserved should be raised from one to four. The Governor in Council is of opinion that a liberal system of scholarships especially for secondary education would do more for the Muhammadans in the present state of education among them than most of the other things which they ask for. He accordingly readily accepts the Committee's recommendation. The additional cost involved will be as follows :—

|                                                                                                                                                          | Per annum.<br>Rs. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| (1) Cost of two additional middle school scholarships of Rs. 3 per mensem for each of the 19 districts of the presidency proper tenable for three years. | 4,104             |
| (2) Cost of three additional high school scholarships of Rs. 5 per mensem for each of the 19 districts of the presidency proper tenable for four years.  | 13,680            |
| Total ..                                                                                                                                                 | 17,784            |

As indicated above, the cost of the existing middle school scholarships is borne by the several District Local Funds concerned. Government, however, understand that these funds will be unable to bear the cost of the additional middle school scholarships now proposed to be sanctioned. They are therefore pleased to direct that, as a special case, the charge should be met from provincial revenues. A sum of Rs. 18,000 for the grant of scholarships to Muhammadan students in secondary schools in the presidency proper has accordingly been entered\* in the provincial budget estimates for 1917-18.

25. Until recently the number of middle and high school scholarships sanctioned for Bombay City (including Aden) was only 4 and 2, respectively, and two of the four middle school scholarships and one of the two high school scholarships

\* Vide Government Resolution, Financial Department, no. 3809, dated the 23rd December 1916.

were reserved for the backward classes including Muhammadans. Thus none of the scholarships sanctioned for Bombay City were exclusively reserved for Muhammadans. In the revised rules for these scholarships promulgated in Government Notifications nos. 2883 and 2884, dated the 1st October 1915, Government have already increased the number of scholarships for Bombay City from 4 to 6 in the case of the middle school scholarships and from 2 to 3 in the case of the high school scholarships, and 2 middle school scholarships and 1 high school scholarship have accordingly been reserved exclusively for Muhammadans. In these circumstances Government do not consider that any further action is called for with regard to Bombay City.

26. The Governor in Council is pleased to approve the Committee's recommendation regarding the establishment of a certain number of special scholarships which will be exclusively reserved for Muhammadans and which will be tenable at any of the Arts colleges in the presidency proper, whether Government or aided. Effect cannot, however, be given to this decision till the financial situation improves. Government are not convinced of the necessity for the proposed special scholarships for Muhammadans in the professional colleges.

*Paragraph 27 of the report.—The Committee recommends that in each Government secondary school there should be a regular Urdu teacher in addition to the Persian teacher. The latter's time is generally taken up with his Persian work ; or at any rate he is not able to do justice to the teaching of Urdu in addition.*

27. The recommendation is approved on the understanding that a start will be made with those schools that are most freely attended by Muhammadans.

*Paragraph 28 of the report.—The Committee recommends that Government should contribute liberally towards the building and maintenance of hostels for Muhammadans under private management, provided that they are efficiently conducted and equipped with religious teaching.*

28. Under the Grant-in-aid Code a building grant at the rate of one-fourth of the actual cost is made towards the erection of hostels, but no annual grant is admissible for their maintenance. Government see no reason why the Muhammadans should be assisted in the maintenance of their hostels, more especially as the Muhammadans of this presidency are not as a whole a poor community. The question of an increase in the proportion of the cost of private hostels which may be contributed by Government as a building grant will be considered when funds are available.

*Paragraph 29 of the report.—The Committee is of opinion that wherever it is possible, and where the interests of Muhammadans are concerned, a reasonable proportion of Muhammadans should form part of the committees or managing bodies of Government and aided institutions ; and that at least ten per cent. of the nominated members of the University Senate might be Muhammadans.*

29. The principle contained in the first portion of the paragraph is approved, but it is pointed out that there are at present no boards of managers for Government institutions, and that Government representatives on the boards of aided institutions are selected for their expert knowledge only. With regard to the second portion of the paragraph, it may be observed that, while the question of proportionate representation of communal interests is always considered in making nominations on the University Senate, His Excellency the Chancellor is not prepared to accept any rigid numerical rate in regard to any particular community.

*Paragraph 30 of the report.—The Committee recommends that, as has been done in Sind, special scholarships in Arts colleges should be established for Muhammadans willing to bind themselves to serve in the educational department for a term of years ; and that special initial pay should be given, when necessary, to encourage Muhammadans to join that department.*

30. Government are not prepared to accept either of the recommendations made in this paragraph.

*Paragraph 32 of the report.—Whereas University prizes and scholarships are awarded for excellence in Sanskrit, Hebrew, Avesta and Pahlavi, and other languages, there seems to be no corresponding encouragement for the study of Arabic. The Committee is therefore of opinion that a scholarship of Rs. 25 per mensem, tenable for*



four years, might be given annually at the matriculation to a Muhammadan candidate whose second language is Arabic, and who continues to study that language up to the B. A. degree.

31. The University prizes and scholarships referred to are paid from the income derived from private endowments and are not provided from public revenues. It is open to the Muhammadans to endow prizes and scholarships for proficiency in Arabic as has been done by Hindus and Parsis with regard to the study of Sanskrit and Avesta and Pahlavi, respectively. Government cannot therefore undertake to found an Arabic scholarship, although they would be pleased to see such a scholarship founded by private endowment.

*Paragraph 33 of the report.*—The Committee is of opinion that a certain number of free-studentships (say, two), not to be combined with any scholarship, should be reserved for Muhammadans in each of the Government colleges; and that at the College of Engineering a Muhammadan candidate, who is otherwise qualified for admission, should be given special consideration.

32. In accordance with the principle laid down at the Simla Educational Conference of 1901 and accepted by the Government of India, free-studentships should not be, and as a general rule are not, given in Government colleges. A departure from the settled policy of Government in this respect in favour of Muhammadans is sure to be followed by similar demands from other backward communities, which it would be impossible to refuse without creating an invidious distinction between Muhammadans and other communities. In these circumstances Government cannot accept the recommendation contained in the first portion of this paragraph of the report. With regard to the second portion of the paragraph, it is observed that the technical qualification for admission to the College of Engineering is the possession of the first-year certificate of an Arts College; but in practice the college staff expects a good deal more than this minimum qualification. Many of the candidates have a higher qualification, viz., the Intermediate or B. A. certificate, and the staff looks specially to evidence of good ability in mathematics, and to physique. The recommendation of the Committee presumably means that all the Muhammadan candidates who possess the first-year Arts certificate should be given preference. If this is so, the proposal cannot be accepted, as Government consider that the college staff is right in insisting strongly on the other qualifications also, and that the result of the acceptance of such a recommendation would be to lower the standard of graduates turned out from an important professional college of the presidency. It is, however, understood that the Principal of the college is always ready to admit a Muhammadan candidate if his record shows that he has a good chance of being able to go through the course successfully. The Governor in Council considers that this is a sufficient concession, and that it is not advisable to admit students of inferior calibre.

*Paragraph 34 of the report.*—The Committee recommends that the principals of colleges should be requested to reserve adequate accommodation for Muhammadans in their hostels; that in every hostel attached to a Government institution separate cooking and dining arrangements should be made for Muhammadans; and that in every such hostel facilities should be given to the Muhammadan inmates for the performance of their religious duties, e.g., by reserving a special room for the purpose.

33. The Governor in Council regrets that he is unable to accept the recommendation in the first portion of the paragraph in the form in which it stands. He is of opinion that it would be impracticable to reserve a certain number of places in college hostels exclusively for Muhammadan students, but that the claims of the latter should be specially considered in the allotment of rooms in such hostels. This concession would, of course, be subject to the condition that Muhammadan boys should apply for admission at the same time as other boys and not later. In this connection it has come to the knowledge of Government that amongst newcomers preference is usually given in the order of marks at the last examination passed. It is a question whether such a literary test, which may fairly be resorted to in the case of boys belonging to the communities advanced in education, should be strictly followed in the case of an admittedly backward class like Muhammadans, as it would practically result in the exclusion of Muhammadan

boys from the hostels in question. In these circumstances the Governor in Council directs that the literary test referred to need not be strictly adhered to in their case. The Director of Public Instruction should be requested to communicate this ruling to the principals of all Government colleges for their future guidance. It should also be brought to the notice of the principals of aided colleges for such action as they may consider necessary. The other two recommendations made in the paragraph, namely, the provision of separate cooking and dining arrangements and of facilities for the performance of religious duties, are accepted on the understanding that effect will be given to them in the existing institutions so far as may be possible.

*Paragraph 35 of the report.*—The Committee recommends that in schools and colleges the time-table should be so arranged on Fridays as to permit of Muhammadans attending the midday prayers.

34. The Governor in Council thinks that the proposal would give rise to inconvenience in an ordinary institution with a small number of Muhammadans and a large number of others, and that it would probably result in the school being opened only after the hour of Muhammadan prayers, thus losing the first part of the morning. He considers that all that can be done in the matter is that the Muhammadans should be given leave of absence for the purpose if they desire it.

*Paragraph 36 of the report.*—The Committee is of opinion that a special scholarship for continuing their studies in Europe should be reserved for Muhammadans, as is done for the domiciled community; and that there should be some special provision for the admission of suitable Muhammadans to the Forest Service through the college at Dehra Dun.

35. Government cannot accept these recommendations.

#### EDUCATION OF GIRLS.

*Paragraphs 37, 38 and 39 of the report.*—37. With reference to the education of girls, the Committee is of opinion that in the lower primary standards girls should be taught reading, writing, arithmetic, needlework, religion, and physical exercises, and that in ordinary circumstances "pardah" is not required. In the higher primary standards girls should be taught reading, writing, arithmetic, geography, history, needlework, religion, and physical exercises. Some knowledge of cookery also may be acquired at home and tested at school. Singing is not required.

38. The Committee is of opinion that, if the necessary teachers can be obtained, middle schools for girls with "pardah" arrangements may be started in large Muhammadan centres; and that religion and drawing should be included in the curriculum. To increase the supply of competent teachers it appears probable that a separate "pardah" normal school is required, which might develop later into one for each division.

39. The Committee recommends that liberal provision be made for prizes and scholarships for girls, and also for the supply of free books and writing materials.

36. The whole subject of female education, including the question of the curriculum for girls' schools raised in paragraph 37 of the report, is separately under the consideration of Government. The Director of Public Instruction should be requested to report whether any, and if so what, effect can be given to the suggestions made in paragraph 38. The recommendation made in paragraph 39 is approved on the understanding that effect will be given to it as opportunities offer and finances permit.

#### GENERAL.

*Paragraph 31 of the report.*—The Committee is of opinion that any remarks which a Muhammadan assistant deputy has to make concerning Muhammadan education should be transmitted to the educational inspector of the division by the deputy along with the latter's annual report.

37. The recommendation is accepted on the understanding that assistants who abuse the privilege and make reflections on the Deputy Inspectors who are their superiors will not be immune from the consequences of a breach of official discipline.



Paragraphs 40 and 41 of the report.—40. The Committee is of opinion that some of the present Persian teachers as well as approved candidates for such posts might with advantage be deputed to Lucknow or elsewhere in Upper India for a course of training.

41. The Committee is of opinion that grants should be given to encourage the production of literature in Urdu.

38. The recommendations made in these paragraphs are approved on the understanding that effect will be given to them as opportunities offer and funds are available.

Paragraph 42 of the report.—Finally, the Committee is of opinion that if a clear view of the progress of Urdu education is required, separate statistics should be given for Urdu schools in the annual tables prescribed by the Government of India.

39. In view of their decision on the language question, Government do not consider that any action is called for on this paragraph. The Director of Public Instruction has already been asked to carry out the orders of the Government of India with regard to the notice to be taken in his annual report of the progress of education among Muhammadans.

40. All the measures recommended in the Committee's report have been dealt with in the foregoing paragraphs. A list of such of them as entail extra expenditure and have been approved by Government is given in Appendix A to this Resolution, while Appendix B contains a list of the measures which have been referred to the Director of Public Instruction for further consideration and report. With regard to the relative degree of urgency of the several measures included in Appendix A, the Governor in Council is of opinion that the first requisite for the promotion of education among the Muhammadans is an adequate supply of competent teachers for primary schools for Muhammadan children. The teachers at present employed in these schools are among the least qualified in the presidency, and it is as necessary as ever that better men should be recruited and trained for them. In these circumstances the proposals relating to the recruitment and training of teachers (*vide* items nos. 2 and 3) should unquestionably occupy the foremost place in any programme of expenditure on Muhammadan education. The next requisite is a larger supply of pupils, especially in the secondary stage, which can probably only be secured by a liberal system of scholarships going even beyond the Committee's proposals (*vide* items nos. 4 (i) and 4 (ii) in Appendix A). The encouragement of *maktabs* (*vide* item 1 in Appendix A) should be taken up early, while the improvement of Persian teachers (item 7) and the entertainment of Urdu teachers (item 5) may be carried out as required. The Governor in Council further considers that the revision of the Vernacular Readers which does not involve any expenditure may be undertaken at once.

41. The relative order of urgency of the measures included in Appendix B will be settled on receipt of the further reports called for from the Director of Public Instruction, but the Governor in Council cannot refrain from observing that the question of the recruitment and training of female teachers is as important as that of male teachers, and the measures which have that end in view should have precedence over others.

42. In the concluding paragraph of their letter,\* the Government of India state that they will be glad to be informed in due course of the general conclusions which the local Governments have reached on this subject. They do not ask for particular schemes, but desire to be informed, in connexion with the allotment of any funds which may be available, what financial help is desired from imperial revenues. A copy of this Resolution should accordingly be forwarded to the Government of India with an intimation that a further communication will be made to them on the subject when the report called for from the Director of Public Instruction on the measures mentioned in Appendix B is received and considered by this Government. The Government of India should, in the meanwhile, be informed that in addition to the sum of Rs. 18,000 for scholarships in secondary schools already provided in the budget for 1917-18 and referred to in paragraph 24 of this Resolution, the Governor in Council is prepared to meet from provincial revenues the cost of the proposed post of Special Deputy Educational Inspector

\* Copy appended to Government Resolution no. 1788, dated the 23rd June 1913.

of Urdu schools in the Northern Division, if it is eventually decided to create this appointment, as the creation of the post would merely mark the completion of a measure already undertaken from this source without reference to any possible assistance from imperial revenues. With regard to the remaining portion of the programme, it should be observed that owing to the existing financial situation, little immediate improvement can be expected under those heads where reform involves increased expenditure on any but a restricted scale. It is also clear that even after the normal financial conditions are restored, no allotments can be made from provincial revenues to bring these measures into force in preference to more urgent demands either from the Educational Department itself or from other branches of the administration. In these circumstances if the measures were left to depend upon provincial resources alone, progress would necessarily be very slow. The Governor in Council, therefore, looks for assistance from the imperial Government to enable him to carry into effect the remaining measures of the programme. He fully realizes that in present circumstances it is not possible for that Government to supply any portion of the funds required, but trusts that when the situation is more favourable, the Government of India will see their way to allocate to this presidency a substantial share of any sums that may be made available for the promotion of education among the Muhammadan community.

G. A. THOMAS,  
Secretary to Government.

G. R. no. 1143; E. D., dated the 30th April 1917.

To

The Commissioner, N. D.,  
The Commissioner, C. D.,  
The Commissioner, S. D.,  
The Director of Public Instruction,  
All Collectors in the Presidency proper,  
The Private Secretary to His Excellency the Governor,  
The Accountant General,  
The Financial Department,  
The Revenue Department,  
The Government of India (by letter).

M Edel 57—4.

No. of 1917.

Copy forwarded for information and guidance to



14 15

Accompaniments to Government Resolution, Educational Department, no. 1143  
dated the 30th April 1917.

APPENDIX A.

List of the measures recommended by the Committee on Muhammadan Education for the presidency proper which entail extra expenditure and which have been approved by Government.

| Serial no. | Paragraph of report. | Description of measure recommended and approved.                                                                                                                | Estimated cost.          |            |
|------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------|
|            |                      |                                                                                                                                                                 | Non-recurring.           | Recurring. |
|            |                      |                                                                                                                                                                 | Rs.                      | Rs.        |
| 1          | 5                    | Grant of more liberal encouragement to <i>maktabs</i> adopting a secular course.                                                                                | ....                     | 5,000      |
| 2          | 11                   | Grant of special allowances to Urdu teachers.                                                                                                                   | ....                     | 30,370     |
| 3          | 12                   | Establishment of central Urdu schools.                                                                                                                          | 96,400                   | 48,000     |
| 4          | 26                   | (i) Grant of two additional middle school scholarships of Rs. 3 per mensem each, for each of the 19 districts of the presidency proper tenable for three years. | ....                     | 4,104      |
|            |                      | (ii) Grant of three additional high school scholarships of Rs. 5 per mensem each, for each of the 19 districts of the presidency proper tenable for four years. | ....                     | 13,680     |
|            |                      | (iii) Grant of two scholarships of Rs. 20 per mensem each, in each division of the presidency proper tenable at an Arts college for four years.                 | ....                     | 5,760      |
| 5          | 27                   | Entertainment of an Urdu teacher in each Government secondary school.                                                                                           | ....                     | 15,600     |
| 6          | 39                   | Prizes, scholarships, etc., for girls                                                                                                                           | ....                     | 6,000      |
| 7          | 40                   | Deputation of Persian teachers to Lucknow and other places in Upper India for a course of training.                                                             | 750<br>for each teacher. | ....       |
| 8          | 41                   | Grants for the encouragement of Urdu literature.                                                                                                                | ....                     | 1,000      |



APPENDIX B.

List of the measures recommended by the Committee on Muhammadan Education for the presidency proper which have been referred to the Director of Public Instruction for further consideration and report.

| Serial no. | Paragraph of report. | Description of measure.                                                                                                | Estimated cost.                                           |                         |
|------------|----------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------|
|            |                      |                                                                                                                        | Non-recurring.                                            | Recurring.              |
|            |                      |                                                                                                                        | Rs.                                                       | Rs.                     |
| 1          | 13                   | Establishment of a training college for Urdu teachers.                                                                 | 1,00,000                                                  | 15,000                  |
| 2          | 14                   | Establishment of a normal class for training Urdu teachers for Bombay City.                                            | The charge will fall on the Bombay Municipal Corporation. |                         |
| 3          | 18                   | Entertainment of a European Inspector of Urdu Schools.                                                                 | Not known.                                                | 14,000                  |
| 4          | 19                   | (i) Entertainment of a Special Deputy Educational Inspector for Urdu Schools in the Northern Division.                 | Not known.                                                | 5,000                   |
|            |                      | (ii) Raising the Urdu Assistant Deputy in Bombay City to the rank of a Deputy Educational Inspector.                   | .....                                                     | 900                     |
| 5          | 22                   | (i) Establishment of an Anglo-Urdu middle school in each district of the presidency proper.                            | 50,000<br>(per each school)                               | 6,000                   |
|            |                      | (ii) Establishment of two Anglo-Urdu High Schools (with hostels) in the Southern and Northern Divisions, respectively. | 3,00,000                                                  | 32,000                  |
| 6          | 23                   | Conversion of the Poona Camp School into an Anglo-Urdu High School.                                                    | 1,50,000                                                  | 4,000 to 5,000          |
| 7          | 38                   | (i) Establishment of middle schools for girls with "pardah" arrangements in large Muhammadan centres.                  | Not known.                                                | 8,000<br>(per school).  |
|            |                      | (ii) Establishment of separate "pardah" normal schools in order to increase the supply of competent women teachers.    | Not known.                                                | 10,000<br>(per school). |

No. 7488, dated the 31st August 1914.

From—The Hon'ble Mr. W. H. Sharp, M.A., Director of Public Instruction;  
To—The Secretary to Government, Educational Department.

I have the honour to submit the report of the Committee appointed by Government Resolution, Educational Department, No. 1788, dated the 23rd June, 1913, on the subject of Mahomedan education, with two minutes appended. The report could not be signed by Mr. Lory as he is not in India, but his minute of the 17th April is attached also; with reference to this it must be explained that paragraph 15 originally recommended enhanced stipends for Mahomedans on account of their more costly style of living.

2. I also attach a rough estimate of the cost of some of the proposals, prepared in my office. Circumstances did not permit of this being discussed by the full Committee, and therefore it was decided not to incorporate it in the report.

L. Edcl 117—1



Report of the Committee appointed by Government Resolution No. 1788, Educational Department, dated June 23rd, 1913, to report on the measures to be taken for the promotion of education among the Mahomedan community of the Presidency proper.

The Committee has held several meetings in Poona or Bombay, and during the course of its deliberations two of the members, Khan Saheb Pathan and Mr. Sayani, have died. Mr. Lory has proceeded on leave out of India, but his minute attached to the draft report last April is appended to this report. The Presidency Moslem League, the Provincial Mahomedan Educational Conference Committee, and the Anjuman-i-Islam of Bombay were invited to communicate their views or suggestions.

2. The proceedings at Poona were opened by the Hon'ble Mr. Claude Hill, C.S.I., C.I.E., I.C.S., who urged the Committee to consider not merely the interests of the resuscitation of Urdu, but the best and most vital interests of the Mahomedan community in this Presidency.

3. Since the Committee began its deliberations, Government have sanctioned experimentally a set of pure Urdu standards for use in Urdu schools, the local vernacular being added as an optional second language.

4. The order of the Committee's recommendations follows generally the order of the suggestions conveyed in the letter of the Government of India, dated the 3rd April, 1913, a copy of which accompanied the Government Resolution constituting the Committee.

5. The Committee is of opinion that more liberal encouragement should be given to *maktabs* to adopt a secular course, and that the co-operation of local Mahomedan committees or associations should be invited. The example of the Mulla Code of Sind (a copy of which is attached for ready reference) may be followed.

6. The Committee is in favour of the experiment already initiated by Government of having all teaching in Urdu schools given through the medium of Urdu, the vernacular of the district being also taught to those who wish to study it. The Committee thinks that this should apply to the whole Presidency, the different Urdu standards being started simultaneously.

7. The Committee is advised that adequate text-books in Urdu exist, and that all the subjects can be taught through this medium at once, except the geography of the province for which special translations may be required.

8. The Committee recommends that when a candidate at the Vernacular Final Examination offers the local vernacular as an optional subject and passes in it his certificate should show this. The Committee is further of opinion that during the transitional period (i.e., until the new Urdu course has established itself), Mahomedan candidates should be allowed to offer Urdu as an optional at the examination, as in the past.

9. The Committee is advised that for semi-secular *maktabs* the Himayat-i-Islam text-book series of Lahore is better suited than the Punjab series.

10. The Committee recommends that the Mahomedan members of the vernacular text-book committees, and the Mahomedan deputy educational inspectors, in consultation with the Hon'ble Moulvi Rafiuddin Ahmad, should scrutinize the vernacular readers with a view to suggesting any lessons of particular interest to Mahomedans which might be included in them; an equal amount of matter being pointed out at the same time to be omitted from them, as the length of each book cannot be increased.

11. The Committee has considered the two proposals referred to it by Government Resolution No. 1974 (Educational Department), dated the 9th July, 1913. The first proposal was that, owing to the dearth of qualified Mahomedan teachers in the Urdu schools of the Kolaba and Ratnagiri Districts, the profession should be made more attractive by giving a special allowance of Rs. 5 to all qualified Mahomedan teachers, whether trained or untrained, coming from other districts, and also to local teachers (if qualified) in receipt of less than Rs. 20. The Committee begs to endorse this proposal, and recommends that it be extended to all districts where there is any difficulty in obtaining an adequate supply of Mahomedan teachers.

12. The second proposal was that the local supply of qualified Mahomedan teachers in Kolaba and Ratnagiri should be increased by opening a central school in each district, with stipends attached to it, for the purpose of specially preparing promising students for the Vernacular Final Examination. The Committee begs to endorse this proposal also, and recommends that similar arrangements should be made in other parts of the Presidency also, as has already been done in the Broach District.

13. The Committee is of opinion that a training college should be established for Urdu teachers, and located preferably in the Central Division. At the same time qualified Mahomedans should not be excluded from holding posts in the existing vernacular training colleges. The Committee is of opinion that any Urdu training college, or any special Urdu training class such as the one recently opened experimentally at Ahmedabad, should be open to candidates from any part of the Presidency.

14. The Committee considers it desirable that the Corporation of Bombay should maintain a normal class for the training of Urdu teachers according to the special requirements of that city.

15. The Committee recommends that liberal stipends should be allowed to Mahomedans as an encouragement to come forward to be trained.

16. The Committee is of opinion that in making admissions to the training colleges Mahomedans should be allowed a representation proportionate to their percentage of the total population of the area served by the particular college; and that all Mahomedans who pass the Vernacular Final Examination should be eligible for admission without undergoing any further test.

17. It is understood that already there are always Mahomedan representatives on the examining boards of the various training colleges. The Committee is of opinion that one-fourth of the examiners should always be Mahomedans; and that members of the college staff other than the Principal should be excluded from the examining board, whether for admission or for certificates.

18. With respect to the inspecting agency the Committee is of opinion that it might be advantageous to have a special inspector of Urdu schools for the Presidency, with a special deputy for each division and also one for Bombay City; and that this inspector might for the present preferably be a European. This provision, however, should not be regarded as interfering in any way with the selection of suitable Mahomedans for appointment in the ordinary course as deputies or assistant deputies of districts.

19. Even without the inspector the Committee is of opinion that there might be a special Mahomedan deputy for the Northern Division, as there is already for the Central and Southern Divisions, respectively, on the understanding that the special officer will advise the Educational Inspector of the Division as to the education of Mahomedan in general, and not only as to Urdu schools. The Committee is further of opinion that the Urdu Assistant Deputy in Bombay should be raised to the status of a deputy, because he originally was a deputy, and because his department is now as large as the Gujarati one which has a deputy.

20. The Committee recommends that Mahomedan orphans attending primary or secondary schools should be aided with special grants (say, of Rs. 6 per mensem), just as orphans of the domiciled community are.

21. It has been suggested that the number of Mahomedan boys proceeding from primary to secondary schools might be greatly increased if provision were made for attaching a qualified teacher of English to the 5th, 6th and 7th standards of full Urdu schools.

22. Those who have received their primary education through the medium of Urdu will naturally be at a disadvantage on joining a secondary school in which the lower classes and the subsidiary subjects are taught through the medium of the local vernacular. The Committee therefore recommends that facilities should be given for the creation of at least one Anglo-Urdu middle school in each district, and at least one Anglo-Urdu full secondary school (with a hostel) in each division.

23. The Committee is of opinion that as a beginning the Poona Camp Government school should be raised to the status of an Anglo-Urdu high school, the Gujarati side being also continued if necessary, but the two sides being kept distinct, as the Marathi and Gujarati sides are in the Elphinstone high and middle schools.

24. As complaints are sometimes received that Mahomedans find it difficult to gain admission to Government secondary schools, the Committee recommends that the experiment be tried of reserving places for Mahomedans at the beginning of each term in accordance with their proportion of the total population of the district; the date of commencement being duly notified in the local press, and all vacancies remaining being filled up after the lapse of a fortnight.

25. In Government secondary schools free studentships may be awarded up to a limit of ten per cent. of the sanctioned maximum strength of the school, one-half being awarded to advanced communities and one-half being reserved for Mahomedans and other backward communities. The Committee would like to see the percentage reserved for Mahomedans alone raised to five.

26. In view of the expected extension of secondary education among Mahomedans, the Committee recommends—

that the number of middle school scholarships reserved for Mahomedans be doubled, and the number of high school scholarships quadrupled;

that two scholarships of Rs. 20 per mensem, tenable at an arts college for four years, be awarded for each division on the results of the matriculation to poor and deserving Mahomedan candidates; and

that at least three scholarships (one for each division) be reserved for Mahomedans each year at each of the professional colleges except for law (engineering, commerce, agricultural, and medical).

27. The Committee recommends that in each Government secondary school there should be a regular Urdu teacher in addition to the Persian teacher. The latter's time is generally taken up with his Persian work; or at any rate he is not able to do justice to the teaching of Urdu in addition.

28. The Committee recommends that Government should contribute liberally towards the building and maintenance of hostels for Mahomedans under private management, provided that they are efficiently conducted and equipped with religious teaching.



29. The Committee is of opinion that whenever it is possible, and where the interests of Mahomedans are concerned a reasonable proportion of Mahomedans should form part of the committees or managing bodies of Government and aided institutions; and that at least ten per cent. of the nominated members of the University Senate might be Mahomedans.

30. The Committee recommends that, as has been done in Sind, special scholarships in arts colleges should be established for Mahomedans willing to bind themselves to serve in the educational department for a term of years; and that special initial pay should be given, when necessary, to encourage Mahomedans to join that department.

31. The Committee is of opinion that any remarks which a Mahomedan assistant deputy has to make concerning Mahomedan education should be transmitted to the educational inspector of the division by the deputy along with the latter's annual report.

32. Whereas University prizes and scholarships are awarded for excellence in Sanskrit, Hebrew, Avesta and Pahlavi, and other languages, there seems to be no corresponding encouragement for the study of Arabic. The Committee is therefore of opinion that a scholarship of Rs. 25 per mensem, tenable for four years, might be given annually at the matriculation to a Mahomedan candidate whose second language is Arabic, and who continues to study that language up to the B.A. degree.

33. The Committee is of opinion that a certain number of free studentships (say, two), not to be combined with any scholarship, should be reserved for Mahomedans in each of the Government colleges; and that at the College of Engineering a Mahomedan candidate who is otherwise qualified for admission should be given special consideration.

34. The Committee recommends that the principals of colleges should be requested to reserve adequate accommodation for Mahomedans in their hostels; that in every hostel attached to a Government institution separate cooking and dining arrangements should be made for Mahomedans; and that in every such hostel facilities should be given to the Mahomedan inmates for the performance of their religious duties, e.g., by reserving a special room for the purpose.

35. The Committee recommends that in schools and colleges the time table should be so arranged on Fridays as to permit of Mahomedans attending the midday prayers.

36. The Committee is of opinion that a special scholarship for continuing their studies in Europe should be reserved for Mahomedans, as is done for the domiciled community; and that there should be some special provision for the admission of suitable Mahomedans to the Forest Service through the college at Dehra Dun.

37. With reference to the education of girls the Committee is of opinion that in the lower primary standards girls should be taught reading, writing, arithmetic, needlework, religion, and physical exercises, and that in ordinary circumstances "pardah" is not required. In the higher primary standards girls should be taught reading, writing, arithmetic, geography, history, needlework, religion, and physical exercises. Some knowledge of cookery also may be acquired at home and tested at school. Singing is not required.

38. The Committee is of opinion that, if the necessary teachers can be obtained, middle schools for girls with "pardah" arrangements may be started in large Mahomedan centres; and that religion and drawing should be included in the curriculum. To increase the supply of competent teachers it appears probable that a separate "pardah" normal school is required, which might develop later into one for each division.

39. The Committee recommends that liberal provision be made for prizes and scholarships for girls, and also for the supply of free books and writing materials.

40. The Committee is of opinion that some of the present Persian teachers, as well as approved candidates for such posts, might with advantage be deputed to Lucknow or elsewhere in upper India for a course of training.

41. The Committee is of opinion that grants should be given to encourage the production of literature in Urdu.

42. Finally the Committee is of opinion that, if a clear view of the progress of Urdu education is required, separate statistics should be given for Urdu schools in the annual tables prescribed by the Government of India.

FAZULBHOY CURRIMBHOY EBRAHIM.

SYED SHAMSUDDIN KADRI (I sign subject to my minute of dissent).

RAFIUDDIN AHMAD.

W. H. SHARP (subject to a note).

FAZULBHOY M. CHINYOY.

SYED ALI EL EDROOS.

For the reason that, with rare exceptions, Urdu is not the vernacular of Mahomedans in this Presidency, and that it is not to the material interest of the Mahomedan community to adopt Urdu as its vernacular, I am opposed to Urdu being made the medium of instruction for Mahomedans in primary and Anglo-vernacular schools. I therefore dissent from all the proposals which depend upon the recognition of Urdu as the vernacular of the Mahomedan community.

Paragraph 15.—I dissent; I consider that it has not been proved that the cost of living is higher for Mahomedans than for other communities.

Paragraph 21.—I am opposed to the teaching of English in vernacular schools and therefore dissent from this proposal.

Paragraph 24.—I regard the proposed measure as impracticable.

F. B. PENDARVES LORY.

17th April, 1914.

Mr. Lory seems to have been either misled or misinformed when he says "with rare exceptions Urdu is not the vernacular of Mahomedans in this Presidency."

2. From my experience as an Educational as well as a Revenue officer for a number of years and from my close contact with the Mahomedans of all grades, I can say that there is a keen desire amongst Mahomedans to learn Urdu and to have more Urdu schools. However, in connection with this subject the most important point for consideration is whether it is advisable to make the vernacular of the district optional or compulsory. After a very anxious and careful consideration I have come to the conclusion that it would not be to the material interest of the Mahomedan community to neglect the vernacular of the district. Urdu is not, and cannot be, the Court language in this Presidency and therefore it is essential that Mahomedan boys in the mofussil who receive their education through the medium of Urdu should learn the vernacular of the district as a second language. This would make them more practically useful even though they may have to undergo a little more trouble of studying a second language. To my mind this is inevitable. I would go a step further and suggest that arithmetic and native accounts should also be taught through the local vernacular. This would increase their practical utility in public offices and private business. With this knowledge of the vernacular of the district, they would be able to pull on with boys of other communities in the existing Anglo-vernacular and secondary schools. All the other subjects can safely be taught through the medium of Urdu.

3. The experiment of having all teaching in Urdu schools given through the medium of Urdu should be tried first in cities and towns; the local vernacular being taught to those who wish to study it.

4. The modification proposed in paragraph 2 above does not affect the necessity for Anglo-Urdu middle and secondary schools at suitable centres.

SYED SHAMSUDDIN KADRI.

Dhulia, 25th July 1914.

I am not convinced that, except in certain spots, it is either the desire or the interest of the great majority of mofussil Mahomedans to receive instruction solely in and through Urdu. Nevertheless, at the urgent request of some of their representatives, a set of pure Urdu standards has been framed for them. These cover a course of eight years, and a considerable period will be necessary for the full trial of the experiment. Until experience has shown that the Mahomedans are really coming forward in large numbers to study in Urdu, I am not prepared to recommend the whole of the machinery suggested in this report for the encouragement and supervision of Urdu teaching.

Paragraph 10.—The proposal that an extensive revision of the vernacular readers should be carried out in the interest of Mahomedans appears to me inconsistent with the theory that instruction in Urdu is what the Mahomedans want.

Paragraph 16.—I dissent from all proposals formally to lower the standards of the present training colleges in favour of Mahomedans or any other backward class. Every possible concession is made to them already, and of those who present themselves for admission only those are rejected who are obviously incapable of keeping up with the work.

Paragraph 17.—While I think it to be a good principle to associate external examiners with internal, I am not in favour of excluding the latter altogether.

Paragraph 20.—I see no reason for aiding Mahomedan orphans any more than Hindu or Parsi orphans with special grants.

Paragraph 21.—I am not in favour of having English taught in vernacular schools for boys; and Urdu in this report is practically treated as the natural vernacular of Mahomedans.

Paragraph 24.—I think that the proposal would be troublesome in practice, and see no reason why those who are ready to attend at the time of opening should be kept waiting for Mahomedans who may possibly turn up in the next week or two.

Paragraph 25.—I do not think that any case for increasing the percentage of free studentships has been made out at present, and that we may wait till at least the total receipts have risen well above the half-lakh on which we counted.

W. H. SHARP.



## Standard I. (Rs. 2 per boy.)

- (1) Arithmetic: counting up to 100.
- (2) Infants' Primer.
- (3) Writing words from the primer.

## Standard II. (Rs. 3 per boy.)

- (1) Arithmetic: numeration and notation up to 1,000; multiplication tables to  $5 \times 10$ .
- (2) Reading the first book.
- (3) Writing easy words from the first book.

## Standard III. (Rs. 4 per boy.)

- (1) Arithmetic: addition and subtraction of not more than three figures; multiplication tables to  $12 \times 10$ .
- (2) Reading the second book.
- (3) Writing to dictation from the second book.

## Standard IV. (Rs. 5 per boy.)

- (1) Arithmetic: numeration and notation up to 10,000; multiplication and division, the multiplier or divisor not exceeding 30.
- (2) Reading the third book.
- (3) Writing to dictation from the third book.
- (4) General geography of the province (Sind).

N.B.—I. Girls will receive double of the grant allowed for boys.

II. Grant will not be allowed for the same pupil more than once under the same standard.

III. For each boy sent by the mulla to the local board school Rs. 2 will be allowed for the first year, and 8 annas for each succeeding year in which the pupil receives instruction in the local board school.

IV. For girls in standard I 10 pages of Nurnamah and then the Infants' Primer should be read.

Paragraph 5.—A lump sum of Rs. 5,000 may be put down for the encouragement of secular education in maktabas.

Paragraph 11.—The cost of giving special allowances to Urdu teachers was estimated at Rs. 3,540 for Kolaba, and Rs. 1,890 for Ratnagiri; estimates for other districts, though called for last November, have not yet been received.

The cost of opening three central schools for Kolaba, Ratnagiri, and Dharwar (to serve all the Kanarese districts) was estimated at Rs. 40,000 initial and Rs. 11,000 recurring. The Northern Division estimates for five such schools Rs. 54,000 initial and Rs. 17,000 recurring; the Central Division for six schools Rs. 2,400 initial and about Rs. 20,000 recurring.

Paragraph 13.—The cost of an Urdu training school has been estimated at Rs. 1,00,000 initial and Rs. 15,000 recurring.

Paragraph 15.—If the minimum stipend was raised to Rs. 10, as was suggested in the Committee, the minimum cost would be Rs. 1,800.

Paragraph 18.—The cost of a European inspector of Urdu schools may be taken as Rs. 14,000 recurring.

The cost of a special deputy for the Northern Division would be about Rs. 5,000 recurring.

The cost of raising the Urdu assistant in Bombay to the rank of a deputy would be Rs. 900 recurring.

Paragraph 19.—As for paragraph 18.

Paragraph 20.—Taking 1,000 orphans and grants at Rs. 6 per mensem, the cost would be Rs. 72,000 recurring.

Paragraph 21.—The cost of teaching English in the full Urdu schools will fall on the municipalities or local boards concerned.

Paragraph 22.—The estimated cost of an Anglo-Urdu middle school is about Rs. 6,000. The cost of providing two high schools (for the Northern and Southern Divisions respectively) with hostels is estimated at Rs. 3,00,000 initial and Rs. 32,000 recurring. The Central Division is provided for below.

Paragraph 23.—The cost of converting the Poona Camp school into a high school, with a hostel, is estimated at Rs. 1,50,000 initial and from Rs. 4,000 to Rs. 5,000 recurring. Towards this there is an offer of Rs. 50,000 from a Parsi family, provided that the school bears the name of their father.

Paragraph 26.—There are at present 44 middle school scholarships reserved for Mahomedans. The cost of doubling the number would be Rs. 4,752 recurring. (These are paid from local funds, but the boards would certainly expect a provincial grant.)

There are at present 27 high school scholarships; the cost of quadrupling them would be Rs. 19,440 recurring. The cost of six scholarships of Rs. 20 per mensem tenable for four years would be Rs. 5,760 per annum.

The cost of three scholarships of Rs. 20 per mensem would be Rs. 720 for each year of the course. In the colleges of commerce, engineering and agriculture (three years) the total cost would be Rs. 2,160 for each, or Rs. 6,480 for all. In the medical college (five years) the total cost would be Rs. 3,600. Whole scheme, Rs. 10,080 recurring.

Paragraph 27.—The cost of adding an Urdu teacher to each school is estimated at Rs. 15,600 recurring.

Paragraph 30.—The cost of special scholarships for those who bind themselves to serve the educational department. Assuming that the scholarship is worth Rs. 30 and tenable for four years, the cost for each scholar entertained annually will be Rs. 1,440.

Paragraph 32.—If one scholarship of Rs. 25 per mensem tenable for four years is given yearly for Arabic, the total cost will be Rs. 1,200 recurring.

Paragraph 36.—Scholarship to Europe: If one scholarship of £150 tenable for two years is given annually, the total yearly charge will be Rs. 4,500 plus steamer passages; if the scholarship is of £200, the charge will be Rs. 6,000.

Paragraph 38.—The recurring cost of a middle school for girls will be about Rs. 8,000. The recurring cost of a normal school would be about Rs. 10,000. In each case the cost of buildings and equipment would have to be added.

Paragraph 39.—A lump sum of Rs. 6,000 may be put down for annual prizes, scholarships, and free materials.

Paragraph 40.—The cost of each teacher deputed to Lucknow for a year is estimated at Rs. 750.

Paragraph 41.—A lump sum of Rs. 1,000 recurring may be put down for the encouragement of Urdu literature.



Education of Muhammadans.—

Orders of Government on the recommendations made by the Special Committee appointed to consider generally the question of Muhammadan education in Sind.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution no. 1762.

Bombay Castle, 12th July 1918.

RESOLUTION OF GOVERNMENT.

In Government Order no. 2157, dated the 24th July 1915, Government approved the proposal of the Commissioner in Sind for the appointment of a Special Committee for Sind to consider generally the question of Muhammadan education, which was raised by the Government of India in their letter no. 585-595, dated the 3rd April 1913, and the following Committee was appointed as suggested by Mr. Barrow :—

*Chairman.*

The Educational Inspector in Sind.

*Members.*

The Honourable Mr. Ghulam Muhammad walad Khan Bahadur  
Wali Muhammad Bhurgri, Bar.-at-Law,

The Honourable Shaikh Ghulam Husain Hidayatallah, B.A., LL.B.,  
Mirza Kalich Beg Faridun Beg,

Mr. Muhammad Ibrahim Shaikh Ismail, Vazir of Khairpur,  
Mir Ayub Khan, Bar.-at-Law,

Mr. Wali Muhammad Hasan Ali,

Mr. Abdul Hak Abdulla Shaikh, Special Muhammadan Deputy  
Educational Inspector for Mulla Schools in Sind,

The late Mr. H. P. Farrell, Principal, Dayaram Jethmal Sind College, and

Mr. T. H. Vines, Principal, Sind Madressah-tul-Islam.

A copy of the Government of India's letter above referred to and of the report submitted by the Committee on Muhammadan education appointed for the Presidency proper was forwarded to each member of the Committee, who were requested to submit their report to Government through the Commissioner in Sind and the Director of Public Instruction.

2. The report\* of the Committee was received by Government in July 1916. In submitting the report the Commissioner in Sind in his memorandum no. E.—250,\* dated the 7th June 1916, stated that his remarks on the recommendations of the Committee would be submitted after consulting the district officers. These remarks were communicated to Government by the Commissioner in his memorandum no. T.—1,\* dated the 10th November 1916. On receipt of this memorandum, a copy of the Committee's report, together with the memorandum, was forwarded to the Director of Public Instruction for favour of any remarks which he might have to offer. The reply\* of the Director was received in May 1917, and in Government Order no. 2261, dated the 17th September 1917, orders were issued on certain urgent recommendations contained in the Committee's report. In issuing these orders it was remarked that the recommendations of the Committee covered practically the whole ground of education and that it would take considerable time before

\*Copy appended to this Resolution.



they could all be examined in detail. This examination having been completed, the Governor in Council is now pleased to pass the following orders.

3. The Committee have distributed their proposals under the following five heads:—

- A.—Primary Education (Mulla Schools and Local Board and other Primary Schools).
- B.—Secondary Education (Schools and Colleges).
- C.—Technical and Industrial Education.
- D.—The Education of Women.
- E.—Miscellaneous.

A very rough estimate of the probable cost of the proposals is also appended to the Committee's report.

Before dealing with the Committee's specific proposals, Government desire to record their general agreement with the view expressed by the Honourable Mr. Lawrence that the report where it contains recommendations involving additional expenditure represents a comprehensive programme for the promotion of all grades of education among the Muhammadan community in Sind to be carried out gradually as funds become available, and that where no financial provision is necessary, it affords valuable material for the careful consideration of the Educational Department and the formulation of concrete recommendations in due course.

#### PRIMARY EDUCATION.

##### Section A-I—Mulla Schools.

*Recommendation (1).—That the appointment of the special Deputy Educational Inspector for Mulla schools be made a permanent one, and that at least one more Deputy Educational Inspector with an adequate number of assistants be appointed.*

4. With regard to the first part of the recommendation, it is to be observed that in Government Order, Financial Department, no. 1065, dated the 29th March 1916, Government have already sanctioned the permanent retention of the post of Special Muhammadan Deputy Educational Inspector for Mulla Schools in Sind. Additional inspecting staff for Mulla schools has also been recently sanctioned as suggested in the latter part of the recommendation (*vide* Government Order, Financial Department, no. 1808, dated the 8th May 1918).

*Recommendation (2).—That the standard of education in the Mulla schools be gradually raised and that pari passu the grants paid to these schools be enhanced.*

5. Orders on this recommendation have already been issued (*vide* paragraph 6 of Government Order no. 2261, dated the 17th September 1917).

*Recommendation (3).—That training classes for Mullas be held at convenient centres similar to those held at Kandiaro and Naushahro in 1914 and 1915.*

6. Government understand that the "training" classes for Mullas are intended to give a certain number of them simple instruction in the "three R's", elementary knowledge of geography, etc., and that the work of teaching is performed by the assistants of the Mulla Deputy and under his guidance. Additional inspecting staff having been recently sanctioned for Mulla schools, the recommendation is approved. The Director of Public Instruction should be requested to submit in due course detailed proposals to give effect to it, together with an estimate of cost.

*Recommendation (4).—That the Mullas be encouraged to employ qualified assistants.*

7. With reference to this recommendation, the Commissioner in Sind has proposed that where the Mulla engages an assistant whom the Deputy Educational Inspector approves, he should be paid not less than Rs. 10 per

mensem instead of Rs. 5 only as at present. Under rule 4 of Chapter X of the Code for Vernacular Masters and Mistresses in Sind, untrained assistant masters in local board and municipal schools holding the Public Service or Vernacular Final certificate are entitled to receive not less than Rs. 10 per mensem and not more than Rs. 15. Presumably the present grant of Rs. 5 represents only a proportion of the cost of entertaining an assistant and the Commissioner's intention apparently is that in future where a Mulla employs an approved assistant, a grant of the full cost of the pay of such assistant should be allowed to the Mulla. After careful consideration Government agree that in future the Mulla should be given a grant equal to the full salary of the assistant engaged by him subject to a maximum of Rs. 10 per mensem provided that the Educational Inspector is satisfied (i) that the school is efficient and (ii) that the number of pupils regularly attending makes the employment of an assistant necessary.

As regards the cost of giving effect to the recommendation, it appears from the rough estimate of cost appended to the Committee's report that it has been included in the cost of recommendation (2). With reference to this latter recommendation, Government have already approved the Commissioner's proposal for doubling the present grants to Mulla schools at a cost of Rs. 28,394 per annum. Paragraphs 14 and 15 of Mr. Wright's "Note on the policy of aiding indigenous mosque schools in Sind" show that the grant of Rs. 5 per mensem at present paid to a Mulla for employing a qualified assistant is in the nature of a special salary grant and is in addition to the grants usually paid to him, *viz.*, (1) "capitation" or "results" grant for pupils under secular instruction, (2) registration grant for properly marking attendance, etc., and (3) special bonus for each pupil sent to the local board school, while from the remarks of the Commissioner regarding the recommendation it is not clear whether the cost of recommendation (4) has been included in the above sum of Rs. 28,394. In the circumstances, it must be understood that if the recommendation involves increased expenditure over and above what has already been sanctioned, effect will be given to it when funds are available.

*Recommendation (5).—That the grants to schools of established efficiency be paid quarterly, if possible.*

8. Under rule 6, Chapter I, of the Grant-in-aid Code only temporary grants to schools established to meet an urgent demand or under peculiar difficulties are payable monthly, quarterly, or half-yearly as may be required, but as soon as the permanent character of the school is established, such grants are made subject to the ordinary rule of payment, *viz.*, rule 17, which provides that the annual grant shall be drawn in one lump sum after the completion of the annual inspection and within a certain period from the date of the Inspector's intimation of the amount to which the school is entitled. Having regard, however, to the fact that a deserving school is at times obliged to borrow money in anticipation of the receipt of its grant, an addition has been made to rule 17, permitting in special cases payment of the grant in two instalments at the discretion of the Educational Inspector concerned, but it is provided that the second instalment should not be paid until after the annual inspection has been held (*vide* Government Orders no. 3113, dated the 25th October 1915, and no. 2074, dated the 17th August 1916). Having regard to these rules, recommendation (5) is accepted on the understanding that the last instalment will not be paid until after the annual inspection has been held.

##### Recommendations (6) to (11).

(6) *That small grants be made towards the cost of improved accommodation and equipment.*

(7) *That lungis and other rewards be given to Mullas for good work.*

(8) *That the Departmental Readers be modified to suit these schools, lessons on religion and morality being included.*

(9) *That small libraries, circulating between schools, be provided.*

(10) *That there be a more liberal distribution of books and writing materials.*



(11). *That small prizes be awarded freely for good attendance and progress.*

9. Recommendations (6), (7) and (9) to (11) are approved and the Director of Public Instruction should be requested to submit an estimate of the cost of giving effect to them. As regards recommendation (8), Government agree with the Director that it will require further consideration. He should accordingly be requested to submit a detailed report on it in due course.

10. Under this section, the Commissioner in Sind has made a further recommendation of his own, *viz.*, that grants-in-aid be paid at the discretion of the Commissioner on the recommendation of the Educational Inspector to indigenous Madressahs now existing for the training of Mullas. The Governor in Council, however, understands that these institutions are purely religious. In the circumstances he regrets that he is unable, consistently with the established policy of Government of aiding only secular education, to accept this recommendation.

#### *Section A-II—Local Board and other Primary Schools.*

*Recommendation (12).—That the teaching of the Koran be made compulsory for Muhammadan pupils, full-time Mullas being appointed in large schools and allowances given to Muhammadan masters in smaller schools.*

11. The experiment of allowing the village Mulla, subject to certain conditions, to give religious instruction in selected local board schools out of school hours was first tried in 1903 but proved to be a complete failure (*vide* paragraph 6 of Government Resolution no. 1601, dated the 10th August 1903 and letter from the Director of Public Instruction no. 1030 dated the 26th April 1910, printed in the preamble to Government Resolution no. 3379 dated the 19th December 1911). Subsequently, in 1911 it was revived in a modified form, the chief change being the payment of an allowance of about Rs. 4 per mensem to the Mulla (*vide* Government Resolution no. 3379, dated the 19th December 1911). The experiment as thus modified has proved to be moderately successful and was reported in 1915 to have resulted in an increase in the number of Muhammadan pupils in certain districts but not in others (*vide* Government memorandum no. 1592, dated the 28th May 1915). As regards the Committee's recommendation, which is approved by the Commissioner in Sind subject to the proviso that exemptions should be granted where the sect of the Mulla differs from that of the pupil, no reason is assigned either by the Committee or by the Commissioner for making such teaching compulsory. Government consider that there is no necessity to make the teaching compulsory and that it should suffice if the requisite facilities are continued to be provided for voluntary teaching as at present. They have, however, no objection to the remuneration of the Mulla being raised to a maximum of Rs. 6 where an allowance is granted. Special Mullas should only be appointed when the teaching would take up too much of the ordinary master's time. It must be left to the Educational Inspector in Sind to decide this, as also the rate of remuneration, which would vary according to the number of boys to be taught and the character of the school. The extra cost involved in giving effect to the above orders should be met from the funds of the local boards concerned as at present.

*Recommendation (13).—That the proportion of Muhammadan masters be steadily increased.*

12. This recommendation is approved subject to the proviso that preference should be given to trained Hindus over untrained Muhammadans and to qualified Hindus over unqualified Muhammadans.

*Recommendation (14).—That the proportion of Muhammadans selected for the Training College be steadily increased.*

13. In 1903, Government, observing that for a Muhammadan province like Sind, the number of Muhammadans trained for service as masters was wholly inadequate, directed that special efforts should be made to augment the proportion of the members of this community in the Hyderabad Training College for Men, the increase being effected, if necessary, by the grant of special scholarships or by such other means as might be found

expedient (*vide* paragraph 13 of Government Resolution no. 1601, dated the 10th August 1903). In 1904 the Director of Public Instruction reported that under the then existing orders half of the Training College students were to be Muhammadans and that more than this could not then be achieved (*vide* paragraph 9 of the Director's letter no. 3716, dated the 18th July 1904, printed in the preamble to Government Resolution no. 1560, dated the 23rd August 1904). In 1905 the Educational Inspector reported that the proportion of Hindus and Muhammadans in the Training College was equal but that this had again been accomplished with great difficulty and at the cost of taking inferior men among the Muhammadans (*vide* paragraph 11 of the report of the Educational Inspector in Sind no. 5623, dated the 20th September 1905 printed in the preamble to Government Resolution no. 2027, dated the 3rd November 1905). In these circumstances, the Commissioner in Sind should be informed that while it is the policy of Government to train so far as possible a number of Muhammadan teachers proportionate to the number of Muhammadan pupils, they are unable to increase the number of Muhammadan admissions to the Training College at the expense of other candidates of superior qualifications.

*Recommendation (15).—That the practice of appointing competent Mullas as masters in local board schools be encouraged and a higher maximum pay than Rs. 10 fixed.*

14. With regard to this recommendation, it should be observed that rule 7 of Chapter X of the Code for Vernacular Masters and Mistresses in Sind lays down that masters who have not passed the Public Service or Vernacular Final examination shall receive a minimum pay of Rs. 9 and shall not be permanently appointed to a post carrying pensionable pay, *i.e.*, Rs. 11 and over, without the special sanction of the Educational Inspector in Sind. It is apparently under this latter restriction that the maximum pay of a Mulla serving in a local board school is limited to Rs. 10 per mensem at present. Government see no reason for making a distinction between the maximum pay of a Mulla and that of any other teacher who does not hold the Public Service or Vernacular Final Examination Certificate. The Commissioner in Sind should accordingly be informed that while Government approve of the policy of appointing competent Mullas as masters in local board schools, they are not prepared to give them higher pay as teachers than that given to other unqualified men. At the same time they consider that these Mullas should be held to be eligible to draw the remuneration referred to in paragraph 11 above for teaching the Koran.

*Recommendation (16).—That Muhammadan pupils be exempted from the payment of fees.*

15. Government agree with the Commissioner in Sind that this recommendation cannot be approved. In this connection it should be observed that under rule 4 of Chapter II of the Code for Vernacular Masters and Mistresses in Sind poor boys may be admitted without payment of any fees, to the extent of 15 per cent. of the total number on the rolls. This percentage can be raised in any case where necessity is shown, on the recommendation of a municipality or local board, and with the sanction of the Educational Inspector. It is also laid down that in the selection of free boys preference should be given to boys of the agricultural and labouring classes. The Director of Public Instruction should, however, be requested to favour Government with a report as to how these rules work in practice, especially in regard to Muhammadan pupils attending the local board and municipal schools.

#### *Recommendations (17) and (18).*

(17) *That the number of scholarships of Rs. 3 per mensem be increased and additional scholarships of Rs. 2 per mensem instituted. The total may be fixed at some percentage of the number of Muhammadan pupils, say 10 per cent.*



(18) That a considerable number of the above scholarships be reserved for boys joining a local board school from a Mulla school.

16. The scholarships of Rs. 3 per mensem referred to in these recommendations are apparently the same as those mentioned in the latter part of paragraph 11 of Mr. Wright's report no. 5623, dated the 20th September 1915, printed in the preamble to Government Resolution no. 2027, dated the 3rd November 1905. From that paragraph it appears that the object of the majority of the scholarships, which were tenable in local board schools, was to induce the holders to join the Training College after the completion of their school course, while a certain number of scholarships were also tenable in the Training College itself and were given in addition to the usual stipend as an inducement to the Muhammadan students to continue their attendance at the college. The Committee's recommendation to increase the number of Rs. 3 scholarships in primary schools and to institute further scholarships of Rs. 2 is approved. As regards the Committee's suggestion that the total number of these scholarships should be fixed at some definite percentage of the number of Muhammadan pupils, Government consider that as this latter number will obviously not be a fixed one it may be difficult to carry out the suggestion in practice, owing to the varying number of scholarships from year to year and the consequent uncertainty as to the provision which would have to be made in the budget on this account. It appears preferable therefore to increase the present number of scholarships by the institution of a further definite number of scholarships from time to time. The Director of Public Instruction should accordingly be requested to submit proposals for substantially increasing the number of the existing three-rupee scholarships and for instituting the proposed two-rupee scholarships. As regards the extra cost, Government understand that local funds will not be able to pay for increased scholarships in primary schools. Funds will therefore have to be provided for this purpose when available from provincial revenues. As regards recommendation (18), Government agree that an appreciable number of the scholarships should be given to boys from Mulla schools, but they do not consider that any specified number should be reserved for these boys.

*Recommendation (19).—That text-books be distributed liberally to Muhammadan pupils.*

17. This recommendation is approved.

*Recommendation (20).—That the study of Persian be encouraged by the award of allowances to masters in selected schools and that Persian be recognised as an alternative to Native Accounts in the Vernacular Final Examination.*

18. The question of including Persian in the curriculum prescribed for primary schools in Sind was considered by Government in 1908-09, but for the reasons given in paragraphs 3 and 4 of the letter from the Educational Inspector in Sind no. 10552, dated the 13th March 1909, it was ultimately decided that Persian should be taught in these schools as an optional subject out of school hours on payment of an extra fee of two annas per pupil and that the fees so received should be paid to the master teaching the subject (*vide* Government Resolution no. 1039, dated the 22nd May 1909). In these circumstances the Director of Public Instruction should be requested to submit a further report on the question.

*Recommendations (21) and (22).*

(21) That a further revision of the Departmental Sindhi Readers be undertaken as objection has been taken by Muhammadans to some of the lessons and to the language in places.

(22) That Readers of Anjuman Himayat Islam, Lahore, which have been translated into Sindhi, or Readers specially compiled, be used in purely Muhammadan schools.

19. The Director of Public Instruction should be requested to submit a further report on these recommendations also.

## Section B—Secondary Education.

### I—Schools.

*Recommendation (1).—That Muhammadan boarding-houses, each with a mosque under Muhammadan management, be gradually provided at each district and sub-divisional head-quarters where Anglo-vernacular schools exist and there is a reasonable prospect of Muhammadan pupils attending from outside.*

20. The policy of endeavouring to attach Muhammadan boarding-houses to Anglo-vernacular schools has been steadily kept in view for several years past, but owing to a variety of causes, no very rapid progress has been found practicable (*vide* paragraph 12 of the Commissioner in Sind's letter no. G.—331 dated the 27th July 1908, and the correspondence leading up to it). Government have therefore no hesitation in expressing concurrence in the view that provision should, wherever possible, be made for Muhammadan boarding-houses attached to important Anglo-vernacular schools, and they will be prepared to consider any detailed proposal for attaching such a hostel to any existing Government school that shows a need for it, and any application for a building grant towards constructing a similar hostel for any aided institution. In this connection it should be observed that Government have already sanctioned special building grants for additions to the Naushahro Madressah hostel and for the Muhammadan boarding-house at Sukkur (*vide* Government Order no. 831, dated the 19th March 1918).

*Recommendation (2).—That ultimately, when the numbers justify it, these boarding-houses be developed into Madressahs on the lines of the Sind Madressah at Karachi or the Larkana Madressah.*

21. The Commissioner in Sind should be informed that Government will sympathetically consider any proposal to convert the boarding-houses referred to in the preceding recommendation into Madressahs, when such proposals are made.

*Recommendation (3).—That the provision recently made for scholarships in secondary schools be gradually increased to at least Rs. 1,00,000 per annum.*

22. Orders on this recommendation have already been issued (*vide* paragraphs 2 to 4 of Government Order no. 2261, dated the 17th September 1917).

*Recommendation (4).—That the liberal policy of Government in the matter of grants to the Sind Madressah and other similar institutions be continued and extended.*

23. This recommendation is approved. In this connection it should be observed that Government have already sanctioned certain proposals made by the Director of Public Instruction for giving special grants to five Madressahs in Sind (*vide* Government Order no. 806, dated the 16th March 1918).

*Recommendation (5).—That teachers in Local Board Madressahs be given the benefit of a Provident Fund in order to make the service popular.*

24. The Commissioner in Sind should be informed that the question of the establishment of a provident fund for teachers in non-pensionable service is under the consideration of the Government of India.

*Recommendation (6).—That the number of free-studentships and partially free-studentships reserved for Muhammadans in existing high and middle schools be materially increased.*

25. With regard to this recommendation, it should be observed that till recently no free-studentships in Government high and middle schools were specifically reserved for Muhammadans, but the latter were treated as a backward class and as such participated in the benefits derived from the free-studentships reserved for these classes. In pursuance, however, of a resolution passed by the Legislative Council at the meeting held in December 1917 Government have recently decided that the 15 per cent. free-studentships permitted in Government secondary schools should be equally distributed



among the advanced classes, the non-Muhammadan backward classes and the Muhammadans, subject to the proviso suggested in the resolution, *viz.*, that a free-studentship allocated to any one of these classes and not availed of for want of suitable applicants from that class may be given to a suitable candidate belonging to any of the other two classes (*vide* Government Order no. 1474, dated the 11th June 1918). In future, therefore, 5 per cent. of these free-studentships will be reserved for the Muhammadans subject to the proviso above mentioned. In the circumstances the Director of Public Instruction should be requested to submit in due course detailed proposals to give effect to this recommendation.

*Recommendation (7).—That orphans and deserving poor boys be supplied with books, etc., in addition to being exempted from the payment of school fees and boarding fees.*

26. Government are not prepared to support Muhammadan orphans and deserving poor boys by exempting them from boarding fees, as they are already entitled to the benefit of scholarships and free-studentships. They have no objection, however, to free books, etc., being supplied.

*Recommendation (8).—That one or more Muhammadan masters be appointed on the staff of schools with Muhammadan pupils.*

27. The importance of securing a larger number of Muhammadan recruits to the Educational Department in Sind is fully recognised by Government, and they have long since directed that qualified Sindhi Musalmans should be held to have a preferential claim to appointments in that Department and that when a knowledge of Sindhi is not essential, Muhammadans from other provinces should be employed (*vide* paragraph 5 of Government letter to the Commissioner in Sind no. 70, dated the 13th January 1909 and the correspondence underlying it). In the circumstances the recommendation is approved as an ideal to be followed and carried out whenever possible.

*Recommendation (9).—That a reasonable number of vacancies in Government high schools be reserved for Muhammadans.*

28. Orders already exist to the effect that in the limited accommodation available in Government high schools, every facility should be given to all classes of the community being represented in these schools (*vide* paragraph 1 of Government Resolution no. 321, dated the 21st February 1888). In an essentially Muhammadan province like Sind, Muhammadan pupils would naturally be admitted in larger numbers than pupils of other sections of the community, provided of course a sufficient number of candidates of that community is forthcoming. In the circumstances, Government, while they are prepared to agree that as many Muhammadans should be admitted to Government high and middle schools as can be done without overlooking the claims of other communities, cannot but decline to reserve any vacancies in these schools exclusively for Muhammadan pupils.

*Recommendation (10).—That as far as possible the teaching of Persian be in the hands of Muhammadan masters.*

29. The attention of the Commissioner in Sind should be invited to paragraph 2 (5) of the Director of Public Instruction's letter no. 825, dated the 25th April 1908, in the correspondence underlying Government letter to the Commissioner in Sind no. 70, dated the 13th January 1909, from which it will be seen that the recommendation is already being carried out as far as is possible not only in Sind but throughout the Presidency wherever a sufficient supply of qualified Muhammadan Persian teachers is forthcoming.

*Recommendation (11).—That in the boarding-houses attached to the Hyderabad and Shikarpur High Schools separate kitchens and dining rooms be provided for Muhammadans.*

30. The recommendation is approved on the understanding that effect will be given to it so far as may be possible.

## II.—Colleges.

*Recommendation (12).—That a Muhammadan hostel, with a mosque under Muhammadan management, be attached to the D. J. Sind College and that it be conducted on strictly economical lines.*

*That this proposal shall not prejudice the ambition of many Muhammadans of this province that the Sind Madressah may at some future date be developed into a college.*

31. The Commissioner in Sind should be requested to bring this recommendation to the notice of the Board of the D. J. Sind College for favourable consideration with an intimation that Government will be prepared to give liberal financial assistance towards the provision of the proposed hostel so far as funds permit. In this connection it should be observed that Government have already sanctioned, subject to certain conditions, a grant of Rs. 1 lakh for the construction of a new hostel at the College from the imperial grants for education, though it has not yet been paid owing to the financial stringency (*vide* Government Resolution no. 756, dated the 3rd March 1914).

*Recommendation (13).—That 30 additional scholarships for Arts Colleges and 10 for Professional Colleges be provided, similar to the Sir Amir Ali Murad and King Edward Memorial Scholarships for which Muhammadans are indebted to the generosity of His Highness the late Mir Sir Faiz Mahomed Khan and His Highness Mir Sir Imambux Khan, Talpur.*

32. Orders as regards the additional scholarships in arts colleges suggested in this recommendation have been already issued (*vide* paragraph 5 of Government Order no. 2261, dated the 17th September 1917). Government are not prepared to institute special scholarships in professional colleges exclusively for Muhammadan pupils.

*Recommendation (14).—That the scholarships instituted by District Local Boards to provide Muhammadan recruits for the Educational Department be continued.*

33. It is understood that the scholarships referred to are those instituted in pursuance of the policy laid down in paragraphs 11 and 12 of Government Resolution no. 1601, dated the 10th August 1903, and that they are of the value of Rs. 40 per mensem. The scholar has to attend a college for the purpose of becoming a B.A. and then to serve the Educational Department for at least five years, first as an assistant master and then on the inspecting staff. The Committee's recommendation is approved. Government also concur with the Commissioner in Sind that the Educational Department will attract Muhammadan candidates when a sufficient number have been educated by means of these scholarships and accordingly approve his further suggestion that the condition of service in the Department for a certain period may be abrogated.

*Recommendation (15).—That the D. J. Sind College Board be asked to give a certain number of free-studentships to poor and deserving Muhammadans.*

34. The Commissioner in Sind should be requested to bring this recommendation to the notice of the D. J. Sind College Board for favourable consideration.

*Recommendation (16).—That a reasonable number of vacancies be reserved for Muhammadans at the beginning of each term for two days.*

35. The Commissioner in Sind should be requested to bring this recommendation to the notice of the Board of the D. J. Sind College for such action as they may consider necessary.

*Recommendation (17).—That, as a general principle, a Muhammadan be appointed as Professor of Persian.*

36. This recommendation, which is presumably intended to refer to the D. J. Sind College, should also be referred to the College Board by the Commissioner in Sind.

*Recommendation (18).—That one or more scholarships be provided for the encouragement of the study of Arabic.*

37. The Commissioner in Sind should be informed that Government are not prepared to undertake to found an Arabic scholarship though they will be glad to see one founded by private endowment.



*Section C.—Technical and Industrial Education.*

38. With regard to the Committee's remarks and suggestions under this head, it should be observed that the question of the promotion of technical and industrial education was not raised by the Government of India in connection with Muhammadan education (*vide* their letter no. 585-595, dated the 3rd April 1913), and the Committee for the Presidency proper did not go into that question. The Commissioner in Sind, while expressing sympathy for the suggestions made by the Committee under this head, remarks that these suggestions are not restricted to Muhammadan interests alone but are applicable to the progress of technical education in general in Sind. Government generally concur in the Commissioner's remarks and they see no need to consider the question of the promotion of technical and industrial education in Sind specially from the point of view of Muhammadans.

*Section D.—Education of Women.*

39. As regards the recommendations under this head, both the Commissioner in Sind and the Director of Public Instruction consider that there is at present no necessity to discuss the progress of the education of Muhammadan girls apart from that of Hindu girls. It is true that the question of the special measures required for the promotion of education among Muhammadan girls was specifically raised by the Government of India (*vide* paragraph 6 of their letter no. 585-595, dated the 3rd April 1913), and the Presidency Committee also considered it (*vide* paragraphs 37 to 39 of the Committee's report and paragraph 36 of the Government Resolution thereon no. 1143, dated the 30th April 1917). Since then, however, the whole question of female education has been comprehensively dealt with in connection with a reference from the Government of India, whose orders on the subject are awaited. Government agree with the Commissioner and the Director that the question of the education of Muhammadan girls in Sind need not be considered at present apart from that of Hindu girls.

*Section E.—Miscellaneous.*

*Recommendation (1).—That Government be approached with a view to the reconsideration of the Cess Bill introduced by the Honourable Mr. Bhurgri.*

40. With reference to this recommendation, it should be observed that though the Bombay Government were at first inclined to support the Honourable Mr. Bhurgri's Bill referred to, yet on further and more detailed enquiry and after anxious and prolonged deliberation, they felt that they were not in a position to convey the assurance desired by the Government of India that there was unanimity or even approximate unanimity among the Muhammadan land-holders of Sind as to the expediency of the Bill, and that the utmost that could be said was that there was a fairly general willingness to acquiesce in the measure if it became law. It was in these circumstances that the Governor in Council was reluctantly constrained to recommend to the Government of India that permission to proceed with the Bill should not be given. The Honourable Mr. Bhurgri was accordingly induced to withdraw the Bill with leave to re-introduce it at some future date when there might be greater unanimity of opinion in Sind in favour of the Bill. In these circumstances, Government have no hesitation in expressing their willingness to consider the matter afresh when it can be demonstrated that there is a general unanimity or even a considerable majority in favour of the Bill.

*Recommendation (2).—That the Educational Standing Committee appointed by Government some years ago be resuscitated.*

41. Government agree with the Director of Public Instruction that the resuscitation of the special Standing Committee for Muhammadan education in Sind is not likely to serve any useful purpose now. In this connection it should be observed that the constitution of district school boards is separately under the consideration of Government.

*Recommendation (3).—That the number of Muhammadan inspecting officers, masters and clerks in the Educational Department be steadily increased.*

42. As will be seen from paragraph 27 of this Resolution the importance of increasing the Muhammadan element in the Educational Department in Sind has been fully recognised by Government for several years and instructions have already been issued with this end in view. In the circumstances Government readily accept this recommendation.

*Recommendation (4).—That Muhammadans be adequately represented on the Sind Literature Committee, membership of which should not necessarily be confined to Muhammadans acquainted with English, and that meetings be held periodically at different centres.*

43. With reference to the first part of the recommendation, Government agree with the Director of Public Instruction that Muhammadans should be given a majority on the Vernacular Text-Book Committee for Sind. As regards the latter part, it should be observed that as stated by the Director the several Text-Book Committees in this Presidency do not hold any meetings at present. Government have, however, recently decided in another connection that these Committees should meet quarterly. In the circumstances this part of the recommendation is also approved.

*Recommendation (5).—That the work of zamindars, Government officials and school masters who evince special interest in the welfare of the schools and in increasing the attendance be recognized by the award of Afrinamas, lungis, etc., preferably at the Collector's Durbar.*

44. From the remarks of the Commissioner in Sind Government understand that the Committee's recommendation is already being carried out.

*Recommendation (6).—That as far as possible the time-tables at schools and colleges be arranged so as to allow Muhammadan students to attend Friday prayers.*

45. Government consider that where there is a large number of non-Muhammadan pupils and a small number of Muhammadans, leave of absence should, when so desired, be given to Muhammadan students for the purpose of attending Friday prayers. In schools where Muhammadans largely preponderate, Government have, however, no objection to the time-table being fixed so as to allow the attendance of Muhammadan pupils at these prayers, wherever possible.

*Recommendation (7).—That a mosque be provided at the Training College for Men at Hyderabad.*

46. Government understand that there are a number of mosques in Hyderabad which the Muhammadan students at the Training College can attend. In the circumstances they are not prepared to accept this recommendation.

*Recommendation (8).—That as recommended by the Bombay Committee, a special scholarship be instituted for Muhammadans who wish to continue their studies in Europe.*

47. Government have already rejected this recommendation in connection with the Presidency Committee's report (*vide* paragraph 35 of Government Order no. 1143, dated the 30th April 1917).

*Recommendation (9).—That Sind be more adequately represented on the Bombay University Senate and that His Excellency the Chancellor be respectfully requested to nominate at least one Muhammadan from Sind.*

48. With reference to the first part of the recommendation, the Commissioner in Sind should be informed that the question of the representation of Sind on the Senate of the Bombay University has not been overlooked. As regards the latter part of the recommendation, the attention of the Commissioner should be invited to the University Registrar's notification no. 1092, dated the 7th March 1918, from which it will be seen that a Muhammadan, *viz.*, Mr. Wali Muhammad Hasan Ali has recently been nominated by His Excellency the Chancellor as a Fellow of the University.



49. All the Committee's recommendations have been dealt with above. At the end of the appendix to his memorandum no. T.—1 of the 10th November 1916, the Commissioner in Sind has made certain recommendations regarding the utilization of the recurring grant of Rs. 1 lakh for Muhammadan education in Sind. With regard to these recommendations the attention of the Commissioner should be invited to (1) paragraphs 2 and 5 to 8 of Government Resolution no. 2261, dated the 17th September 1917, (2) Government Order no. 806, dated the 16th March 1918, and (3) Government Order, Financial Department, no. 1808, dated the 8th May 1918. It will be seen that proposals entailing an ultimate recurring expenditure of Rs. 99,553 have already been sanctioned by Government from the grant in question. As regards the small balance of Rs. 447, the necessary instructions have already been issued to the Director of Public Instruction with reference to its utilization (*vide* paragraph 7 of Government Order no. 2261, dated the 17th September 1917), while from Government Order no. 834, dated the 20th March 1918, and the correspondence printed in the preamble to it it will be seen that it was expected that the whole of the last year's grant of Rs. 1 lakh, excepting a sum of about Rs. 5,000 only, would be spent on the several proposals sanctioned before the close of the year.

50. A copy of this Resolution should be forwarded to the Government of India with reference to paragraph 3 of this Government's letter to that Government no. 1144, dated the 30th April 1917, addressed in connection with the report of the Committee on Muhammadan education appointed for the Presidency proper.

G. A. THOMAS,  
Secretary to Government.

G. R. no. 1762, E. D., dated the 12th July 1918.

To  
The Commissioner in Sind,  
All Collectors in Sind and the Deputy Commissioner, Upper Sind Frontier,  
The Director of Public Instruction,  
The Accountant General,  
The Financial Department,  
The Government of India (by letter).

No. of 1918.

Copy forwarded for information and guidance to

## REPORT OF THE COMMITTEE APPOINTED TO CONSIDER GENERALLY THE QUESTION OF MAHOMEDAN EDUCATION IN SIND.

(Government Order, Educational Department, No. 2157, dated the 24th July 1915.)

The Committee met on September 3rd and 4th, 1915, in the library of the D. J. Sind College. The Honourable Mr. Ghulam Mahomed Bhurgri was unavoidably absent.

At these meetings the whole ground was covered and there was general agreement on the main points. It was decided, however, that before the final report was compiled, Mahomedan gentlemen interested in the subject of education should be invited to express their views.

Owing to the absence of one or more members of the Committee from Sind, it was not possible to convene a third meeting until December 18th. This was held at Hyderabad. The Honourable Mr. Ghulam Mahomed Bhurgri, Mr. Mahomed Ibrahim, Mir Ayub Khan, and Mr. Vines were unfortunately absent. The draft report which had been drawn up was considered and with a few modifications agreed to.

It was circulated for signature on 24th December, 1915, but as one or two very important issues were raised by members in connection with some of the resolutions, a special meeting was held on 14th May, 1916, and several amendments were agreed to. These have been incorporated in the body of the report.

### GENERAL.

It is perhaps desirable to refer briefly to the existing state of education among the Mahomedans of Sind.

The following table taken from the Annual Report of the Director of Public Instruction for the year 1912-13 shows the number of Mahomedans and Hindus attending school per mille of the population :—

|                                                                  | Mahomedans. |        | Hindus. |        |
|------------------------------------------------------------------|-------------|--------|---------|--------|
|                                                                  | Boys.       | Girls. | Boys.   | Girls. |
| Total number in public institutions ...                          | 25          | 2      | 80      | 18     |
| Number in Secondary schools and Colleges ...                     | 0.9         | ...    | 11      | 0.4    |
| Number in Local Board schools per mille of the rural population. | 11          | 0.1    | 55      | 2.4    |

It is in Secondary education and in the education of girls that the Mahomedans are most backward. Only one boy out of 1,100 Mahomedan males attends a school in which English is taught.

2. At the same time it is satisfactory to note that some progress is being made, and there is a slow but steady increase in the number of Mahomedans who have taken advantage of the facilities offered for education of all grades.

There are now 35 Mahomedan students in the D. J. Sind College as compared with 11 five years ago.

The number of Mahomedan boys in Secondary schools has risen from 1,100 to 1,300, and in Local Board schools from 13,200 to 17,400 in the same period. The progress among girls is not so satisfactory, the figures showing an increase of less than 5 per cent.

3. The fact that Government is making considerable efforts on behalf of Mahomedan education and that the Mahomedans are responding in some degree to



these efforts was recognized by the Committee. It is clear, however, that much remains to be done and that, for the present, special inducements and concessions are necessary. A large number of the Committee's proposals amount to a recommendation that the special facilities now offered to Mahomedans should be continued and amplified.

4. For convenience the proposals of the Committee have been distributed under the following heads :—

- A.—Primary Education (Mulla schools and Local Board schools).
- B.—Secondary Education (Schools and Colleges).
- C.—Technical and Industrial Education.
- D.—The Education of Women.
- E.—Miscellaneous.

5. A very rough estimate of the probable cost of the proposals is appended.

#### A.—PRIMARY EDUCATION.

##### I.—Mulla Schools.

The most important question is perhaps the future of the Mulla schools. The difficulty in regard to these schools is that a boy spends 2 or 3 years studying the Koran, and unless he receives adequate instruction in secular subjects concurrently he will be 2 or 3 years behind his class-fellows when he joins a Local Board school.

We consider, therefore, that the standard of secular education should be raised in the Mulla schools, so that a boy after spending 3 or 4 years in one of these schools may find himself on a level with the boys of the same age when he joins a Local Board or Municipal school.

As a rule Mulla schools should be specially encouraged in villages not capable of supporting a Local Board school.

We make the following detailed recommendations :—

- (1) That the appointment of the special Deputy Educational Inspector for Mulla schools be made a permanent one, and that at least one more Deputy Educational Inspector with an adequate number of assistants be appointed.
- (2) That the standard of education in the Mulla schools be gradually raised and that *pari passu* the grants paid to these schools be enhanced.
- (3) That training classes for Mullas be held at convenient centres similar to those held at Kandiaro and Naushahro in 1914 and 1915.
- (4) That the Mullas be encouraged to employ qualified assistants.
- (5) That the grants to schools of established efficiency be paid quarterly, if possible.
- (6) That small grants be made towards the cost of improved accommodation and equipment.
- (7) That lungis and other rewards be given to Mullas for good work.
- (8) That the Departmental Readers be modified to suit these schools, lessons on religion and morality being included.
- (9) That small libraries, circulating between schools, be provided.
- (10) That there be a more liberal distribution of books and writing materials.
- (11) That small prizes be awarded freely for good attendance and progress.

#### II.—Local Board and other Primary Schools.

It is recognised that from an educational point of view it is desirable that Mahomedan boys should be encouraged to join a Local Board school as early as possible.

We believe that religious education is a most important factor in this connection, and consider that more adequate facilities should be afforded for the teaching of the Koran.

The appointment of Mullas on Rs. 4 per mensem in selected schools has on the whole proved successful, but the remuneration is generally considered to be inadequate.

Another point of importance is the increase in the number of Mahomedan inspecting officers and masters.

The recruitment of the Educational Department will be considered later under the head of "E.—Miscellaneous."

It may be noted that the percentage of Mahomedan masters in Local Board schools is 44, which is almost exactly the same as the percentage of Mahomedan pupils.

Half the stipends at the Training College are given to Mahomedans.

We may summarise our recommendations as follows :—

- (12) That the teaching of the Koran be made compulsory for Mahomedan pupils, full-time Mullas being appointed in large schools and allowances given to Mahomedan masters in smaller schools.
- (13) That the proportion of Mahomedan masters be steadily increased.
- (14) That the proportion of Mahomedans selected for the Training College be steadily increased.
- (15) That the practice of appointing competent Mullas as masters in Local Board schools be encouraged and a higher maximum pay than Rs. 10 fixed.
- (16) That Mahomedan pupils be exempted from the payment of fees.
- (17) That the number of scholarships of Rs. 3 per mensem be increased and additional scholarships of Rs. 2 per mensem instituted. The total may be fixed at some percentage of the number of Mahomedan pupils, say 10 per cent.
- (18) That a considerable number of the above scholarships be reserved for boys joining a Local Board school from a Mulla school.
- (19) That text-books be distributed liberally to Mahomedan pupils.
- (20) That the study of Persian be encouraged by the award of allowances to masters in selected schools and that Persian be recognised as an alternative to Native Accounts in the Vernacular Final Examination.
- (21) That a further revision of the Departmental Sindhi Readers be undertaken, as objection has been taken by Mahomedans to some of the lessons and to the language in places.
- (22) That Readers of Anjuman Himayat Islam, Lahore, which have been translated into Sindhi, or Readers specially compiled, be used in purely Mahomedan schools.

#### B.—SECONDARY EDUCATION.

##### I.—Schools.

Attention has already been drawn to the fact that the number of Mahomedan pupils in Secondary schools and colleges is lamentably small in proportion to the population, and we consider that special efforts should be made to increase the



number of Mahomedans studying English and thus to provide *inter alia* an adequate supply of candidates for the public services.

An increase in the number of purely Mahomedan schools or Madressahs is advocated. At the same time, it is realized that the provision of Mahomedan boarding-houses under Mahomedan management, each with a mosque, as at Sukkur, attached to existing High Schools, has much to recommend it. We are of opinion that at present the latter policy should be followed. When the numbers in a boarding-house are sufficiently great, the question of providing a separate Mahomedan day-school may be considered. The provision of scholarships on a large scale is a necessity, and other inducements should be offered.

We may summarise our proposals as follows :—

(1) That Mahomedan boarding-houses, each with a mosque under Mahomedan management, be gradually provided at each district and Sub-Divisional Head Quarters where A.-V. schools exist and there is a reasonable prospect of Mahomedan pupils attending from outside.

(2) That ultimately, when the numbers justify it, these boarding-houses be developed into Madressahs on the lines of the Sind Madressah at Karachi or the Larkana Madressah.

(3) That the provision recently made for scholarships in Secondary schools be gradually increased to at least Rs. 1,00,000 per annum.

(4) That the liberal policy of Government in the matter of grants to the Sind Madressah and other similar institutions be continued and extended.

(5) That teachers in Local Board Madressahs be given the benefit of a Provident Fund in order to make the service popular.

(6) That the number of free-studentships and partially free-studentships reserved for Mahomedans in existing High and Middle Schools be materially increased.

(7) That orphans and deserving poor boys be supplied with books, etc., in addition to being exempted from the payment of school fees and boarding fees.

(8) That one or more Mahomedan masters be appointed on the staff of schools with Mahomedan pupils.

(9) That a reasonable number of vacancies in Government High Schools be reserved for Mahomedans.

(10) That as far as possible the teaching of Persian be in the hands of Mahomedan masters.

(11) That in the boarding-houses attached to the Hyderabad and Shikarpur High Schools separate kitchens and dining rooms be provided for Mahomedans.

## II.—Colleges.

There was agreement on two main points, *viz.* :—

That a Mahomedan hostel be attached to the D. J. Sind College and that additional scholarships be provided.

There was a difference of opinion regarding the scholarships now granted by certain District Local Boards to Mahomedan students on condition that they serve in the Educational Department after taking their degree. It was stated that these scholarships do not attract the best men and that the majority failed in at least one examination and occasionally in two and that one at least of those who finally obtained a degree had attempted to repudiate his contract. The majority of the Committee, however, favoured the continuation of these scholarships.

The following are our proposals :—

(12) That a Mahomedan hostel with a mosque, under Mahomedan management, be attached to the D. J. Sind College and that it be conducted on strictly economical lines.

That this proposal shall not prejudice the ambition of many Mahomedans of this province that the Sind Madressah may at some future date be developed into a College.

(13) That 30 additional scholarships for Arts Colleges and 10 for Professional Colleges be provided, similar to the Sir Amir Ali Murad and King Edward Memorial Scholarships for which Mahomedans are indebted to the generosity of H. H. the late Mir Sir Faiz Mahomed Khan and H. H. Mir Sir Imambux Khan, Talpur.

(14) That the scholarships instituted by District Local Boards to provide Mahomedan recruits for the Educational Department be continued.

(15) That the D. J. Sind College Board be asked to give a certain number of free-studentships to poor and deserving Mahomedans.

(16) That a reasonable number of vacancies be reserved for Mahomedans at the beginning of each term for two days.

(17) That, as a general principle, a Mahomedan be appointed as Professor of Persian.

(18) That one or more scholarships be provided for the encouragement of the study of Arabic.

## C.—TECHNICAL AND INDUSTRIAL EDUCATION.

The Committee are very strongly of opinion that greater facilities for Technical education should be offered to the Mahomedans in Sind, not only to provide for them other outlets of employment besides the legal profession and Government service but also because the Committee believe that what is commonly called Technical education has in itself certain elements of moral training which are not brought out so emphatically in education of a more literary character, *e. g.*, a consciousness of the dignity of labour and pride in accuracy of workmanship.

In this matter Mahomedan education cannot be separated from the improvement of Technical education for the province as a whole. At present this is in an extremely backward condition. The facilities for it are limited to a few Technical or Industrial schools and classes at various centres and to the Engineering Branch of the D. J. Sind College. The evidence before the Committee is to the effect that the Technical schools and classes are, with the exception of the one at Khairpur, very inefficient and it is very much to be doubted whether they serve any definitely formulated purpose. The Engineering Branch of the D. J. Sind College is good so far as it goes, but its accommodation is limited, and it is little more than a feeder for a few minor posts in the Public Works Department.

The Committee are of opinion that the ultimate aim should be the establishment of a large Technical Institute in Karachi with the object of training men to the more responsible work in connection with Engineering and the various arts and crafts, and a net work of small but efficient Technical and Industrial schools and classes throughout the province for the training of mechanics and artisans. Meanwhile, as a step towards this aim, an enquiry should be made into the best means of extending and improving the Engineering Branch of the D. J. Sind College by the addition to it of classes for Mechanical and Electrical Engineering while a definite purpose should be set for the other Technical classes in the province and they should be made efficient for the attainment of this purpose.

To attract Mahomedans special scholarships should be reserved for them, as is done, and is being recommended, in ordinary schools and colleges.

The Committee are also of opinion that in such an essentially agricultural province as Sind, and for such an essentially agricultural community as the Sindhi



Mahomedans, one of the greatest educational advances that could be made would be the establishment of an agricultural class, small at first and unambitious in scope, but afterwards capable of extension; and the encouragement of Mahomedans in the learning of more scientific and progressive agriculture.

The class attached to the experimental farm at Mirpurkhas may be made the starting point of this project.

The Committee also consider that a "Commercial Side" should be added to the higher classes in the Sind Madressah to induce Mahomedan boys to turn their attention to commercial pursuits as well as to Government service.

#### D.—THE EDUCATION OF WOMEN.

We recognise the very great importance of the education of women, but realize that progress at present must be slow.

There are a few Mahomedan girls' schools in the large municipal towns, a small number of girls attend local board schools and a larger number mulla schools.

Secondary education has scarcely made a beginning among Mahomedan girls at present.

The greatest problem in connection with education is the supply of qualified teachers. This applies to Mahomedans and Hindus alike.

The following detailed recommendations represent the suggestions which have been made by various members of the Committee. One or two of the proposals are of a somewhat controversial nature :—

- (1) That Mahomedan A.-V. Girls' Schools be established at Karachi, Hyderabad and Sukkur as occasion arises.
- (2) That enhanced stipends be provided at the Training College for Women.
- (3) That one or more Normal classes be opened in Upper Sind.
- (4) That scholarships and prizes on a liberal scale be provided in schools.
- (5) That special Readers for girls be provided.
- (6) That special attention be paid to physical exercises, hygiene and household management in the curriculum.
- (7) That as far as possible purdah arrangements be provided for bringing girls to school and taking them home again.

#### E.—MISCELLANEOUS.

A number of questions were considered under this head, dealing mainly with general methods for the encouragement of Mahomedan education and for a greater representation in the Educational Department.

There has been a steady increase in the number of Mahomedans in the Educational Department, *e. g.*, there are now two Mahomedan Deputy Educational Inspectors, including the Deputy for Mulla Schools, and six assistants (including the two working under the latter officer). In all there are 8 Deputy Educational Inspectors and 15 assistants. Although the proportion of Mahomedans is small it may be noted that three years ago there were no Mahomedan Deputies and only three assistants. There are now three Mahomedan masters in the High Schools and Training Colleges and eight Mahomedan clerks. Four years ago there were no Mahomedan masters or clerks.

The members of the Committee, with the exception of Mr. Hesketh, were strongly in favour of Government being asked to take up the Cess Bill introduced by the Honourable Mr. Bhurgri again in view of the special conditions of Sind.

The recommendations may be summarised as follows :—

- (1) That Government be approached with a view to the re-consideration of the Cess Bill introduced by the Honourable Mr. Bhurgri.

- (2) That the Educational Standing Committee appointed by Government some years ago be resuscitated.

- (3) That the number of Mahomedan inspecting officers, masters and clerks in the Educational Department be steadily increased.

- (4) That Mahomedans be adequately represented on the Sind Literature Committee, membership of which should not necessarily be confined to Mahomedans acquainted with English, and that meetings be held periodically at different centres.

- (5) That the work of Zamindars, Government Officials and school masters who evince special interest in the welfare of the schools and in increasing the attendance, be recognized by the award of Afrin-namas, lungis, etc., preferably at the Collector's Durbar.

- (6) That as far as possible the time-tables at schools and colleges be arranged so as to allow Mahomedan students to attend Friday prayers.

- (7) That a mosque be provided at the Training College for Men at Hyderabad.

- (8) That as recommended by the Bombay Committee, a special scholarship be instituted for Mahomedans who wish to continue their studies in Europe.

- (9) That Sind be more adequately represented on the Bombay University Senate and that H. E. the Chancellor be respectfully requested to nominate at least one Mahomedan from Sind.

(NAMES OF THE GENTLEMEN WHO HAVE SIGNED THE ROUGH  
ESTIMATE OF THE COST OF THE PROPOSALS.)

M. HESKETH.

G. M. BHURGRI.

GHULAM HUSSAIN.

KALICHBEG F. MIRZA.

S. ABDUL HAQ.

MAHOMED IBRAHIM.

MIR AYUBKHAN.

W. M. HASSONALLY.

H. P. FARRELL. [I should like it to be definitely stated that paragraph 17 (Colleges) is not meant to reflect in any way on the gentlemen at present teaching Persian in the D. J. Sind College.]



ROUGH ESTIMATE OF THE COST OF THE PROPOSALS.

*A.—Primary Education.*

- I.—Proposal No. 1. The recurring cost of a Deputy Educational Inspector, with two assistants, would be about Rs. 10,000 and the non-recurring Rs. 1,200.  
Additional assistants would each cost about Rs. 1,350 per annum.
2. A round sum of Rs. 20,000 may be entered equivalent to an increase of 75 per cent.
3. The cost of one class is approximately Rs. 1,000.
4. The cost has been included under proposal No. 2.
6. Rs. 5,000 may be taken as a rough estimate.
9. Rs. 1,000 might be spent annually for 5 or 10 years.
10. Rs. 8,500 per annum.
11. Rs. 3,500 per annum.
- II. 12. If a mulla on Rs. 10 be allowed to 100 schools, and an allowance of Rs. 3 be assigned to half the remaining Local Board Schools the total cost would be approximately Rs. 25,000.
16. The total fees in Local Board schools are about Rs. 5,000, of which Rs. 1,500 may be taken as the Mahomedan contribution.
17. The cost of scholarships at present is roughly Rs. 9,000. If 20,000 be taken as the number of Mahomedan pupils in Local Board schools, and half the scholarships are of Rs. 3 per mensem and half of Rs. 2 per mensem, the total annual cost would be Rs. 60,000.
19. Rs. 5,000 may be taken as a rough estimate.
20. If Persian be introduced into 100 schools and the master be given an allowance of Rs. 5 per mensem, the total cost would be Rs. 6,000.

*Secondary Education.*

- I. Proposal No. 1. The cost of building a boarding-house for 40—50 pupils with a mosque may be taken at Rs. 15,000 to Rs. 20,000. The recurring cost would depend largely on the fees charged.
2. The cost of building a day-school would be Rs. 40,000 and the recurring cost about Rs. 5,000.
3. Rs. 1,00,000 per annum.
4. The Sind Madressah needs an additional grant of at least Rs. 7,000 and an equal sum might very well be distributed among the other Madressahs.
5. The cost of instituting a Provident Fund for masters in the two Local Board Madressahas would be about Rs. 750 per annum.
6. The cost of doubling the number of free-studentships reserved for Mahomedans in Government High Schools would be about Rs. 2,500.



7. Rs. 10,000 may be put down as a rough estimate.
11. The non-recurring cost would be approximately Rs. 2,000.
12. The cost of a Mahomedan hostel for 50 students in Karachi may be taken at not less than half a lakh, excluding the cost of the land.
13. The cost of 40 scholarships at an average of Rs. 25 per mensem each tenable for 4 years is Rs. 12,000 per annum.
18. The cost of one scholarship of Rs. 40 per mensem for 4 years is Rs. 480 per annum.

*C.—Technical and Industrial Education.*

No accurate estimate of the cost of the proposals can be made, as the Committee have merely sketched out the lines on which development might take place.

*D.—Education of Women.*

- Proposal No. 1. The cost of one building may be taken at Rs. 50,000 and the recurring cost at Rs. 6,000.
2. If the value of the 20 Government stipends at the Training College be increased from Rs. 10 to Rs. 15, the additional cost would be Rs. 1,200 per annum. Hindus and Mahomedans would have to be treated alike, and there would be a further additional cost to the District Local Boards of Rs. 1,200 to raise the value of the stipends given by them.
  3. A building would probably cost Rs. 20,000 and the recurring cost, including stipends, may be taken at Rs. 7,500.
  4. Rs. 10,000 may be put down.

*E.—Miscellaneous.*

- Proposal No. 1. It is estimated that about Rs. 1,50,000 per annum would be available, if the Cess Bill came into operation.
7. A mosque could probably be erected at a cost of Rs. 1,000 to Rs. 2,000.
  8. If one scholarship of £200 tenable for 2 years be awarded annually the cost would be Rs. 7,000 per annum (including steamer passages).

*Education of Muhammadans:—Regarding the recommendations of the Special Committee appointed to consider generally the question of Muhammadan education in Sind.*

Letter from the Educational Inspector in Sind to the Commissioner in Sind, no. 3021, dated the 19th May 1916:—

"I have the honour to forward in duplicate the report of the Committee appointed in Government Order, Educational Department, no. 2157 of 24th July 1915, to consider generally the question of Muhammadan education in Sind."

Memorandum from the Commissioner in Sind, no. E.—250, dated the 7th June 1916:—

"Submitted to Government with reference to paragraph 2 of Government Order, Educational Department, no. 2157, dated the 24th July 1915.

"2. The Commissioner's remarks on the recommendations of the Committee will be submitted after consulting the district officers.

Memorandum from the Director of Public Instruction, no. 5265, dated the 4th July 1916:—

"Forwarded with compliments.

"2. The Commissioner's remarks are awaited."

Memorandum to the Commissioner in Sind no. 1657, dated the 10th July 1916.

Memorandum from the Commissioner in Sind no. E.—323, dated the 20th July 1916.

Memorandum from the Director of Public Instruction no. 6723, dated the 3rd August 1916.

Memorandum to the Commissioner in Sind no. 2566, dated the 13th October 1916.

Memorandum from the Commissioner in Sind no. T.—1, dated the 10th November 1916:—

"The Commissioner in Sind has the honour, in continuation of his memorandum no. E.—250, dated the 7th June, to forward to Government his remarks upon the report of the Special Committee regarding Muhammadan education in Sind. The report has been forwarded for the criticism of the Collectors and has gained a large measure of approval.

"2. The trend of the recommendations of the Committee is to secure an alliance between the secular teaching of the State schools and the religious guidance which the true Muhammadan considers indispensable to a system of education. To the objection that the State cannot patronise and support a sectional religion in this manner, the complete reply is, as regards Sind, that by a historic accident, there is here no system of 'Wakf' or Muhammadan religious endowment, but elsewhere the State does patronise and support sectional religions by the continuance in perpetuity of endowments of land or revenue.

"3. The financial provision required to give effect to these recommendations is roughly a capital sum of Rs. 4 lakhs and a recurring grant of Rs. 3½ lakhs. It is clearly impossible in present circumstances to expect assistance on this scale from Government. The report, therefore, where it requires financial provision, represents a very valuable programme for adoption in the future as funds may become available, and where no financial provision is necessary, it affords material for definite recommendations from the Educational Department.

"4. As the Committee point out, a large number of their proposals amount to a recommendation that the special facilities now offered to Muhammadans should be continued and amplified. There is no change of policy involved to which the Educational Inspector has considered it necessary to take objection, with the single exception that Mr. Hesketh has found himself unable to support his Committee in urging Government to take up afresh the Cess Bill. This Bill, as Government are aware, was dropped by its sponsor, since he was unable to secure sufficient support amongst the zemindars. This gentleman and his supporters have now for some years taken no further overt action in the matter. It is possible that they may be pursuing the propaganda unnoticed, and it is clearly open to them to convince the great body of zemindars at large of the advantages of the policy they advocate. When it can be demonstrated that there is a general unanimity, or even a considerable majority, in favour of the Bill, Government will no doubt be prepared to consider the matter afresh.

5. The proof that education is progressing amongst Muhammadan boys, in the increase in five years in secondary schools, from 1,100 to 1,300 pupils, and in local board schools, from 13,200 to 17,400 pupils, is decidedly encouraging. However, there is no doubt that

F Edcl 238—1



the percentage of boys studying is still excessively low. It may be noted that the percentages printed in paragraph 1 of the Committee's report are erroneous in certain respects: the correct percentages are reproduced below:—

|                                                                     | Muhammadans. |        | Hindus. |        |
|---------------------------------------------------------------------|--------------|--------|---------|--------|
|                                                                     | Boys.        | Girls. | Boys.   | Girls. |
| Total number in public institutions ...                             | 25           | 2      | 80      | 18     |
| Number in secondary schools and colleges ...                        | 9            | ...    | 11      | 4      |
| Number in local board schools per mille of the rural population ... | 11           | 1      | 55      | 2.4    |

"6. The Committee express the opinion that the most important question is perhaps the future of the Mulla schools. The position and utility of these schools has been the subject of debate in Sind for the last 25 years. In 1908 Mr. A. G. Wright, Educational Inspector, submitted to Government a note on the policy of aiding these schools\*; and in 1914 Government, in their green book publication on Muhammadan education, recognised that they were "susceptible of very great improvement under systematic supervision, and may well develop into a valuable adjunct to the ordinary primary school."

"7. Though they are still subjected to much hostile criticism, and there is much truth in the allegation that the Mullas are often exceedingly ignorant of secular knowledge and are therefore unable to reach the standards of the Educational Department, the Commissioner understands that it is the settled policy of Government to make use of these Mullas and to raise their standard of knowledge and efficiency; and with this policy he is himself respectfully in the most hearty agreement. It is remarkable that the most vigorous critics of the Mulla and his methods are frequently also the most destructive critics of the Educational Department and their methods.

"8. The survival of the Mulla and the faithful devotion of the mass of the Muhammadan population to his ministrations is undoubtedly most creditable to the courage and constancy of that community. A historic parallel may be found in those Churches which have maintained their sturdy independence without recognition by the State, in Ireland, Scotland and England. The Mulla has foregone material prosperity in order to minister to the spiritual needs of his flock. In proportion as his community has been attracted to the secular instruction provided by the British Government, the Mulla has sunk deeper and deeper in poverty, and his struggles to acquire an orthodox education have been attended with greater and greater difficulty. Nevertheless, the more capable and devout men have established and kept alive institutions in which the Koran is taught and instruction is given in Persian and Arabic.

"9. Moreover, they have taught discipline and obedience to the children of tribesmen of the most wild and untameable temperaments. Many men have commented on the good manners of the Muhammadan race, rich and poor alike, landholder and labourer; few have given the credit where it is due, to the humble Mulla, who not only believes that 'The fear of the Lord is the beginning of wisdom', but also, in agreement with William of Wykeham, has recognised that 'manners makyth man'. The teaching of the Koran in the Muhammadan traditional method is condemned by the modern scientist as a useless waste of time. The important fact that during these earliest years the child is being taught reverence and submission to authority escapes the attention of this critic; but nevertheless is the sub-conscious foundation of the unwavering attachment of the Muhammadan race to this tenet of their faith.

"10. There is little cause for wonder that these institutions, which have received no recognition from the British Government, should not be inspired with any wholehearted gratitude to that Government. In other parts of India, the British Government found Hindu temples and Muhammadan mosques endowed with revenues or grants of land in inam. At one time they administered those inams for the benefit of these religious benefices, but some sixty years ago, owing to a Christian agitation, they ceased all association with their administration, but still handed over the endowments to the custodians who asserted their claim of management. In Sind, where, in place of a permanent system of land endowments, the Muhammadan State religion was supported by the personal recognition of individual religious teachers, not a single endowment exists for the support of any religious institution, whether Hindu temple or Muhammadan mosque. The Bombay Provincial Budget shows that the grants to temples and mosques under the head of Assignments and Compensations represent the sum of Rupees fourteen lakhs in the Presidency proper. It is submitted that this fact alone justifies a liberal treatment of Mulla schools without giving any ground for a charge of partiality to a sectional religion.

"11. The Mulla schools recognised by the Department number over 500 and are attended by 15,000 children.\* There are numerous other schools which are not so recognised. The local board schools number 832 and contain 18,000 Muhammadan boys. The influence of these Mullas, who are able to attract so many children to their schools with no material advantages to offer, is a remarkable phenomenon; and the political expediency

\* *Vide* Government Resolution no. 2036, dated 14th October 1909, and Government Resolution no. 220, dated 21st January 1910.

of winning the confidence and the gratitude of men who have displayed such staunch fibre cannot be overestimated.

"12. The Commissioner entirely supports the 11 recommendations entered in Section A—I of the Committee's report; and would add to it a further suggestion (12) that grants-in-aid be paid at the discretion of the Commissioner on the recommendation of the Educational Inspector to indigenous Madressah now existing for the training of Mullas. It is perhaps doubtful whether, owing to their want of confidence in the intentions of Government towards their institutions, the managers would accept any such assistance; but if they were satisfied that no interference was contemplated they might do so; and the offer would at any rate be evidence of a new recognition and of the spirit of goodwill. These grants might be limited to a total sum of Rs. 5,000, and perhaps some dozen such institutions might be found to merit aid.

It is estimated that the suggestions under this Section would cost approximately Rs. 54,000 per annum, which, if possible, should be made available in the budget for 1917-18.

"13. In regard to local board and other primary schools, the only objection taken to recommendations 12 to 22 is that recommendation 16 for the exemption of Muhammadan pupils from the payment of fees is not worth making. If the total of the fees of all local board schools is only Rs. 5,000, and Rs. 1,500 is the share paid by some 18,000 boys, it is obvious that no poor boys are called upon to pay anything.

The financial provision suggested is Rs. 96,000. The scheme may similarly be initiated at a cost of Rs. 25,000 for the first year, in accordance with such detailed proposals as the Educational Inspector may prepare.

"14. B.—*Secondary Education*.—I—*Schools*.—Recommendations 1 to 11 are estimated to cost several lakhs of rupees in buildings and about Rs. 1,20,000 recurring expenditure. So also in regard to colleges, the expenditure suggested is approximately half a lakh non-recurring and Rs. 12,000 recurring.

"15. C.—*Technical and Industrial Education*.—The Commissioner feels much difficulty in offering advice on a subject on which, so far as he is aware, no data have yet been collected in Sind. The technical and mechanical skill of the province is undoubtedly advancing rapidly under the stimulus of private enterprise. The great workshops which the North Western Railway have established, the iron foundry firms of Karachi, the undertakings of the Port Trust, afford a very wide field of training in the most practical conditions. The Commissioner is of opinion that this subject should be considered apart from the special case of Muhammadan education.

"16. D.—*Education of Women*.—This has been the subject of a special report in this office no. E.—282, dated the 22nd June 1916, and there is no present necessity to discuss the progress of the education of Muhammadan girls apart from Hindu girls.

"17. In an appendix to this report the Commissioner notes briefly his view of each recommendation.

"18. The feature of the proposals in regard to higher education, which appeals most strongly to the Commissioner, is the necessity of establishing a definite and co-ordinated scheme for the whole course of education of selected lads of ability. The outstanding weakness of the Muhammadan position in Sind is the absence of men with English education, competent to guide the community in the intricate public questions which are daily referred with increasing frequency for the decision of the community. The community has hitherto remained content to be safeguarded and guided by official supporters; and now that it requires public spokesmen, it finds itself very seriously handicapped, in being compelled to select its platform orators from persons who would not otherwise command influence. It is very important, therefore, to smooth and broaden the path for brilliant boys to proceed from the village school through the high school to the University degree.

"19. At present, for secondary education, there are 21 scholarships of Rs. 5 each for three years in middle schools; and 14 of Rs. 5 each in high schools, tenable for four years; and 6 King Edward Memorial scholarships in high schools of Rs. 12-8-0 for three years. From the 1st of January last, 34 additional scholarships of Rs. 10 and Rs. 12-8-0 have been sanctioned, *i.e.*, 75 in all. For boys attending college there are 22 scholarships varying from Rs. 25 to Rs. 40.

"20. These numbers are, in the opinion of the Commissioner, wholly inadequate throughout. The demands of the Committee are large, but by no means extravagant; although the provision suggested for scholarships in secondary schools is somewhat out of proportion to that for scholarships in colleges; and the latter are at least equally important to the community. The Commissioner would suggest that as an ideal to be ultimately attained, a generous scheme should be sanctioned to provide, as funds become available, a complete course of education to a considerable number of scholars, and the following scheme is put forward.

Every year 10 boys should be selected in each district in the 4th standard of the primary school. Each lad should be sent to the nearest high school with a 10-rupee scholarship, while he remains in standards 1 to 3. On a satisfactory report of progress, each scholarship should be increased to Rs. 12-8-0, when the boy is reading in standards 4 to 7.



If he matriculates and still obtains certificates of good conduct, he should be sent to some college with a scholarship of Rs. 30. Thus, there would be some 500 boys with scholarships studying in high schools, and allowing for a percentage of failures at the Matriculation, some 225 scholarship-holders in college; at a total cost of, when the scheme is complete, approximately Rs. 1½ lakhs per annum.

"21. In order that this measure should be started, the Commissioner recommends that 20 boys be selected from each of the 7 classes of the middle and high schools, that the existing scholarships of Rs. 5, which are inadequate except to supplement the resources of the well-to-do, should be abolished and that the 34 new scholarships of the present year may be included in the 140 now suggested. The King Edward Memorial scholarships, being a private benefaction should, of course, remain untouched. This measure would for the first year just double the number of scholars at the cost shown below.\* Similarly for attendance at college, in addition to the 22 scholarships now existing, 12 more may be established at Rs. 30 at a cost of Rs. 4,320.

\* Rs. 19,200 minus Rs. 2,100 minus about Rs. 5,000, i. e., about Rs. 12,100.

"22. The Commissioner is conscious that this scheme must meet with much criticism and opposition, but he is convinced that the alternative of the dissociation from western education of this great Muhammadan community would be disastrous to a country which is in course of being rapidly plunged into the complexities of modern politics, and that a radical measure of reform is necessary to enable that community to play their part in the solution of the problems that are imminent."

(Brief remarks of the Commissioner in Sind on the recommendations of the special Committee on Muhammadan education in Sind.)

A-I—Recommendation 1.—Strongly recommended.

Recommendation 2.—Strongly recommended. The present total grants are very low. A Mulla teaching some 30 children receives on the average about Rs. 30 per annum. The average grant per head of pupil in 1915-16 was Rs. 1-13-10. The average cost per head of pupil in Local Board schools is Rs. 9-8-4. The Commissioner believes that the Mulla schools would respond in a remarkable degree to a liberal grant, and would recommend that the grant be immediately doubled, at an extra cost of Rs. 28,394.

Recommendation 3.—Strongly recommended.

Recommendation 4.—Hitherto the Mulla has been paid Rs. 5 a month for a qualified assistant and has been blamed because the assistant has not been efficient. Where he engages an assistant whom the Deputy Educational Inspector approves, he should be paid not less than Rs. 10 per month.

Recommendations 5 to 11.—Approved.

A-II—Recommendation 12.—Approved, provided that exemptions be granted where the sect of the Mulla differs from that of the pupil.

Recommendations 13 to 15.—Approved.

Recommendation 16.—Not approved.

Recommendations 17 to 21.—Approved.

Recommendation 22.—No opinion.

B-I—Recommendation 1.—Approved.

Recommendation 2.—This may be considered at a later date.

Recommendation 3.—Approved, as regards scholarships both in secondary schools and colleges.

Recommendations 4 to 11.—Approved.

B-II—Recommendations 12 and 13.—Approved.

Recommendation 14.—Approved. The condition of service in the Educational Department may be abrogated. The Department will attract Muhammadan candidates when a sufficient number have been educated by means of these scholarships.

Recommendation 15.—Approved.

Recommendation 16.—The ground of the recommendation is not understood, and it appears undesirable.

Recommendations 17 and 18.—Approved.

C—The Commissioner is in sympathy with these suggestions, which are not restricted in their scope to Muhammadan interests alone, but are applicable to the progress of education in general in Sind.

D—Recommendations 1 to 7.—Approved. But the Commissioner considers that the enlargement of the Training College for Women is the most urgent need.

E—Recommendation 1.—Vide paragraph 4.

Recommendation 2.—This should be further discussed with the Educational Department.

Recommendation 3.—Approved.

Recommendation 4.—For the consideration of the Educational Department.

Recommendation 5.—It is understood that this is already done.

Recommendations 6 to 9.—Approved.

Budget estimate for 1917-18.

A-I—Rs. 5,000 Paragraph 12 of the memorandum: grants to training classes for Mullas.

" 53,680 For the remaining proposals of this Section.

A-II— " 25,000 Paragraph 13.

B-I— " 12,000 Paragraph 21: scholarships in middle and high schools.

B-II— " 4,320 Paragraph 21: scholarships in college.

" 1,00,000

Memorandum to the Director of Public Instruction no. 3007, dated the 29th November 1916:—

"Forwarded to the Director of Public Instruction for favour of any remarks which he may have to offer."

Letter from the Director of Public Instruction, no. 1090, dated the 1st May 1917:—

"I have the honour to return Government memorandum, Educational Department, no. 3007 of 29th November 1916, and to submit the following comments on the remarks of the Commissioner, Sind, touching the report of the Sind Special Muhammadan Educational Committee, as contained in his No. T.—1 of 10th November 1916, addressed to Government:—

(1) As regards the policy advocated in paragraphs 2, 4, 6, 7, 8, 9, 10 and 11 of the Commissioner's memorandum, I see no practical difficulty and would not let the theoretic objection to which he refers (if it is relevant) stand in the way. The position of the Mulla schools in Sind is not unlike that of the monastic schools maintained by the Buddhist hierarchy in Burma. For political as well as for educational reasons, the Government of Burma has always devoted special care and attention to these schools and has always been anxious to help and encourage as many of the monastic managers as will condescend to accept such assistance. Monks in charge of such schools are exempt from taxation. Such of them as will allow their schools to be registered receive grants of various kinds from the Department and may be supplied with lay assistant teachers, the whole or part of whose salaries is paid by the Department. It should be noted that in these schools no fees are charged but that on the other hand the villagers or townfolk undertake the maintenance of the monks by gifts in kind. Monastic buildings are erected as works of merit by pious Buddhist laymen, but Government occasionally grants gifts of timber for repairs or extensions. Whether any of these forms of special assistance could be adopted in the case of the Mulla schools in Sind I am not at present in a position to say. The result of the Buddhist system in Burma is that practically all Buddhist boys at any rate learn to read and write Burmese at least and can receive instruction in these subjects as well as in their religion free of charge. If a similar system could be adopted among Muhammadans and Hindus, there would be no need of a Cess Bill for the provisions of the cost of the minimum of an elementary education. The ethical and psychological effects of the monastic school training in Burma coincide closely with those noted by the Commissioner in paragraph 9 in connection with the Mulla schools.

(2) To the Educational Inspector in Sind, the recommendations of the Committee taken as a whole appear to represent the legitimate aspirations of the Muhammadan community. I would join the Commissioner in endorsing the Committee's general recommendation that the special facilities now offered to Muhammadans in Sind be continued and amplified.

(3) The Educational Inspector accepts the corrections in figures pointed out in the Commissioner's paragraph 5.

(4) As regards the Commissioner's paragraph 12, now that Government have been able to provide in the budget for the current year a sum of Rs. 1,00,000 for the promotion of Muhammadan education in Sind, I have no hesitation in supporting all the Committee's recommendations in behalf of Mulla schools, except no. (8) regarding the modification of the Departmental Readers which will require further consideration before effect can be given to it.

A Edcl 238—2



The Commissioner's remark in connection with recommendation no. (2) in the appendix to his memorandum that the average grant per head in Mulla schools in 1915-16 was Rs. 1-13-10 is based on a misapprehension. Grants are paid on pupils receiving secular instruction only, not on all the pupils shown in the annual statistical tables. Mr. Hesketh observes that, as a matter of fact, the grant on each pupil learning Sindhi is between Rs. 3 and Rs. 4.

As regards the Commissioner's further recommendation no. (12), I submit that if the grants proposed are to be paid from Educational funds, it should be stipulated that the Mullas who benefit by them are willing and able to give a minimum of secular instruction to their pupils, at least in reading and writing in Persian, Arabic, or Sindhi.

(5) I agree with the Commissioner in his objection (in paragraph 13 of his remarks) to the Committee's recommendation no. (16) regarding exemption of Muhammadan pupils in local board and other primary schools from the payment of fees. I do not think that it would be desirable to discriminate thus between Muhammadans as such and other communities, e. g., Hindus.

The first part of recommendation no. (22) that Readers of the Anjuman Himayat Islam, Lahore, which have been translated into Sindhi be used in purely Muhammadan schools cannot be accepted without encroaching on the rights of Messrs. Macmillan & Co., in the Departmental Sindhi Readers. I have elsewhere come across the Readers recommended and do not consider them more suitable for local board schools than the Departmental Sindhi Readers, published by Macmillan. In my own view this series or at least its earlier books might be admitted for use in Mulla or other aided elementary Muhammadan schools, but in the local board schools, it seems desirable to retain the Departmental series.

(6) Paragraphs 14, 18, 19, 20, 21, and 22 of the Commissioner's remarks bear on the Committee's recommendations for the extension of secondary education among Muhammadans in Sind, particularly on those relating to the institution of scholarships in secondary schools and colleges, viz., nos. (3) and (13) under Section B of the report. On political as well as educational grounds, I would support the Commissioner in emphasizing the desirability of providing a comprehensive system of scholarships for promising youths. The scholarships at present available are as follows:—

- 21. Of Rs. 5 per mensem each in middle schools tenable for three years (as per Government Notification no. 2883 of 1st October 1915);
- 14. Of Rs. 5 per mensem each in high schools tenable for 4 years (as per Government Notification no. 2884 of 1st October 1915);
- 34. of Rs. 12-8-0 per mensem or Rs. 150 per annum each, instituted under Government Order, Financial Department, no. 3762 of 16th October 1915, in the year 1915-16.
- 34 Do. do. in the year 1916-17.

103 in all, not 75 as stated by the Commissioner.

To this number should be added another 34 scholarships for the current year and a further 34 for the next year under the progressive scheme sanctioned by Government Order, Financial Department, no. 3762 of 16th October 1915, referred to above. Thus, in 1918-19 there will in all be 171 Government scholarships in secondary schools, apart from the 6 private King Edward Memorial scholarships. The Commissioner considers the present number of scholarships inadequate and recommends a considerable increase in the number so as to raise it ultimately to about 500, 10 boys being selected from the 4th vernacular standard in each of the seven Sind districts every year, and so on for seven years, at the end of which period the first batch of scholars would have reached the 7th Anglo-Vernacular standard and have completed the secondary school course. Under this scheme, the number of scholarships would rise to 490 ultimately or 500 in round figures.

For immediate adoption, however, the Commissioner suggests a different procedure which is outlined in paragraph 21 of his remarks. It is there proposed that throughout Sind 20 boys be selected from each of the seven Anglo-Vernacular standards, i. e., 140 in all, 60 coming from the middle schools and 80 from the high schools and that they be paid each Rs. 10 or Rs. 12-8-0 per mensem respectively according to the grade from which they come. This would cost Rs. 60 × 10 × 12 + 80 × 12-8-0 × 12 = Rs. 19,200 as shown by the Commissioner. But with the creation of these 140 scholarships, he proposes also the abolition of the existing Government scholarships which are 103 as shown above. The net cost of the scheme would therefore be about Rs. 7,100. Reduction would take effect in the following way:—

Rs. 2,100 by the abolition of the 21 middle school and 14 high school scholarships (21 × 5 × 12 + 14 × 5 × 12);

Rs. 10,000 by the abolition of the 34 new scholarships created in 1915-16 and of the 34 created in 1916-17.

The tentative scheme thus set forth is intended for this year only, and the Commissioner does not indicate whether it is to be pursued in the future on the same lines or whether his larger scheme of 500 scholarships is to be put into effect and, if so, from when. Moreover, as outlined by the Commissioner, the two schemes seem somewhat disconnected and the principles of selection do not coincide. Lastly, his scheme is insufficiently co-ordinated with the present system: it is very necessary to co-ordinate the existing and any future schemes so that the tenure of present scholars may not be unduly disturbed.

On these grounds, I hesitate to recommend the scheme proposed for adoption. In lieu, I would suggest the merging of the existing triple series of scholarships into one continuous system with the same object as that put forward by the Commissioner. The existing 21 middle school and 14 high school scholarships might thus be raised in value from Rs. 5 to Rs. 12-8-0 per mensem or from Rs. 60 to Rs. 150 per annum at an additional cost of Rs. 3,150 (21 × (150 - 60) + 14 × (150 - 60) = 1,890 + 1,260) and combined with the existing 68 new scholarships of the same value created under the scheme sanctioned by Government Order, Financial Department, no. 3762 of 16th October 1915. On this basis we should obtain a system of 103 scholarships to which would be added another 34 during the current year, bringing the number to 137, which figure very nearly approaches the number (140) of scholarships which the Commissioner has suggested for immediate adoption. This number would further rise to a final total of 171 next year owing to the addition of the last 34 scholarships that would then come into existence.

This scheme might be further extended, if funds permit, by the addition annually of 34 scholarships for a period of another 10 years commencing from 1919-20 by an annual budget provision of Rs. 5,000 extra from that year. Or, if circumstances demand acceleration, the number of annual scholarships might be doubled so as to bring into being about 500 scholarships within seven years as wished by the Commissioner.

I agree with the Commissioner's proposal for the addition of another 12 college scholarships of Rs. 30 each to the existing number at a cost of Rs. 4,320 per annum.

Recommendation no. (5) under Section B-I will be given effect to as soon as the question of creating a Provident Fund for teachers in aided and recognised secondary schools is decided by Government. Proposals on the subject are already before Government.

As regards recommendation no. (14) under Section B-II, I incline rather to the opinion of the majority of the Committee that these special scholarships should be continued.

I agree with the Commissioner in his opinion as regards the Committee's recommendation no. (16) under B, which seems to have been suggested by recommendations nos. 24 and 34 of the Bombay Committee. But the point is not worth insisting on.

(7) With regard to the Committee's recommendations under Section C, referred to in paragraph 15 of the Commissioner's memorandum, while I accept the general principles suggested by the Committee, I may point out that no concrete or definite proposals are made except for an inquiry into the means of extending the engineering branch of the D. J. Sind College, which latter proposal I endorse.

(8) I agree with the Commissioner's remarks in paragraph 16 of his letter that there is no present necessity to discuss the progress of the education of Muhammadan girls apart from that of Hindu girls.

(9) As regards miscellaneous recommendation no. (2) under E, I would remark that as under the proposals for the extension of Local Self-Government there are to be school boards (with large powers) for vernacular education, I do not think that a special Standing Committee for Muhammadan Anglo-Vernacular education with its necessary corollary of a similar body for Hindu Anglo-Vernacular education would be likely to promote general progress.

As regards recommendation no. (4) under this Section, since Muhammadans are in the majority in Sind, they may be given a majority on the Sindhi Book Committee. The latter part of the recommendation for periodical meetings of the Committee at different centres overlooks the fact that the Committee never meets in this Presidency.

Recommendation no. (9) has already been partly accepted by Government by the nomination of Rao Bahadur Bulchand Dayaram as a Fellow of the University.

"2. To the names of the signatories of the Committee's report on page 10 that of Mr. Vines requires to be added. He was appointed on the Committee by Government Order, Educational Department, no. 2157 of 24th July 1915, and served on it.

The names of the signatories of the report on page 10 are headed: 'Names of the gentlemen who have signed the rough estimate of the cost of the proposals.' This description is inaccurate, as the names are those of the members of the Committee who signed the full report. As a matter of fact, they signed the report on the last page of the appendix giving the estimated cost of the proposals, and this is apparently how the mistake arose. Mr. Hesketh had not previously seen a printed copy of the report."



37  
34  
*Education of Muhammadans.*

Modified orders of Government regarding the medium of instruction in primary schools for Muhammadans.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution no. 1791.

Bombay Castle, 16th July 1918.

RESOLUTION OF GOVERNMENT.

In Government Resolution no. 1143, dated 30th April 1917, containing orders on a report of the committee specially appointed to submit recommendations for the furtherance of Muhammadan education in the Presidency proper, His Excellency the Governor in Council, for the reasons stated in paragraph 8 of the Government Resolution, decided that the local vernacular should be restored to its former position as the medium of instruction in primary schools for Muhammadans except in special cases and also that Urdu should be included as an optional second language in the curriculum of such schools.

2. This decision was not received with satisfaction by a considerable section of the Muhammadan community and a number of influential representations were made from various quarters asking for its reconsideration. In response to these representations His Excellency the Governor in Council invited the leading Muhammadan gentlemen of the Presidency to meet together and discuss the question with him in all its aspects.

3. As a result of this discussion Government have now decided to cancel the aforesaid Government Resolution in so far as it relates to the medium of instruction and in its place to introduce a system of local option. Under this system the Muhammadan community throughout the Presidency proper will be given the opportunity to state whether they desire their boys to be taught in primary schools through the medium of Urdu or the local vernacular, and in those localities where boys are forthcoming in sufficient numbers to justify the opening of separate Muhammadan schools Government are prepared to provide the necessary facilities for imparting instruction through the media desired. When the total number of Muhammadan boys in any school-going area is insufficient to justify the opening of more than one Muhammadan primary school, the medium through which instruction will be imparted at that school will be the medium preferred by the majority of parents on the date on which these orders come into operation. Members of the Muhammadan community desirous of availing themselves of these facilities should address their applications to the Divisional Educational Inspector.

4. The Governor in Council has further decided that in those schools in which Urdu is made the medium of instruction the local vernacular shall be included in the curriculum as a compulsory second language and, conversely, that Urdu shall be made a compulsory second language when the local vernacular is established as the medium of instruction.

5. Government do not consider it expedient to lay down hard and fast rules as to the minimum numbers required for opening new schools, but think that ordinarily there should be an assured average attendance of 25 boys before a new school is opened, while if the average attendance at a school for any length of time fell below 15 they are of opinion that it should ordinarily be closed.



2

G. R. no. 1791, E. D., dated the 16th July 1918.

The Commissioner, N. D.,  
The Commissioner, C. D.,  
The Commissioner, S. D.,  
The Director of Public Instruction,  
All Collectors in the Presidency proper,  
The Private Secretary to His Excellency the  
Governor.

No. of 1918.

Copy forwarded for information and guidance to

Recd. 11-10 (b)—1-17

Home (25<sup>th</sup>) DEPARTMENT.

Muhammadian education

Recording endorsement of the Govt of India  
forwarding Copies of certain papers relating  
to — in Bombay.

READ AGAIN G.O. No. \_\_\_\_\_, dated \_\_\_\_\_, 191\_\_\_\_\_.

191

READ ALSO 47A

C. No. <sup>1581</sup>~~2042~~ A From the Govt of India, No. 2547A, dated 9. 10. 1918.

28.2A. fort of Bombay 2996 13. 11. 1918.

131

ORDER.

Ans:

No. 1494 dated 25/11/19

Records

806  
16/11/08  
178  
24/10/08

OK LWS  
22/11/18 23.11.18  
L

Read 10<sup>th</sup> and  
with Miss  
27.11.68

To the D.P. Staff only

(Send printed  
about 1/2 dozen copies placed below c.p.)



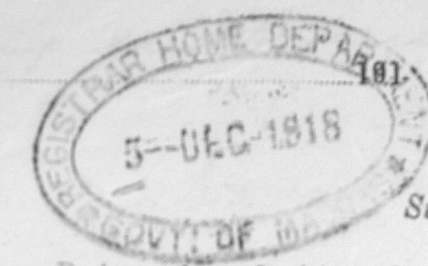
Home (Ed) 2961A

Home (Ed) 5.12.18

C.F.-29.

HOME DEPARTMENT.  
(Education)

Received



Registered

191

Subject.

Returning letter No. 2547 A-1 dated 29-10-18 addressed to the Secretary to the Government of Bombay, Educational Department, received with G.O.No. 1494 Home ( Education) dated 25th November 1918.

ENCLOSURE  
No. \_\_\_\_\_  
Spare copies \_\_\_\_\_

No. 9778/18

Station Madras, Dated the 4-12-1918

From (Name) The Honourable Mr. H. S. Duncan, M. A.,  
(Designation) Ag. Director of Public Instruction.

To The Secretary to the Government of Madras,  
Home ( Education ) Department.

Sir,

I have the honour to return herewith your letter No. 2547 A-1 dated 29th October 1918 addressed to the Secretary to the Government of Bombay, Educational Department, which has been received by me with G.O.No. 1494 Home ( Education) dated 25th November 1918.

I have the honour to be,  
Sir,

Your most obedient servant,

Naamini

for Director of Public Instruction

The letter was appended to the 1494 Home (Ed) 5.12.18

Home (Ed) 5.12.18

dated - 6.12.18

2/24  
5.12.18  
AK  
6/12/18

CA  
6/12/18

Letter No 2547 A-1 of 29-10-18  
enclosed with G.O. 1494 Home (Ed) 5.12.18.



Box 17  
Circled 30/x  
Ret 30/x

Home (ad) Dept

N<sup>o</sup> 2547A-1  
29.10.18

Letter - to  
The Sec<sup>y</sup> to the Gov<sup>t</sup> of Bombay  
Educational Dept.

Recd  
Mun  
29.10.18

Recd 10810  
Mun  
30.10.18

Sir,  
I am directed to request that, with the permission of H.E. the Governor in Council the Gov<sup>t</sup> of Madras may be furnished with a copy of each of the Resolutions of the Gov<sup>t</sup> of Bombay noted in the margin regarding Muhammadan education together with a copy of the papers accompanying them.

I have

Res<sup>ns</sup> Nos 1143 & 30.4.17.  
" " 1762 & 12.7.18  
" " 1791 & 16.7.18.

afterwards,  
Submitted to H.E. for  
perusal

Mun  
29/10/18

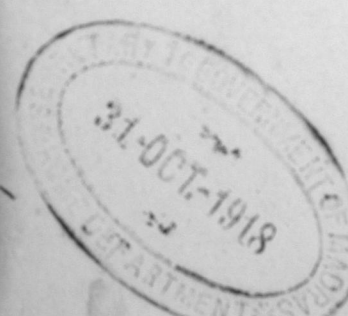
Returned with the  
letter

31.10.18

Stk  
27/10/18  
Mun  
29/10/18

A  
28.10.18  
Sen

Mun  
29/10/18



31 OCT 1918

A copy of these papers is required for communication to the D.P.S.

Stk  
27/10/18

A



Letter to  
The Hon. Secy of the Navy  
Washington D.C.

Dear Sir,  
I have the honor to  
acknowledge the receipt of  
your letter of the 10th inst.  
and in reply to inform you  
that the same has been  
forwarded to the proper  
authorities for their  
consideration.

Respectfully,  
Yours,  
J. M. Smith

[Redacted]

Very truly,  
Yours,  
J. M. Smith

When given for copying  
When copied  
When examined  
When signed

191

READ AGAIN G.O. No. 191 DATED

CURRENT No.

ENCLOSURE TO G. No.

ORDER OF GOVERNMENT .. .. A A A A A A A

LETTER OF GOVERNMENT

STATEMENT WITH LITTO.

PAPERS NOT FILLED 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.