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[Despatch Abstract.]

Legislative Council.

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~~Recording~~ notes connected with a resolution on the formation of committees to help in extending education among Muhammadans moved by the Hon'ble Yaqub Hasan Sahib Bahadur at the meeting of the _____ held on 3-4-18.

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NOTES CONNECTED WITH A RESOLUTION ON MATTERS OF
GENERAL PUBLIC INTEREST.

[For the meeting of the 3rd April 1918.]

[SUBJECT.—*Constitution of Maktab committees.*]

The Hon'ble YAKUB HASAN SAHIB BAHADUR :—

XXVIII ~~XXXXV~~.—This Council recommends to His Excellency the Governor in Council that with a view to extend and improve the education of Mussalmans in the Presidency a Maktab committee consisting of not more than six members be formed in each district and a provincial committee consisting of not more than ten members be formed at Madras; the Sub-Assistant Inspector of Muhammadan schools to be the Secretary of each committee and the members to be appointed by His Excellency the Governor in consultation with the Muhammadan Educational Association of Southern India in the case of the provincial committee and other Muhammadan Associations in the district, if any, in respect of a district committee.

HOME (EDUCATION) DEPARTMENT.

At the meeting of the Legislative Council held in February 1918, the Honourable Additional Member asked the following question :—

6640 276 (M) "In view of the fact that only 36 schools with 2,325 pupils out of 1,096 private Mussalman schools with 43,862 scholars have been brought to the list of recognized elementary schools in the last official year and also that the number of Sub-Assistant Inspectors of Muhammadan schools has recently been increased, will the Government be pleased to direct that special efforts shall be put forth to bring a larger number of the private Quran Maktab schools every year in the category of the aided recognized schools so that their secular side may be developed under the guidance and control of the Sub-Assistant Inspectors of Muhammadan schools?"

6640 276 (M) The figures quoted above had been taken from paragraph 122 of volume I of the Public Instruction Report for 1916-17 wherein it was stated that "the fact that 36 schools with 2,325 pupils which were returned as Quran schools on 31st March 1916 have been brought to the list of recognized schools and shown as public elementary schools for boys during the year 1916-17 indicates that some success is attending the efforts of inspecting officers to induce the teachers in Quran schools to add a secular side to their schools." This shows that what really stood in the way of more schools being recognized was the reluctance of teachers in the schools to get them so recognized and not the want of efforts on the part of the inspecting officers. Hence the following answer was given :—

The Government have no reason to suppose that the inspecting officers are not doing their best in the matter.

2. The Hon'ble Additional Member now recommends that with a view to extend and improve the education of Mussalmans in this Presidency a Maktab committee should be formed in each district and a provincial committee at Madras and that the Sub-Assistant Inspector of Muhammadan schools should be secretaries to the several committees.

20 557 52 (G) In 1913, the Government of India made certain general observations regarding the improvement of Muhammadan education and commended the whole question to the careful consideration of this Government with the suggestion that committees should be appointed to make recommendations. In reply this Government stated in paragraph 2 of their letter No. 88, Educational, dated 20th January 1914, as follows :—

"At the outset I am to say that the whole question of Muhammadan education formed the subject of a thorough scrutiny and investigation only last year, and that orders were then issued giving effect, so far as funds permitted, to the decisions arrived at. Consequently most of the

points now raised in the Government of India's letter under reply do not need further elaborate examination. Partly on this account and partly owing to the existence in this Presidency of several Muhammadan bodies whose advice can always be, and usually has been, obtained in all matters of importance connected with the education of the community. His Excellency the Governor in Council did not consider that a special committee such as that suggested by the Government of India was necessary on the present occasion."

Again the All India Muhammadan Educational Conference held at Agra in 1914 also passed resolutions that a Provincial Maktab Committee be appointed in each province under the Presidency of a Muhammadan Inspector of Maktab (which are institutions under private management) and that a district Maktab Committee be established in each district with a Muhammadan Deputy Collector as its secretary, empowered to start, control and improve the Maktab. The Government did not consider that any committee was necessary as already pointed out to the Government of India in the letter quoted above—vide G.O. No. 384, Educational, dated the 6th April 1914.

4. In these circumstances it does not seem necessary for the Government to constitute district and provincial Maktab Committees as proposed by the Additional Member since his main object apparently is to take steps to convert more Maktab into recognized schools and this is already being steadily given effect to by the recently increased staff of Muhammadan Sub-Assistant Inspectors who will act on the advice, when necessary, and the co-operation of the existing Muhammadan Associations, where available. It is therefore submitted that the resolution may be opposed.

5. For orders as to who should be in charge of the resolution and whether it should be discussed in Council.

The file may be sent u.o. to the Director of Public Instruction for remarks.

A.S.—23-3-18.

T.K.—25-3-18.

C. RAMANUJA ACHARIYAR—25-3-18.

L. D. SWAMIKANNU—25-3-18.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

The essential fact about a Maktab is that it gives only religious instruction. The improvement of Maktab from this point of view is no concern of Government, but anything the community can do to induce Maktab managers to add secular instruction will be welcome. This action should, however, be unofficial and Government could hardly themselves constitute the committees desired though there is no reason why the community should not do it themselves and the inspecting officers give what help they can. I do not think the resolution should be accepted.

J. H. STONE—27-3-18

HOME (EDUCATION) DEPARTMENT.

The file may be submitted to His Excellency for orders.

C.R.—27-3-18.

His Excellency the Governor.

L.D.S.—28-3-18.

I agree.

This should be definitely opposed. Government should make no such attempts.

P(entland).
29-3-18.

Extract from the Proceedings of an Adjourned Meeting of the Council of the Governor of Fort St. George assembled for the purpose of making Laws and Regulations under the provisions of the Act of Parliament, 5 & 6 Geo. V, Ch. 61.

The Council re-assembled at the Council Chamber, Fort St. George, at 11 a.m. on Friday, the 5th day of April 1918.

RESOLUTION RE COMMITTEES TO HELP IN EXTENDING EDUCATION AMONG MUHAMMADANS.

The Hon'ble YAQUB HASAN SAHIB Bahadur:—"Your Excellency, I beg to move:—

'XXVIII. This Council recommends to His Excellency the Governor in Council that with a view to extend and improve the education of Mussalmans in the Presidency a Maktab committee consisting of not more than six members be formed in each district and a provincial committee consisting of not more than ten members be formed at Madras; the Sub-Assistant Inspector of Muhammadan Schools to be the Secretary of each committee and the members to be appointed by His Excellency the Governor in consultation with the Muhammadan Educational Association of Southern India in the case of the provincial committee and other Muhammadan Associations in the district, if any, in respect of a district committee.'

"I do not claim any originality for my proposition. I only ask the Government of Madras to do for the development of elementary education among Muhammadans of this Presidency what the Government of the United Provinces of Agra and Oudh have done in the north. I have shown to the Honourable the Director of Public Instruction a copy of the Government Gazette dated Allahabad, February 9th, 1918, from which it appears that District Maktab Committees and a Provincial Maktab Committee were established there by Government some time ago and the special Government Resolution No. VI issued on the 25th August 1914, laid down certain regulations for the District Committees to follow. The Provincial Maktab Committee met for the first time on the 14th May 1916 and passed certain resolutions almost all of which were accepted by the Government.

"One of the resolutions requested the appointment of Deputy Inspectors of Muhammadan Schools to work under the guidance and control of the existing Inspector of Muhammadan Schools there. The United Provinces Government accepted the resolution and I gather from the proceedings of the Provincial Maktab Committee, dated the 31st December 1916, that the Deputy Inspectors have been appointed. Unlike that Province where the Inspector of Muhammadan Schools was appointed first and the deputy inspectors afterwards, we in this Presidency began from the bottom. We had Supervisors and Sub-Assistant Inspectors of Muhammadan Schools for several years. The former have been recently abolished and the number of the latter has been raised from 6 to 11. The next logical step should be the appointment of an officer of the grade of inspector to supervise and control the work of Sub-Assistants, who should also be an assistant to the Director of Public Instruction in the matter of Muslim education. If there be any technical difficulty at present in creating a new appointment, one of the existing Inspectors may be delegated to do this duty at least as an experimental measure. As matters now stand a Sub-Assistant Inspector of Muhammadan Schools is subordinate to as many Assistant Inspectors of general schools as he has the districts to supervise, who in their turn submit the reports or proposals of the Muhammadan Sub-Assistants to their immediate superiors—the ordinary Inspectors of schools. The last two officers have numerous things to attend to among which the subject of Muhammadan education can only form an item of comparatively minor importance. There was a proposal to do away with the intermediary of the Assistant Inspectors and to place the Muhammadan Sub-Assistants under the immediate control of the Inspectors, but I do not know what has become of that proposal.

"This is however by the way. The putting into effect of my proposition is not dependent on the appointment of a Special Inspector of Muhammadan Schools nor on any modification of the present system of inspection and control.

"For the information of the Council I may mention that Maktab is the lowest rung in the educational ladder of Islam. It corresponds to the primary or preparatory school of the European order, just as Madrasa does to a secondary school, Madrasatul-Uloom to a college and a Darul-Uloom to a university. The first words that are breathed into the ears of a Muslim infant as soon as it is born are Arabic and the first alphabets or *alif-bay* that a Muslim child, whatever be his or her mother tongue, learns are in the characters in which Holy Koran is written. The lessons in the first primer are so arranged as to enable a child to learn to read Koran with ease. Though this form of initial education is resorted to purely with a pious motive, this kind of training has its own value which cannot be gainsaid. One result of this predilection for the beautiful righthanded Arabic characters was that almost all the languages that Musalmans spoke came to be written in Arabic style. Persian, Pushto, Turkish and Sindhi are examples of this phenomena. Hindustani which was evolved out of the Persian of the Mussalmans and Bhasha of the Hindus is written in both the characters to which the two

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people are partial. Even the remotest southernmost part of this country has not escaped this dominance of Arabic over the languages spoken by local Mussalmans. The familiarity of Tamil speaking Mussalmans with Arabic letters which they acquired in their childhood in reading Koran has brought into existence a peculiar literature known as Arab-Tamil. The basic language is Tamil with a free admixture of Arabic words and pious phrases from Koran and it is written in Arabic characters. There is a large and lucrative trade in these books most of which, it is interesting to note, are printed in the Bombay presses that have made Koran printing a speciality.

"The fact that literacy is more widely spread among Mussalmans of even these degenerate times and of this the most backward Province of India than among other communities, is also due to the religious obligation every Mussalman feels of giving his children at least that amount of education that will enable him to read the Koran.

"A maktab therefore plays by no means an unimportant part in the education of a Mussalman. It will be a great pity indeed if in the general upheaval, as the old order changeth giving place to new, the maktab entirely disappears and is supplanted by an exotic colourless primary school from the curricula of which the religious and moral element is entirely excluded. The late Sir Syed Ahmad Khan foresaw this calamity thirty years ago. Ever since then the All-India Muhammadan Educational Conference had been drawing the attention of the community and the Government to the imperative need of preserving and developing the maktab, only adopting it to the modern needs. Its persistent efforts have at last borne fruit and attempts are now being made in the United Provinces of Agra and Oudh through the agency of the Provincial and District Maktab Committees and the Inspector and Deputy Inspectors of Muhammadan Schools to revive the maktab and place them and Primary Islamia schools on a uniform basis, each adopting the good points of the other.

"There is a greater need in this Presidency for a similar action. With a little inducement and encouragement a keeper of a maktab who is also the sole teacher in it can be made to introduce secular subjects in his school and to employ an additional teacher or two for the purpose. When he accepts a grant from the Government his school comes under the supervision of the sub-assistant inspector and becomes a part of the system that pervades the whole Presidency. I am glad the Educational Department has of late become alive to the necessity of bringing more and more maktab under the control of the department. 'Thirty-six schools with 2,325 pupils which were returned as Koran schools on 31st March 1916 have been brought to the list of recognized elementary schools and shown as public elementary schools for boys during the year 1916-17.' 'This', the Director of Public Instruction rightly concludes, 'indicates that some success is attending the efforts of inspecting officers to induce the teachers in Koran schools to add a secular side to their schools.' But considering that according to the departmental returns, which I consider to be considerably below the actual number, there were 1,065 maktab in the Presidency whose strength rose from 40,381 in 1915-16 to 43,862 in the following year, a good deal still remains to be done in this direction. When I asked the Government in the February meeting of the Council to issue special instructions to the Sub-Assistant Inspectors of Muhammadan Schools in this matter they evasively replied that they had no reason to suppose that the inspecting officers were not doing their best in the matter.

"The question of the expansion of the elementary education is at present seriously engaging the attention of the Government and a large sum of money has been allotted for the purpose. But I am afraid that Muslim education will not benefit thereby to a proportionate extent. With a view to prepare a complete survey of Muslim elementary education I had asked in the February meeting for certain information as to the number, grade and location of Muhammadan schools, but I was told that the information was available in the lists kept in the Director of Public Instruction's office and that if I liked I might gather it from these books for myself. As I could not command leisure enough for the task and the department has not shown me the courtesy to furnish the information asked for, I am without the figures that are necessary for my object. If the survey is made as I proposed to do it will be found that the rate of our progress even in elementary education has not kept pace with that of other communities and therefore it is necessary that as much, if not greater, attention is paid to Muslim requirements in this stage of education as is done to that of the general population.

"My suggestion, if adopted, will prove materially helpful in this direction. I ask for a District Maktab Committee consisting of not more than six persons with the Sub-Assistant Inspector of Muhammadan Schools of the district as its secretary and convener. This will on the one hand create interest in the local people in the matter of their education and on the other hand establish co-operation between them and the sub-assistant. Meetings may be held once in three months and their proceedings be published in the District Gazette as is done in the United Provinces. Although there are Muhammadan Associations in almost every district that could be asked to undertake this work, I want a special committee to be created solely for this purpose. The objects of the existing associations are generally too ambitious and multifarious for their slender resources in men and money, and it will not be advisable to add one more item to their programme of work. The appointment of the members of the committee should however be made in consultation with the local Muhammadan Associations.

"It will perhaps be asked why these committees should not be constituted by the community itself and why should Government be expected to form them. My main reason for this course is this. At present the Government have entire control and direction of education. The Imperial as well as Provincial Governments have from time to time devoted their attention to

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Muhammadan education and tried to solve the problems connected therewith. There are special schools for Mussalmans maintained and managed by the Government, local bodies and by the community under the guidance of the department. There is a special inspecting agency of the Government for those schools. There should therefore be co-ordination and co-operation between the educational officers and the community in all the efforts of either towards the extension and improvement of Muhammadan education. Besides we cannot find in every district an educated Mussalman who has the aptitude, capacity or leisure for organizing educational work. In the Muhammadan Sub-Assistant Inspector of Schools, who is a graduate and often an L.T., we have an officer who has all the required qualifications for the post of a secretary of an educational committee. He is in need of the co-operation of the people of the district in organizing maktab and establishing new schools and the people are in need of his guidance to make their own efforts in this direction more systematic and fruitful.

"The sub-assistant will give the committee an idea of what is being done by him in the district to advance Muhammadan education and enlist their help and co-operation in establishing new schools and in converting purely Koran schools into schools of recognized type. Each committee will watch the progress of the Muslim schools in the district and look after the interests of Mussalman pupils in the mixed schools and in time begin to provide pecuniary aid to poor pupils, organize prize distribution, sports, etc., for them. By and by, these committees, at least the more enterprising ones among them, will make themselves capable of undertaking larger functions and may have a joint-secretary to collaborate with and supplement the work of the official secretary. These committees will in time make themselves useful also in the sphere of secondary education and direct most of the children to proceed to secondary schools after the second or third standard and let only such children go to the upper elementary standards as are not fit for some reason or other for secondary education.

"In the network of committees throughout the Presidency with the provincial committee at their head at Madras there will be a handy organization that would be utilized at a short notice for the carrying out of any scheme of education that the Government may take into hand from time to time. The future is pregnant with many a project for the expansion of elementary education, the Muslim counterpart of which will present several problems of its own. It is not therefore a day too soon to bring into existence the committees of the description I propose and to train its members for their increasing responsibilities. The committee will thus be educative in a double sense; they will educate themselves for the effective discharge of their responsibilities as well as promote the education of those committed to their charge."

The Hon'ble Mr. A. T. G. M. AHMAD TAMBI MARAKKAYAR:—"Your Excellency, I beg to second the resolution. As the Honourable Mover of this resolution has explained the position so clearly, I do not think I have much to say with the exception of a few observations that I wish to make. The drawback or the backwardness of my community in education, if I may so call it, is that they have to go to their religious schools and study Koran for about four or five years compulsorily; and after completing the Koran and their religious education, they have to go to their secular schools when they become grown-up boys. After a few years, they find it difficult and shameful to sit along with the younger members of the sister communities, and owing to shame they leave the schools and go away. This is the important point and this is the embargo on account of which my community is kept behind. The Government will, I hope, see their way to remove this embargo, by forming such a committee as the one suggested by the Hon'ble Mr. Yaqub Hasan or consider the suggestion that I made to the Secretary to Government, Education Department, in my letter of last month in arranging the study of religious education in Muhammadan Municipal schools. Your Excellency might remember that I sent a resolution on the same subject at the last meeting, which was rejected. Unless some such thing is done, my community will not be able to come forward in education. I know Your Excellency's Government are doing everything to promote the education of Muhammadans, but there is no use if this thing is left hanging. So the resolution moved by my Honourable Friend for forming maktab committees is most essential and I hope the Government will see their way to accept this resolution. I do not think that, in accepting this resolution, there will be any heavy expense on the part of Government. As the Honourable Member suggested, the services of one of the Sub-Assistant Inspectors of Muhammadan Schools can be utilized. There will be no extra appointment or extra expenditure with the exception of a small amount of grant. Under these circumstances, I fully trust that the Government would accept this resolution."

The Hon'ble Mr. J. H. STONE:—"Your Excellency, I am instructed to oppose this resolution. The Honourable Member who moved it has given us an account of the maktab which, I confess, differs a little from what I had been accustomed to suppose them to be. The maktab, he has given us to understand, are the lowest rungs of the educational ladder. As a matter of fact, I do not think the maktab of this great Presidency are fulfilling that function. If they are the lowest rung of the ladder, one would suppose that the boys who attend them would ascend the ladder and go to high schools and colleges. That, I believe, has not been the case. I am informed that maktab are schools to which the little Muhammadans go in order to learn Koran; and when we say 'learn Koran,' we use the expression 'learn' in a very limited sense. They learn certain passages of the Koran by rote, without being told what those passages mean. I think the Honourable Member who seconded the resolution had rather this in mind, because he spoke of this Koran study as being an embargo on education and pointed

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out that Muhammadan boys had a serious disadvantage in spending four or five years in the study of Koran before beginning their studies in a recognized school. I do not think the two Honourable Gentlemen were altogether in accord in their views about maktab and as to the desirability of having these committees.

"I do not for a moment say that the department has been so successful as we could wish in getting these maktab teachers to add secular studies to their courses. Honourable Members have given figures, which are not exactly encouraging; but when we reflect that these additional Sub-Assistant Inspectors for Muhammadan Schools have been only quite recently appointed, we may hope that as time goes on they will be more successful than they have been so far. What I want to point out is that the experience in the United Provinces is not necessarily any guide for us. The United Provinces system of recognition of elementary schools is a good deal more exacting and inelastic than ours. We are quite willing to recognize a maktab as a elementary school and give it a grant if it will fulfil elementary conditions. In the United Provinces, such a school to be recognized would have to use, notice the wording, 'a special set of text-books.' That is not so with us. We do not prescribe text-books, but we leave great freedom and discretion to schools in the matter of the use of text-books. That is an important point. Then the only thing which is necessary for an elementary school to be recognized is that it should have a teacher capable of teaching. We do not insist upon his having passed any examination of a general or technical kind. Our rules for recognition of elementary schools are so elastic and our requirements are so low that I do not think there is any difficulty for maktab, if they wish to add instruction in secular subjects besides the teaching of the Koran and qualify themselves for recognition. You have these maktab, roughly speaking, in each village and the villagers are interested in these maktab and they consider it highly important that their boys should go through this instruction in the Koran, but apparently they are not interested in anything else; they do not wish their boys to have anything but the Koran teaching; otherwise they would have brought some pressure to bear upon the maktab teacher to add some secular branch of instruction. You have the maktab teacher in the village, the people of the village, and the sub-assistant inspector. They are the three parties to any arrangement. If the people of the village want any secular instruction, and the maktab teacher almost invariably does not want to add it—he is perfectly satisfied as it is—surely nothing could be done by a committee in the district, still less by a committee in Madras. The sub-assistant inspector can do much and we have insisted that he should do something; he will have influence in the village and he may increase the number of pupils. Each maktab will receive one visit a year from the inspector, so that he may give the system a better chance. Let us see what the sub-assistant inspectors have succeeded in doing in inducing maktab teachers to add secular instruction to their schools. From what I know of the matter,—I have been indebted to the Hon'ble Mr. Aziz-ud-din for the information—the maktab teachers are very difficult to deal with and it is very difficult to get them to see the importance of secular education and develop their schools into elementary schools of the normal type."

The Hon'ble Mr. B. VENKATAPATI RAJU:—"Your Excellency, I am not at all surprised that the Hon'ble Mr. Stone opposes any association of the people in the matter of education, because the Hon'ble the Director of Public Instruction thinks that educational experts might have sufficient knowledge and they do not want any light thrown by any popular representative. Now, what the Hon'ble Mr. Yaqub Hasan wants is that a committee be appointed. It is not a stereotyped committee, but it may be suggested that it is an amendment thereof; to see that the views of the people to secure proper instruction to their students be permitted and it is said that if such a committee is appointed they will be helpful to the educational authorities. Why the Hon'ble the Director of Public Instruction should take some pains to say that other Provinces are not more liberal and that we appoint our teachers without qualifications I cannot understand. That is exactly our complaint. It is our advice, that you should employ proper men who give proper instruction. He says 'we do not prescribe text-books.' That is another reason. We want proper text-books, so that our students may learn some useful things instead of being taught by ignorant teachers; we want proper teachers. For that, the advice of the people is absolutely necessary. Under these circumstances, why the Director of Public Instruction is opposed to any such help from the parents of the children, I cannot understand."

The Hon'ble Mr. T. RANGA ACHARIYAR:—"Your Excellency, I heartily support this resolution. I am glad that the Hon'ble Mr. Yaqub Hasan is setting an example for other communities to follow and I am afraid that the Educational Department does not view with that sympathy, with which they ought to, these eastern institutions for education. The pial schools are well-known institutions in this country and I dare say some of the older generation of us, including myself and the Hon'ble Mr. Rajagopala Achariyar, have gone through a course of training in pial schools. I can say from my own personal experience that what I learned in those pial schools, whether it be in the shape of religious education or moral education or secular education, serves me indeed in good stead in carrying on my duties in the profession to which I belong and also my duties as a citizen. I am afraid unfortunately the supervising agency, whether it be in this department or in the Medical Department or in the various other departments which concern the welfare of the people, show a contempt—perhaps I shall not use that strong word—they have got a disregard to eastern institutions. It ought to be the duty of the officials of the State to try and collect information how far we can help the indigenous institutions of the people and place them on a right basis. I think in that matter the help and

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co-operation of a committee such as that proposed in this resolution will be of great value to Government and to the Hon'ble Mr. Stone himself in the discharge of his duties as Director of Public Instruction. He has himself told us to-day what valuable aid he has received by consulting the Hon'ble Mr. Aziz-ud-din on the subject. I dare say there are several such people from whom he can collect information, and if he puts them on an organized basis, I think it will be of great use in the spread of education. We are all aware that the Government are taking keen interest in the spread of education, but unfortunately these old institutions are dying out for want of both organisation and supervision in the village or town. The Hon'ble Mr. Stone referred to the fact that the villagers were themselves apathetic. Why are they so? Because the village community has died out, the village community which used to take interest in those matters for some reason or other has lost that vitality which it used to possess and it is gradually disappearing and I hope the day will come when these village institutions will be revived. I am glad to notice that in Bengal they have introduced a Bill for improving self-government in villages and it is only yesterday that a Bill was introduced in the Bengal Council for village self-government; and I hope on some near day a similar Bill will be introduced here. I am aware that the villagers are not alive to their own wants. It is the duty of the Government and of the officers of the Government to help villagers in the matter of putting these old institutions on a satisfactory basis. We want these committees to do that work. In the words of this paper which has just been put into my hands by my Hon'ble Friend Mr. Yaqub Hasan, 'the Inspector of Muhammadan Schools, United Provinces, should begin work with visiting the headquarters in the various districts in these Provinces and submitting report as to the condition and needs of the existing maktab and Islamia schools, if any.' Similarly let us take stock of the existing agency for education and see wherein they require help, whether and how we can put them to work on a better basis, how their system of education can be better developed and improved, how the mixture of eastern and western methods may be made. In all such things the co-operation of a committee of non-officials will be very useful. I am glad that the Muhammadans are pioneering such things and I hope other communities will follow, so that these old institutions may be revived with great advantage to the people and the Government."

The Hon'ble Mr. A. S. KRISHNA RAO:—"Your Excellency, I have tried to follow the remarks of the Hon'ble Mr. Stone to find out if there are any reasons for not accepting this resolution. He merely stated that he was instructed to oppose this resolution. When I enter into details, it is no doubt pointed out by him that these committees may not be of much use. But he has not even suggested that the appointment of committees in the manner suggested would cause inconvenience or would produce any harm or dislocate the system of education. No such suggestion has been made. I do not want the Government to be committed to the particular form suggested or to the constitution thereof with reference to the number and other things suggested in the resolution. The main point to be decided upon by the Council is whether, in the interests of Muhammadan education, it is or is not desirable to appoint a local committee—whether it be in the district, village or firka to be settled later on—for the purpose of taking necessary measures in that direction. That is the point for consideration. Regarding that I believe there ought to be no difference of opinion whatever. Representatives of the communities concerned inform us that there are several difficulties in the matter of furthering the cause of Muhammadan education; and they suggest that, if this method is adopted, it will enable them to make a further advance. What prevents this Council from accepting that suggestion and giving that system a trial? It is pointed out by the Honourable Mover of the resolution that in the United Provinces similar committees have been started and are now working satisfactorily. In reply to that, the Hon'ble Mr. Stone merely remarked that there are some differences between the way in which the recognition of elementary schools is carried on in the United Provinces and the way in which it is carried on here; and he said that the rules are more stringent there than here. Is that any justification for not adopting the present proposal to popularize and encourage Muhammadan education? I do not think this Council will be satisfied with that circumstance alone as one which will prevent us from trying that experiment in this Presidency. I believe, my Lord, that even though a decision might have been come to and even though it might have been thought fit to oppose the resolution, the system is worth a trial. It may be started in some places at once and that in some districts; and we can see how it is welcomed by the people and then gradually extend it. There is no reason whatever for not even initiating the experiment."

The Hon'ble Mr. K. RAMA AYYANGAR:—"My Lord, the day before yesterday I pressed for a central committee to go round the various parts of this Presidency and start such committees as would take charge of elementary schools and improve them. The spirit is the same. The Hon'ble Mr. Yaqub Hasan wants permanent committees of this sort to spread Muhammadan education. I was not able to follow the Hon'ble Mr. Stone in his arguments. When I read the wording of the resolution, the resolution simply says 'with a view to extend and improve the education of Mussalmans in the Presidency, a maktab committee consisting of not more than six members be formed in each district and a provincial committee consisting of not more than ten members be formed at Madras.' The question is whether, by the words 'maktab committees,' the Hon'ble Mr. Stone means such committees as would not include secular education. I really do not know whether that word causes any difficulty. If it does not,—and it could not—the word cannot mean that as it is—a committee might be of Muhammadans and restrictions might be imposed by Government that they shall start schools when they combine secular

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education. I do not think that the help that is offered and that would be forthcoming when members of that community help the Educational Department, that help ought to be thrown away. That is the only way to dispose of the matter properly. They will be improving properly and there will be a steady attendance at schools. As I said, any amount of inspecting agency without such help from the locality or from the community will not really successfully improve the state of elementary education."

The Hon'ble Mr. Yaqub Hasan :—" Your Excellency, I must express my grateful thanks to my Hindu colleagues for the valuable support they have given to my resolution. They have to a certain extent met the objections which the Hon'ble Mr. Stone had to accepting this resolution. By the half-hearted way in which the Hon'ble Mr. Stone spoke I feel that he in his heart has every sympathy with this resolution, but he is instructed to oppose it, simply on account of a certain Government policy. I cannot understand what difficulty there can be to adopt my suggestion, a suggestion which is based upon actual practice in a sister province. There, similar committees have been working to the satisfaction of the Government. They have been for the last two years doing a good deal of good in this direction and if such committees were to be established in this Presidency, they would be equally good and useful. The Hon'ble Mr. Stone said that his information about maktab was of a different nature to what was conveyed in my speech. I can understand his difficulty, specially when he has told us that he had consulted in this matter another Muhammadan colleague, a member of this Council, the Hon'ble Mr. Aziz-ud-din. As this name has been mentioned I am afraid I cannot help making reference to it. The other day, the Hon'ble Mr. Aziz-ud-din delivered a speech at Vellore in which he made certain criticisms and he was taken to task not only by the local Urdu Press but also by the leading Urdu papers in the Punjab and the United Provinces. That shows how far he is acquainted with the system of Muslim education and how far he can be considered an authority on that subject and what value my community sets on his opinion about the teaching of Koran. He is reported to have said that maktab were not useful institutions and that the teaching of the Koran by rote should be done away with. The Hon'ble Mr. Stone said that even the Member who seconded my resolution was not in accord with me. I do not think that that is the case. The Hon'ble Mr. Ahmad Tambi Marakkayar said that four or five years are spent in the study of the Koran so that when a boy finishes his Koran and goes to an ordinary elementary school he finds that he is much older than the boys of the class that he is placed in and so he said that Muhammadan boys were handicapped in that way. But from this it cannot be inferred that he wanted to do away with the teaching of the Koran. We want the Koran to be learnt by every Muhammadan child, but at the same time, we want that, while he is learning the Koran, he should be taught other subjects, that is to say, that secular subjects should be added to the teaching of Koran in maktab. The Sub-Assistant Inspectors have been trying to induce the keepers of the maktab to add a secular side to their schools and bring them under the recognition of Government. As I have said in my speech, a good deal has to be done in this direction. In the Educational returns, 1,036 schools are shown as private maktab and only 36 schools out of them were brought under Government control in the course of five years. That is a very slow rate of progress. I know for a fact that there are thousands and thousands of maktab in this Presidency and if a secular side is added to them you can imagine what an amount of good they will do to the community. The Sub-Assistant Inspectors are no doubt doing their best and we are thankful to them for it; but at the same time, the community also is doing something in this direction and what I want is that the community and the Sub-Assistant Inspectors should co-operate in attaining this object and the maktab committee will be the common ground for their co-operation. The Hon'ble Mr. Stone said that the experience of the United Provinces cannot be a guide for us here. I do not see why it should not be so. He said that our system of the recognition of elementary schools was very elastic. In that case, the experience of the United Provinces cannot but be a guide to us. As regards text-books, I am afraid that when the Hon'ble Mr. Stone read in the United Provinces Gazette that the Provincial Committee of the United Provinces appointed a special maktab text-book committee, he came to the conclusion that the preparation of text-books was the principal function of the Maktab Committee and that unless text-books are prescribed maktab there will not get Government grant. There is no such thing as that. The text-books in this Province also are not very satisfactory. I want the committees to suggest some reform in this direction also. That is however a secondary matter. The Hon'ble Mr. Stone does not see what useful purpose these committees will serve. He said there were the villages, and there are the maktab and if the people of the villages did not want a secular side of education to be added to maktab, nothing could be done. The Hon'ble Mr. Ranga Achariyar has rightly pointed out that people are not always alive to their own interests and that things calculated to be of good to them have to be done in spite of themselves. The Hon'ble Mr. Stone wanted the people of the villages and the Sub-Assistant Inspectors to consult one another, in the matter of improving maktab. I also want the people of the villages and the sub-assistants to co-operate in this matter. The difference between him and me is that I am not satisfied with this irresponsible way of consulting the people. People should be consulted through proper committees and not in an irresponsible way. The other day it was said that the Director of Industries can go round and consult anybody he likes and there was no need of Advisory Committee for him. Why do the Government fight shy of allowing people to be associated with officials in committees. The Corporation of Madras appointed a committee the other day to go thoroughly into the question of elementary education for children of this town. If children of this town require a special committee to solve

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the problem of their education, how much more necessary it is that the whole Muhammadan community of the Presidency with so many millions of children to educate should also have similar committees to do similar work ?

" In conclusion, the Hon'ble Mr. Stone said that the sub-assistants were doing their best in bringing maktab under Government control and by next year he would be in a position to know what further should be done in this direction. That gives me a hope that if I bring this resolution next year there will be some chance of its being accepted. There are precedents of the Government having accepted many a suggestion, but only after they were persistently brought to their attention over and over again. If they would accept the suggestion at the very first stage, they would place us under greater obligation and would remove the chance of producing discontent in us. It would have been better if Your Excellency's Government had accepted this resolution at this stage rather than putting it off to some future occasion. I purposely made my committee a very small one. The Sub-Assistant Inspector of Muhammadan Schools is to be the secretary and the appointment of members is also to be by the Government. I have not introduced any elaborate system of election, but I have put the scheme in such a way as the Government may find it acceptable. Even then, if the Government do not accept it, I can only say that I am very sorry about it. If they would only reconsider this matter my community will be very much obliged and will ever feel grateful."

The Hon'ble Khan Bahadur AZIZ-UD-DIN SAHIB :—" Your Excellency, I just wish to offer an explanation under rule 12, clause (2). The Hon'ble Yaqub Hasan has made several false statements against me and it is only proper and reasonable that I should rise to explain what I said."

The Hon'ble Yaqub Hasan SAHIB :—" Your Excellency, I rise to a point of order. The Honourable Member is entitled to give explanation only about a speech delivered in this Council and not about a speech delivered anywhere else."

His Excellency the PRESIDENT :—" The Honourable Gentleman is quite within his right if he wishes to refer to something which took place during the debate."

The Hon'ble Yaqub Hasan SAHIB :—" I submit that, after my speech, no other member has a right to speak."

His Excellency the PRESIDENT :—" I am aware of that, but the Honourable Member asked for permission for a personal explanation in regard to what was said in the debate."

The Hon'ble Mr. B. VENKATAPATI RAJU :—" Your Excellency, I rise to a point of order. Whenever any member addresses another member, unparliamentary language should not be used."

His Excellency the PRESIDENT :—" The Honourable Gentleman may leave it to the chair. Will the Honourable Gentleman please resume his seat."

The Hon'ble Khan Bahadur AZIZ-UD-DIN SAHIB :—" Your Excellency, with a view to support his argument in regard to these maktab committees, the Hon'ble Mr. Yaqub Hasan has stated that at an educational conference at Vellore over which I presided I said that maktab were bad because the Koran was being taught in them. That is entirely false; for what I stated was that in the maktab the Koran was merely read in Arabic and the pupils did not understand its meaning and that it would be quite satisfactory if along with the Arabic text-books its meaning in Hindustani was also taught to the boys. The Hon'ble Mr. Yaqub Hasan was not present at that conference, but the Hon'ble Mr. Ahmad Tambi Marakkayar was present and a number of Ulemas of Vellore were present and every one of them will bear testimony to it, in the near future; in fact, they have taken up this matter on hand to dispel the false impression that has been created by an Urdu paper, at the instance apparently of those disposed to create misunderstanding between myself and the general Mussalman public. The fact is: it is commonsense that along with Arabic its translation should be read; otherwise reading the Koran in maktab is useless. The other observation which I made in regard to the maktab was that kindergarten system should be taught, that is, along with the Koran, other secular teaching should also be introduced so that the minds of the boys could be improved and these maktab should be such as to prepare the boys for higher education and fit them for higher education even in colleges. That was briefly what I stated. I challenge the Hon'ble Mr. Yaqub Hasan to say that anywhere I stated that the teaching of the Koran was bad or that it deadened the intellect of the boys. What I said was that along with the Arabic Koran the translation also should be taught. What is taught in the Koran and what is forbidden in the Koran and what was allowed in the Koran for Mussalmans must be known to the boys. As regards the Hon'ble Mr. Yaqub Hasan's claim that I am no authority in educational matters, I think it does not deserve any notice and I shall leave that credit to the Hon'ble Mr. Yaqub Hasan who is from the United Provinces and who does not know much of this Presidency or of Mussalman education to pride himself about. This is what I said and what the Hon'ble Mr. Yaqub Hasan has represented is entirely incorrect and he cannot support his argument by stating a fact which is not true."

The Hon'ble Mr. J. H. STONE :—" Your Excellency, I should like to say one word about pial schools, although it is not quite germane to this discussion. The Hon'ble Mr. Ranga Achariyar seems to imagine that pial schools have ceased to exist or that the department does not encourage pial schools. What does he suppose all these teacher-manager schools to be if not pial schools? They are all pial schools which complying with very small conditions get

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recognized. There are very many such schools coming up to the standard of recognition. To imagine that the department has been indifferent to pial schools or that our system of elementary education is not based on the pial schools is a mistake. I am rather sorry that I said that I was directed to oppose the resolution. I did not mean to say that I was doing it against my conscience, as the Honourable Member said. I am sorry I did not make myself clearer. The precise point in the resolution which I opposed is that these committees should be appointed by Government. If members of the Muhammadan community can frame suitable committees in suitable areas, for raising the maktab schools in grade or for introducing secular subjects, nobody would be better pleased than myself. If they will do it of their own initiative, I do not think there is any reason for the Government to appoint such committees."

His Excellency the PRESIDENT:—"Before I put the resolution to the Council, I wish to emphasize what the Director of Public Instruction has said. The essential fact about maktab is that it is a school which gives only religious instruction. Government welcome most heartily the signs of a stir among the Muhammadan community and their desire to improve the equipment of their young people in general education. It is possible that where Muhammadans so wish it, the beginnings of a general education can be added to the maktab, to the work done by the maktabs. A number of gentlemen who have addressed the Council on this occasion have jumped to the conclusion that because the Government do not see eye to eye with the Honourable Gentleman who moved this resolution, who takes a warm interest in matters educational, because the Government do not see eye to eye with him in this particular detail, that the Government are hostile to any development of education among Muhammadans. I venture to think that the Muhammadans in this Presidency know better and they know perfectly well that the Government are most anxious to do everything they can to encourage their aspirations towards better education for the young people. I could enumerate quite easily, to remind Honourable Gentlemen, the various concessions and advantages which are directed towards that end in the interests of the Muhammadan community. In this matter, we believe also that we are acting particularly in accord with the desires of the Muhammadan community, namely, that in this particular matter, the adding of secular education to schools which are really religious schools, we are better advised to leave that to the voluntary action of the Muhammadans themselves, better advised to have nothing to do formally as Government and better advised not to take active part or give Government sanction and authority to these local committees which might well be formed voluntarily to help in this way. Therefore, it is not from a desire to hold back or delay the advance of Muhammadan educational betterment, but because we believe that this is the line of least resistance; especially in those matters where religion is concerned, it is much better to leave it to the growth of public opinion among Muhammadans and the influence of their own leaders in the different parts of the Presidency. That is the real motive of Government. I am perfectly certain that the Honourable Gentleman who moved this resolution knows that that is the case. We are sorry to differ from him; but we share his aspirations for the benefit of the Muslim community, but we cannot hold out any hope for this year or the next year. It will be far too short a period to watch its results. We cannot, therefore, co-operate with him for some time, but none the less we are heartily with him and we are prepared to do everything that we can to develop the educational interests of the community which he represents. I now put this resolution to the Council."

The resolution was then put to the vote and lost.

His Excellency the PRESIDENT:—"There is only one Resolution No. IV on the agenda."

The Hon'ble Mr. K. RAMA AYYANGAR:—"The Hon'ble Mr. Ramanuja Achariyar will move it at the next meeting."

R. A. GRAHAM,
Acting Secretary to Govt., L. & M. (Legislative) Dept.

Home (Ed), Sep 4

The Resolution was put to vote and lost. no further action is necessary. The papers may now be

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