Secy. II-27—15,004—22-8-46.

E&PH (1946) Department.

MS SERIES.

~~G.O. NO.~~ Letter MS No. 348 Edn.

Dated 25/2/47.

[Despatch Abstract.]

Muslim Education - Statement made at the public meeting of Muslims held under the auspices of the Muslim Educational Association of Southern India, Madras

Back Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
..	1120	Edn	20.8.43				

Further Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
..	520	Edn	15/2/47				

The Muslim Educational Association of Southern India, Madras
(ESTABLISHED IN 1902)

Letter No. 9/47-19
Tel. No. 3872

BASHEER AHMED SAYEED ESQ., M.A., B.L.
Honorary Secretary

OFFICE :
11, SINGANNA NAICK STREET
GEORGE TOWN, MADRAS

PUBLIC (EDN. AND P. H.) DEPT.
21 JAN 1947
GOVERNMENT OF MADRAS

MINISTER FOR EDUCATION
JAN 1947
GOVT. OF MADRAS

SECRETARY TO GOVERNMENT
21 JAN 1947
GOVERNMENT OF MADRAS

14th January 1947.

Dear Mr. Avanasilingam,

I beg to enclose herewith a copy of the statement made by me at the public Meeting of the Muslims held at the Lawley Hall, Mount Road, Madras on the 11th instant under the auspices of the above Association, for your kind perusal. As the statement is not fully reported in the press, I have taken this step to keep you acquainted with the full facts. I look forward to hear from you as to what steps you propose to take to allay the feelings of the Muslim community in the matter of so vitally a problem as Muslim education.

Yours sincerely,
Basheer Ahmed Sayeed
Hony. Secretary.

M.A.

Encl:- 1

The Hon'ble Mr. T. S. Avanasilingam Chettiar,
Minister in charge of Education,
Fort St. George, Madras.

14/1/47

STATEMENT BY MR. BASHEER AHMED SAYEED, HONORARY SECRETARY OF THE MUSLIM EDUCATIONAL ASSOCIATION OF SOUTHERN INDIA AT THE PUBLIC MEETING OF MUSLIMS HELD UNDER THE AUSPICES OF THE ASSOCIATION ON SATURDAY THE 11th JANUARY 1947 AT 5 P.M. AT THE LAWLEY HALL, MOUNT ROAD, M A D R A S.

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This public meeting of the Muslim citizens of Madras is convened under the auspices of the Muslim Educational Association of Southern India. It is well known to the people of this Province that the Muslim Educational Association of Southern India is the premier Association which has been working for the social and educational advancement of the Muslim community of this province for the last 45 years. This Association can claim without the least fear of any contradiction that but for the incessant activities of this Association in many directions, the progress of the Muslim community, which we see around us to-day would never have been made possible.

Besides its other activities, this Association is awarding, every year, about 300 scholarships to poor and deserving Muslim students, thanks to the munificence of the members of the community. I am proud to say that this number is greater than what the Government is awarding every year to the Muslims in this province. Nevertheless, it remains an undeniable fact that the Muslim community in this Province has still to make much lee way, if it is to take its rightful place in the future social, economic and political life of this country.

The object of this meeting is therefore to consider the "EDUCATIONAL FUTURE OF THE MUSLIMS OF THIS PROVINCE" in all its aspects and to bring home to the members of the Muslim community and the Government of the day the urgent and essential needs of the community in the sphere of Education. It is now too late in the day, to impress upon the community or the Government that a sound education is the sure foundation for all the ---(cont. on page 2.)

Government of the day realise that it is its paramount duty, as a Government by the majority, to carry with it the good will and the confidence of the minority. Of course, it has always been the bane of this country as of others too, that the section which wields power and influence gets intoxicated with these and suffers always from lack of imagination and sense of proportion.

11 Nevertheless, the Muslim community and this Association will not lose hope and will not give its right to agitate and press upon the Government its legitimate claims and demands in the cause of education, time and again, though the community fully realises that in the last resort, the only means of salvation is for the community to bestir itself and so to organise itself as to stand on its own feet and shape its own destiny in the manner that would enable it to survive in the struggle for existence with honour and glory, which are its due.

12 It is hardly necessary for this Association to impress, once again, upon the members of the community in this connection, that their Society can be built upon no sounder and securer foundations than those of a true and proper education, and that unless they are prepared to give freely, willingly, and generously out of what Allah has given to them, for the cause of education, such a foundation could never be raised for the future edifice of our Society, if it is to continue to live in peace, happiness and prosperity.

13 It is now for the speakers scheduled for this Meeting

the future development of any community in any country. The Government and the community must know that no planning for the future development of the country in any sphere would be successful unless and until the education of the youth of the community has been well-planned and the plan is worked out on sound and proper lines.

It has all along been the endeavour of the Muslim Educational Association of Southern India to point out to the Government on behalf of the Muslim community what could be the scheme of education that would be most healthy and conducive to the rapid progress of the community. It may be that the present Ministry which is most ignorant of the real needs of the Muslim community to-day, claims omniscience. Still, it will be the duty of this Association representing, as it does, the entire Muslim community of this province to educate the Hon'ble the Minister for Education and his colleagues about the requirements of the community for its full growth and development.

It is therefore in the fitness of things that through this Public Meeting and in unerring terms, it should be brought home to the Government, in the first place, that the education of the Muslims, who are in a minority and who are economically poor and educationally backward in this Province, is and should be the special responsibility and the foremost duty of the Government; that though private effort may be welcome in this direction, the community cannot depend upon private effort for its educational progress, and that the Government should always

always bear the entire cost of educating both the sexes of the community in all grades and types of education.

6/ In the next place, it is necessary that the Government should be warned once and for all that no scheme of education, however well-planned and well conceived it might be, would be acceptable to the Muslims of this Province unless it is suited to the genius of the Muslim people and unless itx satisfies the religious, cultural and other special needs of the community.

7/ In the third place, it is of utmost importance that the Government should be told in unmistakable terms that the Muslims of this Province will not and cannot accept any position nor reconcile themselves to any situation, wherein, their historic and cultural importance is not recognised and their right to an adequate share in the services and to effective and adequate representation on the various bodies and organisations that have been and are being set up, has not been conceded.

8/ It is most unfortunate that, by reason of the many illconceived declarations of policy and the several acts of commission and omission on the part of the present Ministry in power, especially in the sphere of education, and in regard to educational institutions, the confidence of the Muslims of this Province has been rudely shaken and their suspicions have been roused as to whether the present-day Ministry means and intends well by the minority community, at all.

Taking only a few instances, the attitude of the Ministry:--

(1) in refusing to recognise Urdu as the National and cultrual language of the Muslims,

(2) in declining to make or secure adequate provision for the teaching of Urdu, Persian and Arabic in institutions to which Muslims have perforce to resort,

(3) in seeking to compel large sections of Muslims to learn through a language which is not their mother-tongue;

(4) in declining to constitute a separate Advisory Board and a Separate Directorate for Muslim Education,

(5) in failing to recognise the need for separate institutions for the men and women of the Muslim community,

(6) in rejecting unceremoniously all suggestions and requests of the Association for the opening of more schools and colleges for Muslim men and women,

(7) in dismissing Urdu Munshis from schools even in the middle of the term, on the ground that Urdu is not the Regional language of the area concerned, while retaining other non-regional languages in the same school, such as Sanskrit, Hindi and Telugu, not withstanding the protests of this Association,

(8) in failing to give adequate representation to the Muslim community on the reconstituted S.S.L.C. Board--there being only 2 Muslims out of a total strength of 25 on the Board--inspite of remonstrances from this Association,

(9) in failing to appoint an adequate number of Muslims on the recently constituted Provincial Advisory Board of Education,--there being now only 2 Muslims on this Board out of a total strength of 29--inspite of representations made by this Association,

(10) in refusing to appoint a fact finding commission to enquire into and settle the controversial points between the Government and the representatives

representatives of the community on the question of recognising Urdu as a regional language,

(11) in refusing to acquire suitable sites for the location of schools and Hostels intended for Muslims,

(12) in refusing to assign Government waste land in the Government House compound for the construction of a hostel for Muslim men and women in the city of Madras,

(13) in refusing to concede the principle accepted by the former Government that religious instruction should form an integral part of the school curriculum for the education of Muslim boys and girls,

(14) in refusing to recognise the dire need for a greater number of scholarships to encourage higher education among Muslim women and men,

(15) in the failure to afford sufficient inducements and adequate facilities to attract a larger number of Muslims to the teaching profession to make up for the dearth of Muslim men and women & teachers, and

(16) above all, in its declining to frame a scheme of expansion of education among the Muslims, after an investigation into the causes of stagnation and the actual needs of the community by a Commission of Experts on Muslim Education appointed for the purpose,

simply confirms the grave misgivings of the Muslim community about the good intentions of the Ministry and its sincerity of purpose towards the educational future of the Muslim community. To add to this, the elaborate Questionnaire recently issued by the Government on the Reorganisation of Education in the Province has simply aggravated the situation. The Questionnaire does not deal with any aspect of Muslim Education as such; nevertheless, this Association has furnished its answers to the questions, of course reserving its right to

to frame and submit a comprehensive scheme for the expansion of Muslim Education in due course of time. The Hon'ble Minister has kindly acknowledged the receipt of the answers but has observed that the same was received too late, meaning thereby that he did not propose to consider the same as serving any purpose.

9/ If such be the attitude of the present day Ministry towards Muslim Education which is a vital problem of the community and which is acknowledged on all hands to be a "Special interest" of the Muslims, requiring statutory safeguards and protection, one shudders to think what is in store for the Muslim community in the years to come 'vis-a-vis' the future constitution of the country that is now in the making. If things continue at this rate, no wonder, if one day the 45 lakhs of Muslims living in this Province, emulating the example of the 40 lakhs of Sikhs in the Punjab, would rise up and say that they should be left free to chalk out their own destiny outside the frame work of the future constitution of this Province or of the group within which this province is included.

10/ Unfortunately for us, in the present state of things, there seems to no sanction and no power that would compel the present Ministry to understand and appreciate the righteousness of the cause of the Muslim minority or to concede its legitimate demands and aspirations in the sphere of education. There seems to be no regard shown to Public opinion, however well informed and intelligent it may be, on Muslim Education. Little does the Government

Meeting to express their views on the various aspects of Muslim Education and stimulate public opinion on the problems of Muslim Education.

Bashir Ahmed Sayeed

Page-3.

Meeting to express their views on the various aspects
of Muslim Education and stimulate public opinion on
the problems of Muslim Education.

Yours faithfully,

Secretary.

EdPH (BI) Dept.

11/11

C 000 42,38 Pol/47.

Muslim Education.

Separate file noted in this section & seen thro' other sections today.

A statement made by Mr. Basheer Ahmed Syed, Honorary Secretary of the Muslim Educational Association of Southern India, Madras, at the public meeting of Muslims held on 11.1.47 has been forwarded to Government and H.E. Governor wants a brief note on the points raised in the Statement before 5.2.47, the date on which H.E. is seeing the Honorary Secretary. ~~One~~ ~~of the complaints made therein is~~ ~~has been illustrated therein that the~~ Government have refused to assign the waste lands in the Government House Compound for the Construction of a Hostel for muslim men and women in the city of Madras. ~~no proposal~~ (X) application

Item nos. 12 in the separate file Sect. 1 thro' Section

(X) Consulted A Section re proposal noted in 11th at. Section

14 22 B1

Legislature. No definite decision has yet been arrived at on the question of utilising the vacant sites in the Estate with the above information, the file may be returned passed on to E.H.P.H.

P.K.M. 25.1.47 25/1/47

22/1/47

R.L. E & P.H. 25/1

6031

P.W.D. U.O. 543-C/47-1 27-1-47

get this numbered

5/252 15

Edn. & P.H. Department (B1).

LETTER MS. NO. 348 EDUCATION? dated 25/2/ 1947.

12

To

The Honorary Secretary,

The Muslim Educational Association of Southern India,

No.11, Singanna Naick Street, Georgetown, Madras.

Sir,

Sub: MUSLIM EDUCATION - Statement made at the public meeting of Muslims held under the auspices of the Muslim Educational Association of Southern India, Madras.

Ref: Your letter No.9/47-19 dated the 14th January 1947.

I am directed to say that the Government have carefully considered the various points raised in the statement forwarded with your letter cited above and they ~~do not~~ consider that ~~any~~ no further action is required thereon in the circumstances set forth below:

(1) Recognition of Urdu as national cultural language of the muslims: Urdu is not a regional language of the Province; but Government have provided for instruction being given in Urdu and through the medium of Urdu to Muslim students wherever possible. In the Andhra Districts all Muslim elementary schools have Urdu as the medium of instruction and in the other schools Urdu is not taught to the pupils unless the number of Muslims is sufficiently large to justify the appointment of an Urdu teacher and it has been done in the case of a few schools. In Secondary schools for Muslims, Urdu is the first language and it is the medium of instruction. In other schools which are open to all, if the number of Muslim pupils is sufficiently large, arrangements have been made to give them instruction in Urdu, though the medium of instruction in other subjects is the regional language. It is reported that Muslim pupils in Andhra districts do not find much difficulty in following the instruction given in Telugu as many of them come from Telugu elementary schools and have thus a working knowledge of that language. The opening of parallel sections for Muslims with Urdu medium (in non-Muslim Secondary Schools) involves the duplication of staff, and the finances of most of the institutions would do not permit them to make such a provision. The Government do not in the circumstances

consider that there is no necessity to appoint a separate Commission to settle the question of recognising Urdu as the regional language.

(2) Inadequate representation of Muslims on the Provincial Advisory Board of Education and constitution of a separate Advisory Board and a separate Directorate: Adequate representation has already been given for Muslims in the Provincial Advisory Board of Education and no change in its constitution is necessary. There is also no need to constitute a separate Advisory Board or a separate Directorate for Muslim education as the number of schools specially intended for Muslims is small.

(3) Failure to recognise the need for establishment of separate institutions for Muslim boys and girls and the opening of more schools and colleges: The policy hitherto followed is to open and maintain separate schools for Muslims in centres having a large Muslim population as and when necessary. The Government consider that the setting up of parallel and separate system of education for Muslims is likely to retard rather than help their progress and that the proposal is also impracticable on financial grounds.

(4) Dismissal of Urdu munshis from schools even in the middle of the term on the ground that Urdu is not the regional language. The allegation is in respect of the Urdu teacher employed in the Board High School, Rajapalayam. For the sake of economy, the District Board has been asked to appoint a teacher qualified to teach both Hindi and Urdu and if such a teacher cannot be secured, to continue the old munshi till one becomes available.

(5) Inadequate representation of Muslims in the S.S.L.C. Board: There was one Muslim member when the strength of the S.S.L.C. Board was 14. As the strength of the Board has been raised to 25, the number of Muslim members has been raised to two. The Government do not consider the existing representation inadequate.

(6) Refusal to acquire suitable sites for the location of schools and hostels: The proposals received in regard to the acquisition of lands for the construction of buildings for certain schools and hostels are under consideration.

(7) Assignment of waste land in the Government House Compound for

P.T.O.

the construction of a hostel for Muslim men and women: The application is under the consideration of Government in the Public Works Department.

(8) Religious instruction for Muslims to be part of school curriculum: Provision has been made for giving religious instruction to Muslim students in Government Muhammadan College, Madras and in all Government Secondary and Training Schools for Muslims. Local bodies have also been permitted to incur expenditure from their funds on the provision of religious instruction for Muslims and instructions have also been issued that in local board and municipal schools chiefly intended for Muslims, religious instruction may be imparted within school hours. The suggestion that religious instruction should be included as one of the items of syllabus and should be made compulsory in all schools and colleges is not acceptable to Government as it is opposed to the provisions contained in rule 9 of the Madras Educational Rules.

(9) Increase in the number of scholarships for higher education of Muslims: The Government have already provided a sufficient number of scholarships for Muslim boys and girls studying in schools and colleges.

(10) Dearth of Muslim men and women teachers: The dearth of teachers of the Secondary and elementary grade is a general problem and it is not peculiar to Muslims alone. A scheme for the training of 2000 additional teachers of the secondary grade and an equal number of elementary grade has already been sanctioned and the proposals for continuing the training classes (secondary and elementary grade) so as to train 4000 additional teachers in 1947-8 is under consideration.

(11) Appointment of a Committee of Experts on Muslim Education: The Government have already taken steps for the advancement of muslim education. They have recently constituted a Provincial Advisory Board of Education to advise them on all important questions relating to education and the Board will give its advice on Muslim education also. The Government do not consider it necessary to appoint a separate Committee of Experts for Muslim education.

Y.G.S.

Special

To A.S., E.&.P.H.

H.M.Education has ~~xen~~ made certain corrections in ~~the~~ pencil in the note below and he desires that it may be sent to you.

P.C. to H.M.
Edn.31/1/47

SECRETARY, EDN. AND P.H. DEPT.
31 JAN 1947
GOVERNMENT OF MADRAS

Edn. and P.H. Department (B1)

CRO: 42[illegible]B./47.

MUSLIM EDUCATION - Statement made by the Honorary Secretary of the Muslim Educational Association of Southern India, Madras.

From the Honorary Secretary, The Muslim Educational Association of Southern India, Madras, No.9/47-19 dated the 14th January 1947.

From Governor's Secretary, D.O.No. 179-C/47-2 dated the 20th January 1947.

Please see the statement submitted by the Honorary Secretary, the Muslim Educational Association of Southern India, Madras, in regard to the educational needs of the muslims and the D.O. from the P.S.G. thereon asking for a note before 5th February 1947. Allegations have been made against the good intentions of the Ministry and its sincerity of purpose towards the educational future of the muslim community, citing for instances the several points raised in para 8 of the statement. These points are briefly noted on below:-

I. Points (1) to (3) and (10) Recognition of Urdu as national cultural language of the muslims:- In march 1938, the previous Congress Ministry directed that, as far as possible, all high schools in uni-lingual areas should begin the use of the mother tongue as the medium of instruction and continue to use it in the successive years and that time should be given to schools in bi-lingual and multi-lingual areas to over-come the difficulties in the way of using the mother tongue as the medium of instruction and to enable them to make arrangements for the introduction ultimately of that medium.

As no appreciable progress has been made in this direction, orders have been issued that steps should be taken to introduce the mother tongue as the medium of instruction in schools in which it has not yet been introduced and that exemptions in the matter should be given only for one year at a time and that too, for valid reasons. The orders regarding the medium of instruction ~~has~~ have been the cause of much agitation among the muslims. Representations have been made that Urdu should

made the medium of instruction in the schools in areas where the mother tongue of the mulsim pupils is Urdu and also to introduce Urdu and Arabic as second languages in schools in those areas.

Under the S.S.L.C. scheme, Urdu and Arabic can be taken as languages under Group 'A' and also as optional subjects under Group C.

There would be no difficulty for muslim pupils taking Urdu or Arabic as a language for study in schools where provision exists for the teaching of those languages. In schools specially intended for muslims provision has been made for the teaching of Urdu. In schools not specially intended for muslims, a separate section has been formed wherever possible for muslims with Urdu as the medium of instruction, if the number of muslim students warranted such an arrangement. Urdu cannot be said to be a regional language in this Province. In Southern and Western districts the mother tongue of the mulsim pupils is generally the language of the locality. In northern districts muslims speak Urdu in some places, It is only in those districts it would be possible to open separate Urdu sections. A suggestion has been made by Janab Mahboob Ali Baig Bahadur, M.L.A., that Urdu should be the medium of instruction for muslims in elementary and secondary schools in Andhra Desa as their mother tongue is Urdu and that the introduction of Telugu as the medium of instruction would adversely affect them. He has suggested that a meeting of the muslim representatives of the Legialature may be convened to discuss the subject. The Director of public Instruction has reported that in the Andhra Districts all muslim elementary schools have Urdu as the medium of instruction and in schools for ~~nonmuslim~~ non-muslim children Urdu is not taught to muslim pupils unless the number of muslims is sufficiently large to justify the appointment of a Urdu teacher and that it has been done in the case of a few schools. In secondary schools for muslims, Urdu is the first language and Urdu is the medium of instruction. In secy. schools for non-muslims, the regional language is generally the medium of instruction. In those schools where there is sufficient number of muslim pupils arrangements have already been made to give them instruction in Urdu, though the medium of instruction in other subjects

is the regional language. If instruction in non-language subjects also is to be given through the medium of Urdu, it will be necessary to have a separate staff qualified to give such instruction, in addition to the staff ~~qualified to give such~~ employed for giving instruction through the medium of the regional language to the other pupils in each school. The opening of parallel sections will involve the duplication of staff and the finances of most of the institutions may not permit the employment of such a staff. So provison can be made for giving instruction to muslim pupils through the medium of Urdu only wherever possible. The Director has pointed out that the fears of the Muslim Association that muslim pupils whose mother tongue is Urdu will be forced to adopt the regional language as the medium of instruction are groundless and that muslim pupils in Andhra districts do not find much difficulty in following instruction in Telugu as many of them come from telugu elementary schools and have thus a working knowledge of that language. There seems to be no necessity to appoint a separate Commission to settle the question of recognizing Urdu as the regional language.

II. Points (4) ahd (9): Inadequate representation of muslims on the Provincial Advisory Board of Education and constitution of a separate Advisory Board and a separate Directorate for Muslim education:-

There are two muslim members on the Provincial Advisory Board of Education (Justice Yahyali & Mr Bashir Ahmed). The representation made by the association for increasing the number of muslim members on the board has already been considered and it has been decided that no change in the constitution of the board is necessary. As the number of schools specially intended for muslims is small, there would seem to be hardly any justification for the constitution of a separate Advisory Board or a separate Directorate for muslim education.

III Points (5) and (6): Failure to recognise the need for the establishment of separate educatinnal institutions for muslim boys and girls and the opening of more schools and colleges.

The policy is to maintain separate schools for muslims only in centres having a large muslim

Education Committee constituted in 1931 advocated the opening of a large number of separate schools for muslims in all stages of education. The Government ~~considered~~ Considered that the suggestion to set up parallel and separate system of education for muslims was likely to retard rather than help the progress of muslims ~~and~~ and that the proposal was also impracticable on financial grounds. The suggestion was not accepted. They considered that in places where there are no separate schools, it would be sufficient if facilities were given for the education of muslims in non-muslim schools. The policy is being maintained. The Government have been opening secondary schools specially intended for muslim boys and girls as and when necessary. It is not proposed to open any new schools in 1947-8. The Director submitted proposals for the opening of two new middle schools for muslim boys one at Perambur and another at Payangadi in North Malabar in 1947-8. The proposal was deferred on financial grounds. Similarly the Director's proposal for the opening of a middle school for muslim girls at Nellore and higher forms in the Govt. Secondary and Training School for Muslim women, Kurnool was deferred.

As regards colleges; the general policy of Govt. is that laid down in para 3 of Press Note No. 16 dated 13--7--45. The question of revising the policy was recently considered and dropped for reasons of finance According to their post war plan, the Govt. have sanctioned the opening of a college for Muslim Women, Madras with effect from the academic year 1946-47. The college is now functioning in the buildings of the Government Hobart Secondary Training School, Royapettah, pending construction of permanent buildings for the college.

IV. Point (7): Dismissal of Urdu Munshis from schools even in the middle of the term on the ground that Urdu is not the regional language:

In the Board High School, Rajapalayam, a separate Urdu teacher was employed for teaching Urdu for the sake of 11 boys. It was considered that a single teacher for both Hindi and Urdu would be sufficient and the District Board has been asked to appoint such a teacher and if such a teacher cannot be secured, to continue the

Old Urdu ~~munshi (Siripong~~ Munshi (Trichy) becomes available.

V. Point(8): Inadequate representation of Muslims on S.S.L.C. Board The total strength of the recently reconstituted S.S.L.C. Board is 25 and the number of Muslims therein is 2. The strength of the old S.S.L.C. Board was 14 excluding the D.P.I. who was the ex-officio President and the number of muslim ~~xxx~~ members on that Board was one. When the number of Muslims in the present secondary Education-Board is compared with that in the old S.S.L.C. Board, it cannot be held that they are not given adequate representation.

VI. Point (11): Refusal to acquire suitable sites for the location of schools and hostels intended for muslims:-

The Honorary Secretary of the Muslim Educational Association has not cited instances wherein specific proposals were made by the association and they were rejected by Government. Representations have been made in regard to the acquisition of a site and construction of a building for the Government Islamiah High School, Trichinopoly. There were certain difficulties in the acquisition of the site already ~~The acquisition of the site already~~ ~~selected for the purpose is held up on account of the~~ of a site but now there is a proposal to utilise the existing buildings of the Government Headquarters' Hospital at Trichinopoly for the school, after the latter is moved to the new buildings under construction new premises ~~and also on account of the objection raised by the management of the Holy Cross College for women.~~ A suggestion has also been made that the vacant lands in the High Court compund may be used for the construction of buildings for the Government High School for muslim girls at George town. The suggestion has been referred to the Director of Public Instruction for remarks.

In connection with the Part II estimates for 1947-8 the D.P.I. submitted proposals for putting up extensions to the ~~Vindah~~ Undah Bagh Hostel in the Govt. Muslim College, Madras. The Scheme had two distinct estimates, one for a building limited to ground and first floors at an estimated cost of Rs. 2.65 lakhs and the other for Rs. 3.40 lakhs which included provision for a second floor also. But the Govt. decided that the proposal should be deferred - Vide the notes and orders in circul...

on pp 12-14 N.F of G.O.No. 1775 Edn. dated 14--9--1946.

The Govt. sanctioned the opening of the College for Muslim ~~women~~ women, Madras in the Govt. Hobart Secondary and Training School for Muslim Women, Madras, pending the construction of permanent buildings for the College and hostel for college students. The idea of Government was to requisition "Wellington House", a building by the side of the Training school for providing hostel facilities ~~to~~ for the college students. The bungalow has been occupied by one Dr. Hari Rao, a Surgeon attached to the Govt. General Hospital, Madras. The Doctor is willing to vacate the building only when he is provided with an alternative accommodation. He is not prepared to move to one or two bungalows suggested by the Government as he says that they are not suitable for his residence. The question of getting "Wellington House" for hostel purposes is actively under the consideration of the Government and ~~no final~~ a decision has ~~yet~~ not been reached ~~in the matter~~ as the Doctor must shift to another building the Govt. have in view for him.

VII. Point 12: Assignment of Waste lands in the Government House Compound for the construction of a hostel for muslim men and women:

The application of the Association for the assignment of five acres of land in the Government House Compound for the construction of a hostel for muslim men and women was received in P.W.D. and it has been circulated to H.M.(P.W.), H.M.(Edn.) and H.P.M. for orders as to whether the Association may be informed that the vacant sites in the compound would not be available for assigning to the Association as they are required for the construction of buildings for Government purposes. There is a proposal for the construction of new buildings in the estate to accommodate the houses of Legislature. No final decision has yet been arrived at on the question of utilising the vacant sites in the estate.

VIII. Point (13): Religious instruction for muslims to be part of the school curriculum:

In 1931, the Government on the recommendation of the muslim Education Committee accepted the principle

i) that Muslim religious instruction should be provided within school hours in all institutions under departmental management which were chiefly intended for Muslims and that steps should be taken in that direction as and when funds permitted, and

ii) that local bodies and municipal councils should be at liberty to incur expenditure from their funds if they so desired on the provision of religious instruction for Muslims in schools under their management.

Muslim Religious Instructors have been employed in the Government Muhammadan College and in all Government Secy. and Trg. schools for Muslims. So far as the local bodies are concerned, the Government have allowed them to spend their funds on the provision of religious instruction for muslims. They have also issued instructions that in local board and municipal schools chiefly intended for muslims, religious instruction might be imparted within school hours. In other schools such instruction should be imparted outside school hours, as otherwise, it would interfere with the regular school curriculum common to pupils of all communities. The Government cannot compel local bodies and private agencies to introduce religious instruction for muslim boys in schools under their control. A suggestion was made by the Madras Muslim Students' Federation that religious instruction should be included as one of the items of the syllabus and be made compulsory not only in high schools but also in colleges. The suggestion was not accepted as it was opposed to the provisions contained in rule 9 of the Madras Educational Rules, namely, that no pupil should be permitted to attend any form of religious instruction or observance without the written request of the guardian or parent. The Government have not gone back upon any of the orders issued by the previous Government in regard to religious instruction for muslim pupils.

IX. Point (14); Increase in the number of scholarships for higher education of muslim men and women:

The Goverment have already provided a sufficient nu of scholarships for muslim boys and girls aspiring in Sch

and colleges. They have also provided a sufficient number of residential scholarships for Mappilla girls in the Government Mappilla Girls' High School, Tirur. On the suggestion of Government Muslim Girls' High School Committee, Tirur, for the provision of boarding scholarships for Mappilla girls in the new muslim women's college hostel, Madras, the Director recommended the institution of 34 scholarships (16 for the two intermediate classes and 18 for the three B.A. classes). But as no Mappilla girls were studying in the Government College for Women, Madras, it was considered unnecessary to institute any scholarship at present.

X. Point (15) ~~on p.6 of~~ Dearth of Muslim Men and Women teachers:

The question of dearth of teachers of the secondary and elementary grades is a general one and is not peculiar to Muslims. A scheme for the training of 2000 additional teachers of the secy. grade and an equal number of the ele. grade has been sanctioned, in G.O.No. 1018 Edn. dated 21--5--1946. The number of candidates that actually joined the training classes is 1728 - 1181 secy. grade and 547 ~~ele~~ ely. grade. Proposals for continuing the classes - 50 classes of the secy. grade and 50 classes of the ele. grade so as to train during 1947-48 another 4000 additional teachers is under consideration as a Part II scheme.

The rate of stipends for the Secy. and Ele. grade trainees were raised from Rs. ~~8~~ 12/- and Rs. ~~8~~/- p.m. to Rs. ~~12~~ 18/- and Rs. ~~12~~ 12/- p.m. respectively in 1946-47. The question of increasing the rates further is under consideration.

XI. Point No. (16): Appointment of a Committee of Experts on Muslim Education:-

The Government are already taking special care in the matter of the advancement of muslim education and there is hardly any necessity to appoint a Committee of Experts separately for Muslims. It is always open to muslim members to formulate their demands and submit to Government specific proposals for the advancement of their education. If and when such proposals are received, they will be duly

considered. The Government have recently constituted a Provincial Advisory Board of Education which will give advice also on ~~and~~ all important questions relating to Education ~~including~~ of Muslim as well as others ~~Education will~~ be referred to the Board for its opinion.

May be sent to P.S.G. u.o. with reference to his D.O. on page 10 C.F.

MADRAS GOVERNOR'S SECRETARIAT F 268 C/47 1 FEB 1947

SECRETT., ED., AGR. & I.D. DEPTS. 6 FEB 1947 GOVERNMENT OF INDIA

Governor's Secretariat

ROUTINE NOTE.

The original of the statement of Mr.Basheer Ahmed Sayeed which was sent as an enclosure to my D.O.No.179 C/47-2 dated 20/21st January 1947 (at pages 11-18 c.f) has been removed for record in this Secretariat.

H.E. presumes that the Education Secretariat will send a reply to Mr.Basheer Ahmed Sayeed.

PSG. 6.2.47

SECRETT., ED., AGR. & I.D. DEPTS. 6 FEB 1947 GOVERNMENT OF INDIA

21/2/47

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Edn & PH (B1) Dept.

Please see the note of P. S. to. on page 10 ante. A draft letter to Honorary Secretary of the Muslim Edl. Assn. of Southern India, Madras, is put up below for approval.

11/2/47

Ans 11/2/47

13.2.47

As II 20/2/47

S 21/2/47

M (Cr.) TSA 23.2.47

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