
**PROGRESS OF MUSLIM EDUCATION IN THE BOMBAY
PRESIDENCY IN THE PAST TEN YEARS**

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The Director of Information recently issued a Press Note reviewing the progress of Education among the Muslim Community during the year 1923-24. In view of the increasing and active interest displayed of late by leading Muslims and Muslim Associations in matters relating to the education of their Community, and in view of the various demands made by them in this respect from time to time, occasion is taken to review briefly the more important measures taken by Government for the spread of education among the Muslim Community and the progress made during the last ten years.

2. Conditions in the Presidency proper differ from those in Sind. In the Presidency the Muslims constitute only $8\frac{1}{2}$ per cent. of the population, the Intermediate and Backward Hindus comprising 57 and 22 per cent. respectively; they are widely scattered and claim to be taught in a language other than the local vernacular. In Sind, on the other hand, they form 73 per cent. of the population, and in rural areas nearly 80 per cent., and they speak Sindhi. Muslims in the Presidency are as a whole far more advanced in education than those in Sind. It is therefore desirable to deal with the Presidency and Sind separately.

Presidency Proper.

3. At the instance of the Government of India a Special Committee was appointed by the Bombay Government in June, 1913, to consider and report what special measures should be adopted for the promotion of Muslim education in the Presidency proper. The Committee submitted their report in 1914 and made a number of recommendations in regard to the different branches and grades of education, such as primary, secondary, and collegiate. The Committee's recommendations and the orders of Government thereon were published for the information of the general public in Government Press Note, E. D., No. 1978 of 14th August, 1917. The steps taken by Government since 1917 to carry out some of the more important recommendations are stated below:—

(i) PRIMARY EDUCATION.

It was recommended by the Special Committee that Urdu should be adopted as the medium of instruction throughout the Presidency. In consultation with Muslim opinion two courses of study were provided for Urdu Schools in 1918, *viz.* one in which Urdu is the medium of instruction and the local vernacular is treated as a (compulsory) second language, and the other in which the vernacular is the medium of instruction and Urdu taught as a second language. In each school the choice between the two courses is left to local Muslim opinion to decide. Government have now ordered that in schools in which Urdu is the medium of instruction the teaching of the local vernacular as a second language should be optional.

A complete set of Urdu Text Books has been prepared by a Special Committee appointed by Government and arrangements are being made for their publication.

An Urdu Training Class teaching the first year course was opened in Ahmedabad in 1914 and attached to the Training College for Men. It has been gradually expanded and at present teaches the three-year course and has a special Practising School attached to it. An Urdu Training Class was opened at Poona in 1919 and was originally attached to the Training College for Men. It teaches a two-year course. It has now been separated from the Marathi Training College and housed in a rented building in the Muhammadan quarter. Training classes were opened at Hubli for men and women in 1920, but were closed after two years as the demand for trained teachers in the Southern Division did not justify their continuance. A one-year class for training mistresses for Urdu Girls' Schools has been attached to the Central Urdu Girls' School, Poona.

The percentage of trained teachers in Urdu schools is 58·2 for the Presidency proper as a whole and ranges from 71·4 in the Southern Division to 35·3 in the Bombay Division, the corresponding figures for other schools being 65·1 for the Presidency, 82·9 for the Southern Division, and 51·3 for the Bombay Division. Thus Urdu schools do not compare very unfavourably in this respect with ordinary schools. The Konkan Districts of the Bombay Division are markedly backward in respect of Muslim education and special steps have been taken to bring this Division up to the level of other Divisions by admitting a proportionately higher number from it to Urdu Training institutions and by maintaining the 3rd year class at Ahmedabad specially for this Division for two years. If the present rate of training teachers is kept up, the proportion of trained teachers in Urdu schools will very soon equal that for other schools.

It is in respect of the number of unqualified teachers (*i.e.*, of teachers who have not passed the Vernacular Final Examination) that Urdu schools are particularly badly off. The percentage of such teachers to the total number of teachers is especially high in the Konkan Districts of the Bombay Division, *viz.*, 39·6, while in other Divisions it is about 10·0 only. It has long been recognised that the first need of Muslim education is to provide efficient primary schools: without efficient primary education it is unreasonable to hope for satisfactory results in secondary and higher education. The Central Urdu School at Tankaria in Broach District was started some 20 years ago with the object of preparing Muslim pupils for the Vernacular Final Examinations and thus securing qualified recruits for teachers' posts in Urdu schools. The Tankaria school has already prepared and passed a large number of boys in the Vernacular Final Examination, the majority of whom are serving as teachers in primary schools. A similar central school for Muslims was opened by the District Local Board, East Khandesh, a few years ago, and Government recently opened two schools of this type, one at Ratnagiri and the other at Vahur in the Kolaba District. Provision for two more central schools has been made in this year's budget, and these will shortly be opened in the Sholapur and Thana Districts. Owing to

the dearth of local qualified Muslim teachers, the Konkan Districts of the Bombay Division have been given a preference in this respect.

An allotment of Rs. 6,000 has been sanctioned for the payment of scholarships and prizes to Muslim girls in primary schools.

The staff of the Central Urdu Girls' School, Poona, has recently been strengthened by the addition of two more teachers. There is now a graduate head-mistress of this school.

A grant of Rs. 1,000 has been set apart for the encouragement of Urdu literature.

(ii) SECONDARY EDUCATION.

The Camp Government English School, Poona, has been recently raised to the status of a full Anglo-Urdu High School, and the Anglo-Urdu School formerly conducted by the Anjuman at Hubli has been taken over and developed into a full high school. Hostels are attached to these two schools.

The Poona school is in a flourishing and efficient condition. In the last two years respectively it passed 14 and 8 boys in the School-Leaving Examination. The hostel is very popular and is attended by boys from, amongst other places, the Karnatak and the Nizam's Dominions. The school, however, is greatly handicapped by the unsatisfactory condition of the building it has to occupy. The condition of the hostel, a hired building, is no less unsatisfactory. Government have under consideration a scheme for constructing a new building for the school, with a hostel attached. A new and separate building is also urgently required for the Urdu Training College. It is hoped that it will be possible to acquire a conveniently situated site suitable for these purposes. The acquisition of such a site and the construction of the buildings has been delayed by the difficulty of providing the necessary funds. If adequate contributions from the public were forthcoming this would facilitate the carrying out of the work.

Eight Government High Schools out of seventeen have also been provided with special teachers of Urdu.

English classes have been attached to the Urdu Primary Schools at Nasirabad (East Khandesh) and Kudchi (Belgaum) and also to the Central Urdu Girls' School at Poona.

Fifteen per cent. of the places in Government secondary schools have been tentatively reserved for Muslims from this year. The question of fixing the percentage finally in the light of actual experience is under consideration.

The Committee's recommendation to award free studentships to Muslim pupils at five per cent. of the sanctioned strength of a Government secondary school was fully carried out. This percentage was reviewed recently and was found to work inequitably in the various schools. Government have therefore now sanctioned free studentships for Muslims at the rate of 22½ per cent. of the total number of Muhammadan pupils in each Government secondary school.

The Committee's recommendation to double the value of Middle School scholarships and to quadruplicate that of High School

scholarships has been fully carried out. Last year Government increased the number of scholarships further and raised their value. Under this scheme 91 scholarships tenable for the whole of the secondary school course, *i.e.* for seven years, and of the value of Rs. 6 in Standards I—III, Rs. 7 in Standard IV, Rs. 8 in Standard V, and Rs. 10 in Standards VI and VII, are now awarded annually, as compared with 78 Middle School scholarships of Rs. 3 tenable for three years, and 77 High School scholarships of Rs. 5 tenable for four years. The old scholarships were distributed equally among the districts irrespective of their Muslim population. The new scholarships have been distributed among the various districts on the basis of the Muslim population in each district. When the scheme comes into full operation, there will be 637 scholarships in all, at the rate of one set of seven scholarships for every 15,000 of population. The proportion of scholarships provided for Muslims is largely in excess of that provided for other classes, *e.g.* one set of seven scholarships is provided for every 50,000 of the population for Intermediate Hindus, and for 40,000 of the population for Backward Hindus. Difficulty has been experienced in filling all the old scholarships, but it is hoped that in view of the greater interest evinced by the Muslims Community in education all the scholarships now provided will be taken up.

Preference is given to Muslim graduates along with graduates belonging to Backward Hindu Communities for appointment as assistant masters in High Schools. A Muslim lady teacher was appointed on the staff of the Training College for Women and Girls' High School, Ahmedabad, last year.

There is at present no regular Government Secondary School for Muslim girls. But, as stated above, English classes have been attached to the Central Urdu Girls' School, Poona. Government have decided that, if a regular attendance of at least 30 girls can be guaranteed, an Anglo-Urdu Middle School should be opened in Poona as soon as funds permit.

(iii) COLLEGIATE EDUCATION.

No difficulty is felt by Muslim-pupils in gaining admission to Government Arts Colleges. In each Government Professional College 10 per cent. of the total number of places are reserved for Muslims provided they possess the minimum qualifications required for admission.

In compliance with the Committee's recommendation for the provision of scholarships of Rs. 20 in Arts Colleges and in Professional Colleges, six scholarships of Rs. 20 were instituted for Arts Colleges, and three of Rs. 25 for Professional Colleges, from 1919. The number of these scholarships was increased last year. Twelve scholarships of Rs. 20 each are now awarded annually to enable Muslim students to prosecute their studies in Arts Colleges. For study in Professional institutions 3 scholarships of Rs. 40 per mensem are awarded annually at the College of Engineering, Poona or Karachi, 1 scholarship of Rs. 35 at the Sydenham College of Commerce and Economics, 3 of Rs. 35 per mensem in Bombay and Rs. 25 in Poona

at the Law Colleges, and 3 of Rs. 35 per mensem at the V. J. Technical Institute, Bombay. Some of these scholarships remain vacant for want of candidates. As in the case of the scholarships in secondary schools, the number of special scholarships provided for Muslims in colleges is proportionately larger than is allotted to Intermediate and Backward Hindus. While the population of Intermediate and Backward Hindus is over nine times that of Muslims, the number of scholarships allotted to the former in Arts Colleges (54½ sets) is less than five times the number of those allotted to Muslims. The proportion of scholarships in Professional Colleges is 2·7 for Muslims against 1 for Backward and Intermediate Hindus.

New buildings for a Muslim Arts College at Andheri out of the donation of Rs. 8 lakhs given by Sir Mahomed Usuf are under construction, and it is expected that the college will shortly be opened.

With a view to encouraging the study of Arabic, Government have recently decided that in awarding one of the Government scholarships for Muslims tenable in Arts colleges preference should be given to a student who has passed the Matriculation Examination with Arabic as his second language and proposes to take his degree in languages. If such a scholar finds it necessary to join a college in the United Provinces or the Punjab, the value of his scholarship will be increased.

4. The measures taken by Government to give effect to the more important recommendations of the Committee have led to a marked progress in the education of Muslims. The figures for 1924-25 are not yet ready, but a comparison of the figures for 1915-16 and 1923-24 shows that during this period Muslims attending colleges rose from 175 to 309, *i. e.* by 76 per cent., those in secondary schools from 3,680 to 4,615, *i. e.* by 25 per cent., and those in primary schools from 80,207 to 1,01,495, *i. e.* by 27 per cent. The total Muslim population recorded in the Census of 1921 was less than that in the Census of 1911. The percentage of pupils to population (excluding pupils in special schools and unrecognized institutions) was as under (Presidency only, excluding Sind) :—

	1915-16.	1923-24.
Colleges	... 0·01	0·02
Secondary Schools	... 0·27	0·34
Primary Schools	... 5·78	7·41
Total	... 6·06	7·77

The percentage of the total population which attends school affords a reasonable test of progress in education. The following table gives comparative figures for 1923-24 for three main communities :—

	Colleges.	Secondary schools.	Primary schools.	Total.
Prahmins	... 0·44	2·9	11·8	15·14
Intermediate Hindus	... 0·0056	0·12	3·6	3·726
Muslims	... 0·02	0·34	7·41	7·77

It will be seen from this table that while Mubammadans fall a long way behind the Brahmins, especially in regard to secondary and collegiate education, they are more than twice as advanced as the Intermediate Hindu Community in primary education and on the whole, and from 3 to 4 times in secondary and higher education.

Sind.

5. A Committee similar to that for the Presidency proper was appointed in 1915 to consider the promotion of education among the Muslim Community in Sind. The Committee reported in 1916 and their proposals were generally on the lines of developing what was already being done by Government, particularly in regard to Mulla schools and scholarships in secondary schools and colleges. The recommendations of the Committee and the Orders of Government thereon were published in Government Press Note, E. D., No. 2227 of 30th August, 1918. The principal items are summarized below :—

(i) PRIMARY EDUCATION.

(a) *Mulla Schools.*

The Committee's recommendation regarding the appointment of Special Deputy Educational Inspectors for Mulla schools has been more than fully carried out. A special post of Deputy Educational Inspector for Mulla schools was created in 1914 and was made permanent in 1916. Two other similar posts were created in 1918 and 1919.

The other recommendations of the Committee relating to Mulla schools, such as raising the standard of education in Mulla schools, aiding them to a larger extent and in quarterly instalments, and giving them liberal grants for the employment of assistant teachers and for accommodation, equipment, prizes, &c., were also carried out. As a result of this the amount spent on Mulla schools has increased from a quarter of a lakh to about Rs. 1½ lakhs.

In view of the impending transfer of control of primary education, and in view of the important work which Mulla schools are doing in popularizing education among Muslims, especially among girls, Government recently appointed a Special Committee with a majority of Muslim non-officials to consider the present condition and future development of these schools. The report of this Committee is awaited.

(b) *District Local Board and other Primary Schools.*

The proposals of the Committee regarding these schools have been given effect to generally. Facilities have been provided for teaching the Koran to Muslim pupils in District Local Board Schools out of school hours, the proportion of Muslim masters has been increased, and text books are being distributed liberally to Muslim pupils. Ten scholarships of the value of Rs. 3 each and tenable for 3 years from Vernacular Standard III have been sanctioned for Muslim girls in primary schools. In 1920 Government also instituted 175 scholarships of Rs. 3 per mensem and 215 scholarships of Rs. 2 per mensem for these schools in addition to

the already existing 205 scholarships of Rs. 3. The allotment for these scholarships has been distributed among the Sind District Local Boards in the shape of additional grants.

(ii) SECONDARY EDUCATION.

Government accepted the Committee's recommendation to increase free-studentships in Government Secondary Schools and originally raised their number to 10 per cent. of the maximum strength of each school. As this method was found not to work equitably Government have recently fixed the percentage at 30 per cent. of the total number of Muslim pupils in each school.

Places are reserved for Muslim boys in Government Secondary Schools as follows:—

(1) Karachi High School	...	10 per cent. of places.
(2) Hyderabad High School	...	50 per cent. of places.
(3) Shikarpur High School	...	Do.
(4) Larkana High School	...	Do.
(5) Naushahro Madressah and High School.		75 per cent. of places.
(6) Mirpurkhas Madressah and High School.		55 per cent. of places.

The number of scholarships in secondary schools in Sind has been increased from 49 sets to 100 sets, distributed in the several districts of Sind on the basis of population and tenable for the seven years of the secondary school course. Thus, when the system is in full working order, there will be 700 Government scholars in secondary schools in Sind. At present there are 445. The value of these scholarships is higher than in the Presidency, *viz.*, Rs. 10 in Standards I to III and Rs. 12 in Standards IV to VII. The Committee recommended that the provision for secondary scholarships should be increased to rupees one lakh, which sum has now nearly been reached. The number of scholarships now provided are at the rate of one set of seven scholarships for every 25,000 of the Muslim population against one set for every 50,000 Intermediate Hindus and one set for every 40,000 Backward Hindus.

The Naushahro Madressah was taken over by Government and raised to the status of a full high school in 1924. The Mirpurkhas Madressah was recently taken over from the District Local Board and is being developed into a full high school. The 6th Standard has already been opened.

There has also been a steady increase in the number of Muhammadans in the Educational Department. Ten years ago there were only two Muslims in the Provincial Educational Service and now there are six. A definite principle is being followed in Sind that no Hindu is newly recruited if a Muslim with similar qualifications is available. A Muslim lady graduate was appointed last year on the staff of the Training College for Women, Hyderabad. Preference is given to Muslim teachers in the matter of deputation to the S. T. College.

The Sind Madressah and other similar institutions are being aided liberally. The Sind Madressah is given a grant of Rs. 39,000

annually against an expenditure of about Rs. 54,000 (*i.e.* at more than 2/3rds instead of the usual 1/3rd). The Sukkur Madressah was given a non-recurring grant of Rs. 1,500 last year for its boarding house, and the new boarding house which is being established at Hyderabad under the management of a Muslim Association is being allowed the use of a portion of the Government Training College hostel as a temporary measure.

(iii) COLLEGIATE EDUCATION.

Government have sanctioned 12 scholarships of Rs. 30 per mensem to be awarded annually to Muslim students from Sind in Arts colleges. The scholarships in professional colleges mentioned under "Presidency proper" are also open to Muslims from Sind.

Government have specially sanctioned a scholarship of £ 300 tenable for two years in England for research work in Arabic and the study of western methods of criticism to Mr. V. M. Daudpota, a Sindhi Muhammadan, who held a Muhammadan scholarship at the D. J. Sind College and obtained a 1st class at the M. A. Examination in 1923.

6. As in the Presidency proper, the number of Muslims in Sind attending educational institutions has increased considerably during the period from 1915-16 to 1923-24. The number in colleges rose from 39 in 1915-16 to 82 in 1923-24, that in secondary schools from 1,150 to 1,824, *i.e.* by nearly 59 per cent. and that in primary schools from 39,628 to 43,869, *i.e.* by nearly 11 per cent. The comparatively slow rate of progress in primary education appears to be due mainly to the Mulla schools having been largely affected by the Khilafat agitation, and partly also to the gradual raising of the standard required, the less efficient schools being struck off the aided list.

A comparison of the figures for the Presidency and for Sind for the year 1923-24 shows that Sind Muslims are not only very far behind the Presidency Muslims, but have also great leeway to make up before they can come up to the level of other communities. The following table giving percentages of pupils to population makes matters clear:—

		Colleges.	Secondary schools.	Primary schools.	Total.
<i>Presidency.</i>					
Intermediate Hindus	...	0.0056	0.12	3.6	3.726
Muslims	...	0.02	0.34	7.41	7.77
<i>Sind.</i>					
Muslims	...	0.003	0.076	1.82	1.899

7. It may be not without interest to compare the progress of Muslim education in this Presidency with that in other Provinces. In view of the great material advancement of the Punjab during recent years, a comparison has been made with that Province.

Table showing the number of Muslim pupils and percentages of increases in Bombay Presidency (Proper) and Punjab.

Class of institution.	Bombay Presidency (Proper).					Punjab.					Remarks.
	Number of pupils in 1915-16.	Percentage to population.	Number of pupils in 1923-24.	Percentage to population.	Percentage of increase from 1915-16 to 1923-24.	Number of pupils in 1915-16.	Percentage to population.	Number of pupils in 1923-24.	Percentage to population.	Percentage of increase from 1915-16 to 1923-24.	
1	2	3	4	5	6	7	8	9	10	11	12
Colleges ...	175	0.013	309	0.023	76.57	1,107	0.010	1,733	0.015	56.55	
Secondary Schools...	3,680	0.265	4,615	0.337	25.40	37,766	0.345	43,557	0.380	15.33	
Primary Schools ...	80,207	5.781	101,495	7.413	26.54	114,561	1.045	272,870	2.384	138.19	
Total ...	84,062	6.059	106,419	7.773	26.59	153,434	1.400	318,160	2.780	107.36	

annually than $\frac{2}{3}$ of the Muslim population in colleges in Bombay (Presidency proper) against 015 for the Punjab. For secondary schools it is 34 for Bombay against 38 for the Punjab. These figures, however, are entirely misleading as the Punjab classes the three upper standards of the Vernacular schools as secondary (vernacular middle) while in this Presidency they are classed as primary. If the same classification were followed in this Presidency the number in secondary schools in 1923-24 would be 10,615, giving a percentage to population of 77 against 38 for the Punjab. In primary education the Presidency is far ahead of the Punjab, having a percentage of 7413 against 2384. (The deduction to be made in the Bombay figures on account of pupils studying in the three higher standards would not appreciably affect this total.) It was not surprising therefore that for the years taken it was possible for the Punjab, starting as it did with a percentage of 1.045, to show an increase of 138 per cent. against that of 26 per cent. for this Presidency. It must further be remembered that there have been exceptional features at work in the Punjab: the return of large numbers of soldiers from the War, with their experience of European and other countries, the increase in prosperity owing to the enormous spread of irrigation and the high prices of wheat—these and other circumstances have acted as a stimulus which is more than sufficient to account for the expansion of primary education. It may be added, that the cost to Government per pupil in a primary school in 1923-24 was Rs. 8-11-8 in the Punjab, while it was Rs. 19-15-8 in this Presidency, *i.e.* over 2½ times as much. It is interesting to note that the rate of increase in the case of colleges and secondary schools was considerably higher in this Presidency than in the Punjab.

It will further be realised that the difficulties in dealing with Muslim education in this Presidency are increased by the fact that most Muslims demand that their children shall be taught through a medium which is not the common vernacular. Thus special primary schools have to be provided for Muslims in addition to the schools which teach the ordinary local vernacular. This renders it difficult to provide for Muslim pupils in small villages, and necessarily acts as a check on the expansion of primary education for Muslim children.

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