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History and Problems of Moslem Education in Bengal.

BY

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FOREWORD.

I HAVE passed the best seven years of my life as a student amidst students ; and now, when I look behind, affords me materials for much anxious thoughts. During these seven years, I have been singularly fortunate in being directly or indirectly associated with almost every phase and movement of Mahomedan student life in Calcutta ; thus I had ample opportunities to make a close study of the problem.

The present is a period of transition in the history of Mahomedan education in Bengal and the future will entirely take its shape from the course of action in the present. With my little fund of experience to start with, which has supplied me with the necessary impetus, I have ventured to lay before the public a short history of Mahomedan education in Bengal with some of my thoughts on the problem of University education among the Mussal-mans of Bengal, in the high hopes that it may serve some useful purpose in bringing about a correct solution of the problem in the near future.

It was my original intention to make a full survey of the whole problem of Mahomedan education in all its aspects. But the rapidity with which new situations are arising has made me to decide otherwise, and I make no apology in now coming before the public with this little

pamphlet. If time and circumstances permit, my intention is to deal with the subject in a more elaborate manner with such modifications that maturer experience and further observation may necessitate.

The subject was originally in the form of a paper read before the Moslem Institute, Calcutta, under the presidency of the Hon'ble Mr. W. W. Hornell, M.A., Director of Public Instruction, Bengal on the 11th December, 1914. Since then, Government has come forward with further improvements towards the cause of Mahomedan education. A mess has been started in Bowbazar Street for the accommodation of college students. Declaration has been published for the acquisition of land near the College Square, Calcutta. The Madrassah Hostel extension work has practically been finished.

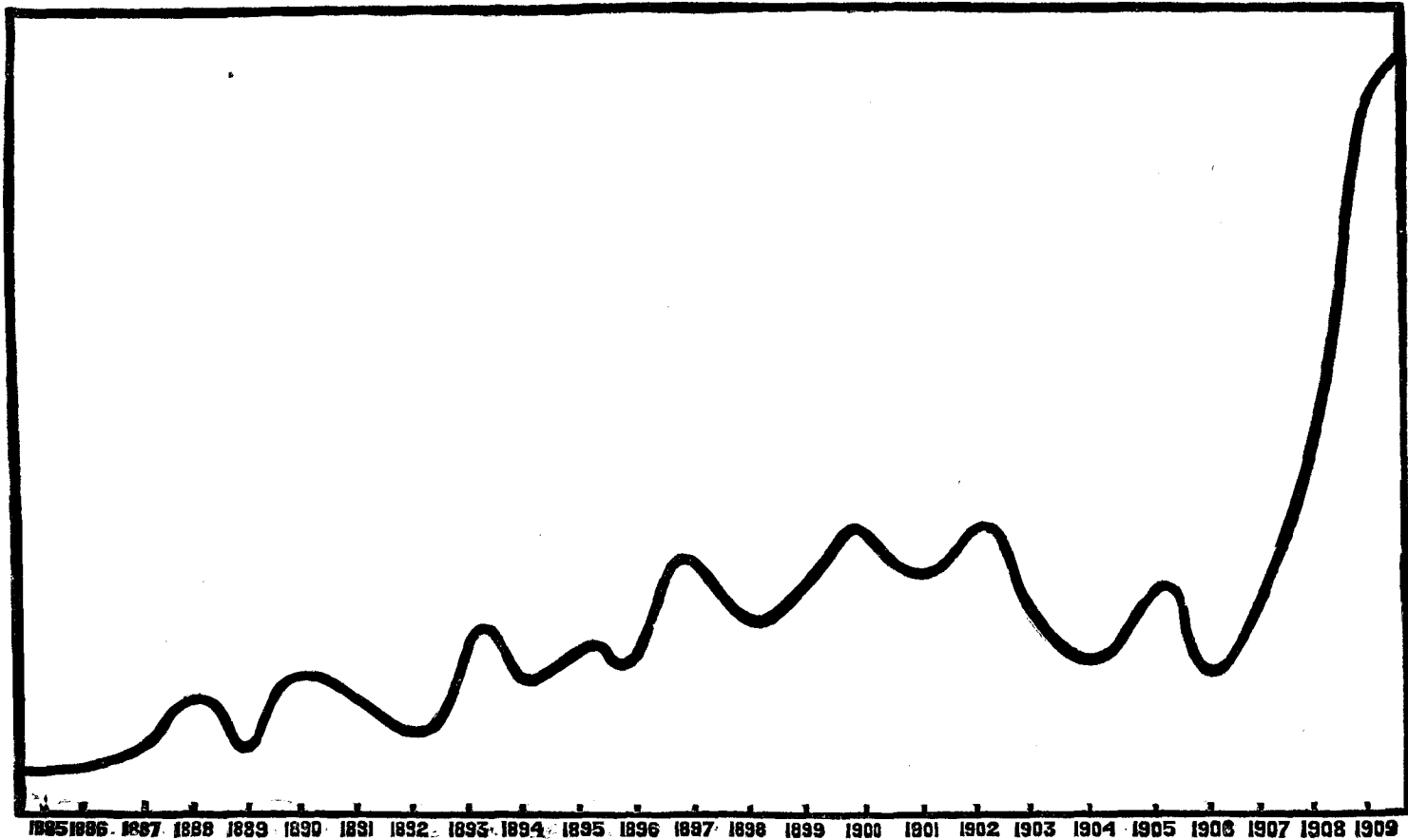
The Committee appointed by the Government of Bengal to consider certain questions connected with Mahomedan education has submitted its reports and its report has also since then been published in the official gazette. Still further improvements would and could and could have been done; but the war has deferred the realisation of many longed-for schemes. How long they will be deferred is not known to anybody.

KRISHNAGAR BAR, }
November, 1917. }

M. AZIZUL HUQUE.

APPENDIX A.

The curve showing the progress of Moslem education in Bengal
up to the year 1909.



History and Problems of Moslem education in Bengal.

APPENDIX B.

		Hindus.	Moslems.
Agriculture and pasture		13,557,038	20,856,662
Industry		2,371,008	1,040,685
Trade and transport		2,337,983	867,352
Public administration, profession and liberal acts		912,549	231,312

APPENDIX C.

Age.	Population.	Literates.	Literates in English
LITERARY.			
MALES.	0-10	Hindus ... 2,758,985	107,184 8,638
		Moslems ... 3,917,966	35,886 1,389
	10-15	Hindus ... 1,213,423	269,989 46,477
		Moslems ... 1,536,264	107,736 8,595
	15-20	Hindus ... 979,060	273,964 63,468
		Moslems ... 1,638,172	109,875 13,156
	20 and over.	Hindus ... 5,896,749	1,626,867 256,528
		Moslems ... 5,884,813	722,693 38,784
	Total	Hindus ... 10,848,217	2,278,004 373,111
		Moslems ... 12,377,215	976,190 61,924
FEMALES.	0-10	Hindus ... 2,785,091	16,609 630
		Moslems ... 3,959,989	3,705 97
	10-15	Hindus ... 942,189	30,205 1,351
		Moslems ... 1,206,134	5,033 164
	15-20	Hindus ... 1,027,069	34,406 1,564
		Moslems ... 1,196,676	4,224 149
	20 and over.	Hindus ... 5,342,813	115,952 4,542
		Moslems ... 5,497,214	14,573 445
	Total	Hindus ... 10,097,162	197,222 8,087
		Moslems ... 11,860,013	27,535 855

APPENDIX D.

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PROBLEMS OF MOSLEM EDUCATION IN BENGAL.

Class of Schools.	Percentage of Hindu pupils to the total number of pupils in the higher stage.	Percentage of Mahomedan pupils to the total number of pupils in the higher stage.	Percentage of Hindu pupils to the total number of pupils in the middle stage.	Percentage of Mahomedan pupils to the total number of pupils in the middle stage.	Percentage of Hindu pupils to the total number of pupils in the primary stage.	Percentage of Mahomedan pupils to the total number of pupils in the primary stage.
Boys' secondary schools ...	84·4	14·8	74·03	25·1	64·5	34·1
Girls' secondary schools. ...	80·6	·8	63·1	3·2	73·1	3·2
Total secondary schools for boys and girls ...	84·4	14·7	73·9	25·0	64·7	33·2
Primary schools for boys ...	...	...	84·2	15·7	53·2	44·9
Primary schools for girls ...	...	...	66·6	22·2	56·9	40·4
Total for primary schools for boys and girls ...	...	...	71·2	20·5	53·7	44·3
GRAND TOTAL FOR SECONDARY AND PRIMARY SCHOOLS FOR BOYS AND GIRLS ...	84·4	14·7	73·9	25·0	55·4	42·6

APPENDIX E.

Year 1915.	Number.	Total number of students.	Number of Moslem students.
Arts Colleges... ..	34	14,746	1,154
Professional Colleges :—			
Medicine		811	11
Engineering		320	7
Technical and Industrial Schools	9	858	96

APPENDIX F.

Colleges in Bengal affiliated in Arabic.

Up to M. A.—No College.

Up to Honours B. A.—Presidency, Dacca, Chittagong.

Up to Pass B. A.—Rajshahi.

APPENDIX G.

Number of Mahomedan students studying in the different colleges in Calcutta. (1916.)

Presidency	126	University Post Graduate	43
City	218	Central	17
Ripon	164	South Suburban	14
St. Xavier's	165	Cathedral Mission	5
University Law	195	Scottish Church	5
Bangabashi	63	Belgachia Medical	7
Medical	34	David Hare Training	2
Ripon Law	60	Total	1,118

APPENDIX H.

Number of Mahomedans passed from Bengal.

Year.	B.A.	B.Sc.	I.A.	I.Sc.	Entrance.
1884	2		8		...
1885	4		12		44
1886	...		...		...
1887	19		31		51
1888	12		19		113
1889	18		21		54
1890	21		57		125
1891	12		16		110
1892	14		47		85
1893	23		35		172
1894	26		31		134
1895	17		59		153
1896	17		53		141
1897	14		52		241
1898	22		66		178
1899	23		68		203
1900	24		59		253
1901	19		52		209
1902	22		79		258
1903	19		65		176
1904	13		70		133
1905	30		46		180
1906	29		51		118
1907	9		65		233
1908	29		50		313
1909	27		51	3	635
1910	47	1	65	14	426
1911	43	3	144	14	394
1912	55	4	173	16	610

APPENDIX I.

Statistics relating to residence of Mahomedan students
in the Mufassil (1914).

District.	NUMBER OF MOSLEM STUDENTS.		HOSTEL ACCOMMODATION.	
	College.	School.	College.	School.
24 Parganas ...	0	30,392	0	93
Khulna ...	20	28,450	8	60
Jessore ...	2	28,553	0	76
Nadia ...	1	19,193	0	98
Murshidabad ...	22	14,417	0	100
Howrah ...	3	8,956	0	16
Hooghly College ...	16	0	10	0
„ Collegiate ...	0	9,301	0	195
Serampur College ...	1	0	0	0
Uttarparah College ...	1	0	0	0
Burdwan ...	9	11,042	0	40
Birbhum ...	0	11,672	0	76
Bankura ...	2	1,760	6	12
Midnapur ...	6	8,666	0	28
Chittagong ...	30	31,194	10	151
Tippera ...	62	60,166	16	137
Noakhali ...	0	43,350	0	98
Dacca ...	211	50,482	54	531
Mymensingh ...	62	68,701	50	250
Bakerganj ...	35	64,708	0	347
Faridpur ...	0	27,934	0	95
Rajshahi ...	149	20,846	28	187
Pabna ...	35	26,272	15	30
Dinajpur ...	0	22,373	0	126
Rangpur ...	0	33,267	0	121
Bogra ...	0	27,795	0	22
Jalpaiguri ...	0	8,329	0	97
Darjeeling ...	0	432	0	20
Maldah ...	0	9,584	0	84

APPENDIX J.

Sub-divisions still without Hostels for Moslem Students.

Alipur, Barrackpur, Diamond Harbour, Krishnagar, Ranaghat, Murshidabad, Jhenaidah, Bagrhat, Satkhira, Burdwan, Kalna, Assansol, Vishnupur, Suri, Midnapur, Contai, Tamluk, Ghatal, Howrah, Uluberia, Serampur, Naranganj, Munshiganj, Madaripur, Coalundo, Patua-khali, Rangamati, Serajganj, Gaibandha, Alipur Doars, Kurseong.

APPENDIX K.

Government AIDED Schools without Persian and Arabic teachers with number of Mahomedan Students (1915).

Presidency Division.

Taki	...	...	1 Syedpur	...	...	3
Behala	...	...	4 Brahmmo boys	...	...	2
Boral	...	...	20 Majdia	...	...	18
Saidpur	...	...	8 Murhagacha	...	...	4
Gobardanga	...	...	7 Belpuker	...	...	6
Baharu	...	...	16 Bhajanghat	...	...	12
Hatuganj	...	...	27 Santipur	...	...	10
Diamand Harbour	...	...	15 Ranaghat	...	...	17
Gustia	...	...	26 Natuda	...	...	26
Baruipur	...	...	17 Gosain-durgapur	...	...	29
Habshah	...	...	1 Sudhakarpur	...	...	3
Ariadaha	...	...	7 Khagra	...	...	3

APPENDIX K.—*Contd.*

Arbalia	...	24	Kotchandpur	...	36
Baiahenapur	...	6	Quruli	...	21
Satisa	...	18	Naldah	...	9
Joynagar	...	2			

Burdwan Division.

Bhoita	...	6	Chinsura	...	3
Mankar	...	7	Dashghora	...	1
Dainhat	...	3	Ilsoha	...	9
Memari	...	25	Bhandirhati	...	5
Purbasthali	...	8	Janai	...	3
Satkoria	...	3	Kaikulla	...	10
Rayna	...	11	Konnagar	...	16
Bandghora	...	18	Serampur	...	8
Nakradanda	...	16	Guptiparah	...	13
Kotalpur	...	4	Somrah	...	12
Sonamukhi	...	2	Serampur Collegiate	...	1
Chandrakona	...	4	Uttarparah	...	4
Garbetta	...	2	Jagatballavpur	...	26
Jora	...	1	Jhinkara	...	4
Pinghee	...	4	Maju	...	14
Gopalnagar	...	5	Narit	...	3
Bâlagarh	...	2	Jaipur	...	8
Bhastara	...	11	Panitras	...	9
Baghati	...	4	Jhaparda	...	14
Chatra	...	3	Garh-bhawanipur	...	6

Chittagong Division.

Rangamati	...	...	...	...	16
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APPENDIX L.

**An Analysis of the Chief Recommendations of the
Mahomedan Education Committee, 1914.**

(Calcutta Gazette, supplement, Aug. 9, 1916.)

That while it is necessary to maintain special institutions for Moslems, a separate system of education should not be further developed, but that the existing machinery should be carefully adjusted to meet the situation.

That the representation of the Moslems in the Education and Finance Committees of District Boards is not adequate and that the number of Moslem members in both the Committees should be increased; that the representation of the Mussalmans in the District Boards should be proportionate to their strength of population.

That while the course of instruction in Muktabas should be more secularized, religious and moral instructions in accordance with tenets of Islam should be given by special teachers or preferably by local Mullahs. In ordinary Primary Schools, work should be suspended for an hour on Fridays and for half an hour on other days.

That Moslems should be adequately represented in the Text Book Committee and Moslem authors should be allowed to submit their books in manuscript and that Government should encourage authors to publish books,

which are Moslem in character and that readers for Muktabs should be made alternate readers in primary schools.

That more Primary Scholarships should be reserved for Mahomedans and the system of awarding should be carefully checked. That the medium of instructions in Primary schools must be the vernacular of the boys *i.e.* Bengali, except in Calcutta, Dacca, Murshidabad and in such other localities where Urdu is the vernacular of the Moslems.

That District Board grant to Muktabs should be shown under a separate head in the District Board Budget.

That the number of Mahomedan members in the managing committee of schools should be increased and that there should be at least two Mahomedans in the Managing Committees of Government schools, 6 out of ten in East Bengal districts, 4 out of ten in West Bengal districts and this should be made a condition of receiving grant-in-aid or of University recognition.

That more Mahomedan teachers should be appointed in Government schools and that the initial pay of Moslem teachers should be made higher and in giving grant-in-aid Government should make it a condition that sufficient number of Moslem teachers are appointed in the staff.

That Urdu should be recognised by the University of Calcutta as a second language for those whose vernacular is not Urdu.

That income of the Mohsin Fund now devoted for the maintenance of certain Madrassahs should be set free for providing scholarships and short fee payments in Colleges.

That there should be better provision for the accommodation of Mahomedan school boys in Hostels.

That the Senate of the Calcutta University should have more Mahomedan members, the ratio of the number of Moslem members to the total number of Indian members should be equal to the ratio of the Mussalman population to the total population and that the Moslem Fellows should be allowed to nominate one representative to the Syndicate from among themselves and that there should be at least one member in every board of studies.
